



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

Commissioner of Education
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November 21, 2012

Roberta A. Gerold, Superintendent
Middle Country Central School District
8 43rd Street
Centereach, NY 11720

Dear Superintendent Gerold:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-c, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the student growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results.

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Dean Lucera

NOTES: If your district/BOCES has provided for value-added measures (15 points vs. 20 points scale and categorization of your district/BOCES's grade configurations) in your APPR and no value-added measures are approved by the Board of Regents for a grade/subject and/or grade configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES's APPR submission and value-added measures are approved for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly.

Only documents that are incorporated by reference in your APPR have been reviewed and are considered as part of your APPR; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR but are not incorporated by reference in your APPR have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your APPR form and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan and/or require corrective action.

Annual Professional Performance Reviews: 2012-13

Created Wednesday, May 16, 2012

Updated Friday, October 12, 2012

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Disclaimers

The Department will review the contents of each school district's or BOCES' APPR plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law section 3012-c and subpart 30-2 of the Rules of the Board of Regents. Department approval does not imply endorsement of specific educational approaches in a district's or BOCES' plan.

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

If the Department reasonably believes through investigation or otherwise that statements made in this APPR plan are not true or accurate, it reserves the right to reject this plan at any time and/or to request additional information to determine the truth and/or accuracy of such statements.

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 580211060000

If this is not your BEDS Number, please enter the correct one below

580211060000

1.2) School District Name: MIDDLE COUNTRY CSD

If this is not your school district, please enter the correct one below

MIDDLE COUNTRY CSD

1.3) School Improvement Grant (SIG) Districts Only

SIG districts only: Indicate whether this APPR plan is for SIG schools only or for the entire district. Other districts and BOCES, please skip this question.

(No response)

1.4) Award Classification

Please check if the district has applied for and/or has been awarded any of the following (if applicable):

(No response)

1.5) Assurances

Please check all of the boxes below:

1.5) Assurances Assure that the content of this form represents the district/BOCES' entire APPR plan and that the APPR plan is in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents	Checked
1.5) Assurances Assure that this APPR plan will be posted on the district or BOCES website by September 10, or within 10 days after approval, whichever is later	Checked
1.5) Assurances Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval	Checked

1.6) Is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan?

Re-submission to address deficiencies

1.7) Is this submission for an annual or multi-year plan?

If the plan is multi-year, please write the years that are included.

Annual (2012-13)

2. Growth on State Assessments or Comparable Measures (Teachers)

Created Wednesday, May 16, 2012

Updated Wednesday, November 07, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a value-added growth score. That score will incorporate students' academic history compared to similarly academically achieving students and will use special considerations for students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses in addition where there is no state-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See guidance for more detail on teachers with State-provided measures AND SLOs.)

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

2.1) Assurances Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
2.1) Assurances Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13.	Checked

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for teachers in the following grades and subjects. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:

State assessments (or Regents or Regent equivalents), *required if one exists*

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

School- or BOCES-wide, group or team results based on State assessments

Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	ELA	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress -(Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress - (Primary Grades)

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	For grades K-2, the Middle Country School District will be using conditional growth index (CGI) based on the NWEA
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Measures of Academic Progress-(Primary Grades) to calculate teacher-level effectiveness ratings for the comparable growth measure in ELA in grades K-2. The conditional growth index captures the contributions educators make to student learning on the MAP-(Primary Grades) assessments, by comparing actual student growth to the student growth norms. The norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.</p> <p>To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged, with this average CGI score converted to the the four-category HEDI range. For grade 3, the district will use the Measures of Academic Progress-(ELA) as a pretest and targets will be set for the Grade 3 NYS ELA assessment (post-test). The same assessments will be used across all classrooms of the same grade level across the district.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	K-2 teachers with greater than or equal 0.9 standard deviations above average (see table). Grade 3 teachers with 80% or more students meeting expectations for student progress (see table).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	K-2 teachers with less than 0.9 standard deviations above average and greater than or equal to -0.9 standard deviations below average (see table). Grade 3 teachers with 56-79.9% of students meeting expectations for student progress (see table).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	K-2 teachers with more than -0.9 standard deviations below average and more than or equal to -2.1 standard deviations below average (see table). Grade 3 teachers with 30-55.9% of students meeting expectations for student progress (see table).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	K-2 teachers with more than -2.1 standard deviations below average (see table). Grade 3 teachers with 0-29.9% of students meeting expectations for student progress (see table).

2.3) Grades K-3 Math

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	Math	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress - (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress - (Primary Grades)
	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable

Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

For grades K-2, the Middle Country School District will be using conditional growth index (CGI) based on the NWEA Measures of Academic Progress-(Primary Grades) to calculate teacher-level effectiveness ratings for the comparable growth measure in Mathematics in grades K-2. The conditional growth index captures the contributions educators make to student learning on the MAP-(Primary Grades) assessments, by comparing actual student growth to the student growth norms. The norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.

To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged, with this average CGI score converted to the the four-category HEDI range. For grade 3, the district will use the Measures of Academic Progress-(Math) as a pretest and targets will be set for the Grade 3 NYS ELA assessment (post-test). The same assessments will be used across all classrooms of the same grade level across the district.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

K-2 teachers with greater than or equal 0.9 standard deviations above average (see table). Grade 3 teachers with 80% or more students meeting expectations for student progress (see table).

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

K-2 teachers with less than 0.9 standard deviations above average and greater than or equal to -0.9 standard deviations below average (see table). Grade 3 teachers with 56-79.9% of students meeting expectations for student progress (see table).

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

K-2 teachers with more than -0.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average (see table). Grade 3 teachers with 30-55.9% of students meeting expectations for student progress (see table).

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

K-2 teachers with more than -2.1 standard deviations below average (see table). Grade 3 teachers with 0-29.9% of students meeting expectations for student progress (see table).

2.4) Grades 6-8 Science

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

	Science	Assessment
6	District, regional or BOCES-developed assessment	District Grade 6 Science State Standards Assessment
7	District, regional or BOCES-developed assessment	District Grade 7 Science Standards Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed assessments will be rigorous, comparable across classroom and the same assessment will be used across a grade level or subject. All students will be assigned a performance level based on the pre-assessment score (Level 1: 0-54; Level 2: 55-64; Level 3: 65-74; Level 4: 75-84; Level 5: 85-100; Grade 8 State Assessment performance levels as defined by NYS). Each student's final assessment will determine the student's "end" performance level. Students with a pre-assessment performance level of 1, 2 or 3 are expected to demonstrate growth of at least one level. Students with a pre-assessment performance level of 4 or 5 must maintain that level of performance or demonstrate growth. For grade 8, students with a pre-assessment level of 1 or 2 must demonstrate growth of at least one level. Students with a pre-assessment level of 3 or 4 must maintain the level of performance or demonstrate growth. A minimum of 66% of the students are expected to meet their target performance level.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers with 80%-100% of students meeting the target performance level
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers with 56%-79.9% of students meeting the target performance level
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers with 30%-55.9% of students meeting the target performance level
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers with 0%-29.9% of students meeting the target performance level

2.5) Grades 6-8 Social Studies

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	District Grade 6 SS State Standards Assessment
7	District, regional or BOCES-developed assessment	District Grade 7 SS State Standards Assessment
8	District, regional or BOCES-developed assessment	District Grade 8 SS State Standards Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed assessments will be rigorous, comparable across classroom and the same assessment will be used across a grade level or subject. All students will be assigned a performance level based on the pre-assessment score (Level 1: 0-54; Level 2: 55-64; Level 3: 65-74; Level 4: 75-84; Level 5: 85-100). Each student's final assessment will determine the student's "end" performance level. Students with a pre-assessment performance level of 1, 2 or 3 are expected to demonstrate growth of at least one level. Students with a
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	pre-assessment performance level of 4 or 5 must maintain that level of performance or demonstrate growth. A minimum of 66% of the students are expected to meet their target performance level.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with 80%-100% of students meeting the target performance level
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with 56%-79.9% of students meeting the target performance level
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with 30%-55.9% of students meeting the target performance level
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with 0%-29.9% of students meeting the target performance level

2.6) High School Social Studies Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Middle Country developed Global 1 Social Studies Final Exam

	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed assessments will be rigorous, comparable across classroom and the same assessment will be used across a grade level or subject. All students will be assigned a performance level based on the pre-assessment score (Level 1: 0-54; Level 2: 55-64; Level 3: 65-74; Level 4: 75-84; Level 5: 85-100). Each student's final assessment/Regents exam will determine the student's "end" performance level. Students with a pre-assessment performance level of 1, 2 or 3 are expected to demonstrate growth of at least one level. Students with a pre-assessment performance level of 4 or 5 must maintain that level of performance or demonstrate growth. A minimum of 66% of the students are expected to meet their target performance level.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with 80%-100% of students meeting the target performance level

Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with 56%-79.9% of students meeting the target performance level
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with 30%-55.9% of students meeting the target performance level
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with 0%-29.9% of students meeting the target performance level

2.7) High School Science Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed assessments will be rigorous, comparable across classroom and the same assessment will be used across a grade level or subject. All students will be assigned a performance level based on the pre-assessment score (Level 1: 0-54; Level 2: 55-64; Level 3: 65-74; Level 4: 75-84; Level 5: 85-100). Each student's final assessment/Regents exam will determine the student's "end" performance level. Students with a pre-assessment performance level of 1, 2 or 3 are expected to demonstrate growth of at least one level. Students with a pre-assessment performance level of 4 or 5 must maintain that level of performance or demonstrate growth. A minimum of 66% of the students are expected to meet their target performance level.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with 80%-100% of students meeting the target performance level
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with 56%-79.9% of students meeting the target performance level
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with 30%-55.9% of students meeting the target performance level
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with 0%-29.9% of students meeting the target performance level

2.8) High School Math Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

For High School Math Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed assessments will be rigorous, comparable across classroom and the same assessment will be used across a grade level or subject. All students will be assigned a performance level based on the pre-assessment score (Level 1: 0-54; Level 2: 55-64; Level 3: 65-74; Level 4: 75-84; Level 5: 85-100). Each student's final assessment/Regents exam will determine the student's "end" performance level. Students with a pre-assessment performance level of 1, 2 or 3 are expected to demonstrate growth of at least one level. Students with a pre-assessment performance level of 4 or 5 must maintain that level of performance or demonstrate growth. A minimum of 66% of the students are expected to meet their target performance level.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with 80%-100% of students meeting the target performance level
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with 56%-79.9% of students meeting the target performance level
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with 30%-55.9% of students meeting the target performance level
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with 0%-29.9% of students meeting the target performance level

2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	District Grade 9 ELA Common Core Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	District Grade 10 ELA Common Core Assessment
Grade 11 ELA	Regents assessment	Comprehensive English Regents Examination

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed assessments will be rigorous, comparable across classroom and the same assessment will be used across a grade level or subject. All students will be assigned a performance level based on the pre-assessment score (Level 1: 0-54; Level 2: 55-64; Level 3: 65-74; Level 4: 75-84; Level 5: 85-100). Each student's final assessment/Regents exam will determine the student's "end" performance level. Students with a pre-assessment performance level of 1, 2 or 3 are expected to demonstrate growth of at least one level. Students with a pre-assessment performance level of 4 or 5 must maintain that level of performance or demonstrate growth. A minimum of 66% of the students are expected to meet their target performance level.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with 80%-100% of students meeting the target performance level
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with 56%-79.9% of students meeting the target performance level
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with 30%-55.9% of students meeting the target performance level
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with 0%-29.9% of students meeting the target performance level

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

Course(s) or Subject(s)	Option	Assessment
All other secondary math courses	District, Regional or BOCES-developed	MCCSD Developed Course-Specific Mathematics Final Examinations
All other secondary ELA courses	District, Regional or BOCES-developed	MCCSD Developed Course-Specific ELA Final Examinations
All other secondary Sci courses	District, Regional or BOCES-developed	MCCSD Developed Course-Specific Science Final Examinations
All other secondary SS courses	District, Regional or BOCES-developed	MCCSD Developed Course-Specific Social Studies Final Examinations
All Tech courses	District, Regional or BOCES-developed	MCCSD Developed Course-Specific Technology Final Examinations
All Business courses	District, Regional or BOCES-developed	MCCSD Developed Course-Specific Business Final Examinations
All Art Courses	District, Regional or BOCES-developed	MCCSD Developed Course-Specific Art Final Examinations
All PE and Health courses	District, Regional or BOCES-developed	MCCSD Developed Course-Specific PE and Health Final Examinations
All Music courses	District, Regional or BOCES-developed	MCCSD Developed Course-Specific Music Final Examinations

All other secondary Foreign Language courses	District, Regional or BOCES-developed	MCCSD Developed Course-Specific Foreign Language Final Examinations
Family and Consumer Science	District, Regional or BOCES-developed	MCCSD Developed Course-Specific Family and Consumer Science Final Examinations
ESL	State Assessment	NYSESLAT
Resource K-5	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades) (ELA,Math)
Resource 6-8	State-approved 3rd party assessment	Measures of Academic Progress (ELA/Math)
Resource 9-12	State-approved 3rd party assessment	Measures of Academic Progress (ELA/Math)
Life Skills	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades) (ELA,Math)

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>District developed assessments will be rigorous, comparable across classroom and the same assessment will be used across a grade level or subject. All students will be assigned a performance level based on the pre-assessment score (Level 1: 0-54; Level 2: 55-64; Level 3: 65-74; Level 4: 75-84; Level 5: 85-100). Each student's final assessment/Regents exam will determine the student's "end" performance level. Students with a pre-assessment performance level of 1, 2 or 3 are expected to demonstrate growth of at least one level. Students with a pre-assessment performance level of 4 or 5 must maintain that level of performance or demonstrate growth. A minimum of 66% of the students are expected to meet their target performance level.</p> <p>Resource and Life skills students will be administered the MAP (Primary Grades) or (ELA/Math) with pre and post test RIT scores used to determine student growth. Target growth will be determined after an analysis of the correlation between RIT scores and student performance on state assessments.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with 80%-100% of students meeting the target performance level
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with 56%-79.9% of students meeting the target performance level
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with 30%-55.9% of students meeting the target performance level
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with 0%-29.9% of students meeting the target performance level

If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

(No response)

2.11) HEDI Tables or Graphics

For questions 2.2 through 2.10 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/5364/130384-TXEttx9bQW/Table 2.11 SLO template 3.doc

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

There were no special considerations used in setting targets, as incorporated into the assessment process. In general, recognition of heterogeneous groupings was built into the process.

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked

2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Wednesday, May 16, 2012

Updated Wednesday, November 14, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

"Comparable across classrooms" means that the same locally-selected measures of student achievement or growth must be used across all classrooms in the same grade/subject in the district or BOCES.

Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 3.1 through 3.11, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, the district does not have certain grades, the district does not offer a specific subject, etc.

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment.

.Please note: Only one locally-selected measure is required for teachers in the same grade/subject across the district, but some districts may prefer to have more than one measure for all teachers within a grade/subject. Also note: Districts may use more than one locally-selected measure for **different** groups of teachers **within a grade/subject** if the district/BOCES verifies comparability based on Standards of Educational and Psychological Testing. This APPR form only provides space for one measure for teachers in the same grade/subject across the district. Therefore, if more than one locally-selected measure is used for all teachers in any grades or subject, districts must complete additional copies of this form and upload as attachments for review.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR TEACHERS IN GRADES FOR WHICH THERE IS AN APPROVED VALUE-ADDED MEASURE (15 points)

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.

The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally

- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause

- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment

- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 4 ELA Assessment
5	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 5 ELA Assessment

6	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 6 ELA Assessment
7	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 8 ELA Assessment

For Grades 4-8 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See attached
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 4 Math Assessment
5	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 5 Math Assessment
6	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 8 Math Assessment

For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>ELA 4, 5, and 6 (local assessments) use the 30% "Local Assessment Percentages to HEDI Points" Conversion Chart. ELA 7 and 8 (local assessments) use the 25% "Local Assessment Percentages to HEDI Points" Conversion Chart. Math 7 and 8 (local measures) use the 30% "Local Assessment Percentages to HEDI Points" Conversion Chart.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>ELA 4, 5, and 6 (local assessments) use the 30% "Local Assessment Percentages to HEDI Points" Conversion Chart. ELA 7 and 8 (local assessments) use the 25% "Local Assessment Percentages to HEDI Points" Conversion Chart. Math 7 and 8 (local measures) use the 30% "Local Assessment Percentages to HEDI Points" Conversion Chart.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>ELA 4, 5, and 6 (local assessments) use the 30% "Local Assessment Percentages to HEDI Points" Conversion Chart. ELA 7 and 8 (local assessments) use the 25% "Local Assessment Percentages to HEDI Points" Conversion Chart. Math 7 and 8 (local measures) use the 30% "Local Assessment Percentages to HEDI Points" Conversion Chart.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>ELA 4, 5, and 6 (local assessments) use the 30% "Local Assessment Percentages to HEDI Points" Conversion Chart. ELA 7 and 8 (local assessments) use the 25% "Local Assessment Percentages to HEDI Points" Conversion Chart. Math 7 and 8 (local measures) use the 30% "Local Assessment Percentages to HEDI Points" Conversion Chart.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>ELA 4, 5, and 6 (local assessments) use the 30% "Local Assessment Percentages to HEDI Points" Conversion Chart. ELA 7 and 8 (local assessments) use the 25% "Local Assessment Percentages to HEDI Points" Conversion Chart. Math 7 and 8 (local measures) use the 30% "Local Assessment Percentages to HEDI Points" Conversion Chart.</p>

3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER TEACHERS (20 points)

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.

The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade K ELA Assessment
1	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 1 ELA Assessment
2	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 2 ELA Assessment
3	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 3 ELA Assessment

For Grades K-3 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See Attached
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached

3.5) Grades K-3 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade K Math Assessment

1	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 2 Math Assessment
3	5) District, regional, or BOCES–developed assessments	Middle Country Grade Developed 3 Math Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 8 Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 8 Social Studies Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached

3.8) High School Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Middle Country Developed Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Middle Country Developed Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	Middle Country Developed American History Assessment

For High School Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached

3.9) High School Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Middle Country Developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Middle Country Developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Middle Country Developed Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	Middle Country Developed Physics Assessment

For High School Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached

3.10) High School Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Middle Country MC Developed Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Middle Country Developed Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Middle Country Developed Algebra 2 Assessment

For High School Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached

3.11) High School English Language Arts

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Middle Country Developed Grade 11 ELA Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached

3.12) All Other Courses

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

There were no special considerations used in setting targets, as incorporated into the assessment process - in general, was recognition of heterogeneous groupings.

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

For teachers with more than one locally selected measure, achievement targets will be set for students for each measure. The number of students meeting this target will be divided by the total number of students assigned to a teacher, which will result in the overall percentage of students meeting targets. This percentage is then converted to a HEDI score (0-15 or 0-20 as applicable). This method ensures proportional accountability based on the percentage of students assessed by each locally selected measure.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Wednesday, May 16, 2012

Updated Monday, October 01, 2012

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4.1) Teacher Practice Rubric

Select a teacher practice rubric from the menu of State-approved rubrics to assess performance based on NYS Teaching Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list.

(Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

NYSUT Teacher Practice Rubric

Not Applicable

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0.

This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review.

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

(No response)

If the district plans to use one or more of the following surveys of P-12 students from the menu of State-approved surveys, please check all that apply. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. Note: As the State-approved survey lists are updated, this form will be updated with additional approved survey tools.

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey	(No response)
[SurveyTools.3] District Variance	(No response)

4.4) Assurances

Please check all of the boxes below:

4.4) Assurances Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
4.4) Assurances Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
4.4) Assurances Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
4.4) Assurances Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district.	Checked

4.5) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the teacher practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

Each standard within the NYSUT rubric will receive a weighting for Highly Effective, Effective, Developing and Ineffective. Attached is the scoring methodology and conversion chart.

If you are using tables or other graphics to explain your process for assigning points and determining HEDI ratings, please clearly label them, combine them into a single file, and upload that file here.

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Exemplary, above average performance is achieved in the NYSUT/TED seven standards.
Effective: Overall performance and results meet NYS Teaching Standards.	Effective, average performance is achieved in the NYSUT/TED seven standards
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Below average performance is achieved in the NYSUT/TED seven standards
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Unsatisfactory performance is achieved in the NYSUT/TED seven standards

Provide the ranges for the 60-point scoring bands.

Highly Effective	59 - 60
Effective	57- 58
Developing	50 - 56
Ineffective	0 - 49

4.6) Observations of Probationary Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	4
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of probationary teachers be done in person, by video, or both?

-
- In Person
-

Will informal/short observations of probationary teachers be done in person, by video, or both?

-
- In Person
-

4.7) Observations of Tenured Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	2
4.7) Observations of Tenured Teachers Informal/Short	0
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of tenured teachers be done in person, by video, or both?

-
- In Person
-

Will informal/short observations of tenured teachers be done in person, by video, or both?

-
- In Person
-

5. Composite Scoring (Teachers)

Created Wednesday, May 16, 2012

Updated Monday, October 01, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

Results are well above state average for similar students (or District goals if no state test).

Results are well above District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results exceed NYS Teaching Standards.

Effective

Results meet state average for similar students (or District goals if no state test).

Results meet District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results meet NYS Teaching Standards.

Developing

Results are below state average for similar students (or District goals if no state test).

Results are below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results need improvement in order to meet NYS Teaching Standards.

Ineffective

Results are well below state average for similar students (or District goals if no state test).

Results are well below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results do not meet NYS Teaching Standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

5.1) The 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness subcomponent (same as question 4.5), from 0 to 60 points

Highly Effective	59 - 60
Effective	57 - 58
Developing	50 - 56
Ineffective	0 - 49

5.2) The 2012-13 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

**Locally-selected Measures of
growth or achievement**

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Wednesday, May 16, 2012

Updated Wednesday, November 07, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

6.1) Assurances -- Improvement Plans Assure that teachers who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan (TIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
6.1) Assurances -- Improvement Plans Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas	Checked

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5265/130388-Df0w3Xx5v6/TIP Section 6.2.docx](#)

6.3) Appeals Process

Pursuant to Education Law section 3012-c, a teacher may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

1. *The annual evaluation of a teacher shall be presented to the teacher by the principal/lead evaluator.*

2. *Within ten (10) school days of the receipt of a teacher's first evaluation of ineffective from the principal/lead evaluator, the teacher may appeal the evaluation in writing to the Superintendent or his/her designee. The appeal shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. Failure to articulate a particular basis for the appeal shall be deemed a*

waiver of that claim. The evaluated teacher may only challenge the substance, rating and/or adherence to the parties' Annual Professional Performance Review Plan adopted pursuant to 8 NYCRR 30-2 and Education Law Section 3012-c.

3. Within ten (10) school days of receipt of the appeal, the Superintendent of Schools or his/her designee shall render a final and binding determination in writing respecting the appeal.

4. The determination of the Superintendent of Schools or his/her designee as to the appeal referred to above, shall not be grievable, arbitrable, or reviewable in any other forum.

5. In the event a teacher receives a second consecutive evaluation of ineffective, the teacher may appeal such evaluation to a panel consisting of two teachers selected by the MCTA and two members of the Administrators' bargaining unit selected by the Superintendent. Neither the teachers nor the administrators shall be from the same building as the appealing teacher. This appeal must be submitted in writing to the panel within ten (10) school days of receipt of the evaluation. The review by the panel shall be completed within ten (10) school days of delivery of the written request for review from the teacher. No hearing shall be held and the review shall be based solely upon the evaluation, support papers submitted by the teacher and/or a response to the appeal by the teacher's evaluator. The panel may submit written requests for clarification. The responses thereto shall also be limited to written submissions. The panel's decision shall be transmitted to the Superintendent and the Appellant upon completion no later than ten (10) school days after receipt of the appeal. In the event the determination of the panel is unanimous, it shall be final and shall not be grievable, arbitrable, or reviewable in any other forum. However, the failure of either party to abide by the above agreed upon process shall be subject to the grievance procedure of the collective bargaining agreement.

6. In the event the determination of the panel is not unanimous, the affected teacher may elect to submit the appeal to a second panel of different employees selected in the same manner and composition as exists as to the initial panel except the Superintendent of Schools shall also serve as the fifth member thereof. This submission must occur within five (5) school days of issuance of the findings of the initial panel. The second panel shall issue its determination within ten (10) school days of delivery of the written request for review to the Superintendent. No hearing shall be held and the review shall be based solely upon the original appeal, the initial panel's determination, supporting papers submitted by the teacher and/or a response to the appeal by the teacher's evaluator. The determination of the second panel shall be final and shall not be grievable, arbitrable, or reviewable in any other forum. However, the failure of either party to abide by the above agreed upon process shall be subject to the grievance machinery of the collective bargaining agreement.

7. An overall performance rating of ineffective on the annual evaluation is the only rating subject to appeal.

8. Non-tenured teachers shall be permitted to appeal pursuant to this procedure. However, in the event that a probationary teacher elects to exercise a right to appeal in the last year of a probationary period, the lead evaluator shall be permitted to issue an evaluation.

6.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

Administrators have participated in all trainings provided by Eastern Suffolk BOCES, including training in School Based Inquiry Teams, Data Driven Instruction, Teacher Evaluation and APPR Frameworks, Using Formative Assessments aligned to Common Core and State Assessments, Application and use of NYSTART, BARS, Sirs, Use of Evaluation Rubrics and Student Learning Objectives. Certificates of attendance are maintained.

In addition, all evaluators participated in a five-day NYSUT training on the use of the NYSUT rubric. Rubric training ensured inter-rater reliability as the evaluators were trained to recognize teacher performance evidence in an objective fashion rooted to the rubric. The district provides ongoing professional development to principals at its bi-weekly administrative meetings in several areas of teacher observation and evaluation including inter-rater reliability. All evaluators will continue participation in workshops, webinars and conferences that are focused on evaluations, assessments, data analysis, common core curriculum, and effective instructional practices to ensure that lead evaluators maintain inter-rater reliability at all times.

The evidence of all training will be presented to the Board of Education who will certify that each principal is highly qualified to be the lead evaluator for teachers' evaluations. The Board will re-certify the lead evaluators each school year after reviewing the ongoing training they have received.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
6.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
6.7) Assurances -- Data Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

7. Growth on State Assessments or Comparable Measures (Principals)

Created Wednesday, May 16, 2012

Updated Wednesday, November 07, 2012

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7.1) STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved Value-Added Measure)

For principals in buildings with Grades 4-8 ELA, Math and/or High School courses with State or Regents assessments, (or principals of programs with any of these assessments), NYSED will provide value-added measures. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

In order for a principal to receive a State-provided value-added measure, at least 30% of the students in the principal's school or program must take the applicable State or Regents assessments. This will include most schools in the State.

Value-Added measures will apply to schools or principals with the following grade configurations in this district (please list, e.g., K-5, PK-6, 6-8, 6-12, 9-12):

Grades 1-5
Grades 6-8
Grades 9-12
(No response)
(No response)
(No response)
(No response)

7.2) Assurances -- State-Provided Measures of Student Growth

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13	Checked

7.3) STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed using the assessment covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. District-determined assessments from the options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms

List of State-approved 3rd party assessments

First, list the school or program type this SLO applies to. Then, using the drop-down boxes below, please select the assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

Please remember that State assessments must be used with SLOs if applicable to the school or program type.

School or Program Type	SLO with Assessment Option	Name of the Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress--(Primary Grades)

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The Middle Country School District will be using conditional growth index (CGI) based on the NWEA Measures of Academic Progress (Primary Grades) assessment to calculate principal effectiveness ratings for the comparable growth measure in ELA in grade K. The conditional growth index captures the contributions educators make to student learning on the MAP (Primary Grades) by comparing actual student growth to the student growth norms. The norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms. To construct an evaluative rating for principals, CGI scores for all students linked to a particular building will be averaged, with this average CGI score converted to the the four-category HEDI range.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Principals with greater than or equal to 0.9 standard deviations above average.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Principals with less than 0.9 standard deviations above average and greater than or equal to -0.9 standard deviations below average.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Principals with more than -0.9 standard deviations below average and greater than or equal to -2.1 standard deviations

below average.

Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).

Principals with more than -2.1 standard deviations below average.

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/5365/130389-lha0DogRNw/SLO template 4.doc

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

All SLOs will have targets set based on prior academic achievement, which will be determined by the Measures of Academic Progress (Primary Grades) at the beginning of the school year. No other controls will be used.

7.5) Principals with More Than One Growth Measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI category and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Principals of K-8 schools with growth measures for ELA and Math grades 4-8.)

If Principals have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points and Districts will weight each in proportion to the number of students covered by the SLO to reach a combined score for this subcomponent.

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked

7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
--	---------

7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
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8. Local Measures (Principals)

Created Wednesday, May 16, 2012
Updated Tuesday, November 20, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

Locally comparable means that the same locally-selected measures of student achievement or growth must be used for all principals in the same or similar programs or grade configurations across the district or BOCES.

Please note: only one locally-selected measure is required for principals in the same or similar programs or grade configurations, but some districts may prefer to have more than one measure for principals in the same or similar programs or grade configurations. This APPR form therefore provides space for multiple locally-selected measures for each principal in the same or similar program or grade configuration across the district. Therefore, if more than one locally-selected measure is used for all principals in the same or similar program or grade configuration, districts must complete additional copies of this form and upload as attachments for review.

Also note: districts may use more than one locally-selected measure for **different** groups of principals **within the same or similar programs or grade configurations** if the district/BOCES prove comparability based on Standards of Educational and Psychological Testing. If a district is choosing different measures for different groups of principals within the same or similar programs or grade configurations, they must complete additional copies of this form and upload as attachments for review.

8.1) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR PRINCIPALS WITH AN APPROVED VALUE-ADDED MEASURE (15 points)

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

The options in the drop-down menus below are abbreviated from the following list:

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Grades 1 - 5	(a) achievement on State assessments	NYS Grade 5 Math Assessment
Grades 6 - 8	(a) achievement on State assessments	NYS Grade 6 Math Assessment
Grades 9 -12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	5 Year Graduation Rate

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	See Attached
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word)

(No response)

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/5366/130390-qBFVOWF7fC/Principals Local Measures 8.1.docx

8.2) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER PRINCIPALS (20 points)

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

The options in the drop-down menus below are abbreviated from the following list: <!--

(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)

(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)

(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations

(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades)

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	See Attached
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached

If you need additional space, upload a copy of "Form 8.2: Locally Selected Measures for All Other Principals" as an attachment for review. [Click here for a downloadable copy of Form 8.2. \(MS Word\)](#)

(No response)

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

[assets/survey-uploads/5366/130390-T8MIGWUVm1/K Principals SLO.docx](#)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the

controls or adjustments.

All assessments for local measures are aligned to the standards for each course of study. Targets will be set based on prior academic history. All targets will be reviewed by the building principal and the superintendent to ensure that targets correlate to students' potential and foster improved academic performance. No other controls will be used in setting targets for local measures.

8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

Each principal will be measured against one locally selected measure from those provided above, selected no later than BEDS date.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Wednesday, May 16, 2012

Updated Wednesday, November 07, 2012

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the points assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following points assignment for all principals?

Yes

If you checked "no" above, fill in the group of principals covered:

(No response)

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
--	---

If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

9.4) Sources of Evidence (if applicable)

If you indicated above that one or more points will be assigned to the "ambitious and measurable goals" measure, identify at least two of the following sources of evidence that will be utilized as part of assessing every principal's goal(s):

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(No response)
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)

9.5) Survey Tool(s) (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

9.6) Assurances Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
9.6) Assurances Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction	Checked
9.6) Assurances Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
9.6) Assurances Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district or BOCES.	Checked

9.7) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the principal practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

Each standard within the Multidimensional Rubric will receive a weighting for highly effective, effective, developing, and ineffective. Attached is the scoring methodology and conversion chart.

If you are using tables or other graphics to explain your process for assigning points and determining HEDI ratings, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/5143/130391-pMADJ4gk6R/Multidimensional-APPR_1.pdf

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

Highly Effective: Overall performance and results exceed standards.	Exemplary, above average performance achieved in the Multidimensional Rubric
Effective: Overall performance and results meet standards.	Average performance achieved in the Multidimensional Rubric
Developing: Overall performance and results need improvement in order to meet standards.	Below average performance achieved in the Multidimensional Rubric
Ineffective: Overall performance and results do not meet standards.	Unsatisfactory performance achieved in the Multidimensional Rubric

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59 - 60
Effective	57 - 58
Developing	50 - 56
Ineffective	0 - 49

9.8) School Visits

Enter the minimum number of school visits that will be done by each of the following evaluators, making sure that the number of visits "by supervisor" is at least 1 and the total number of visits is at least 2, for both probationary and tenured principals. If your APPR plan

does not include visits by a trained administrator or independent evaluator, enter 0 in those boxes.

Probationary Principals

By supervisor	2
By trained administrator	0
By trained independent evaluator	0
Enter Total	2

Tenured Principals

By supervisor	2
By trained administrator	0
By trained independent evaluator	0
Enter Total	2

10. Composite Scoring (Principals)

Created Wednesday, May 16, 2012

Updated Friday, October 12, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

Results are well above state average for similar students (or District goals if no state test).

Results are well above District- or BOCES- adopted expectations for growth or achievement for grade/subject.

Overall performance and results exceed ISLLC leadership standards.

Effective

Results meet state average for similar students (or District goals if no state test).

Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results meet ISLLC leadership standards.

Developing

Results are below state average for similar students (or District goals if no state test).

Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results need improvement in order to meet ISLLC leadership standards.

Ineffective

Results are well below state average for similar students (or District goals if no state test).

Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results do not meet ISLLC leadership standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

10.1) The 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness Subcomponent (same as question 9.7), from 0 to 60 points

Highly Effective	59 - 60
Effective	57 - 58
Developing	50 - 56
Ineffective	0 -49

10.2) The 2012-13 scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Wednesday, May 16, 2012

Updated Wednesday, November 07, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

11.1) Assurances -- Improvement Plans Assure that principals who receive a Developing or Ineffective rating will receive a Principal Improvement Plan (PIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
11.1) Assurances -- Improvement Plans Assure that PIPs shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas	Checked

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5276/130393-Df0w3Xx5v6/PIP.docx](#)

11.3) Appeals Process

Pursuant to Education Law section 3012-c, a principal may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

1. The annual evaluation of a principals shall be presented to the lead evaluator.

2. Within ten (10) school days of the receipt of a principal's first evaluation of ineffective from the lead evaluator, the principal may appeal the evaluation in writing to the Superintendent or his/her designee. The appeal shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. Failure to articulate a particular basis for the appeal shall be deemed a waiver of that claim. The evaluated principal may only challenge the substance, rating and/or adherence to the parties' Annual Professional Performance Review Plan adopted pursuant to 8 NYCRR 30-2 and Education Law Section 3012-c.

3. Within ten (10) school days of receipt of the appeal, the Superintendent of Schools or his/her designee shall render a final and binding determination in writing respecting the appeal.

4. The determination of the Superintendent of Schools or his/her designee as to the appeal referred to above, shall not be grievable, arbitrable, or reviewable in any other forum.

5. In the event a principal receives a second consecutive evaluation of ineffective, the principal may appeal such evaluation to a panel consisting of two administrators selected by the MCAA and two members of the central office selected by the Superintendent. The administrators shall not be from the same building as the appealing principal. This appeal must be submitted in writing to the panel within ten (10) school days of receipt of the evaluation. The review by the panel shall be completed within ten (10) school days of delivery of the written request for review from the principal. No hearing shall be held and the review shall be based solely upon the evaluation, support papers submitted by the principal and/or a response to the appeal by the principal's evaluator. The panel may submit written requests for clarification. The responses thereto shall also be limited to written submissions. The panel's decision shall be transmitted to the Superintendent and the Appellant upon completion no later than ten (10) school days after receipt of the appeal. In the event the determination of the panel is unanimous, it shall be final and shall not be grievable, arbitrable, or reviewable in any other forum. However, the failure of either party to abide by the above agreed upon process shall be subject to the grievance procedure of the collective bargaining agreement.

6. In the event the determination of the panel is not unanimous, the affected principal may elect to submit the appeal to a second panel of employees selected in the same manner and composition as exists as to the initial panel except the Superintendent of Schools shall also serve as the fifth member thereof. This submission must occur within five (5) school days of issuance of the findings of the initial panel. The second panel shall issue its determination within ten (10) school days of delivery of the written request for review to the Superintendent. No hearing shall be held and the review shall be based solely upon the original appeal, the initial panel's determination, supporting papers submitted by the principal and/or a response to the appeal by the principal's evaluator. The determination of the second panel shall be final and shall not be grievable, arbitrable, or reviewable in any other forum. However, the failure of either party to abide by the above agreed upon process shall be subject to the grievance machinery of the collective bargaining agreement.

7. An overall performance rating of ineffective on the annual evaluation is the only rating subject to appeal.

8. Non-tenured principals shall be permitted to appeal pursuant to this procedure. However, in the event that a probationary principal elects to exercise a right to appeal in the last year of a probationary period, the lead evaluator shall be permitted to issue an evaluation.

11.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

The evaluators were trained by ES BOCES. BOCES trainers were trained by SED.

The lead evaluators attended all sessions on principal evaluation offered through Eastern Suffolk BOCES in the 2011-2012 school year and in the summer of 2012. All workshops summer workshops focused on the Multi-dimensional Principal Performance Rubric. Evaluators will continue to attend future training sessions as offered by BOCES, SED, and the Council of School Superintendents.

As part of their ongoing training, the evaluators will conduct a minimum of two school visitations of each principal using the Multidimensional Principal Performance Rubric during the 2012-2013 school year. The evidence gathered from the visitations, as well as the artifacts that have been submitted by the principal will be reviewed independently by each lead evaluator and aligned to the rubric to determine a rating. This process will be used to ensure inter-rater reliability.

The evidence of all the training will be presented to the Board of Education who will certify that lead evaluators are highly qualified to evaluate principals APPR. The Board will re-certify lead evaluators each school year after reviewing the ongoing training the evaluators have received.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
11.6) Assurances -- Principals Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
11.6) Assurances -- Principals Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
11.7) Assurances -- Data Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

12. Joint Certification of APPR Plan

Created Wednesday, May 16, 2012

Updated Friday, November 09, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form

[assets/survey-uploads/5581/130394-3Uqgn5g9Iu/MCCSD Certification form 11-08-12.pdf](assets/survey-uploads/5581/130394-3Uqgn5g9Iu/MCCSD%20Certification%20form%2011-08-12.pdf)

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

HEDI Scoring	Percentage to Points Conversion - SLO																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	≥1.3	≥1.1- <1.3	≥0.9- <1.1	≥0.7- <0.9	≥0.5- <0.7	≥0.3- <0.5	≥0.1- <0.3	≥0.1- <0.1	≥-0.3- <-0.1	≥-0.5- <-0.3	≥-0.7- <-0.5	≥-0.9- <-0.7	≥-1.1- <-0.9	≥-1.3- <-1.1	≥-1.5- <-1.3	≥-1.7- <-1.5	≥-1.9- <-1.7	≥-2.1- <-1.9	≥-2.3- <-2.1	≥-2.5- <-2.3	<-2.5

HEDI Scoring	What student progress meets expectations Percentage to Points Conversion – SLO's																				
	Performance Level		Target (based on pre-assessment score)																		
			1	2	3	4	5														
	Baseline (based on pre-assessment score)	1	No	Yes	Yes	Yes	Yes														
		2	No	No	Yes	Yes	Yes														
		3	No	No	Yes	Yes	Yes														
4		No	No	No	Yes	Yes															
5		No	No	No	No	Yes															
<p>Target is the percentage of students that make their specific level of growth</p> <p>Teacher percentage = (number of students making progress) / (total number of students) x 100</p>																					
HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	90+%	85%- 89.9%	80%- 84.9%	77%- 79.9%	74%- 76.9%	71%- 73.9%	69%- 70.9%	66%- 68.9%	64%- 65.9%	61%- 63.9%	59%- 60.9%	56%- 58.9%	54%- 55.9%	50%- 53.9%	45%- 49.9%	40%- 44.9%	35%- 39.9%	30%- 34.9%	25%- 29.9%	15%- 24.9%	0%- 14.9%

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LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR TEACHERS IN GRADES FOR WHICH THERE IS AN APPROVED VALUE-ADDED MEASURE (15 points)

**These 15 point local measures shall become effective when the value-added model has
been approved by NYSED**

TABLE 3.3

Local Measures = 15%		
Subject/ Course	Local Assessment	Percentage of Students Achieving Target Score Required to Earn Maximum HEDI Points
ELA: 4 th grade	Comprehension Assessment	30% of students achieve satisfactory performance
ELA: 5 th grade	Writing Assessment	30% of students achieve satisfactory performance
ELA: 6 th grade	Writing Assessment	30% of students achieve satisfactory performance
ELA: 7 th grade	Writing Assessment	25% of students achieve satisfactory performance
ELA: 8 th grade	Writing Assessment	25% of students achieve satisfactory performance
Math: 7 th Grade	Portfolio	30% of students achieve satisfactory performance
Math: 8 th Grade	Portfolio	30% of students achieve satisfactory performance

LOCAL ASSESSMENTS FOR GRADES 4, 5, 6, 7, 8 ELA Teachers & GRADE 7, 8 Math Teachers

**Local Assessment Percentages to HEDI Points
Maximum 15 points**

For LOCAL ASSESSMENTS where 25% of students achieve satisfactory performance earns 15 points.

Highly Effective Effective Developing Ineffective

Points	Percentage	Points	Percentage	Points	Percentage	Points	Percentage
15	23-25	13	17-19	7	10	2	5
14	20-22	12	15-16	6	9	1	4
		11	14	5	8	0	0-3
		10	13	4	7		
		9	12	3	6		
		8	11				

For LOCAL ASSESSMENTS where 30% of students achieve satisfactory performance earns 15 points.

Highly Effective Effective Developing Ineffective

Points	Percentage	Points	Percentage	Points	Percentage	Points	Percentage
15	27-30	13	19-22	7	10	2	5
14	23-26	12	15-19	6	9	1	4
		11	14	5	8	0	0-3
		10	13	4	7		
		9	12	3	6		
		8	11				

These 20 point local measures shall remain in place until such time as the value-added model has been approved by NYSED

TABLE 3.3

Local Measures = 20%		
Subject/ Course	Local Assessment	Percentage of Students Achieving Target Score Required to Earn Maximum HEDI Points
ELA: 4 th grade	Comprehension Assessment	30% of students achieve satisfactory performance
ELA: 5 th grade	Writing Assessment	30% of students achieve satisfactory performance
ELA: 6 th grade	Writing Assessment	30% of students achieve satisfactory performance
ELA: 7 th grade	Writing Assessment	25% of students achieve satisfactory performance
ELA: 8 th grade	Writing Assessment	25% of students achieve satisfactory performance
Math: 7 th Grade	Portfolio	30% of students achieve satisfactory performance
Math: 8 th Grade	Portfolio	30% of students achieve satisfactory performance

LOCAL ASSESSMENTS FOR GRADES 4, 5, 6, 7, 8 ELA & Math

These 20 point local measures shall remain in place until such time as the value-added model has been approved by NYSED

Maximum 20 points

For LOCAL ASSESSMENTS where 25% of students achieve satisfactory performance earns 20 points.							
Highly Effective		Effective		Developing		Ineffective	
Points	Percentage	Points	Percentage	Points	Percentage	Points	Percentage
20	25	17	22	8	13	2	7
19	24	16	21	7	12	1	6
18	23	15	20	6	11	0	0-5
		14	19	5	10		
		13	18	4	9		
		12	17	3	8		
		11	16				
		10	15				
		9	14				

For LOCAL ASSESSMENTS where 30% of students achieve satisfactory performance earns 20 points.							
Highly Effective		Effective		Developing		Ineffective	
Points	Percentage	Points	Percentage	Points	Percentage	Points	Percentage
20	30	17	27	8	18	2	12
19	29	16	26	7	17	1	11
18	28	15	25	6	16	0	0-10
		14	24	5	15		
		13	23	4	14		
		12	22	3	13		
		11	21				
		10	20				
		9	19				

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**LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT
FOR ALL OTHER TEACHERS (20 points)**

Table 3.13

Local Measures = 20%		
Subject/Course	Local Assessment	Percentage of Students Achieving Target Score Required to Earn Maximum HEDI Points
Kindergarten	Letter Recognition Assessment	25% of students achieve satisfactory performance
Grade 1	Word Recognition Assessment	25% of students achieve satisfactory performance
Grade 2	Math Exam	30% of students achieve satisfactory performance
Grade 3	Math Exam	25% of students achieve satisfactory performance

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Local Measures = 20%		
Subject/Course	Local Assessment	Percentage of Students Achieving Target Score Required to Earn Maximum HEDI Points
Life Skills Resource		
Life Skills: grades K-8	Performance Assessment	30% of students achieve satisfactory performance
Life Skills: High School	Performance Assessment	20% of students achieve satisfactory performance
Resource K-5	Performance Assessment	20% of students achieve satisfactory performance
Resource 6-8	Performance Assessment	20% of students achieve satisfactory performance
Resource 9-12	Performance Assessment	20% of students achieve satisfactory performance
ESL		
ESL: Beginner (K-1)	Performance Assessment	20% of students achieve satisfactory performance
ESL: Intermediate (K-1)	Performance Assessment	20% of students achieve satisfactory performance
ESL: Advanced (K-1)	Performance Assessment	20% of students achieve satisfactory performance
ESL: Beginner (2-5)	Performance Assessment	20% of students achieve satisfactory performance
ESL: Intermediate (2-5)	Performance Assessment	20% of students achieve satisfactory performance
ESL: Advanced (2-5)	Performance Assessment	20% of students achieve satisfactory performance
ESL: Beginner,	Performance Assessment	20% of students achieve satisfactory performance

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mixed grade level (9-12)		
ESL: Intermediate, mixed grade level (9-12)	Performance Assessment	20% of students achieve satisfactory performance
ESL: Advanced, mixed grade level (9-12)	Performance Assessment	20% of students achieve satisfactory performance
ELA		
ELA: 9 th grade, and English 9 Honors	Writing Assessment	25% of students achieve satisfactory performance
ELA, grade 10 and English 10 Honors	Writing Assessment	25% of students achieve satisfactory performance
ELA, grade 11 and English 11 Honors	Writing Assessment	25% of students achieve satisfactory performance
Exploring Mythology	Writing Assessment	30% of students achieve satisfactory performance
Media Literacy	Writing Assessment	25% of students achieve satisfactory performance
Public Speaking I and II	Writing Assessment	30% of students achieve satisfactory performance
Heroes in Literature	Writing Assessment	30% of students achieve satisfactory performance
Writing for TV	Writing Assessment	30% of students achieve satisfactory performance
Journalism	Performance Assessment	30% of students achieve satisfactory performance
Contemporary Plays	Writing Assessment	30% of students achieve satisfactory performance
AP Lit & Composition	Reading and Writing Assessment	30% of students achieve satisfactory performance
AP Language and Composition	Writing Assessment	25% of students achieve satisfactory performance
College English	Writing Assessment	30% of students achieve satisfactory performance
Prep for College Writing	Writing Assessment	25% of students achieve satisfactory performance

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Creative Writing I and II	Writing Assessment	30% of students achieve satisfactory performance
Exploring Mythology	Writing Assessment	30% of students achieve satisfactory performance
Media Literacy	Writing Assessment	30% of students achieve satisfactory performance
Public Speaking I and II	Writing Assessment	30% of students achieve satisfactory performance
SOCIAL STUDIES		
6 th grade Social Studies	Writing Assessment	30% of students achieve satisfactory performance
7 th grade Social Studies	Portfolio	30% of students achieve satisfactory performance
8 TH grade Social Studies	Exam	40% of students achieve satisfactory performance
Global History and Geography I	Written Assessment	40% of students achieve satisfactory performance
Global History and Geography II	Written Assessment	40% of students achieve satisfactory performance
Global History and Geography II Honors	Writing Assessment	35% of students achieve satisfactory performance.
US History and Government	Written Assessment	40% of students achieve satisfactory performance
World History I	Writing Assessment	35% of students achieve satisfactory performance.
Criminal Justice	Written Assessment	40% of students achieve satisfactory performance
Economics, 12 th grade	Writing Assessment	40% of students achieve satisfactory performance
College Economics	Writing Assessment	40% of students achieve satisfactory performance
AP Psychology	Written Assessment	40% of students achieve satisfactory performance
AP World History	Writing Assessment	35% of students achieve satisfactory performance.

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(10th grade)		
AP European History	Writing Assessment	35% of students achieve satisfactory performance.
AP US History	Writing Assessment	35% of students achieve satisfactory performance.
AP US Government and Politics	Writing Assessment	35% of students achieve satisfactory performance.
AP Statistics	Exam	30% of students achieve satisfactory performance
College Statistics	Exam	30% of students achieve satisfactory performance
Math Applications I	Portfolio	30% of students achieve satisfactory performance
Algebra I	Portfolio	30% of students achieve satisfactory performance
Geometry	Portfolio	30% of students achieve satisfactory performance
Advanced Algebra	Portfolio	30% of students achieve satisfactory performance
Intermediate Algebra	Portfolio	30% of students achieve satisfactory performance
Finite Mathematics	Exam	50% of students achieve satisfactory performance
Probability	Exam	50% of students achieve satisfactory performance
Math Applications II	Portfolio	30% of students achieve satisfactory performance
Topics in Math	Portfolio	30% of students achieve satisfactory performance
Logic	Portfolio	30% of students achieve satisfactory performance
Pre-Calculus	Portfolio	30% of students achieve satisfactory performance
AP Calculus	Portfolio	30% of students achieve satisfactory performance

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Algebra 2/Trig	Portfolio	30% of students achieve satisfactory performance
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SCIENCE		
6 th grade	Lab Performance Assessment	30% of students achieve satisfactory performance
7 th grade	Lab Performance Assessment	20% of students achieve satisfactory performance
8 th grade	Lab Performance	20% of students achieve satisfactory performance
Living Environment	Lab Performance	60% of students achieve satisfactory performance
Marine Studies	Exam	30% of students achieve satisfactory performance
AP Environmental Studies	Lab Performance	60% of students achieve satisfactory performance
Physics	Lab Performance Assessment	60% of students achieve satisfactory performance
Chemistry	Lab Performance Assessment	40% of students achieve satisfactory performance
AP Biology	Lab Performance	40% of students achieve satisfactory performance
Environmental Studies	Technology Systems Assessment	30% of students achieve satisfactory performance
Oceanography	Technology Systems Assessment	30% of students achieve satisfactory performance
Astronomy	Exam Assessment	40% of students achieve satisfactory performance
Forensics	Performance Assessment	30% of students achieve satisfactory performance
Earth Science	Lab Assessment	40% of students achieve satisfactory performance
Anatomy and Physiology	Performance Assessment	40% of students achieve satisfactory performance
Meteorology	Performance Assessment	40% of students achieve satisfactory performance
LOTE		
LOTE: College	Writing Assessment	30% of students achieve satisfactory performance

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Italian 1		
Italian 1, 2 and 3; AP Italian, College Italian 2	Writing Assessment	30% of students achieve satisfactory performance
AP French, College level 2	Writing Assessment	30% of students achieve satisfactory performance
French 1A, 1B, 2, 3 and College 1	Writing Assessment	30% of students achieve satisfactory performance
Spanish 1, 1A, 1B, AP Spanish, College Spanish 1, College Spanish 2 and 3	Writing Assessment	30% of students achieve satisfactory performance
TECHNOLOGY		
Design and Drawing for Production	Performance Assessment	50% of students achieve satisfactory performance
Robotics	Performance Assessment	50% of students achieve satisfactory performance
Electronics 2	Performance Assessment	50% of students achieve satisfactory performance
Computer Repair	Performance Assessment	50% of students achieve satisfactory performance
Technology 8	Performance Assessment	20% of students achieve satisfactory performance
Video Game Programming	Lab Performance	50% of students achieve satisfactory performance
Introduction to Technology	Performance Assessment	35% of students achieve satisfactory performance
Residential Structures	Performance Assessment	50% of students achieve satisfactory performance
Woodworking	Performance Assessment	50% of students achieve satisfactory performance
Electronics	Lab Performance Assessment	50% of students achieve satisfactory performance

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COSMETOLOGY		
Cosmetology I: Career Education – Appearance Enhancement	Performance Assessment	30% of students achieve satisfactory performance
FACS		
FACS: grades 7 & 8	Exam	40% of students achieve satisfactory performance
Life Span Studies	Writing Assessment	30% of students achieve satisfactory performance
Food and Nutrition	Writing Assessment	30% of students achieve satisfactory performance
Fashion Design and Apparel Construction	Exam	30% of students achieve satisfactory performance
Housing and Interior	Exam	30% of students achieve satisfactory performance
Culinary Techniques	Exam	30% of students achieve satisfactory performance
Parenting	Performance Assessment	30% of students achieve satisfactory performance
Child Development	Performance Assessment	30% of students achieve satisfactory performance
BUSINESS		
Virtual Career and Financial Management	Performance Assessment	30% of students achieve satisfactory performance
Web 1, 2	Performance Assessment	30% of students achieve satisfactory performance
Sports Management	Exam	30% of students achieve satisfactory performance

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ART		
Art 1-5	Performance Assessment	30% of students achieve satisfactory performance
Art 6	Portfolio Assessment	40% of students achieve satisfactory performance
Art 7	Performance Assessment	40% of students achieve satisfactory performance
Art 8	Performance Assessment	40% of students achieve satisfactory performance
AAA Art	Performance Assessment	40% of students achieve satisfactory performance
Life Skills Art	Performance Assessment	40% of students achieve satisfactory performance
Drawing and Painting	Performance Assessment	40% of students achieve satisfactory performance
Advanced Drawing and Painting	Portfolio Assessment	40% of students achieve satisfactory performance
Sculpture/ Ceramics, 1 and 2	Portfolio Assessment	40% of students achieve satisfactory performance
Studio Art	Performance Assessment	40% of students achieve satisfactory performance
AP Studio Art	Portfolio Assessment	40% of students achieve satisfactory performance
Advanced Photography	Performance Assessment	40% of students achieve satisfactory performance
Photography 1 and 2	Performance Assessment	40% of students achieve satisfactory performance
Advanced Computer Graphics	Portfolio Assessment	40% of students achieve satisfactory performance
Computer Graphics I and II	Performance Assessment	40% of students achieve satisfactory performance
Video Production 2	Performance Assessment	40% of students achieve satisfactory performance
Crafts 1	Portfolio	40% of students achieve satisfactory performance
Crafts 2	Portfolio	40% of students achieve satisfactory performance
MUSIC		
Music: Grades 1-5	Performance Assessment	25% of students achieve satisfactory performance
Band: 4 th Grade	Exam	30% of students achieve satisfactory performance

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Band: 5 th Grade	Exam	30% of students achieve satisfactory performance
Orchestra: 4 th Grade	Exam	30% of students achieve satisfactory performance
Orchestra: 5 th Grade	Exam	30% of students achieve satisfactory performance
General Music: grades 6-8	Portfolio assessment with rubric	30% of students achieve satisfactory performance
Music: Wind Ensemble	Performance Assessment with Rubric	40% of students achieve satisfactory performance
Music: Advanced Chorus	Performance Assessment with Rubric	40% of students achieve satisfactory performance
Music: Middle School Orchestra	Performance Assessment with Rubric	40% of students achieve satisfactory performance
Music: Movement and Dance in Musical Theater	Performance Assessment with Rubric	40% of students achieve satisfactory performance
Music: Middle School Band	Performance Assessment with Rubric	40% of students achieve satisfactory performance
Music: Music Theory I, II and AP	Portfolio assessment with rubric	35% of students achieve satisfactory performance
Music: Music in Our Lives	Exam Assessment	40% of students achieve satisfactory performance
Music: Concert Orchestra	Performance Assessment	40% of students achieve satisfactory performance
Music: Select Vocal Ensemble	Performance Assessment with Rubric	40% of students achieve satisfactory performance
Music: High School Orchestra	Performance Assessment/Rubric	40% of students achieve satisfactory performance
Music: 9 th Grade Chorus	Performance Assessment with rubric	40% of students achieve satisfactory performance
Music: 6 th Grade Chorus	Performance Assessment with rubric	40% of students achieve satisfactory performance
Music: High School	Performance Assessment	40% of students achieve satisfactory performance

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Band	with rubric	
Music: Symphonic Band	Performance Assessment with rubric	40% of students achieve satisfactory performance
HEALTH		
Health: 6th grade	Portfolio	25% of students achieve satisfactory performance
Health: 7 th grade	Portfolio	25% of students achieve satisfactory performance
High School Health Education	Research Assessment	25% of students achieve satisfactory performance
PHYSICAL ED.		
Physical Education: grades K-5	Performance Assessment with rubric	20% of students achieve satisfactory performance
Physical Education: grades 6-8	Performance Assessment	30% of students achieve satisfactory performance
Physical Education: grades 9-12	Performance Assessment	40% of students achieve satisfactory performance
Project Adventure	Performance Assessment	40% of students achieve satisfactory performance

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These 20 point local measures shall remain in place until such time as the value-added model has been approved by NYSED

Percentage to HEDI Points Conversion Charts Maximum 20 points

For LOCAL ASSESSMENTS where 20% of students achieve satisfactory performance earns 20 points.							
Highly Effective		Effective		Developing		Ineffective	
Points	Percentage	Points	Percentage	Points	Percentage	Points	Percentage
20	20	17	17	8	8	2	2
19	19	16	16	7	7	1	1
18	18	15	15	6	6	0	0
		14	14	5	5		
		13	13	4	4		
		12	12	3	3		
		11	11				
		10	10				
		9	9				

For LOCAL ASSESSMENTS where 25% of students achieve satisfactory performance earns 20 points.							
Highly Effective		Effective		Developing		Ineffective	
Points	Percentage	Points	Percentage	Points	Percentage	Points	Percentage
20	25	17	22	8	13	2	7
19	24	16	21	7	12	1	6
18	23	15	20	6	11	0	0-5
		14	19	5	10		
		13	18	4	9		
		12	17	3	8		
		11	16				

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		10	15				
		9	14				

These 20 point shall remain in time as the value-been approved by

For LOCAL ASSESSMENTS where 30% of students achieve satisfactory performance earns 20 points.							
Highly Effective		Effective		Developing		Ineffective	
Points	Percentage	Points	Percentage	Points	Percentage	Points	Percentage
20	30	17	27	8	18	2	12
19	29	16	26	7	17	1	11
18	28	15	25	6	16	0	0-10
		14	24	5	15		
		13	23	4	14		
		12	22	3	13		
		11	21				
		10	20				
		9	19				

local measures place until such added model has NYSED

For LOCAL ASSESSMENTS where 35% of students achieve satisfactory performance earns 20 points.							
Highly Effective		Effective		Developing		Ineffective	
Points	Percentage	Points	Percentage	Points	Percentage	Points	Percentage
20	34-35	17	28-29	8	18	2	12
19	32-33	16	26-27	7	17	1	11
18	30-31	15	25	6	16	0	0-10
		14	24	5	15		

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		13	23	4	14		
		12	22	3	13		
		11	21				
		10	20				
		9	19				

These 20 point local measures shall remain in place until such time as the value-added model has been approved by NYSED

For LOCAL ASSESSMENTS where 40% of students achieve satisfactory performance earns 20 points.							
Highly Effective		Effective		Developing		Ineffective	
Points	Percentage	Points	Percentage	Points	Percentage	Points	Percentage
20	39-40	17	33-34	8	15-16	2	3-4
19	37-38	16	31-32	7	13-14	1	1-2
18	35-36	15	29-30	6	11-12	0	0
		14	27-28	5	9-10		
		13	25-26	4	7-8		
		12	23-24	3	5-6		
		11	21-22				
		10	19-20				
		9	17-18				

For LOCAL ASSESSMENTS where 50% of students achieve satisfactory performance earns 20 points.							
Highly Effective		Effective		Developing		Ineffective	
Points	Percentage	Points	Percentage	Points	Percentage	Points	Percentage
20	50	17	38-39	8	20-21	2	14
19	45-49	16	36-37	7	19	1	13
18	40-44	15	34-35	6	18	0	0-12
		14	32-33	5	17		

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		13	30-31	4	16		
		12	28-29	3	15		
		11	26-27				
		10	24-25				
		9	22-23				

These 20 point local measures shall remain in place until such time as the value-added model has been approved by NYSED

For LOCAL ASSESSMENTS where 60% of students achieve satisfactory performance earns 20 points.							
Highly Effective		Effective		Developing		Ineffective	
Points	Percentage	Points	Percentage	Points	Percentage	Points	Percentage
20	60	17	47-48	8	30	2	24
19	55-59	16	45-46	7	29	1	23
18	49-54	15	43-44	6	28	0	0-22
		14	41-42	5	27		
		13	39-40	4	26		
		12	37-38	3	25		
		11	35-36				
		10	33-34				
		9	31-32				

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These 15 point local measures shall become effective when the value-added model has been approved by NYSED

Percentage to HEDI Points Conversion Charts Maximum 15 points

For LOCAL ASSESSMENTS where 20% of students achieve satisfactory performance earns 15 points.

Highly Effective		Effective		Developing		Ineffective	
Points	Percentage	Points	Percentage	Points	Percentage	Points	Percentage
15	18-20	13	16	7	10	2	5
14	15-17	12	15	6	9	1	4
		11	14	5	8	0	0-3
		10	13	4	7		
		9	12	3	6		
		8	11				

For LOCAL ASSESSMENTS where 25% of students achieve satisfactory performance earns 15 points.

Highly Effective		Effective		Developing		Ineffective	
Points	Percentage	Points	Percentage	Points	Percentage	Points	Percentage
15	23-25	13	17-19	7	10	2	5
14	20-22	12	15-16	6	9	1	4
		11	14	5	8	0	0-3

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		10	13	4	7		
		9	12	3	6		
		8	11				

These 15 point local measures shall become effective when the value-added model has been approved by NYSED

For LOCAL ASSESSMENTS where 30% of students achieve satisfactory performance earns 15 points.

Highly Effective Effective Developing Ineffective

Points	Percentage	Points	Percentage	Points	Percentage	Points	Percentage
15	27-30	13	19-22	7	10	2	5
14	23-26	12	15-19	6	9	1	4
		11	14	5	8	0	0-3
		10	13	4	7		
		9	12	3	6		
		8	11				

For LOCAL ASSESSMENTS where 35% of students achieve satisfactory performance earns 15 points.

Highly Effective Effective Developing Ineffective

Points	Percentage	Points	Percentage	Points	Percentage	Points	Percentage
15	30-35	13	20-23	7	10	2	5
14	24-29	12	15-19	6	9	1	4
		11	14	5	8	0	0-3
		10	13	4	7		

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		9	12	3	6		
		8	11				

These 15 point local measures shall become effective when the value-added model has been approved by NYSED

For LOCAL ASSESSMENTS where 40% of students achieve satisfactory performance earns 15 points.

Highly Effective		Effective		Developing		Ineffective	
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Points	Percentage	Points	Percentage	Points	Percentage	Points	Percentage
15	35-40	13	25-29	7	8	2	3
14	30-34	12	20-24	6	7	1	2
		11	17-19	5	6	0	0-1
		10	14-16	4	5		
		9	11-13	3	4		
		8	9-10				

For LOCAL ASSESSMENTS where 50% of students achieve satisfactory performance earns 15 points.

Highly Effective		Effective		Developing		Ineffective	
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Points	Percentage	Points	Percentage	Points	Percentage	Points	Percentage
15	45-50	13	35-39	7	9	2	4
14	40-44	12	30-34	6	8	1	3
		11	25-29	5	7	0	0-2

Middle Country Central School District 2012-2013 School Year

		10	20-24	4	6		
		9	15-19	3	5		
		8	10-14				

These 15 point local measures shall become effective when the value-added model has been approved by NYSED

For LOCAL ASSESSMENTS where 60% of students achieve satisfactory performance earns 15 points.

Highly Effective

Effective

Developing

Ineffective

Points	Percentage	Points	Percentage	Points	Percentage	Points	Percentage
15	55-60	13	45-49	7	15-19	2	6
14	50-54	12	40-44	6	10-14	1	5
		11	35-39	5	9	0	0-4
		10	30-34	4	8		
		9	25-29	3	7		
		8	20-24				

Scoring Methodology for the 60% Teacher Effects

Teacher Effects Conversion Scale

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for the sub-component.

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
	Ineffective 0-49	
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46

1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Percentage to Points Conversion – SLO

Principals

HEDI Scoring	HIGHLY EFFECTIVE																					EFFECTIVE							DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0																
	≥1.3	≥1.1- <1.3	≥0.9- <1.1	≥0.7- <0.9	≥0.5- <0.7	≥0.3- <0.5	≥0.1- <0.3	≥-0.1- <-0.1	≥-0.3- <-0.1	≥-0.5- <-0.3	≥-0.7- <-0.5	≥-0.9- <-0.7	≥-1.1- <-0.9	≥-1.3- <-1.1	≥-1.5- <-1.3	≥-1.7- <-1.5	≥-1.9- <-1.7	≥-2.1- <-1.9	≥-2.3- <-2.1	≥-2.5- <-2.3	<-2.5																

Elementary School Principals (1-5) Local Measures

Elementary Principals (Grades 1-5) Local Measures Grade 5 Math NYS Assessment to HEDI Points			
Course Name	All Grade 5 Math Students		
Learning Content	Math		
Evidence	NYS Math Grade 5 Assessment		
Student Population	All Grade 5 students		
Interval of Instruction Time	One year		
Rationale	The learning content measured by the NYS Mathematics Grade 5 Assessment is related to the Common Core Standards in math		
Target(s)	Summative Target: 32.5% of all Grade 5 Students will score level 676 or higher.		
Highly Effective (14-15 points)	Effective (8-13 points)	Developing (3-7 points)	Ineffective (0-2 points)
15 points = 50% or more 14 points = 46.5 – 49.9%	13 points = 42.0 – 46.4% 12 points = 37.5 – 41.9% 11 points = 32.5 – 37.4% 10 points = 29.7 – 32.4% 9 points = 26.7 – 29.6% 8 points = 23.7 – 26.6%	7 points = 20.7 – 23.6% 6 points = 17.7 – 20.6% 5 points = 14.7 – 17.6% 4 points = 11.7 – 14.6% 3 points = 08.7 – 11.6%	2 points = 05.7 – 08.6% 1 points = 02.7 – 05.6% 0 points = less than 02.6%

Middle School Principals (6-8) Local Measures

Middle School Principals (Grades 6-8) Local Measures Grade 6 Math NYS Assessment to HEDI Points			
Course Name	All Grade 6 Math Students		
Learning Content	Math		
Evidence	NYS Math Grade 6 Assessment		
Student Population	All Grade 6 students		
Interval of Instruction Time	One year		
Rationale	The learning content measured by the NYS Mathematics Grade 6 Assessment is related to the Common Core Standards in math		
Target(s)	Summative Target: 32.5% of all Grade 6 Students will score level 674 or higher.		
Highly Effective (14-15 points)	Effective (8-13 points)	Developing (3-7 points)	Ineffective (0-2 points)
15 points = 50% or more 14 points = 46.5 – 49.9%	13 points = 42.0 – 46.4% 12 points = 37.5 – 41.9% 11 points = 32.5 – 37.4% 10 points = 29.7 – 32.4% 9 points = 26.7 – 29.6% 8 points = 23.7 – 26.6%	7 points = 20.7 – 23.6% 6 points = 17.7 – 20.6% 5 points = 14.7 – 17.6% 4 points = 11.7 – 14.6% 3 points = 08.7 – 11.6%	2 points = 05.7 – 08.6% 1 points = 02.7 – 05.6% 0 points = less than 02.6%

High School Principals (9-12) Local Measures

High School Principals (Grades 9-12) Local Measures 5 Year Graduation Rate to HEDI Points			
5 Year Graduation Rate	Seniors		
Learning Content	Diploma Requirements		
Evidence	Transcript		
Student Population	2008 Cohort		
Interval of Instruction Time	Five Years		
Rationale	Graduation results provide data that speaks to the successful completion of high school commencement level requirements as stated in Part 100 of the NYS Commissioner of Education's Regulations and as outlined in MCCSD policy.		
Target(s)	Summative Target: 76% of 2008 cohort will graduate within 5 years.		
Highly Effective (15-14 points)	Effective (8-13 points)	Developing (3-7 points)	Ineffective (0-2 points)
15 points = 85-100% 14 points = 79-84%	13 points = 78% 12 points = 77% 11 points = 76% 10 points = 75% 9 points = 74% 8 points = 73%	7 points = 72% 6 points = 71% 5 points = 70% 4 points = 69% 3 points = 68%	2 points = 67% 1 points = 66% 0 points = less than 65%

Kindergarten Principals

Student Learning Objective – K Math			
Course Name	K Math		
Grade Level	Grade K all students		
Learning Content	Source of Standards: Measures of Academic Progress – Primary Grades		
Evidence	Measures of Academic Progress – Primary Grades Measures of Academic Progress – Primary Grades		
Student Population	All Grade K students		
Baseline	Individual scores of all Grade K Math on Measures of Academic Progress – Primary Grades		
Target(s)	Summative Target: K Grade students Average Growth on the Measures of Academic Progress - Primary Grades RIT scale will be a minimum of 3.25 points		
Interval of Instruction Time	One Instructional Year		
Rationale	The learning content of this SLO represents achievement related to the Common Core Standards in Mathematics		
Target(s)	Summative Target: K Grade students Average Growth on the Measures of Academic Progress - Primary Grades RIT scale will be a minimum of 3.25 points		
Highly Effective (18-20 points)	Effective (9-17 points)	Developing (3-8 points)	Ineffective (0-2 points)
20 points = 5 or more 19 points = 4.75 – 4.99 18 points = 4.5 – 4.74	17 points = 4.25 – 4.49 16 points = 4.0 – 4.24 15 points = 3.75 – 3.99 14 points = 3.5 – 3.74 13 points = 3.25 – 3.49 12 points = 3.0 – 3.24 11 points = 2.75 – 2.99 10 points = 2.5 – 2.74 9 points = 2.25 – 2.49	8 points = 2.0 – 2.24 7 points = 1.75 – 1.99 6 points = 1.50 – 1.74 5 points = 1.25 – 1.49 4 points = 1.0 – 1.24 3 points = 0.75 – 0.99	2 points = 0.50 – 0.74 1 points = 0.25 – 0.49 0 points = less than 0.25

Student Learning Objective – K ELA

Course Name	K ELA		
Grade Level	Grade K all students		
Learning Content	Source of Standards: Measures of Academic Progress - Primary Grades		
Evidence	Measures of Academic Progress – Primary Grades Measures of Academic Progress – Primary Grades		
Student Population	All Grade K students		
Baseline	Individual scores of all Grade K ELA on Measures of Academic Progress – Primary Grades		
Target(s)	Summative Target: K Grade students Average Growth on the Measures of Academic Progress - Primary Grades RIT scale will be a minimum of 3.25 points		
Interval of Instruction Time	One Instructional Year		
Rationale	The learning content of this SLO represents achievement related to the Common Core Standards in ELA		
Target(s)	Summative Target: K Grade students Average Growth on the Measures of Academic Progress Primary Grades RIT scale will be a minimum of 3.25 points		
Highly Effective (18-20 points)	Effective (9-17 points)	Developing (3-8 points)	Ineffective (0-2 points)
20 points = 5 or more 19 points = 4.75 – 4.99 18 points = 4.5 – 4.74	17 points = 4.25 – 4.49 16 points = 4.0 – 4.24 15 points = 3.75 – 3.99 14 points = 3.5 – 3.74 13 points = 3.25 – 3.49 12 points = 3.0 – 3.24 11 points = 2.75 – 2.99 10 points = 2.5 – 2.74 9 points = 2.25 – 2.49	8 points = 2.0 – 2.24 7 points = 1.75 – 1.99 6 points = 1.50 – 1.74 5 points = 1.25 – 1.49 4 points = 1.0 – 1.24 3 points = 0.75 – 0.99	2 points = 0.50 – 0.74 1 points = 0.25 – 0.49 0 points = less than 0.25

Principal: _____ School: _____

Date: _____

Middle Country CSD

MPPR – Multidimensional Professional Performance Review (60 Points)

<u>Domain 1 – Shared Vision of Learning</u>				
An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by all stakeholders.				
XX out of 7 points	HE	E	D	I
A. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – vision and mission				
B. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – school improvement				
<u>Evidence:</u>				

<u>Domain 2 – Shared Vision of Learning</u>				
An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				
XX out of 17.5 points	HE	E	D	I
A. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – communication, collaboration, learning environment				
B. Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning) – curricular program, meaning for students, approaches to supervise instruction & actions towards instructional time				
C. Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice)- instructional and leadership capacity, approaches to technologies				
D. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – assessment, accountability and student achievement				
E. Strategic Planning Process (the implementation and stewardship of goals, decisions and actions) – monitoring/inquiry/instructional program				

Evidence:

Domain 3 – Safe, Efficient, Effective Learning Environment

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

XX out of 14 points

HE

E

D

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A. Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice)- use of human, fiscal and technological resources, leadership

B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – school safety

C. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – management & operational systems

D. Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning) – time allocation

Evidence:

Domain 4 – Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

XX out of 10.5 points

HE

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A. Strategic Planning Process: (gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success) – Inquiry, educational environment

B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – community engagement

C. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – family and caregiver involvement

Evidence:

Domain 5 – Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

XX out of 7 points	HE	E	D	I
A. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – accountability & social, decision making, handling of mandates				
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – self awareness, reflective practice, transparency and ethical behaviors, democracy, equity, diversity, individual needs of students				

Evidence:

Domain 6 – Political, Social, Economic, Legal and Cultural Context

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

XX out of 4 points	HE	E	D	I
A. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – decisions affecting student learning from outside the school, emerging trends or initiatives				
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – advocates				

Evidence:

Principal: _____ **School:** _____

Growth Factor or SLO (25 or 20)	Local Measure (20 or 15)	MPPR Score (60)	Overall Composite Score	Overall Heidi Rating

	<u>MPPR</u>
Highly Effective	59 – 60
Effective	57 – 58
Developing	49 – 56
Ineffective	0 – 48

I have reviewed this document: _____ (signature) Date: _____

Evaluation conducted by: _____ (signature) Date: _____

MPPR – Point Distribution for Each Domain

D1 7pts	HE	E	D	I	D2 17.5pts	HE	E	D	I
A	3.5	3.4	3.3	2.92-0	A	3.5	3.4	3.3	2.92-0
B	3.5	3.4	3.3	2.92-0	B	3.5	3.4	3.3	2.92-0
					C	3.5	3.4	3.3	2.92-0
					D	3.5	3.4	3.3	2.92-0
					E	3.5	3.4	3.3	2.92-0

D3 14pts	HE	E	D	I	D4 10.5pts	HE	E	D	I
A	3.5	3.4	3.3	2.92-0	A	3.5	3.4	3.3	2.92-0
B	3.5	3.4	3.3	2.92-0	B	3.5	3.4	3.3	2.92-0
C	3.5	3.4	3.3	2.92-0	C	3.5	3.4	3.3	2.92-0
D	3.5	3.4	3.3	2.92-0					

D5 7pts	HE	E	D	I	D6 4pts	HE	E	D	I
A	3.5	3.4	3.3	2.92-0	A	2	1.8	1.6	1.14-0
B	3.5	3.4	3.3	2.92-0	B	2	1.8	1.6	1.14-0

P.I.P – (Principal Improvement Plan)*
Goals to improve principal performance

This form is to be used when a principal a developing or ineffective rating on the year end evaluation

Principal _____ **School** _____ **Date:** _____

1. What does the principal need to change?

2. What evidence will demonstrate that the principal has changed?

3. What is the time frame in which the change must occur?

4. Are there intermediate benchmarks that will indicate progress? If so, when should these occur?

5. What, directives, recommendations, requirements, and/or suggestions have been given to the principal?

6. What resources, guidance, follow-up will be provided for the principal?

Middle Country Central School District

Teacher Improvement Plan

Date _____

Teacher's Name _____

Grade Level / Content Area _____

Observation and Conference Dates:

Observation

Observer

Conference Held on

Observation Notes:

Area(s) of Need: (Check area(s) of need)

_____ Planning and Preparation

_____ Classroom Environment

_____ Instruction

_____ Professional Responsibilities

Specific Observable Area of Concern/Need for Improvement (Standards Evidence):

Goal of TIP: (What observable changes should be evident?)

Strategies to achieve this goal:

Timeline (Date of next formal observation and steps prior to)

Support Team Committee Members –

Signature

Print Name

Administrator _____

Teacher Mentor _____

Chairperson/s _____

Subject Supervisor _____

Union Rep _____

Date outcome of plan is to be evaluated

Return to Regular Supervision Effective Date

OR

Principal Referral to Discipline Stage Effective Date

Teacher Signature _____

Date _____

Evaluator/Preparer Signature _____

Date _____

DISTRICT CERTIFICATION FORM: Please download this form, sign and upload to APPR form

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.

The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)

- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

Robert A. Gresham 11.08.12

Teachers Union President Signature: Date:

Natalia Lemikoff 11/8/12

Administrative Union President Signature: Date:

John Phillipson 11/8/12

Board of Education President Signature: Date:

Harley G. Gussler 11/8/12