



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

Commissioner of Education
President of the University of the State of New York
89 Washington Avenue, Room 111
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov
Twitter: @JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

July 11, 2014

Revised

Kenneth Eastwood, Superintendent
Middletown City School District
233 Wisner Avenue Ext
Middletown, NY 10940

Dear Superintendent Eastwood:

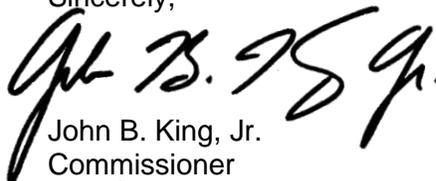
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your 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: William Hecht

NOTE:

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

Created Monday, November 18, 2013

Updated Tuesday, December 17, 2013

1

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 considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also 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 :

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

441000010000

1.2) School District Name:

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

Middletown City SD

1.3) Assurances

Please check all of the boxes below:

1.3) 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
1.3) 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

1.3) 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

1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Monday, November 18, 2013

Updated Thursday, July 10, 2014

Page 1

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 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, 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.	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: grade 8 Science, 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	ELA	Assessment
K	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (ELA)
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (ELA)
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (ELA)

	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 measuring student growth on the assessments listed for this Task.

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.	K-2 ELA Middletown will be using conditional growth index (CGI) based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the comparable growth measures in ELA in grades K-2. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These 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 four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (13)

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average

Ineffective: Less than -2.1 standard deviations below average

Grade 3 ELA - Enlarged City School District of Middletown will be measuring growth. The teachers, in collaboration with the district, will use student baseline data and prior academic history to set class-wide student growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their growth targets, as compared to the baseline data point. A 0-20 HEDI score will be determined using the uploaded chart. See 2.11

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

K-2 ELA

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points.

The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is within 2.11.

□

Grade 3 ELA ~ 81-100% of students meet or exceed their growth targets.

20 pts. - 85-100%

19 pts. - 83-84%

18 pts. - 81-82%

See 2.11 for chart

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

K-2 ELA

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is within 2.11.

Grade 3 ELA ~ 50-80% of students meet or exceed their growth targets.
 17 pts. - 77-80%
 16 pts. - 73-76%
 15 pts. - 69-72%
 14 pts. - 65-68%
 13 pts. - 60-64%
 12 pts. - 58-59%
 11 pts. - 56-57%
 10 pts. - 53-55%
 9 pts. - 50-52%

See 2.11 for chart

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

Grade K-2 ELA
 Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is within 2.11.

Grade 3 ELA ~ 31-49% of students meet or exceed their growth targets.
 8 pts. - 46-49%
 7 pts. - 43-45%
 6 pts. - 40-42%
 5 pts. - 37-39%
 4 pts. - 34-36%
 3 pts. - 31-33%

See 2.11 for chart

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

Grade K-2 ELA
 Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is within 2.11.

Grade 3 ELA ~ 0-30% of students meet or exceed their growth targets.
 2 pts. - 16-30%
 1 pt. - 1-15%
 0 pts. - 0%

See 2.11 for chart

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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Math	Assessment
K	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (Math)

1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (Math)
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (Math)
	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 measuring student growth on the assessments listed for this Task.

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.

Grade K-2 Math

Middletown will be using conditional growth index (CGI) based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the comparable growth measures in math in grades K-2. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These 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 four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (13)

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average

Ineffective: Less than -2.1 standard deviations below average

Grade 3 Math - Enlarged City School District of Middletown will be measuring growth. The teachers, in collaboration with the district, will use student baseline data and prior academic history to set class-wide student growth targets. A HEDI score will be awarded based on the overall percentage of students who

meet or exceed their growth targets, as compared to the baseline data point. A 0-20 HEDI score will be determined using the uploaded chart. See 2.11 for chart.

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

K-2 Math
Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is within 2.11.

□
Grade 3 Math ~ 81-100% of students meet or exceed their growth targets.
20 pts. - 85-100%
19 pts. - 83-84%
18 pts. - 81-82%

See 2.11 for chart

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

K-2 Math
Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is within 2.11.

Grade 3 Math ~ 50-80% of students meet or exceed their growth targets.
17 pts. - 77-80%
16 pts. - 73-76%
15 pts. - 69-72%
14 pts. - 65-68%
13 pts. - 60-64%
12 pts. - 58-59%
11 pts. - 56-57%
10 pts. - 53-55%
9 pts. - 50-52%

See 2.11 for chart

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

Grade K-2 Math
Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is within 2.11.

Grade 3 Math ~ 31-49% of students meet or exceed their growth targets.
8 pts. - 46-49%
7 pts. - 43-45%
6 pts. - 40-42%
5 pts. - 37-39%
4 pts. - 34-36%
3 pts. - 31-33%

See 2.11 for chart

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

Grade K-2 Math
Within the category of Ineffective, those teachers who fall at

less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is within 2.11.

Grade 3 Math ~ 0-30% of students meet or exceed their growth targets.

2 pts. - 16-30%

1 pt. - 1-15%

0 pts. - 0%

See 2.11 for chart

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	Middletown City School District Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Middletown City School District Developed Grade 7 Science 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 measuring student growth on the assessments listed for this Task.

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.	The Enlarged City School District of Middletown will be measuring growth. The teachers, in collaboration with the district, will use student baseline data and prior academic history to set class-wide student growth targets, as compared to the baseline data point. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their growth target. A 0-20 HEDI score will be determined using the uploaded chart. See 2.11 for chart including detail on multiplier
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	% of students that meet or exceed their growth target. 20 pts. - 85-100% 19 pts. - 83-84% 18 pts. - 81-82% See 2.11 for chart including detail on multiplier
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	% of students that meet or exceed their growth target. 17 pts. - 77-80% 16 pts. - 73-76% 15 pts. - 69-72%

14 pts. - 65-68%
 13 pts. - 60-64%
 12 pts. - 58-59%
 11 pts. - 56-57%
 10 pts. - 53-55%
 9 pts. - 50-52%

See 2.11 for chart including detail on multiplier

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

% of students that meet or exceed their growth target.
 8 pts. - 46-49%
 7 pts. - 43-45%
 6 pts. - 40-42%
 5 pts. - 37-39%
 4 pts. - 34-36%
 3 pts. - 31-33%

See 2.11 for chart including detail on multiplier

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

% of students that meet or exceed their growth target.
 2 pts. - 16-30%
 1 pt. - 1-15%
 0 pts. - 0%

See 2.11 for chart including detail on multiplier

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	Middletown City School District Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Middletown City School District Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Middletown City School District Developed Grade 8 Social Studies 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 measuring student growth on the assessments listed for this Task.

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.

Grade 6-8 Social Studies
 The Enlarged City School District of Middletown will be measuring growth. The teachers, in collaboration with the district, will use student baseline data and prior academic history to set class-wide student growth targets, as compared to the baseline data point. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their growth target. A 0-20 HEDI score will be determined using the uploaded chart.

See 2.11 for chart including detail on multiplier

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	% of students that meet or exceed their growth target. 20 pts. - 85-100% 19 pts. - 83-84% 18 pts. - 81-82%
	See 2.11 for chart including detail on multiplier
Effective (9 - 17 points) Results meet District goals for similar students.	% of students that meet or exceed their growth target. 17 pts. - 77-80% 16 pts. - 73-76% 15 pts. - 69-72% 14 pts. - 65-68% 13 pts. - 60-64% 12 pts. - 58-59% 11 pts. - 56-57% 10 pts. - 53-55% 9 pts. - 50-52%
	See 2.11 for chart including detail on multiplier
Developing (3 - 8 points) Results are below District goals for similar students.	% of students that meet or exceed their growth target. 8 pts. - 46-49% 7 pts. - 43-45% 6 pts. - 40-42% 5 pts. - 37-39% 4 pts. - 34-36% 3 pts. - 31-33%
	See 2.11 for chart including detail on multiplier
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	% of students that meet or exceed their growth target. 2 pts. - 16-30% 1 pt. - 1-15% 0 pts. - 0%
	See 2.11 for chart including detail on multiplier

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	School-/BOCES-wide group/team results based on State assessments	All NYS Regents Assessments

	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 measuring student

growth on the assessments listed for this Task.

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.

The Enlarged City School District of Middletown will be measuring growth. The teachers, in collaboration with the district, will use student baseline data and prior academic history to set class-wide student growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their growth target, as compared to the baseline data point. A 0-20 HEDI score will be determined using the uploaded chart.

Global I - see 2.11 (HEDI Chart 9-12 all other teachers) The District has a minimum rigor expectation for growth, that students will reach proficiency (65 or higher, SWD - See New York State guidelines for Local Diploma or Compensatory Safety Net options) on regents exams as defined by the state. A HEDI score will be awarded based on composite measure based on the number of Regents exams passed by all students in the four high school grades from the beginning to the end of the school year.

For students in CCLS, the District is administering both the NYS Common Core Algebra along with the NYS Integrated Algebra Regents and the NYS Comprehensive English Regents along with the Common Core English Regents, the higher of the two scores will be used for APPR calculation purposes.

Global II, and American History
% of students that reach their growth target.

See 2.11 for detail

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Global I - see 2.11 (HEDI Chart 9-12 all other teachers)

Global II, and American History
% of students that meet or exceed their growth target.
20 pts. - 85-100%
19 pts. - 83-84%
18 pts. - 81-82%

See 2.11 for chart including detail on multiplier

Effective (9 - 17 points) Results meet District goals for similar students.

Global I - see 2.11 (HEDI Chart 9-12 all other teachers)

Global II, and American History
% of students that meet or exceed their growth target.
17 pts. - 77-80%
16 pts. - 73-76%
15 pts. - 69-72%
14 pts. - 65-68%
13 pts. - 60-64%
12 pts. - 58-59%
11 pts. - 56-57%
10 pts. - 53-55%
9 pts. - 50-52%

See 2.11 for chart including detail on multiplier

Developing (3 - 8 points) Results are below District goals for similar students.

Global I - see 2.11 (HEDI Chart 9-12 all other teachers)

Global II, and American History

% of students that meet or exceed their growth target.
 8 pts. - 46-49%
 7 pts. - 43-45%
 6 pts. - 40-42%
 5 pts. - 37-39%
 4 pts. - 34-36%
 3 pts. - 31-33%

See 2.11 for chart including detail on multiplier

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Global I - see 2.11 (HEDI Chart 9-12 all other teachers)
 Global II, and American History
 % of students that meet or exceed their growth target.
 2 pts. - 16-30%
 1 pt. - 1-15%
 0 pts. - 0%

See 2.11 for chart including detail on multiplier

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 measuring student growth on the assessments listed for this Task.

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.

The Enlarged City School District of Middletown will be measuring growth. The teachers, in collaboration with the district, will use student baseline data and prior academic history to set class-wide student growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their growth targets, as compared to the baseline data point. A 0-20 HEDI score will be determined using the uploaded chart.

See 2.11 for detail

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

% of students that meet or exceed their growth target.
 20 pts. - 85-100%
 19 pts. - 83-84%
 18 pts. - 81-82%

See 2.11 for chart including detail on multiplier

Effective (9 - 17 points) Results meet District goals for similar students.	% of students that meet or exceed their growth target. 17 pts. - 77-80% 16 pts. - 73-76% 15 pts. - 69-72% 14 pts. - 65-68% 13 pts. - 60-64% 12 pts. - 58-59% 11 pts. - 56-57% 10 pts. - 53-55% 9 pts. - 50-52%
See 2.11 for chart including detail on multiplier	
Developing (3 - 8 points) Results are below District goals for similar students.	% of students that meet or exceed their growth target. 8 pts. - 46-49% 7 pts. - 43-45% 6 pts. - 40-42% 5 pts. - 37-39% 4 pts. - 34-36% 3 pts. - 31-33%
See 2.11 for chart including detail on multiplier	
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	% of students that meet or exceed their growth target. 2 pts. - 16-30% 1 pt. - 1-15% 0 pts. - 0%
See 2.11 for chart including detail on multiplier	

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 measuring student growth on the assessments listed for this Task.

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

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.	The Enlarged City School District of Middletown will be measuring growth. The teachers, in collaboration with the district, will use student baseline data and prior academic history to set class-wide student growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their growth targets, as compared to the baseline
---	---

data point. A 0-20 HEDI score will be determined using the uploaded chart.

For students in CCLS, the District is administering both the NYS Common Core Algebra along with the NYS Integrated Algebra Regents, the higher of the two scores will be used for APPR calculation purposes.

See 2.11 for detail

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	% of students that meet or exceed their growth target. 20 pts. - 85-100% 19 pts. - 83-84% 18 pts. - 81-82%
See 2.11 for chart including detail on multiplier	

Effective (9 - 17 points) Results meet District goals for similar students.	% of students that meet or exceed their growth target. 17 pts. - 77-80% 16 pts. - 73-76% 15 pts. - 69-72% 14 pts. - 65-68% 13 pts. - 60-64% 12 pts. - 58-59% 11 pts. - 56-57% 10 pts. - 53-55% 9 pts. - 50-52%
See 2.11 for chart including detail on multiplier	

Developing (3 - 8 points) Results are below District goals for similar students.	% of students that meet or exceed their growth target. 8 pts. - 46-49% 7 pts. - 43-45% 6 pts. - 40-42% 5 pts. - 37-39% 4 pts. - 34-36% 3 pts. - 31-33%
See 2.11 for chart including detail on multiplier	

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	% of students that meet or exceed their growth target. 2 pts. - 16-30% 1 pt. - 1-15% 0 pts. - 0%
See 2.11 for chart including detail on multiplier	

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	School-/BOCES-wide group/team results based on State assessments	All NYS Regents Assessments
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	All NYS Regents Assessments

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 measuring student growth on the assessments listed for this Task.

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

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.

The Enlarged City School District of Middletown will be measuring growth. The teachers, in collaboration with the district, will use student baseline data and prior academic history to set class-wide student growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their growth targets, as compared to the baseline data point. A 0-20 HEDI score will be determined using the uploaded chart.

Grade 9 & 10 ELA - see 2.11 (HEDI Chart 9-12 all other teachers) The District has a minimum rigor expectation for growth, that students will reach proficiency (65 or higher, SWD - See New York State Guidelines for Local Diploma or Compensatory Safety Net options) on regents exams as defined by the state. A HEDI score will be awarded based on composite measure based on the number of Regents exams passed by all students in the four high school grades from the beginning to the end of the school year.

For students in CCLS, the District is administering both the NYS Common Core English along with the NYS Comprehensive English Regents and the NYS Integrated Algebra Regents and the Common Core Algebra Regents, the higher of the two scores will be used for APPR calculation purposes.

Grade 11 ELA
% of students that meet or exceed their growth target.

See 2.11 for detail

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Grade 9 & 10 ELA
20 pts. - 80-100%
19 pts. - 76-79%
18 pts. - 72-75%

Grade 11 ELA
% of students that meet or exceed their growth target.
20 pts. - 85-100%
19 pts. - 83-84%
18 pts. - 81-82%

See 2.11 for chart including detail on multiplier

Effective (9 - 17 points) Results meet District goals for similar students.

Grade 9 & 10 ELA

17 pts. - 67-71%
16 pts. - 62-66%
15 pts. - 57-61%
14 pts. - 52-56%
13 pts. - 45-51%
12 pts. - 43-44%
11 pts. - 41-42%
10 pts. - 39-40%
9 pts. - 37-38%

Grade 11 ELA

% of students that meet or exceed their growth target.

17 pts. - 77-80%
16 pts. - 73-76%
15 pts. - 69-72%
14 pts. - 65-68%
13 pts. - 60-64%
12 pts. - 58-59%
11 pts. - 56-57%
10 pts. - 53-55%
9 pts. - 50-52%

See 2.11 for chart including detail on multiplier

Developing (3 - 8 points) Results are below District goals for similar students.

Grade 9 & 10 ELA

8 pts. - 35-36%
7 pts. - 33-34%
6 pts. - 31-32%
5 pts. - 29-30%
4 pts. - 27-28%
3 pts. - 25-26%

Grade 11 ELA

% of students that meet or exceed their growth target.

8 pts. - 46-49%
7 pts. - 43-45%
6 pts. - 40-42%
5 pts. - 37-39%
4 pts. - 34-36%
3 pts. - 31-33%

See 2.11 for chart including detail on multiplier

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Grade 9 & 10 ELA

2 pts. - 16-24%
1 pt. - 1-15%
0 pts. - 0% (maintains)

Grade 11 ELA

% of students that meet or exceed their growth target.

2 pts. - 16-30%
1 pt. - 1-15%
0 pts. - 0%

See 2.11 for chart including detail on multiplier

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". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 5th drop-down option applies to grades K-2.

Course(s) or Subject(s)	Option	Assessment
All others not named above Grades K-5	School/BOCES-wide/group/team results based on State	New York State Grades 4-5 ELA and Math Assessment
Grades K-5 ESL	State Assessment	New York State English as a Second Language Assessment Test (NYSESLAT)
All others not named above Grades 6-8	School/BOCES-wide/group/team results based on State	New York State Grades 6-8 ELA and Math Assessment
Grades 6-8 ESL	State Assessment	New York State English as a Second Language Assessment Test (NYSESLAT)
All others not names above Grades 9-12	School/BOCES-wide/group/team results based on State	All NYS Regents Assessments
Grades 9-12 ESL	State Assessment	New York State English as a Second Language Assessment Test (NYSESLAT)
Grade 3-12 NYSAA	State Assessment	New York Alternate Assessment (NYSAA)
All ELA teachers K-12 with 10 or more students who take the NYSESLAT	State Assessment	New York State English as a Second Language Assessment Test (NYSESLAT)

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 measuring student growth on the assessments listed for this Task.

<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 2.11, below.</p>	<p>See 2.11 for more detail - there are HEDI bands for all groups included on the chart for 2.11.</p> <p>All other teachers, using the NYSAA/NYSESLAT - The teacher's in collaboration with the District, will use prior academic history and pre-assessment scores if applicable to set individual growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their growth target.</p> <p>"All other K-8" - Teachers who fall into "all other K-8" will use a school-wide measure, based on the building wide, state provided, value-added growth score derived from the NYS Grades 4-8 ELA and Math tests given in their respective buildings. After implementation of a value-added measure the state-provided growth score will be converted from a 25 pts. scale to a 20 pts. scale using the uploaded conversion chart.</p> <p>"All other 9-12" The District has a minimum rigor expectation for growth that students score at least a 65 (55 for anyone eligible for safe harbor) or higher on all NYS Regents</p>
--	--

Assessments.
HEDI points will be assigned based on the school wide percentage of students meeting or exceeding the District's minimum rigor expectation for growth. For students in CCLS, the District is administering both the NYS Common Core English along with the NYS Comprehensive English Regents and the NYS Integrated Algebra Regents and the Common Core Algebra Regents, the higher of the two scores will be used for APPR calculation purposes.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11 for more detail - there are HEDI bands for all groups included on the chart for 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11 for more detail - there are HEDI bands for all groups included on the chart for 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11 for more detail - there are HEDI bands for all groups included on the chart for 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11 for more detail - there are HEDI bands for all groups included on the chart for 2.11.

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/12186/861200-TXEttx9bQW/State 2.11 7.4.14_1.pdf

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used assigning points to a teacher's score for this subcomponent, 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 the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

The District, in collaboration with principals will be in charge of setting class rosters for teachers.

The only controls or adjustments that the District is using are those that are used in the State provided growth measures. Which include students with disabilities, english language learners (ELL) and students in poverty.

Pursuant to SLO guidance no more than 2 pts. on the HEDI band can be added with application of any weight.

Grades 6-8 Science and Social Studies -

**An additional weight of 1.5 will be applied to all students who are tagged SWD or ELL and reach proficiency (ELL = 65 or higher, SWD = 55 or higher).

**An additional weight of .5 will be applied to all students who are tagged (free/reduced lunch) FR/R and reach proficiency (65% or higher).

Example - If StudentA reaches proficiency and is defined as FR/R lunch, StudentA's final weight in the teacher calculation is 1.5 students.

Pursuant to SLO guidance no more than 2 pts. on the HEDI band can be added with application of any multiplier.

Grades 9-12 (Global 2, American History, Living Environment, Earth Science, Chemistry, Physics, Geometry, Algebra I, Algebra 2, and ELA 11).

*An additional weight of 1.5 will be applied to all students who are tagged SWD or ELL and reach proficiency (65 or higher). The weight will be applied to the student's final assessment score.

*An additional weight of .5 will be applied to all students who are tagged (free/reduced lunch) FR/R and reach proficiency (65 or higher). The weight will be applied to the student's final assessment score.

Pursuant to SLO guidance no more than 2 pts. on the HEDI band can be added with application of any multiplier.

All other teachers 9-12

*Students who are tagged SWD or ELL and reach proficiency (65 or higher) will be calculated with a additional weight of 1.5. The additional weight will be applied to the student's final assessment score. Pursuant to SLO guidance no more than 2 pts. on the HEDI band can be added with application of the multiplier.

*Students who are tagged as (free/reduced lunch) FR/R and reach proficiency (65 or higher) will be calculated with an additional weight of .5. The additional weight will be applied to the student's final assessment score. Pursuant to SLO guidance no more than 2 pts. on the HEDI band can be added with application of the weight.

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://www.engageny.org/resource/student-learning-objectives-guidance-document).	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
2.14) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	(No response)
2.14) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	(No response)

3. Local Measures (Teachers)

Created Tuesday, November 26, 2013

Updated Thursday, July 10, 2014

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. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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 in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

NOTE: If your district/BOCES is using the same assessment for both the State growth and other comparable measures subcomponent and the locally-selected measures subcomponent, be sure that a different measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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.	The Middletown City SD will be using value-added measures based upon the NWEA MAP assessment to calculate teacher level effectiveness ratings for the locally selected measures of student growth in ELA in grades 4-8. The analyses will be conducted by the Value Added Research Center (VARC) on NWEA's MAP assessment. Major modeling decisions were made by a Technical Advisory Panel made up of volunteer districts from across the state. To assign teachers to HEDI categories on a 15 point scale when SED goes to value-added scoring, VARC assumes a normal distribution of teacher effects centered on 11. On a 20 point scale, VARC assumes a normal
--	--

distribution centered on 13. From this point, standard deviation cut points will be used to assign teachers to HEDI categories and points as described in each of the following sections. A 0 standard deviation represents the expected growth based on national norms.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point

≥ <
18 0.9 1.1
19 1.1 1.3
20 1.3

APPR Point ≥ <

14 0.9 1.2
15 1.2

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point

≥ <
9 -0.9 -0.7
10 -0.7 -0.5
11 -0.5 -0.3
12 -0.3 -0.1
13 -0.1 0.1
14 0.1 0.3
15 0.3 0.5
16 0.5 0.7
17 0.7 0.9

APPR Point ≥ <

8 -0.9 -0.6
9 -0.6 -0.3
10 -0.3 0.0
11 0.0 0.3
12 0.3 0.6
13 0.6 0.9

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average or -.9 to -2.4 when value added is implemented, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point

$\geq <$
 3 -2.1 -1.9
 4 -1.9 -1.7
 5 -1.7 -1.5
 6 -1.5 -1.3
 7 -1.3 -1.1
 8 -1.1 -0.9

APPR Point $\geq <$
 3 -2.4 -2.1
 4 -2.1 -1.8
 5 -1.8 -1.5
 6 -1.5 -1.2
 7 -1.2 -0.9

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average or less than -2.4 when value added is implemented, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point
 $\geq <$
 0 -2.5 (less than)
 1 -2.5 -2.3
 2 -2.3 -2.1

APPR Point $\geq <$
 0 -3.0 (less than)
 1 -3.0 -2.7
 2 -2.7 -2.4

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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.

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

The Middletown City SD will be using value-added measures based upon the NWEA MAP assessment to calculate teacher level effectiveness ratings for the locally selected measures of

3.3, below.

student growth in Math in grades 4-8. The analyses will be conducted by the Value Added Research Center (VARC) on NWEA's MAP assessment. Major modeling decisions were made by a Technical Advisory Panel made up of volunteer districts from across the state. To assign teachers to HEDI categories on a 15 point scale when SED goes to value-added scoring, VARC assumes a normal distribution of teacher effects centered on 11. On a 20 point scale, VARC assumes a normal distribution centered on 13. From this point, standard deviation cut points will be used to assign teachers to HEDI categories and points as described in each of the following sections. A 0 standard deviation represents the expected growth based on national norms.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point

≥ <

18 0.9 1.1

19 1.1 1.3

20 1.3

APPR Point ≥ <

14 0.9 1.2

15 1.2

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point

≥ <

9 -0.9 -0.7

10 -0.7 -0.5

11 -0.5 -0.3

12 -0.3 -0.1

13 -0.1 0.1

14 0.1 0.3

15 0.3 0.5

16 0.5 0.7

17 0.7 0.9

APPR Point ≥ <

8 -0.9 -0.6

9 -0.6 -0.3

10 -0.3 0.0

11 0.0 0.3

12 0.3 0.6

13 0.6 0.9

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, or -.9 to -2.4 when value-added is implemented, we further divide the

distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point

$\geq <$

3 -2.1 -1.9

4 -1.9 -1.7

5 -1.7 -1.5

6 -1.5 -1.3

7 -1.3 -1.1

8 -1.1 -0.9

APPR Point $\geq <$

3 -2.4 -2.1

4 -2.1 -1.8

5 -1.8 -1.5

6 -1.5 -1.2

7 -1.2 -0.9

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, or less than -2.4 when value-added is implemented, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point

$\geq <$

0 -2.5

1 -2.5 -2.3

2 -2.3 -2.1

APPR Point $\geq <$

0 -3.0

1 -3.0 -2.7

2 -2.7 -2.4

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.

(No response)

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (ELA)
1	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (ELA)
2	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (ELA)
3	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (ELA)

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.

The Middletown City SD will be using value-added measures based upon the NWEA MAP assessment to calculate teacher level effectiveness ratings for the locally selected measures of student growth in ELA in grades K-3. The analyses will be conducted by the Value Added Research Center (VARC) on NWEA's MAP assessment. Major modeling decisions were made by a Technical Advisory Panel made up of volunteer districts from across the state. To assign teachers to HEDI categories on a 20 point scale, VARC assumes a normal distribution centered on 13. From this point, standard deviation cut points will be used to assign teachers to HEDI categories and points as described in each of the following sections. A 0 standard deviation represents the expected growth based on national norms.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point

≥ <
18 0.9 1.1
19 1.1 1.3
20 1.3

See 3.13 for chart

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point

≥ <
9 -0.9 -0.7
10 -0.7 -0.5
11 -0.5 -0.3
12 -0.3 -0.1
13 -0.1 0.1
14 0.1 0.3
15 0.3 0.5
16 0.5 0.7
17 0.7 0.9

See 3.13 for chart

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific

point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point
 $\geq <$
 3 -2.1 -1.9
 4 -1.9 -1.7
 5 -1.7 -1.5
 6 -1.5 -1.3
 7 -1.3 -1.1
 8 -1.1 -0.9

See 3.13 for chart

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point
 $\geq <$
 0 -2.5 (less than)
 1 -2.5 -2.3
 2 -2.3 -2.1

See 3.13 for chart

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (Math)
1	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (Math)
2	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (Math)
3	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (Math)

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

The Middletown City SD will be using value-added measures based upon the NWEA MAP assessment to calculate teacher

subcomponent. If needed, you may upload a table or graphic at 3.13, below.

level effectiveness ratings for the locally selected measures of student growth in Math in grades k-3. The analyses will be conducted by the Value Added Research Center (VARC) on NWEA's MAP assessment. Major modeling decisions were made by a Technical Advisory Panel made up of volunteer districts from across the state. To assign teachers to HEDI categories on a 20 point scale, VARC assumes a normal distribution centered on 13. From this point, standard deviation cut points will be used to assign teachers to HEDI categories and points as described in each of the following sections. A 0 standard deviation represents the expected growth based on national norms.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point
≥ <
18 0.9 1.1
19 1.1 1.3
20 1.3

See 3.13 for chart

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point
≥ <
9 -0.9 -0.7
10 -0.7 -0.5
11 -0.5 -0.3
12 -0.3 -0.1
13 -0.1 0.1
14 0.1 0.3
15 0.3 0.5
16 0.5 0.7
17 0.7 0.9

See 3.13 for chart

Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point
≥ <
3 -2.1 -1.9
4 -1.9 -1.7
5 -1.7 -1.5
6 -1.5 -1.3
7 -1.3 -1.1

8 -1.1 -0.9

See 3.3 for chart

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point

≥ <

0 -2.5 (less than)

1 -2.5 -2.3

2 -2.3 -2.1

See 3.13 for chart

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

A HEDI score will be awarded based on the overall percentage of students that meet their achievement target. % of students performing at proficiency, as defined within the chart attached at 3.13 (General education/English language learners 60% or higher. Special Education 55% or higher), on the District developed assessments.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

20 pts. = 93-100%
19 pts. = 86-92%
18 pts. = 76-85%

See chart 3.13 for additional detail

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

17 pts. = 70-75%
16 pts. = 63-69%
15 pts. = 59-62%
14 pts. = 55-58%
13 pts. = 53-54%
12 pts. = 51-52%
11 pts. = 49-50%
10 pts. = 46-48%

9 pts. = 40-45%

See chart 3.13 for additional detail

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

8 pts. = 33-39%
7 pts. = 27-32%
6 pts. = 24-26%
5 pts. = 23%
4 pts. = 22%
3 pts. = 21%

See chart 3.13 for additional detail

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

2 pts. = 11-20%
1 pt. = 1-10%
0 pts. = 0%

See chart 3.13. for additional detail

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

A HEDI score will be awarded based on the overall percentage of students that meet their achievement target. % of students performing at proficiency, as defined within the chart attached at 3.13 (General education/English language learners 60% or higher. Special Education 55% or higher), on the District developed assessments.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

20 pts. = 93-100%
19 pts. = 86-92%
18 pts. = 76-85%

See chart 3.13 for additional detail

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

17 pts. = 70-75%
16 pts. = 63-69%
15 pts. = 59-62%
14 pts. = 55-58%

13 pts. = 53-54%
 12 pts. = 51-52%
 11 pts. = 49-50%
 10 pts. = 46-48%
 9 pts. = 40-45%

See chart 3.13 for additional detail

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

8 pts. = 33-39%
 7 pts. = 27-32%
 6 pts. = 24-26%
 5 pts. = 23%
 4 pts. = 22%
 3 pts. = 21%

See chart 3.13 for additional detail

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

2 pts. = 11-20%
 1 pt. = 1-10%
 0 pts. = 0%

See chart 3.13. for additional detail

3.8) High School Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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	Middletown City School District Developed Global I assessment
Global 2	5) District, regional, or BOCES–developed assessments	Middletown City School District Developed Global II assessment
American History	5) District, regional, or BOCES–developed assessments	Middletown City School District 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.

A HEDI score will be awarded based on the overall percentage of students that meet their achievement target. % of students performing at proficiency, as defined within the chart attached at 3.13 (General education/English language learners 60% or higher. Special Education 55% or higher), on the District developed assessments.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

20 pts. = 93-100%
 19 pts. = 86-92%
 18 pts. = 76-85%

See chart 3.13 for additional detail

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 pts. = 70-75%
	16 pts. = 63-69%
	15 pts. = 59-62%
	14 pts. = 55-58%
	13 pts. = 53-54%
	12 pts. = 51-52%
	11 pts. = 49-50%
	10 pts. = 46-48%
	9 pts. = 40-45%

See chart 3.13 for additional detail

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 pts. = 33-39%
	7 pts. = 27-32%
	6 pts. = 24-26%
	5 pts. = 23%
	4 pts. = 22%
3 pts. = 21%	

See chart 3.13 for additional detail

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 pts. = 11-20%
	1 pt. = 1-10%
	0 pts. = 0%

See chart 3.13. for additional detail

3.9) High School Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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	Middletown City School District developed Living Environment assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Middletown City School District developed Earth Science assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Middletown City School District developed Chemistry assessment
Physics	5) District, regional, or BOCES–developed assessments	Middletown City School District 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	A HEDI score will be awarded based on the overall percentage of students that meet their achievement target. % of students
--	--

subcomponent. If needed, you may upload a table or graphic at 3.13, below.	performing at proficiency, as defined within the chart attached at 3.13 (General education/English language learners 60% or higher. Special Education 55% or higher), on the District developed assessments.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 pts. = 93-100% 19 pts. = 86-92% 18 pts. = 76-85% See chart 3.13 for additional detail
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 pts. = 33-39% 7 pts. = 27-32% 6 pts. = 24-26% 5 pts. = 23% 4 pts. = 22% 3 pts. = 21% See chart 3.13 for additional detail
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 pts. = 70-75% 16 pts. = 63-69% 15 pts. = 59-62% 14 pts. = 55-58% 13 pts. = 53-54% 12 pts. = 51-52% 11 pts. = 49-50% 10 pts. = 46-48% 9 pts. = 40-45% See chart 3.13 for additional detail
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 pts. = 11-20% 1 pt. = 1-10% 0 pts. = 0%

3.10) High School Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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	Middletown City School District developed Algebra I assessment
Geometry	5) District, regional, or BOCES–developed assessments	Middletown City School District developed Geometry assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Middletown City School District developed Algebra II 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.

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

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.	A HEDI score will be awarded based on the overall percentage of students that meet their achievement target. of students performing at proficiency, as defined within the chart attached at 3.13 (General education/English language learners 60% or higher. Special Education 55% or higher), on the District developed assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 pts. = 93-100% 19 pts. = 86-92% 18 pts. = 76-85%
	See chart 3.13 for additional detail
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 pts. = 70-75% 16 pts. = 63-69% 15 pts. = 59-62% 14 pts. = 55-58% 13 pts. = 53-54% 12 pts. = 51-52% 11 pts. = 49-50% 10 pts. = 46-48% 9 pts. = 40-45%
	See chart 3.13 for additional detail
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 pts. = 33-39% 7 pts. = 27-32% 6 pts. = 24-26% 5 pts. = 23% 4 pts. = 22% 3 pts. = 21%
	See chart 3.13 for additional detail
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 pts. = 11-20% 1 pt. = 1-10% 0 pts. = 0%
	See chart 3.13 for additional detail

3.11) High School English Language Arts

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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	Middletown City School District developed ELA 9 assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Middletown City School District developed ELA 10 assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Middletown City School District developed ELA 11 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.

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

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.	A HEDI score will be awarded based on the overall percentage of students that meet their achievement target. % of students performing at proficiency, as defined within the chart attached at 3.13 (General education/English language learners 60% or higher. Special Education 55% or higher), on the District developed assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 pts. = 93-100% 19 pts. = 86-92% 18 pts. = 76-85% See chart 3.13 for additional detail
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 pts. = 70-75% 16 pts. = 63-69% 15 pts. = 59-62% 14 pts. = 55-58% 13 pts. = 53-54% 12 pts. = 51-52% 11 pts. = 49-50% 10 pts. = 46-48% 9 pts. = 40-45% See chart 3.13 for additional detail
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 pts. = 33-39% 7 pts. = 27-32% 6 pts. = 24-26% 5 pts. = 23% 4 pts. = 22% 3 pts. = 21% See chart 3.13 for additional detail
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 pts. = 11-20% 1 pt. = 1-10% 0 pts. = 0% See chart 3.13 for additional detail

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other teachers not named above grades K-5	6(ii) School wide measure computed locally	Measures of Academic Progress (Composite of ELA & Math)
All other teachers not names above grades 6-8	6(ii) School wide measure computed locally	Measures of Academic Progress (Composite of ELA & Math)
All other teachers not names above grades 9-12	6(ii) School wide measure computed locally	Middletown City School District developed English 11, Algebra I, Living Environment, U.S. History, and Global II District assessments

For all additional courses, as applicable: 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.	<p>All other Grades K-8 The Middletown City SD will be using value-added measures based upon the NWEA MAP assessment to calculate teacher level effectiveness ratings for the locally selected measures of student growth in ELA and Math in grades k-8. The analyses will be conducted by the Value Added Research Center (VARC) on NWEA's MAP assessment. Major modeling decisions were made by a Technical Advisory Panel made up of volunteer districts from across the state. To assign teachers to HEDI categories on a 20 point scale, VARC assumes a normal distribution centered on 13. From this point, standard deviation cut points will be used to assign teachers to HEDI categories and points as described in each of the following sections. A 0 standard deviation represents the expected growth based on national norms.</p> <p>All other grade 9-12 School-wide, % of students that meet or exceed their achievement target on the District developed assessments. Achievement targets will be set by the District.</p> <p>See chart 3.13 for detail</p>
---	---

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.

All other K-8
Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point
 $\geq <$
 18 0.9 1.1
 19 1.1 1.3
 20 1.3

All other 9-12

20 pts. = 93-100%
19 pts. = 86-92%
18 pts. = 76-85%
See chart 3.13 for detail

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

All other K-8
Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point
≥ <
9 -0.9 -0.7
10 -0.7 -0.5
11 -0.5 -0.3
12 -0.3 -0.1
13 -0.1 0.1
14 0.1 0.3
15 0.3 0.5
16 0.5 0.7
17 0.7 0.9

All other 9-12
17 pts. = 70-75%
16 pts. = 63-69%
15 pts. = 59-62%
14 pts. = 55-58%
13 pts. = 53-54%
12 pts. = 51-52%
11 pts. = 49-50%
10 pts. = 46-48%
9 pts. = 40-45%

See chart 3.13 for detail

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

All other K-8
Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point
≥ <
3 -2.1 -1.9
4 -1.9 -1.7
5 -1.7 -1.5
6 -1.5 -1.3
7 -1.3 -1.1
8 -1.1 -0.9

All other 9-12
8 pts. = 33-39%
7 pts. = 27-32%
6 pts. = 24-26%

5 pts. = 23%

4 pts. = 22%

3 pts. = 21%

See chart 3.13 for detail

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

All other K-8

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point

≥ <

0 -2.5 (less than)

1 -2.5 -2.3

2 -2.3 -2.1

All other 9-12

2 pts. = 11-20%

1 pt. = 1-10%

0 pts. = 0%

See chart 3.13 for detail

If you need additional space, upload a copy of "Form 3.12: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 3.12. (MS Word)

(No response)

3.13) HEDI Tables or Graphics

For questions 3.4 through 3.12 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/12149/861201-y92vNseFa4/Local 3.13 7.4.14.pdf

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

The District, in collaboration with principals will be in charge of setting class rosters for teachers.

The only controls or adjustments that the District is using are those that are used in the State provided growth measures. Which include students with disabilities, english language learners and students in poverty. These are groups of students that can face unique challenges in the classroom setting.

The District set differentiated targets in order to give additional weight to students with disabilities (SWD), students who are tagged free and/or reduced lunch(FR/R), and english language learners (ELL). This applies to: 6-8 science, 6-8 social studies, and all teachers in grades 9-12. The multiplier will be applied to a student's final assessment score. Pursuant to SLO guidance no more than 2 pts. on

the HEDI band can be added with application of the multiplier.

An additional weight of 1.5 will be applied to all students who are tagged SWD or ELL and reach proficiency (ELL = 60% or higher, SWD = 55% or higher). Pursuant to SLO guidance no more than 2 pts. on the HEDI band can be added with application of the multiplier.

An additional weight of .5 will be applied to all students who are tagged FR/R and reach proficiency (60% or higher). Pursuant to SLO guidance no more than 2 pts. on the HEDI band can be added with application of the multiplier.

Example - If StudentA reaches proficiency and is FR/F lunch StudentA's weight on the teacher calculation would be 1.5 students.

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.

When applicable, a weighted average will be used, based on the number of students in each measure, to calculate a composite score.

NWEA MPG/MAP process for combining multiple locally selected measures:

To combine multiple locally selected measures, we will take a population-weighted average of the measures. We will independently calculate value-added measures for each grade and subject area. We then average these measures employing statistical correction for regression to the mean when a teacher teaches multiple subjects or sections. Finally, we assign each teacher to a HEDI category and point based on the distribution of teachers. Standard rounding rules will apply to all final sub-component scores.

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
3.16) Assurances	Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	(No response)

3.16) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

(No response)

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, December 17, 2013

Updated Monday, April 28, 2014

Page 1

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.)

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
Second Rubric, if applicable	(No response)

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 by the points assignment indicated immediately below (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]	60
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	

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, label accordingly, and 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.

See table titled ECSDM – Annual Professional Performance Review (APPR) - contained within Process for Assigning Points and Determining HEDI Ratings file.

Each subcomponent will be scored 1-4, the scores will be weighted and totaled, and the final 1-4 rubric score will be converted to a 0-60 HEDI score using the uploaded conversion chart. The final score on the teacher rubric is the sum across the 4 domains and 22 sub-components. Each domain and subcomponent is weighted accordingly (see attached chart). Final scores are then rounded to the next whole number with .5 and above rounded up, while less than .5 will remain at the lower whole number. Rounding does not result in any teacher moving between HEDI scoring bands. The conversion chart included is used to identify the category and points associated with that whole number rubric score.

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/12179/862963-eka9yMJ855/Middletown - Process for Assigning Points and Determining HEDI Ratings_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 NYS Teaching Standards.	59-60 rubric points (scoring band)
Effective: Overall performance and results meet NYS Teaching Standards.	57-58 rubric points (scoring band)
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	50-56 rubric points (scoring band)
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-49 rubric points (scoring band)

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

Formal/Long	1
Informal/Short	1
Enter 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 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

Formal/Long	1
Informal/Short	1
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 Tuesday, December 17, 2013

Updated Wednesday, April 09, 2014

Page 1

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.

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 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

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 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

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 Monday, November 18, 2013

Updated Thursday, July 10, 2014

Page 1

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. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

assets/survey-uploads/12193/861202-Df0w3Xx5v6/Teacher Improvement Plan (TIP).pdf

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:

ECSDM Annual Professional Performance Review Appeal Process

I. For the school year, only an ineffective APPR composite rating may be appealed.

II. The scope of any appeal will be limited to the following:

- A. The substance of the individual's annual professional performance review.
- B. The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c.
- C. The adherence to the Commissioner's Regulations, as applicable to such reviews.
- D. Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews or improvements plans, as limited by Section I, above; or,
- E. The District's issuance and/or implementation of the terms of the teacher improvement plan under Education Law 3012-c in connection with an ineffective rating for the 2012-2013 school year, and after the 2012-2013 school year, ineffective and developing rating.

III. A teacher may not file multiple appeals regarding the same performance review and required teacher improvement plan. All grounds for appeal must be electronically submitted with specificity within one appeal. Any grounds not submitted at the time the appeal is filed shall be deemed waived.

IV. In an appeal, the teacher has the responsibility of articulating the basis for the appeal and must provide the facts to support the appeal.

V. The following timelines will be strictly adhered to unless extended by mutual agreement. Every effort will be made to conduct the appeals in a timely and expeditious manner. Failure of the teacher to meet a timeline will nullify the appeal; failure of the evaluator to meet a timeline will allow movement of the appeal to the next level. The time frames herein may be extended by mutual agreement of the parties but in no case will the appeals process not be timely and expeditious in compliance with Education Law 3012-c

A. Level 1 – Evaluator

1. Informal – Within five (5) school days, following the receipt of an ineffective or developing APPR composite rating, as defined in Sections I and II, above, the teacher has the right to schedule a follow up meeting to informally discuss with the evaluator any and all related issues.

2. Formal - The appeal for an ineffective composite rating must be submitted electronically (to ensure evidence of adherence to the timeline) to the evaluator and the Association President in writing no later than ten (10) school days from receipt of said rating. If an informal meeting was held (see above) with the evaluator, the written appeal must be electronically submitted within five (5) school days from the informal meeting but not to exceed ten (10) school days from receipt of the composite rating.

a. When filing an appeal, the teacher must electronically submit a detailed written description of the specific grounds for the appeal citing relevant areas from the performance review. Along with the appeal, all supporting documentation must be electronically submitted, or specifically noted. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.

b. Within five (5) school days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must electronically submit a detailed written response to the appeal to the teacher and the Association President. Along with the response, all supporting documentation must be electronically submitted, or specifically noted, as well as any additional documents or materials relevant to the response. Any supporting documentation/information not submitted or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal.

B. Level 2 – Superintendent

1. Within two (2) school days of receipt of the Level 1 response, if a teacher is not satisfied with the resolution, the teacher must electronically submit the appeal to the Superintendent of Schools. The Superintendent will be provided with all documentation submitted in both the teacher's appeal and the evaluator's response.

2. Upon receipt of the teacher's appeal, the Superintendent will have seven (7) school days to conduct a meeting and electronically issue a decision. The Superintendent will conduct the meeting at which the teacher, the union representative of choice, and the evaluator will be allowed to present the arguments in support of the appeal and the response, respectively. The Superintendent will then electronically issue a written decision, which will be final and binding, to the teacher, the Association President, and the evaluator.

3. Whether the appeal is denied, upheld, or modified, such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised in the appeal. If the appeal is upheld, the Superintendent will modify a rating(s) and the composite score.

VI. If the appeal is denied, the entire appeals record will be part of the teacher's APPR. If the appeal is upheld, only the revised

summative will be part of the teacher's APPR.

VII. This appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving any and all appeals within the scope of Section I and II, above. A teacher may not resort to any other contractual grievance procedure for the resolution of these appeals, except as otherwise authorized by law.

VIII. Nothing in this appeals procedure will restrict the right of the District or the right of the teacher to proceed in accordance with otherwise standard practice. This will remain in compliance with education law 3012-C.

6.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

All evaluators are properly trained and lead evaluators, who complete an individual's performance review, are certified to conduct evaluations. In collaboration with the collective bargaining unit the District has selected the Danielson 2011 rubric which has contracted with Teachscape Inc. to conduct the lead evaluator and evaluator training. In compliance with this expectation, Teachscape provides training for all evaluators and lead evaluators on the Danielson 2011 rubric which included inter-rater reliability, evidence collection, knowledge of the four domains and teacher behaviors/elements contained within the rubric, and collaborative and reflective practice. All evaluators will successfully complete various training courses that meet the requirements prescribed by the state. The initial training for these administrators consists of 3 days of training provided by the Danielson Group. The 3 day training covers Observation skills sessions focused on understanding the issue of bias, collecting low-inference evidence during an observation, the interpretation of evidence against the levels of performance, and differentiated evaluator coaching conversations for teacher support. Training to re-certify these administrators will be conducted by the Danielson Group. Inter-rater reliability will be achieved through the opportunity to observe videos of classroom instruction and then calibrate with a Danielson Group consultant, this component of the training is a one-day seminar.

Evaluators and lead evaluators will be properly trained prior to completing an individual's performance review, and will be certified to conduct evaluations. It is the intention of the District to provide ongoing training that will continue throughout the year. Professional development opportunities throughout the year will focus on inter-rater reliability as well as evidence collection to be used in performance evaluations. Evaluators will be re-certified through ongoing, annual, participation in professional development courses that meet the requirements prescribed by the state.

All training will address all 9 elements of training required by Regents Rules Section 30-2.9(b).

It is the intention of the District to provide ongoing training that will continue throughout the year by reviewing exemplars of best teaching practice utilizing online video and print resources. Utilization of video exemplars will give participants an opportunity to rate practice both independently and collaboratively with colleagues to build consistency in expectations across the district. Lead evaluators will be re-certified through ongoing, annual, participation in professional development courses that meet the requirements prescribed by the state. Re-certification will ensure that all evaluators and lead evaluators are engaged in the same process, providing a common approach for observing teaching practice, providing specific feedback, supported by evidence, aligned to consistent expectations. Training and certification of Lead Evaluators and Evaluators will address all nine elements of training required by Regents Rules Section 30-2.9 (b).

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	Checked
---	---------

linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.

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 Tuesday, December 17, 2013

Updated Thursday, February 27, 2014

Page 1

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.

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.).

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):

K-5
6-8
9-12

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(s) 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	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 assessments 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. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/courses(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

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 grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.” For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

School or Program Type	SLO with Assessment Option	Name of the Assessment
------------------------	----------------------------	------------------------

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. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

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.	N/A
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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.

(No response)

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's score for this subcomponent, 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 the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

(No response)

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://www.engageny.org/resource/student-learning-objectives-guidance-document .	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

8. Local Measures (Principals)

Created Wednesday, February 26, 2014

Updated Wednesday, July 09, 2014

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.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

Also note: if your district/BOCES is using the same assessment for both the State growth or other comparable measures subcomponent and the locally-selected measures subcomponents, be sure that a different measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.

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/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA & Math)
6-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA & Math)
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	Six 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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>HEDI ratings will reflect a scale out of 20 points, 15 points after value-added is implemented.</p> <p>For principals in grades K-8, the Middletown City SD will be using value-added measures based upon the NWEA MAP assessment to calculate principal level effectiveness ratings for the locally selected measures of student growth in ELA and Math in grades K-8. The analyses will be conducted by the Value Added Research Center (VARC) on NWEA's MAP assessment. Major modeling decisions were made by a Technical Advisory Panel made up of volunteer districts from across the state. To assign principals to HEDI categories on a 15 point scale when SED goes to value-added scoring, VARC assumes a normal distribution of effects centered on 11. On a 20 point scale, VARC assumes a normal distribution centered on 13. From this point, standard deviation cut points will be used to assign principals to HEDI categories and points as described in each of the following sections. A 0 standard deviation represents</p>
--	---

the expected growth based on national norms. Principals will be evaluated based on student performance within their respective buildings.

9-12 Principals

Based on the % of students in current years cohort that graduate in six years.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

K-8 Principals

Within the category of Highly Effective, school-wide results fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point

≥ <
18 0.9 1.1
19 1.1 1.3
20 1.3

When 15pt. scale needs to be in place K-8

APPR Point ≥ <
14 0.9 1.2
15 1.2

9-12 Principals

20 pts. = 95-100%
19 pts. = 90-94%
18 pts. = 85-89%

See uploaded chart for additional detail.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

K-8 Principals

Within the category of Effective, school-wide results fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point

≥ <
9 -0.9 -0.7
10 -0.7 -0.5
11 -0.5 -0.3
12 -0.3 -0.1
13 -0.1 0.1
14 0.1 0.3
15 0.3 0.5
16 0.5 0.7
17 0.7 0.9

When 15pt. scale needs to be in place K-8

APPR Point ≥ <
8 -0.9 -0.6
9 -0.6 -0.3
10 -0.3 0.0
11 0.0 0.3
12 0.3 0.6

13 0.6 0.9

9-12 Principals
17 pts. = 83-84%
16 pts. = 82%
15 pts. = 81%
14 pts. = 80%
13 pts. = 79%
12 pts. = 78%
11 pts. = 77%
10 pts. = 76%
9 pts. = 75%

See uploaded chart for additional detail and 15 point band for 9-12

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

K-8 Principals
Within the category of Developing, school-wide results that fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point
≥ <
3 -2.1 -1.9
4 -1.9 -1.7
5 -1.7 -1.5
6 -1.5 -1.3
7 -1.3 -1.1
8 -1.1 -0.9

When 15pt. scale needs to be in place K-8
APPR Point ≥ <
3 -2.4 -2.1
4 -2.1 -1.8
5 -1.8 -1.5
6 -1.5 -1.2
7 -1.2 -0.9

9-12 Principals
8 pts. = 74%
7 pts. = 73%
6 pts. = 71-72%
5 pts. = 69-70%
4 pts. = 67-68%
3 pts. = 65-66%

See uploaded chart for additional detail and 15 point band for 9-12

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

K-8 Principals
Within the category of Ineffective, school-wide results that fall at less than -2.1 standard deviations below average, or -2.4 when a value-added model is in place, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point
≥ <
0 -2.5 (less than)
1 -2.5 -2.3
2 -2.3 -2.1

When 15pt. scale needs to be in place K-8
APPR Point ≥ <
0 -3.0 (less than)
1 -3.0 -2.7
2 -2.7 -2.4

9-12 Principals
2 pts. = 42-64%
1 pt. = 21-41%
0 pts. = 0-20%

See uploaded chart for additional detail and 15 point band for 9-12

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/12190/1047796-qBFVOWF7fC/Principal Local HEDI 7.4.14.pdf

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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.

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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
---------------------	---	------------

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.	N/A - all building configurations have more than 30% of students receiving a state provided growth score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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.

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(No response)

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.

(No response)

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
8.5) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does	Check

not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.

8.5) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment. Check

9. Other Measures of Effectiveness (Principals)

Created Wednesday, February 26, 2014

Updated Tuesday, June 17, 2014

Page 1

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.

9.1) Principal Practice Rubric Rubric	Vanderbilt Assessment of Leadership in Education (VAL-ED)
---	---

Second rubric (if applicable)	(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 point 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 point 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, label accordingly, combine them into a single file, and upload as an attachment for review. [Click here for a](#)

(No response)

9.3) Assurances -- Goals

Please check the boxes below if assigning any points to "ambitious and measurable goals":

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.	(No response)
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).	(No response)

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 updated, this list will be updated within the drop-down menu of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(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.

Evidence is collected on multiple visits to schools. Based on the totality of the evidence a final score is determined for each sub-component. The ratings for each subcomponent will be averaged to create a final rubric average for each domain. Points on the rubric are weighted across domains as per the attached chart. Ranges of the rubric scores were determined to reflect the HEDI rating categories. Those scores were assigned to HEDI scoring bands. Each sub-component will be scored 1-5, the scores will be weighted and totaled, and the final 1-5 rubric score will be converted to a 0-60 HEDI score using by multiplying the Val Ed score (1-5) by 12. That score is then converted to a 0-60 using the uploaded conversion chart.

The Principal's Overall Total Effectiveness score based on the average ratings of all respondent's will be a value between 1 and 5. This score is based on a 5-point effectiveness scale where 1= ineffective; 2=Minimally Effective; 3=Satisfactorily Effective; 4 = Highly Effective; 5 = Outstandingly Effective.

The Performance Level and national Percentile Rank for this score are documented in the table below:

Highly Effective - 4.0 and higher
 Effective - 3.6-3.9
 Developing - 3.30-3.59
 Ineffective - 3.29 and below

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/12205/1047810-pMADJ4gk6R/Principal 9.7 Assigning Points and determining HEDI ratings_2.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.	A distinguished leader exhibits learning-centered leadership behaviors at levels of effectiveness that are virtually certain to influence teachers positively and result in strong value-added to student achievement and
---	---

	social learning for all students.
	55-60 points on the rubric
Effective: Overall performance and results meet standards.	A effective leader exhibits learning-centered leadership behaviors at levels of effectiveness that are likely to influence teachers positively and result in acceptable value-added to student achievement and social learning for all students.
	42-54 points on the rubric
Developing: Overall performance and results need improvement in order to meet standards.	A leader at the developing level of proficiency exhibits learning-centered leadership behaviors at levels of effectiveness that are likely to influence teachers positively and that result in acceptable value-added to student achievement and social learning for some sub-groups of students, but not all.
	31-41 points on the rubric
Ineffective: Overall performance and results do not meet standards.	A leader at the ineffective level of proficiency exhibits learning-centered leadership behaviors at levels of effectiveness that are unlikely to influence teachers positively nor results in acceptable value-added to student achievement and social learning for students.
	0-30 points on the 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, February 26, 2014

Page 1

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.

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 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

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 9.7), from 0 to 60 points

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

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

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 Tuesday, December 17, 2013

Updated Thursday, July 10, 2014

Page 1

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 the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

[assets/survey-uploads/12168/863947-Df0w3Xx5v6/PIP 7.10.14.pdf](#)

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:

ECSDM Annual Professional Performance Review Appeal Process

I. For the school year, only an ineffective APPR composite rating may be appealed.

II. The scope of any appeal will be limited to the following:

- A. The substance of the individual's annual professional performance review (summative - 60 pts. other measures).
- B. The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c.
- C. The adherence to the Commissioner's Regulations, as applicable to such reviews.
- D. Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews or improvements plans, as limited by Section I, above; or,
- E. The District's issuance and/or implementation of the terms of the principal improvement plan under Education Law 3012-c in connection with an ineffective rating for the 2012-2013 school year, and after the 2012-2013 school year, ineffective and developing rating.

III. A principal may not file multiple appeals regarding the same performance review and required principal improvement plan. All grounds for appeal must be electronically submitted with specificity within one appeal. Any grounds not submitted at the time the appeal is filed shall be deemed waived.

IV. In an appeal, the principal has the responsibility of articulating the basis for the appeal and must provide the facts to support the appeal.

V. The following timelines will be strictly adhered to unless extended by mutual agreement. Every effort will be made to conduct the appeals in a timely and expeditious manner. Failure of the principal to meet a timeline will nullify the appeal; failure of the evaluator to meet a timeline will allow movement of the appeal to the next level.

A. Level 1 – Evaluator

1. Informal – Within five (5) school days, following the receipt of of an ineffective or developing APPR composite rating, as defined in Sections I and II, above, the principal has the right to schedule a follow up meeting to informally discuss with the evaluator any and all related issues.

2. Formal - The appeal for an ineffective composite rating must be submitted electronically (to ensure evidence of adherence to the timeline) to the evaluator and the Association President in writing no later than ten (10) school days from the receipt of the composite score. If an informal meeting was held (see above) with the evaluator, the written appeal must be electronically submitted within five (5) school days from the informal meeting but not to exceed ten (10) school days from receipt of the composite score.

a. When filing an appeal, the principal must electronically submit a detailed written description of the specific grounds for the appeal citing relevant areas from the performance review. Along with the appeal, all supporting documentation must be electronically submitted, or specifically noted. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.

b. Within five (5) school days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must electronically submit a detailed written response to the appeal to the principal and the Association President. Along with the response, all supporting documentation must be electronically submitted, or specifically noted, as well as any additional documents or materials relevant to the response. Any supporting documentation/information not submitted or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal.

B. Level 2 – Superintendent

1. Within two (2) school days of receipt of the Level 1 response, if a principal is not satisfied with the resolution, the principal must electronically submit the appeal to the Superintendent of Schools. The Superintendent will be provided with all documentation submitted in both the principal's appeal and the evaluator's response.

2. Upon receipt of the principal's appeal, the Superintendent will have seven (7) school days to conduct a meeting and electronically issue a decision. The Superintendent will conduct the meeting at which the principal, the union representative of choice, and the evaluator will be allowed to present the arguments in support of the appeal and the response, respectively. The Superintendent will then electronically issue a written decision, which will be final and binding, to the principal, the Association President, and the evaluator.

3. Whether the appeal is denied, upheld, or modified, such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised in the appeal. If the appeal is upheld, the Superintendent will modify a rating(s) and the composite score.

VI. If the appeal is denied, the entire appeals record will be part of the administrator's APPR. If the appeal is upheld, only the revised summative will be part of the principal's APPR.

VII. This appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving any and all appeals within the scope of Section I and II, above. A principal may not resort to any other contractual grievance procedure for the resolution of these appeals, except as otherwise authorized by law.

VIII. Nothing in this appeals procedure will restrict the right of the District or the right of the principal to proceed in accordance with otherwise standard practice. This will remain in compliance with education law 3012-C.

The appeals process and all such steps as indicated above including a resolution of the appeal will occur in a timely and expeditious manner.

11.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

All evaluators will successfully complete various training courses that meet the requirements prescribed by the state. The initial training for these administrators consists of 3 days of training. The 3 day training covers Observation skills sessions focus on understanding the issue of bias, collecting low-inference evidence during an observation, the interpretation of evidence against the levels of performance, and differentiated evaluator coaching conversations for teacher support. Training to re-certify these administrators will be conducted.

Evaluators and lead evaluators will be properly trained prior to completing an individual's performance review, and will be certified to conduct evaluations. In collaboration with the collective bargaining unit the District has selected the Vanderbilt Assessment of Leadership in Education (VAL-ED) rubric. It is the intention of the District to provide ongoing training that will continue throughout the year. Professional development opportunities throughout the year will focus on inter-rater reliability as well as evidence collection to be used in performance evaluations. Evaluators will be re-certified through ongoing, annual, participation in professional development courses that meet the requirements prescribed by the state.

All training will address all 9 elements of training required by Regents Rules Section 30-2.9(b).

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 Tuesday, December 17, 2013

Updated Friday, July 11, 2014

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. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

assets/survey-uploads/12158/864005-3Uqgn5g9Iu/Signature Page 7.10.14.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.

Measure State Growth for Grades K-5

Group	Pts.	Measure	Assessment
Grades K-2 Common Branch, ELA & Math	20	NWEA will provide individual teacher results based on the Conditional Growth Index (CGI) score. CGI is defined as growth between baseline/pre-test (Fall administration NWEA assessment) and summative/post-test (Spring administration NWEA assessment)	<p>ELA Teachers - Baseline/Pre-Test –NWEA ELA assessments (Fall administration). Summative/Post-Test – NWEA ELA assessment (Spring administration).</p> <p>Math Teachers - Baseline/Pre-Test –NWEA math assessment (Fall administration). Summative/Post-Test – NWEA math assessments (Spring administration).</p> <p>Common Branch* Teachers - Baseline/Pre-Test –Composite of NWEA ELA & math assessments (Fall administration). Summative/Post-Test – Composite of NWEA ELA & math assessments (Spring administration).</p>
Grade 3 Common Branch*, ELA, & Math	20	<p>Individual Teacher Results</p> <p>A HEDI score will be awarded based on the overall percentage of students that meet or exceed their growth target.</p>	<p>ELA Teachers - Baseline/Pre-Test –Gr. 3 ELA Regional Assessment (Fall administration). Summative/Post-Test – NYS GR. 3 ELA</p> <p>Math Teachers - Baseline/Pre-Test –Gr. 3 Math Regional Assessment (Fall administration). Summative/Post-Test – NYS GR. 3 Math</p> <p>Common Branch* Teachers - Baseline/Pre-Test –Composite of Gr. 3 Math & ELA Regional Assessment (Fall administration). Summative/Post-Test – Composite of NYS GR. 3 Math & ELA (Spring administration).</p>
Grades 4-5 Common Branch*, ELA, & Math	20	NYSED will provide a value-added growth score from 0 to 20, 0-25 after the value-added measure is approved, and provide an appropriate subcomponent rating based on NYS ELA & Math state assessments.	<p>ELA Teachers – NYS ELA Assessment Math Teachers – NYS Math Assessment Common Branch* Teachers – Composite of NYS ELA & Math Assessments</p>
Grades K-5 ESL	20	Teacher specific results based on the overall percentage of students that meet or exceed their growth target on the NYSESLAT.	<p>Baseline/Pre-Test - NYSESLAT assessment (Spring administration – Prior year results). Summative/Post-Test –NYSESLAT assessment (Spring administration – Current academic year).</p>
All other teachers not named above Grades K-5	20	NYSED will provide a value-added growth score from 0 to 20, 0-25 after the value-added measure is approved, and provide an appropriate subcomponent rating based on NYS ELA & Math state assessments.	<p>Baseline/Pre-Test –District historical analysis Summative/Post-Test – Composite of NYS ELA & Math Assessments</p>

*= **Common Branch** is defined as any teacher who teaches both math and ELA.

Conditional Growth Index (CGI) - This metric shows how our student growth compares to the growth of students across the nation. The CGI is a comparison of actual growth versus NWEA’s growth norms. These growth norms explicitly account for three factors -- student starting RIT score, student grade, and the subject in which a student is tested.

Any ELA/common branch teacher with 10 or more students who sit for the NYSESLAT will have a weighted state score -including both the NYSESLAT & the assessments administered in their subject area as outlined above.

NWEA HEDI Chart Description - Applies to K-2 Common Branch, ELA & Math

The Enlarged City School District of Middletown will be using conditional growth index (CGI) based on the NWEA MPG/MAP assessment to calculate teacher-level effectiveness ratings for the comparable growth measures in ELA and math in grades K-2. The conditional growth index captures the contributions educators make to student learning on the NWEA MPG/MAP assessments, by comparing actual student growth to the student growth norms. These 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 assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

- Highly Effective:** Greater than or equal to .9 standard deviations above average (13)
- Effective:** Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average
- Developing:** Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average
- Ineffective:** Less than -2.1 standard deviations below average

Grade 4 & 5 ELA & Math – State Provided Growth Score

The State will provide teacher and principal growth scores for all teachers and principals in grades 4-5 ELA and/or Math. Briefly, the growth scores for teachers and principals in grades 4-5 ELA and /or math, are calculated as follows:

- For each student in grade 4-8, a student growth percentile (SGP) will be calculated based on his or her ELA and Math State assessment results. The calculated SGP will compare the change in State assessment results between two points in time to the change for students with similar test history. Student test history includes up to three years (prior year and two additional years if available) of assessment data, with adjustments made to account for test measurement error. Before determining teacher or principal growth scores and ratings based on the SGPs, the results will be adjusted based on the following characteristics: prior academic history, disability status, poverty status and status as an English Language Learner

From Guidance on New York State’s Annual Professional Performance Review for Teachers and Principals to Implement Education Law §3012-c and the Commissioner’s Regulations

NWEA ELA/Math HEDI Chart

Category Rating	APPR Point	≥	<
Highly Effective	20	1.3	
	19	1.1	1.3
	18	0.9	1.1
Effective	17	0.7	0.9
	16	0.5	0.7
	15	0.3	0.5
	14	0.1	0.3
	13	-0.1	0.1
	12	-0.3	-0.1
	11	-0.5	-0.3
	10	-0.7	-0.5
	9	-0.9	-0.7
Developing	8	-1.1	-0.9
	7	-1.3	-1.1
	6	-1.5	-1.3
	5	-1.7	-1.5
	4	-1.9	-1.7
	3	-2.1	-1.9
Ineffective	2	-2.3	-2.1
	1	-2.5	-2.3
	0		-2.5

HEDI Chart - Grade 3 Common Branch, ELA & Math The teachers, in collaboration with the District, will use prior academic history and pre-assessment scores if applicable, to set class-wide growth targets.

A HEDI score will be awarded based on the overall percentage of students who meet or exceed their growth target.

Category Rating	Highly Effective			Effective									Developing					Ineffective			
Category Point Value	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Percentage of students that meet or exceed their growth target	100-85	84-83	81-82	80-77	76-73	69-72	65-68	60-64	58-59	57-56	55-53	52-50	49-46	45-43	42-40	39-37	36-34	33-31	30-16	15-1	0

HEDI Chart – Grades K-5 ESL The teachers, in collaboration with the District, will use prior academic history and pre-assessment scores if applicable, to set individual growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their growth target.

Category Rating	Highly Effective			Effective									Developing					Ineffective			
Category Point Value	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Teacher specific results based on the overall percentage of students who meet or exceed their growth target.	63-100	61-62	59-60	57-58	55-56	53-54	51-52	49-50	47-48	45-46	43-44	41-42	40	37-39	35-36	33-34	31-32	30	27-29	25-26	0-24

Measure State Growth for Grades 6-8

Group	Pts.	Measure	Assessment
Grades 6-8 Common Branch, ELA, Literacy, & Math	20	NYSED will provide a value-added growth score from 0 to 20, 0 to 25 after the value-added measure is approved, and provide an appropriate subcomponent rating based on NYS ELA & Math state assessments.	ELA Teachers – NYS ELA Assessment Math Teachers – NYS Math Assessment Common Branch* Teachers – Composite of NYS ELA & Math Assessments
Grades 6-8 Science	20	Individual Teacher Results Overall percentage of students that meet or exceed their growth target	Grade 6-7 Science - Baseline/Pre-Test –District developed assessment based on the elements of the final exam. Summative/Post-Test – Final examination Grade 8 Science - Baseline/Pre-Test –District developed assessment based on the NYS Grade 8 Science assessment. Summative/Post-Test- NYS Grade 8 Science assessment
		<p>**An additional weight of 1.5 will be applied to all students who are tagged SWD or ELL and reach proficiency (ELL = 65 or higher, SWD = 55 or higher).</p> <p>**An additional weight of .5 will be applied to all students who are tagged (free/reduced lunch) FR/R and reach proficiency (65 or higher). Pursuant to SLO guidance no more than 2 pts. on the HEDI band can be added with application of any weight.</p>	
Grades 6-8 Social Studies	20	Individual Teacher Results Percent of students that meet or exceed their growth target	Grade 6-8 Social Studies - Baseline/Pre-Test –District developed assessment based on the elements of the final exam. Summative/Post-Test – Final examination
		<p>**An additional weight of 1.5 will be applied to all students who are tagged SWD or ELL and reach proficiency (ELL = 65 or higher, SWD = 55 or higher).</p> <p>**An additional weight of .5 will be applied to all students who are tagged (free/reduced lunch) FR/R and reach proficiency (65 or higher). Pursuant to SLO guidance no more than 2 pts. on the HEDI band can be added with application of any weight.</p>	
Grades 6-8 ESL	20	Teacher specific results based on the overall percentage of students that meet or exceed their growth target.	Baseline/Pre-Test - NYSESLAT assessment (Spring administration). Summative/Post-Test –NYSESLAT assessment (Spring administration).
All other teachers not named above Grades 6-8	20	NYSED will provide a value-added growth score from 0 to 20, 0 to 25 after the value-added measure is approved, and provide an appropriate subcomponent rating based on NYS ELA & Math state assessments.	Baseline/Pre-Test –District historical data analysis Summative/Post-Test – Composite of NYS ELA & Math Assessments

***Any ELA/common branch teacher with 10 or more students who sit for the NYSESLAT will have a weighted state score that will include both the NYSESLAT and the assessments administered in their subject area as outlined above.

**The teachers, in collaboration with the District, will use prior academic history and pre-assessment scores if applicable, to set class-wide growth targets.
A HEDI score will be awarded based on the overall percentage of students who meet or exceed their growth target.**

*= **Common Branch** is defined as any teacher who teaches both math and ELA.

Conditional Growth Index (CGI) - This metric shows how our student growth compares to the growth of students across the nation. The CGI is a comparison of actual growth versus NWEA’s growth norms. These growth norms explicitly account for three factors -- student starting RIT score, student grade, and the subject in which a student is tested.

State HEDI Charts ~ Grade 6-8

Grade 6-8 Common Branch, ELA, Literacy & Math – State Provided Growth Score

The State will provide teacher and principal growth scores for all teachers and principals in grades 6-8 ELA and/or Math. Briefly, the growth scores for teachers and principals in grades 6-8 ELA and /or math, are calculated as follows:

- For each student in grade 6-8, a student growth percentile (SGP) will be calculated based on his or her ELA and Math State assessment results. The calculated SGP will compare the change in State assessment results between two points in time to the change for students with similar test history. Student test history includes up to three years (prior year and two additional years if available) of assessment data, with adjustments made to account for test measurement error. Before determining teacher or principal growth scores and ratings based on the SGPs, the results will be adjusted based on the following characteristics: prior academic history, disability status, poverty status and status as an English Language Learner

From Guidance on New York State’s Annual Professional Performance Review for Teachers and Principals to Implement Education Law §3012-c and the Commissioner’s Regulations

HEDI Chart - Grade 6-8 Science and Social Studies: The teachers, in collaboration with the District, will use prior academic history and pre-assessment scores if applicable, to set class-wide growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their growth target.

Category Rating	Highly Effective			Effective									Developing					Ineffective			
Category Point Value	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Overall percentage of students that meet or exceed their growth target	100-85	84-83	81-82	80-77	76-73	69-72	65-68	60-64	58-59	57-56	55-53	52-50	49-46	45-43	42-40	39-37	36-34	33-31	30-16	15-1	0

HEDI Chart – Grade 6-8 ESL - ECSDM will be measuring growth. The teachers, in collaboration with the District, will use prior academic history and pre-assessment scores if applicable, to set individual growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their growth target.

Category Rating	Highly Effective			Effective									Developing					Ineffective			
Category Point Value	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Individual teacher results based on the overall percentage of students that meet or exceed their growth target.	63-100	61-62	59-60	57-58	55-56	53-54	51-52	49-50	47-48	45-46	43-44	41-42	40	37-39	35-36	33-34	31-32	30	27-29	25-26	0-24

Measure State Growth for Grades 9-12

Group	Pts	Measure	Assessment
Global 2, American History, Living Environment, Earth Science, Chemistry, Physics, Geometry, Algebra 2	20	Individual Teacher Results Overall percentage of students that meet or exceed their growth target.	Baseline/Pre-Test – District developed assessment based on NYS subject specific Regents. Summative/Post-Test – NYS subject specific Regents
		*An additional weight of 1.5 will be applied to all students who are tagged SWD or ELL and reach proficiency (65 or higher). *An additional weight of .5 will be applied to all students who are tagged (free/reduced lunch) FR/R and reach proficiency (65 or higher). Pursuant to SLO guidance no more than 2 pts. on the HEDI band can be added with application of any weight.	
Algebra 1	20	Individual Teacher Results Overall percentage of students that meet or exceed their growth target.	Baseline/Pre-Test – District developed assessment based on NYS subject specific Regents. Summative/Post-Test – Common Core Regents and NYS Algebra I Regents (2005 Standards) <i>(Higher of the two scores would be used for APPR calculation purposes)</i>
		*An additional weight of 1.5 will be applied to all students who are tagged SWD or ELL and reach proficiency (65 or higher). *An additional weight of .5 will be applied to all students who are tagged (free/reduced lunch) FR/R and reach proficiency (65 or higher). Pursuant to SLO guidance no more than 2 pts. on the HEDI band can be added with application of any weight.	
ELA 11	20	Individual Teacher results Overall percentage of students that meet or exceed their growth target.	Baseline/Pre-Test – District developed assessment based on NYS subject specific Regents. Summative/Post-Test – NYS Comprehensive ELA Regents/Common Core Regents <i>(Higher of the two scores would be used for APPR calculation purposes)</i>
		*An additional weight of 1.5 will be applied to all students who are tagged SWD or ELL and reach proficiency (65 or higher). *An additional weight of .5 will be applied to all students who are tagged (free/reduced lunch) FR/R and reach proficiency (65 or higher). Pursuant to SLO guidance no more than 2 pts. on the HEDI band can be added with application of any weight.	
Grades 9-12 ESL	20	Teacher specific results based on the percentage of students that meet or exceed their growth target.	Baseline/Pre-Test – NYSESLAT assessment (Spring administration). Summative/Post-Test – NYSESLAT assessment (Spring administration).
All other teachers not named above Grades 9-12	20	Composite measure based on the number of Regents exams passed by all students in the four high school grades from the beginning to the end of the school year. *Students who are tagged SWD or ELL and reach proficiency (65 or higher) will be calculated with an additional weight of 1.5. Pursuant to SLO guidance no more than 2 pts. on the HEDI band can be added with application of the weight. *Students who are tagged as (free/reduced lunch) FR/R and reach proficiency (65 or higher) will be calculated with an additional weight of .5. Pursuant to SLO guidance no more than 2 pts. on the HEDI band can be added with application of the weight.	Baseline – # of Regents exams left to pass by the end of the school year (English, Math, Science, U.S. History, and Global History). Summative/Post-Test – # of Regents exams passed during the school year (English, Math, Science, U.S. History, and Global History).

***Any ELA teacher with 10 or more students who sit for the NYSESLAT will have a weighted state score that will include both the NYSESLAT and the assessments administered in their subject area as outlined above.

HEDI Chart – Global II, American History, Living Environment, Earth Science, Chemistry, Physics, Algebra I, Algebra II, Geometry, and ELA 11. The teachers, in collaboration with the District, will use prior academic history and pre-assessment scores if applicable, to set class-wide growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their growth target.

Category Rating	Highly Effective			Effective									Developing					Ineffective			
Category Point Value	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Overall percentage of students that meet or exceed their growth target	100-85	84-83	81-82	80-77	76-73	69-72	65-68	60-64	58-59	57-56	55-53	52-50	49-46	45-43	42-40	39-37	36-34	33-31	30-16	15-1	0

HEDI Chart – Grades 9-12 ESL - ECSDM will be measuring growth. The teachers, in collaboration with the District, will use prior academic history and pre-assessment scores if applicable, to set individual student growth targets. A HEDI score will be awarded based on the overall percentage of students that meet or exceed their growth target.

Category Rating	Highly Effective			Effective									Developing					Ineffective			
Category Point Value	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Teacher specific results based on the overall percentage of students that meet or exceed their growth target.	63-100	61-62	59-60	57-58	55-56	53-54	51-52	49-50	47-48	45-46	43-44	41-42	40	37-39	35-36	33-34	31-32	30	27-29	25-26	0-24

HEDI Chart – 9-12 All Other Teachers Proficiency = 65 (SWD – See New York State Education Department guidelines for Local Diploma or Compensatory Safety Net Options)

Category Rating	Highly Effective			Effective									Developing					Ineffective			
Category Point Value	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of total # of regents exams passed (meets or exceed proficiency)	80-100	76-79	72-75	67-71	62-66	57-61	52-56	45-51	43-44	41-42	39-40	37-38	35-36	33-34	31-32	29-30	27-28	25-26	16-24	1-15	0

Composite measure based on the number of Regents exams passed by all students in the four high school grades from the beginning to the end of the school year.

*Students who are tagged SWD or ELL and reach proficiency (65 or higher) will be calculated with an additional weight of 1.5. Pursuant to SLO guidance no more than 2 pts. on the HEDI band can be added with application of the multiplier.

*Students who are tagged as (free/reduced lunch) FR/R and reach proficiency (65 or higher) will be calculated with an additional weight of .5. Pursuant to SLO guidance no more than 2 pts. on the HEDI band can be added with application of the weight.

Baseline – # of Regents exams left to pass by the end of the school year (English, Math, Science, U.S. History, and Global History).

Summative/Post-Test – # of Regents exams passed during the school year (English, Math, Science, U.S. History, and Global History).

State HEDI Band

K-12 ESL ~ The teachers, in collaboration with the District, will use prior academic history and pre-assessment scores if applicable, to set individual growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their growth target.

Category Rating	Highly Effective			Effective									Developing					Ineffective			
Category Point Value	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Overall percentage of students that meet or exceed their growth target.	63-100	61-62	59-60	57-58	55-56	53-54	51-52	49-50	47-48	45-46	43-44	41-42	40	37-39	35-36	33-34	31-32	30	27-29	25-26	0-24

State Side -----New York State Alternate Assessment (NYSAA) HEDI ~ Grades 3-12

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
95-100%	91-94%	85-90%	84%	83%	82%	81%	80%	78-79%	76-77%	74-75%	70-73%	64-69%	57-63%	50-56%	43-49%	37-42%	30-36%	21-29%	11-20%	0-10%

Conversion Chart for State Provided Growth Scores - This chart will be used after value-added is implemented to convert the state-provided building growth score from 25 pts. to 20 pts. for teachers being evaluated using that measure.

20 pt. conversion

Highly Effective	25	20
	24	20
	23	19
	22	18
Effective	21	17
	20	17
	19	17
	18	16
	17	16
	16	15
	15	14
	14	13
	13	12
	12	11
Developing	11	10
	10	9
	9	8
	8	8
	7	7
	6	6
Ineffective	5	5
	4	4
	3	3
	2	2
	1	1
	0	0

60% - 2 Observations

The higher/highest of each formative sub-domain category will be used for the final point allocation for the 60%. Should any teacher require additional classroom observations (in the case of an unsatisfactory observation), the same procedure would be followed.

Rubric: *Danielson's Framework 2011 Revised Version*

Domain	Sub-Domain Value
--------	------------------

Domain 1: Planning and Preparation 20%	
A. Demonstrating Knowledge of Content and Pedagogy	20%
B. Demonstrating Knowledge of Students	15%
C. Setting Instructional Outcomes	15%
D. Demonstrating Knowledge of Resources	10%
E. Designing Coherent Instruction	25%
F. Designing Student Assessments	15%

Domain 2: Classroom Environment 30%	
A. Creating an Environment of Respect and Rapport	20%
B. Establishing a Culture for Learning	15%
C. Managing Classroom Procedures	30%
D. Managing Student Behavior	25%
E. Organizing Physical Space	10%

Domain 3: Instruction 30%	
A. Communicating with Students	15%
B. Using Questioning and Discussion Techniques	30%
C. Engaging Students in Learning	25%
D. Using Assessment in Instruction	20%
E. Demonstrating Flexibility and Responsiveness	10%

Domain 4: Teaching 20%	
A. Reflecting on Teaching	15%
B. Maintaining Accurate Records	20%
C. Communicating with Families	20%
D. Participating in a Professional Community	10%
E. Growing and Developing Professionally	20%
F. Showing Professionalism	15%

Danielson's Framework for Teaching (2011 Revised Edition)										
Conversion Flow Chart										
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	
	Determine Relative Value of Each Domain	Determine Relative Value of Each SubDomain as part of the Domain	Evaluator Gives Every Teacher a Rating of 1-4 in Each Subdomain (4=HE, 3=E, 2=D, 1=I)	Weigh Subdomain in Scores	Total Domain Score		HEDI Bands	Conversion Chart	Weigh Total Domain Score and Compute Total	
Domain1: Planning and Preparation	20%						H=59-60	Highest Rubric Score	Conversion Score	
A. Knowledge of Content and Pedagogy			20%				E=57-58	1	0	
B. Knowledge of Students			15%				D=50-56	1.1	12	
C. Setting Instructional Outcomes			15%	0			I=0-49	1.2	25	
D. Knowledge of Resources			10%	0				1.3	37	
E. Designing Coherent Instruction			25%	0				1.4	49	
F. Designing Student Assessments			15%	0				1.5	50	
		100%			0	0		1.6	50.7	
Domain 2: Classroom Environment	30%							1.7	51.4	
A. Respect and Rapport			20%	0				1.8	52.1	
B. Culture for Learning			15%	0				1.9	52.8	
C. Managing Classroom Procedures			30%	0				2	53.5	
D. Managing Student Behavior			25%	0				2.1	54.2	
E. Organizing Physical Spaces			10%	0				2.2	54.9	
		100%			0	0		2.3	55.6	
Domain 3: Instruction	30%							2.4	56.3	
A. Communicating with Students			15%	0				2.5	57	
B. Questioning/Prompts and Discussion			30%	0				2.6	57.2	
C. Engaging Students in Learning			25%	0				2.7	57.4	
D. Using Assessment in Instruction			20%	0				2.8	57.6	
E. Using Flexibility and Responsiveness			10%	0				2.9	57.8	
		100%			0	0		3	58	
Domain 4: Teaching	20%							3.1	58.2	
A. Reflecting on Teaching			15%	0				3.2	58.4	
B. Maintaining Accurate Records			20%	0				3.3	58.6	
C. Communicating with Families			20%	0				3.4	58.8	
D. Participating in a Professional Community			10%	0				3.5	59	
E. Growing and Developing Professionally			20%	0				3.6	59.3	
F. Showing Professionalism			15%	0				3.7	59.5	
		100%			0	0		3.8	59.8	
Domain: Other*						0		3.9	60	
Total	100%			Evaluation Score		0		4	60.25 (round to 60)	

Enlarged City School District of Middletown Annual Professional Performance Review Teacher Improvement Plan (TIP)

Description:

This component of the Annual Professional Performance Review plan is to provide specific assistance for teachers whose summative composite rating is either ineffective or developing.

Teacher Improvement Plans (TIPs) are intended to help a teacher with professional performance and are not intended to be disciplinary in nature. In the TIP, the District proposes how it will help the teacher. TIPs are a collaborative effort between teacher and administrator demonstrating a level of mutual respect.

The Teacher Improvement Plan shall include, but not be limited to: scheduling of ongoing observations, ongoing professional dialogues, and providing specific strategies and activities. Refer to Section V–A of teacher Collective Bargaining Agreement (CBA). As a TIP is part of the evaluative process, all teachers are entitled to the MTA representative of choice throughout the process.

Criteria for evaluation:

- Domain 1: Planning and Preparation
 - A. Demonstrating Knowledge of Content and Pedagogy
 - B. Demonstrating Knowledge of Students
 - C. Setting Instructional Outcomes
 - D. Demonstrating Knowledge of Resources
 - E. Designing coherent Instruction
 - F. Designing Student Assessments
- Domain 2: Classroom Environment
 - A. Creating an environment of Respect and Rapport
 - B. Establishing a Culture for Learning
 - C. Managing Classroom Procedures
 - D. Managing Student Behavior
 - E. Organizing Physical space
- Domain 3: Instruction
 - A. Communicating with Students
 - B. Using Questioning and Discussion Techniques
 - C. Engaging Students in Learning
 - D. Using Assessment in Instruction
 - E. Demonstrating Flexibility and Responsiveness
- Domain 4: Teaching
 - A. Reflecting on Teaching
 - B. Maintaining Accurate Records
 - C. Communicating with Families
 - D. Participating in a Professional Community
 - E. Growing and Developing Professionally
 - F. Showing Professionalism

Timeline/Procedures:

1. No later than 10 school days from the opening of classes in the school year following the performance year, the agreed upon Teacher Improvement Plan will be finalized and signed. The administrator will electronically submit the TIP to the Association President and the Superintendent.
2. On or before January 31st of the ensuing school year, the mid-year conference will be held to review and discuss progress, completing Section IV. The TIP with the written mid-year conference report will be electronically submitted by the administrator to the Association President and the Superintendent.
3. On or before April 30th, the end of year conference will be held citing evidence of objectives met from Sections I, II, and III. The entire document, with the end of the year conference report will be electronically submitted by the administrator to the Association President and the Superintendent.

Possible Resources:

- Courses (college or in-service)
- Videos
- Books
- Workshops
- Visitations

Possible Providers:

- Teacher Center
- NYSUT
- District
- BOCES
- Private Agencies

**Enlarged City School District of Middletown
Annual Professional Performance Review
Teacher Improvement Plan**

Finalized Written Plan - On or before the 10th school day in September.

Mid-Year TIP Conference - At the fall formative post-observation conference – Complete section IV at this time

End of Year Conference - No later than the spring formative post-observation conference – Complete section V at this time.

Name of Teacher _____

Position/Program _____

Name of Administrator _____

I. Area(s) requiring focused support as evidenced in summative evaluation

II. Specific objectives for improvement

III. Plan for improvement (activities and timeline; including teacher's and administrator's specific responsibilities)

Teacher's Signature _____ Date _____

Administrator's Signature _____ Date _____

**Enlarged City School District of Middletown
Annual Professional Performance Review
Teacher Improvement Plan**

IV. Mid-year (*fall formative post-observation*) TIP Conference summary with an indication of progress

Teacher's Signature _____ Date _____

Administrator's Signature _____ Date _____

V. End of Year Conference summary citing evidence from Sections I, II, and III

Objectives of the Teacher Improvement Plan have been met

Objectives of the Teacher Improvement Plan have not been met

Teacher's Signature _____ Date _____

Administrator's Signature _____ Date _____

Teacher's Comments (optional)

Teacher's Initials _____ Date _____

Administrator's Initials _____ Date _____

(Signifies the reading/review of teacher's comments)

Enlarged City School District of Middletown Annual Professional Performance Review Principal Improvement Plan (PIP)

Description:

This component of the Annual Professional Performance Review plan is to provide specific assistance for principals whose summative composite rating is either ineffective or developing.

Principal Improvement Plans (PIPs) are intended to help a principal with professional performance and are not intended to be disciplinary in nature. In the PIP, the District proposes how it will help the principal. PIPs are a collaborative effort between principal and lead evaluator demonstrating a level of mutual respect.

The Principal Improvement Plan shall include, but not be limited to: scheduling of ongoing observations, ongoing professional dialogues, and providing specific strategies and activities. As a PIP is part of the evaluative process, all principals are entitled to the MAA representative of choice throughout the process.

Criteria for evaluation:

High Standards for Student Learning

- **Employs policies and practices for realizing high standards of student performance.**
- **Develops a plan for high standards of student performance that are measurable**
- **Maintains high standards of learning for students with special needs**
- **Uses data to guide actions for improving student learning**
- **Evaluates progress toward meeting student learning standards**

Rigorous Curriculum

- **Coordinates teacher collaboration to implement a rigorous curriculum**
- **Implements a rigorous curriculum in programs for students with special needs**
- **Supports professional development that deepens teachers' understanding of a rigorous curriculum**
- **Provides opportunities for teachers to work together to deliver a rigorous curriculum**
- **Advocates that all programs for students with special needs deliver a rigorous curriculum**
- **Disaggregates student achievement data to monitor the rigor of all curriculum programs**

Quality Instruction

- **Implements procedures to protect instructional time**
- **Secures resources necessary to deliver high quality instruction**
- **Provides professional development so all faculty have knowledge and skills for quality instruction**
- **Discusses instructional practices during faculty meetings**
- **Observes each teacher's instructional practices routinely to provide feedback**
- **Uses data to monitor the quality of instruction**

Culture of Learning and Professional Behavior

- **Treats all faculty fairly and with respect**
- **Creates a culture of trust**
- **Encourages teachers to learn from their most effective colleagues**
- **Provides recognition of faculty contributions to a positive school culture**
- **Communicates with teachers about aspects of a positive school environment focused on student learning**
- **Monitors disciplinary data to make determinations about school culture**

Connections to External Communities

- **Engages people, ideas, and resources to put into practice the activities necessary to realize high standards for student performance.**
- **Creates opportunities for parents to work with teachers on their child's instruction**
- **Provides opportunities for teachers to develop skills to work with parents**
- **Communicates with the media to publicize important events and accomplishments**
- **Discusses information on progress toward achieving school goals with families**

Performance Accountability

- **Identifies specific responsibilities for faculty so that students achieve high standards**
- **Plans for individual and collective accountability among faculty for student learning**
- **Builds behavioral and academic accountability measures with input from faculty**
- **Provides expertise to make decisions about holding students accountable for their learning**
- **Challenges faculty to hold all students accountable for achieving high levels of performance**
- **Advocates that all students are accountable for achieving high levels of performance**
- **Communicates to families how accountability results will be used for school improvement**
- **Discusses achievement test results with instructional teams and grade/departments**
- **Systematically collects and analyzes data to make judgments that guide decisions**
- **Monitors the accuracy and appropriateness of data used for student accountability**

Timeline/Procedures:

1. No later than 10 school days from the opening of classes in the school year following the performance year, the agreed upon Principal Improvement Plan will be finalized and signed. The lead evaluator will electronically submit the PIP to the Association President and the Superintendent.
2. On or before January 31st of the ensuing school year, the mid-year conference will be held to review and discuss progress, completing Section IV. The PIP with the written mid-year conference report will be electronically submitted by the lead evaluator to the Association President and the Superintendent.

3. On or before April 30th, the end of year conference will be held citing evidence of objectives met from Sections I, II, and III. The entire document, with the end of the year conference report will be electronically submitted by the lead evaluator to the Association President and the Superintendent.

Possible Resources:

- Courses (college or in-service)
- Videos
- Books
- Workshops
- Visitations

Possible Providers:

- District
- Teacher Center
- NYSUT
- BOCES
- Private Agencies

**Enlarged City School District of Middletown
Annual Professional Performance Review
Principal Improvement Plan**

Finalized Written Plan On or before the 10th school day in September.

Mid-Year TIP Conference On or before January 31st - Complete IV at this time.

End of Year Conference On or before April 30th - Complete V at this time.

Name of Principal _____

Position/Program _____

Name of Lead Evaluator _____

I. Area(s) requiring focused support as evidenced in summative evaluation

II. Specific objectives for improvement

III. Plan for improvement (activities and timeline; including principal's and lead evaluators's specific responsibilities)

Principal's Signature _____ Date _____

Lead Evaluator's Signature _____ Date _____

IV. Mid-year PIP Conference summary with an indication of progress

Principal's Signature _____ Date _____

Lead Evaluator's Signature _____ Date _____

V. End of Year Conference summary citing evidence from Sections I, II, and III

Objectives of the Principal Improvement Plan have been met

Objectives of the Principal Improvement Plan have not been met

Principal's Signature _____ Date _____

Lead Evaluator's Signature _____ Date _____

Principal's Comments (optional)

Principal's Initials _____ Date _____

Evaluator's Initials _____ Date _____

(Signifies the reading/review of principal's comments)

Student Achievement Measure Local for Grades K-5

Group	Pts.	Measure	Assessment
K-5 Common Branch, ELA, Math, & Bi-Lingual	20	Individual teacher results based on value-added score. The value-added score is a comparison of growth between similar students across the state from baseline/pre-test (Fall administration K-5 NWEA assessment) to summative/post-test (Spring administration K-5 NWEA assessment).	<p><u>ELA Teachers - Baseline/Pre-Test</u> –NWEA ELA assessments (Fall administration). <u>Summative/Post-Test</u> – NWEA ELA assessment (Spring administration).</p> <p><u>Math Teachers - Baseline/Pre-Test</u> –NWEA math assessment (Fall administration). <u>Summative/Post-Test</u> – NWEA math assessments (Spring administration).</p> <p><u>Common Branch* Teachers - Baseline/Pre-Test</u> –Composite of NWEA ELA & math assessments (Fall administration). <u>Summative/Post-Test</u> – Composite of NWEA ELA & math assessments (Spring administration).</p>
K-5 AIS Reading, AIS Math, ESL & Library Media	20	School-wide results based on value-added score. The value-added score is a comparison of growth between similar students across the state from baseline/pre-test (Fall administration K-5 NWEA assessment) to summative/post-test (Spring administration K-5 NWEA assessment).	<p><u>AIS Reading - Baseline/Pre-Test</u> –K-5 NWEA ELA assessment (Fall administration). <u>Summative/Post-Test</u> – K-5 NWEA ELA assessment (Spring administration).</p> <p><u>Library Media/ESL - Baseline/Pre-Test</u> –K-5 NWEA ELA assessment (Fall administration). <u>Summative/Post-Test</u> –K-5 NWEA ELA assessment (Spring administration).</p> <p><u>AIS Math - Baseline/Pre-Test</u> –K-5 NWEA MPG/MAP Math assessments (Fall administration). <u>Summative/Post-Test</u> – K-5 NWEA MPG/MAP Math assessments (Spring administration).</p>
All other teachers not named above Grades K-5	20	School-wide results based on value-added score. The value-added score is a comparison of growth between similar students across the state from baseline/pre-test (Fall administration K-5 NWEA assessment) to summative/post-test (Spring administration K-5 NWEA assessment).	<p><u>Baseline/Pre-Test</u> –NWEA ELA & Math assessments (Fall administration). <u>Summative/Post-Test</u> – NWEA ELA & Math assessments (Spring administration).</p>

*= **Common Branch** is defined as any teacher who teaches both math and ELA.

Value-Added - This metric shows how our student growth compares to the growth of similar students across the state. The following factors are taken into account: student starting RIT score, student grade, the subject in which a student is tested, gender, race/ethnicity, SPED status, ELL status, and FRL status.

NWEA HEDI Chart Description - Applies to K-5 Common Branch, ELA, Math, and Bi-Lingual, AIS Reading, AIS Math, ESL, Library Media, and “all other teachers”

The Enlarged City School District of Middletown will be using value-added measures based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA and math in grades K-5. The term “value-added” refers to the contributions educators and schools make to student outcomes, such as performance on standardized assessments. Value-added models provide a way to measure this contribution separately from factors that influence student outcomes, but over which a teacher or school has no control. They do this by statistically controlling for factors such as students’ socio-economic status and projecting how students will perform on assessments based on actual outcomes from similar students in the state. Education Analytics’ value-added approach accounts for the following factors during the analysis: student starting RIT score, student grade, the subject in which a student is tested, student gender, race/ethnicity, SPED status, ELL status, and FRL status. This facilitates apples-to-apples teacher comparisons, rather than apples-to-oranges comparisons. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (13)

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average

Ineffective: Less than -2.1 standard deviations below average

NWEA ELA/Math HEDI Chart

Category Rating	APPR Point	≥	<
Highly Effective	20	1.3	
	19	1.1	1.3
	18	0.9	1.1
Effective	17	0.7	0.9
	16	0.5	0.7
	15	0.3	0.5
	14	0.1	0.3
	13	-0.1	0.1
	12	-0.3	-0.1
	11	-0.5	-0.3
	10	-0.7	-0.5
Developing	9	-0.9	-0.7
	8	-1.1	-0.9
	7	-1.3	-1.1
	6	-1.5	-1.3
	5	-1.7	-1.5
Ineffective	4	-1.9	-1.7
	3	-2.1	-1.9
	2	-2.3	-2.1
	1	-2.5	-2.3
	0		-2.5

Student Achievement Measure Local for Grades 6-8

Group	Points	Measure	Assessment
6-8 ELA, Literacy & Math	20 pts.	Individual teacher results based on value-added score. The value-added score is a comparison of growth between similar students across the state from baseline/pre-test (Fall administration 6-8 NWEA assessment) to summative/post-test (Spring administration 6-8 NWEA assessment).	<p>ELA/Literacy Teachers - Baseline/Pre-Test –NWEA ELA assessments (Fall administration). Summative/Post-Test – NWEA ELA assessment (Spring administration).</p> <p>Math Teachers - Baseline/Pre-Test –NWEA math assessment (Fall administration). Summative/Post-Test – NWEA math assessments (Spring administration).</p>
Grades 6-8 Science Grades 6-8 Social Studies	20 pts.	<p>Individual Teacher Results Gen Ed./ELL - % of students performing at proficiency (60% or higher). SWD - % of students performing at proficiency (55% or higher).</p>	<p>Baseline/Pre-Test – District developed assessments historical data analysis Summative/Post-Test –Combined average proficiency on QTR 2 and 3 Quarterly exam and final exam.</p>
		<p><i>* n additional weight of 1.5 will be applied to all students who are tagged SWD or ELL and reach proficiency (ELL = 60% or higher, SWD = 55% or higher). Pursuant to SLO guidance no more than 2 pts. on the HEDI band can be added with application of the multiplier.</i></p> <p><i>*An additional weight of .5 will be applied to all students who are tagged FR/R and reach proficiency (60% or higher). Pursuant to SLO guidance no more than 2 pts. on the HEDI band can be added with application of the multiplier.</i></p>	
6-8 AIS Reading, AIS Math, ESL	20 pts.	School-wide results based on value-added score. The value-added score is a comparison of growth between similar students across the state from baseline/pre-test (Fall administration 6-8 NWEA assessment) to summative/post-test (Spring administration 6-8 NWEA assessment).	<p>AIS Reading/ESL - Baseline/Pre-Test –6-8 NWEA ELA assessment (Fall administration). Summative/Post-Test – 6-8 NWEA ELA assessment (Spring administration).</p> <p>AIS Math - Baseline/Pre-Test –6-8 NWEA MPG/MAP Math assessments (Fall administration). Summative/Post-Test – 6-8 NWEA MPG/MAP Math assessments (Spring administration).</p>
All other teachers not named above Grades 6-8	20 pts.	School-wide results based on value-added score. The value-added score is a comparison of growth between similar students across the state from baseline/pre-test (Fall administration 6-8 NWEA assessment) to summative/post-test (Spring administration 6-8 NWEA assessment).	<p>Baseline/Pre-Test –NWEA ELA & Math assessments (Fall administration). Summative/Post-Test – NWEA ELA & Math assessments (Spring administration).</p>

*= **Common Branch** is defined as any teacher who teaches both math and ELA.

Value-Added - This metric shows how our student growth compares to the growth of similar students across the state. The following factors are taken into account: student starting RIT score, student grade, the subject in which a student is tested, gender, race/ethnicity, SPED status, ELL status, and FRL status.

Student Achievement Measure Local for Grades 9-12

Group	Points	Measure	Assessment
Global 1, Global 2, American History, Living Environment, Earth Science, Chemistry, Physics, Algebra 1 , Algebra 2, Geometry, ELA 9, ELA 10, and ELA 11	20 pts.	Individual Teacher Results Gen Ed./ELL - % of students that meet or exceed their achievement target (60% or higher). SWD % of students that meet or exceed their achievement target (55% or higher).	Baseline/Pre-Test – District developed assessments historical data analysis & District developed baseline Summative/Post-Test – Combined average proficiency on district developed, subject specific assessment - Final Exam
		<p>*An additional weight of 1.5 will be applied to all students who are tagged SWD or ELL and reach proficiency (ELL = 60% or higher, SWD = 55% or higher). Pursuant to SLO guidance no more than 2 pts. on the HEDI band can be added with application of the multiplier.</p> <p>*An additional weight of .5 will be applied to all students who are tagged FR/R and reach proficiency (60% or higher). Pursuant to SLO guidance no more than 2 pts. on the HEDI band can be added with application of the multiplier.</p>	
All other teachers not named above Grades 9-12	20 pts.	Gen Ed./ELL – Composite average of % of students that meet or exceed their achievement target (60% or higher). SWD – Composite average of % of students that meet or exceed their achievement target (55% or higher).	Baseline – Historical data analysis Summative/Post-Test – Composite Average of English 11, Algebra 1, Living Environment, U.S. History, and Global 2 final exam.
		<p>*An additional weight of 1.5 will be applied to all students who are tagged SWD or ELL and reach proficiency (ELL = 60% or higher, SWD = 55% or higher). Pursuant to SLO guidance no more than 2 pts. on the HEDI band can be added with application of the multiplier.</p> <p>*An additional weight of .5 will be applied to all students who are tagged FR/R and reach proficiency (60% or higher). Pursuant to SLO guidance no more than 2 pts. on the HEDI band can be added with application of the multiplier.</p>	

Vanderbilt Assessment of Leadership in Education

Performance Rubric

High Standards for Student Learning – 10

Description: The school leader ensures there are individual, team, and school goals for rigorous student academic and social learning.

Rigorous Curriculum – 15

Description: The school leader ensures ambitious academic content is provided to all students in core academic subjects.

Quality Instruction – 15

Description: The school leader ensures effective instructional practices maximize student academic and social learning.

Culture of Learning and Professional Behavior – 10

Description: The school leader ensures there are integrated communities of professional practice in the service of student academic and social learning — that is, a healthy school environment in which student learning is the central focus.

Connections to External Communities – 5

Description: The school leader ensures robust connections to the external community.

Performance Accountability – 5

Description: The school leader ensures individual and collective responsibility among the leadership, faculty, students, and the community for achieving the rigorous student academic and social learning goals.

Middletown Val-Ed - Conversion Scale

HEDI Rating	Rubric Score (Val-Ed)	Scoring Bands – Points out of 60
Highly Effective	57-60	60
	55-56	59
Effective	49-54	58
	42-48	57
Developing	37-41	56
	36	55
	35	54
	34	53
	33	52
	32	51
	31	50
Ineffective	16-30	49
	0-15	0

Principal			
Building			
Val-Ed Core Component (Total = 60 pts.)	Weight - %	Val-Ed Score	Calculation
High Standards for Student Learning (10 pts.)	16%		0.16
Rigorous Curriculum (15 pts.)	26%		0.26
Quality Instruction (15 pts.)	26%		0.26
Culture of Learning & Professional Behavior (10 pts.)	16%		0.16
Connections to External Community (5pts.)	8%		0.08
Performance Accountabilty (5 pts.)	8%		0.08
Total Percent / Total Val-Ed Weighted Score	100%		1

Val-Ed Converted Score :	
HEDI Band Points:	/60

Principal Local - K-5 & 6-8 NWEA HEDI Chart Description (Applies to Principals in Grades K-5 & 6-8)

The Enlarged City School District of Middletown will be using value-added measures based on the NWEA MAP assessment to calculate principal level effectiveness ratings for the locally selected measures of student growth in ELA and math in grades K-5 and 6-8. The term “value-added” refers to the contributions educators and schools make to student outcomes, such as performance on standardized assessments. Value-added models provide a way to measure this contribution separately from factors that influence student outcomes, but over which a school has no control. They do this by statistically controlling for factors such as students’ socio-economic status and projecting how students will perform on assessments based on actual outcomes from similar students in the state. Education Analytics’ value-added approach accounts for the following factors during the analysis: student starting RIT score, student grade, the subject in which a student is tested, student gender, race/ethnicity, SPED status, ELL status, and FRL status. This facilitates apples-to-apples comparisons, rather than apples-to-oranges comparisons. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that often, schools, serve very different student populations. To assign principals to HEDI categories, we will assume a normal distribution of effects centered on 13. From this point, we will use the following cut points to assign principals to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (13)

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average

Ineffective: Less than -2.1 standard deviations below average

NWEA HEDI Chart

Category Rating	APPR Point	≥	<
Highly Effective	20	1.3	
	19	1.1	1.3
	18	0.9	1.1
Effective	17	0.7	0.9
	16	0.5	0.7
	15	0.3	0.5
	14	0.1	0.3
	13	-0.1	0.1
	12	-0.3	-0.1
	11	-0.5	-0.3
	10	-0.7	-0.5
	9	-0.9	-0.7
Developing	8	-1.1	-0.9
	7	-1.3	-1.1
	6	-1.5	-1.3
	5	-1.7	-1.5
	4	-1.9	-1.7
	3	-2.1	-1.9
Ineffective	2	-2.3	-2.1
	1	-2.5	-2.3
	0		-2.5

Local HEDI Band ~ Principals 9-12 (20 pt. band and 5 point band below)

Category Rating	Highly Effective			Effective									Developing						Ineffective		
Category Point Value	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of students in the cohort that graduate in 4 years (up to and including August)	95-100	90-94	85-89	83-84	82	81	80	79	78	77	76	75	74	73	71-72	69-70	67-68	65-66	42-64	21-41	0-20

Category Rating	Highly Effective		Effective							Developing						Ineffective					
Category Point Value	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0					
% of students in the cohort that graduate in 4 years (up to and including August)	91-100	82-90	81	80	79	78	77	76	75	72-74	69-71	67-68	65-66	42-64	21-41	0-20					

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 certify that this APPR plan is the district's or BOCES' complete APPR plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013, as applicable.

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, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

Annita Sanford 7-10-14

Teachers Union President Signature: Date:

Shelia E Espino 7-10-14

Administrative Union President Signature: Date:

John L. Linn 7-10-14

Board of Education President Signature: Date:

Linda Crapp 7-10-14