



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

Commissioner of Education
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January 14, 2013

Philip D. D'Angelo, Superintendent
Millbrook Central School District
P.O. Box AA
Millbrook, NY 12545

Dear Superintendent D'Angelo:

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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: John C. Pennoyer

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

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, November 14, 2012

Updated Monday, January 07, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 132201040000

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

132201040000

1.2) School District Name: MILLBROOK CSD

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

MILLBROOK CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Wednesday, November 14, 2012

Updated Monday, January 14, 2013

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Millbrook CSD-developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Millbrook CSD-developed 1st Grade ELA Assessment
2	District, regional, or BOCES-developed assessment	Millbrook CSD-developed 2nd Grade ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

For Grades K-2 ELA teachers of record, the parties are using Millbrook CSD-developed grade-specific ELA assessments to measure student growth. These assessments shall be administered during the month of September 2012 and again during the month of May 2013. Each teacher of record shall receive a growth score based upon the percentage of students belonging to the teacher who meet their growth targets, set by the teacher after analysis of baseline data, subject to approval by the building principal, with the final approval authority being the Superintendent of Schools (or designee). If 75% of the students belonging to a teacher of record meet their growth targets, 13 points shall be awarded to the teacher. Table 1 in Section 2.11 sets forth all points that may be earned (0-20). For Grade 3 ELA teachers of record, the parties are measuring student growth based upon the percentage of all tested 3rd Grade students who meet their growth targets on the Grade 3 NYSTP ELA assessment as set after the administration of the baseline assessment. Points shall be allocated to all Grade 3 ELA teachers of record based upon the percentage of students who meet their growth targets, set by the teacher after analysis of baseline data, subject to approval by the building principal, with the final approval authority being the Superintendent of Schools (or designee). Table 2 in Section 2.11 contains all points that may be earned (0-20).

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

Grades K-2: 88-100% of a teacher of record's students meet their growth targets. Grade 3: 93-100% of 3rd Grade students meet their growth targets.

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

Grades K-2: 62-87% of a teacher of record's students meet their growth targets. Grade 3: 84-92% of 3rd Grade students meet their growth targets.

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

Grades K-2: 45-61% of a teacher of record's students meet their growth targets. Grade 3: 66-83% of 3rd Grade students meet their growth targets.

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

Grades K-2: 0-44% of a teacher of record's students meet their growth targets. Grade 3: 0-65% of 3rd Grade students meet their growth targets.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Millbrook CSD-developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	Millbrook CSD-developed 1st Grade Math Assessment
2	District, regional, or BOCES-developed assessment	Millbrook CSD-developed 2nd Grade Math Assessment

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

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

For Grades K-2 Math teachers of record, the parties are using Millbrook CSD-developed grade-specific Math assessments to measure student growth. These assessments shall be administered during the month of September 2012 and again during the month of May 2013. Each teacher of record shall receive a growth score based upon the percentage of students belonging to the teacher who meet their growth targets, set by the teacher after analysis of baseline data, subject to approval by the building principal, with the final approval authority being the Superintendent of Schools (or designee). If 75% of the students belonging to a teacher of record meet their growth targets, 13 points shall be awarded to the teacher. Table 1 in Section 2.11 sets forth all points that may be earned (0-20). For Grade 3 Math teachers of record, the parties are measuring student growth based upon the percentage of all tested 3rd Grade students who meet their growth targets on the Grade 3 NYS Math assessment as set after the administration of the baseline assessment. Points shall be allocated to all Grade 3 Math teachers of record based upon the percentage of students who meet their growth targets, set by the teacher after analysis of baseline data, subject to approval by the building principal, with the final approval authority being the Superintendent of Schools (or designee). Table 2 in Section 2.11 contains all points that may be earned (0-20).

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

Grades K-2: 88-100% of a teacher of record's students meet their growth targets. Grade 3: 93-100% of 3rd Grade students meet their growth targets.

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

Grades K-2: 62-87% of a teacher of record's students meet their growth targets. Grade 3: 84-92% of 3rd Grade students meet their growth targets.

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

Grades K-2: 45-61% of a teacher of record's students meet their growth targets. Grade 3: 66-83% of 3rd Grade students meet their growth targets.

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

Grades K-2: 0-44% of a teacher of record's students meet their growth targets. Grade 3: 0-65% of 3rd Grade students meet their growth targets.

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	Millbrook CSD-developed 6th Grade Science Assessment

7	District, regional or BOCES-developed assessment	Millbrook CSD-developed 7th Grade 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Grades 6 and 7 Science teachers of record, the parties are using Millbrook CSD-developed grade-specific Science assessments to measure student growth. Each teacher of record shall receive a growth score based upon the percentage of students belonging to the teacher who meet their growth targets, set by the teacher after administration of a baseline assessment and analysis of baseline data, subject to approval by the building principal, with the final approval authority being the Superintendent of Schools (or designee). Table 3 in Section 2.11 sets forth all points that may be earned (0-20). For Grade 8 Science teachers of record, the parties are measuring student growth based upon the percentage of all tested 8th Grade students who meet their growth targets on the Grade 8 NYS Science assessment as set after the administration of the baseline assessment. Points shall be allocated to all Grade 8 Science teachers of record based upon the percentage of students who meet their growth targets, set by the teacher after analysis of baseline data, subject to approval by the building principal, with the final approval authority being the Superintendent of Schools (or designee). Table 4 in Section 2.11 contains all points that may be earned (0-20).
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	93-100% of a teacher of record's students meet their growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	84-92% of a teacher of record's students meet their growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	66-83% of a teacher of record's students meet their growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-65% of a teacher of record's students meet their growth targets.

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	Millbrook CSD-developed 6th Grade Social Studies Assessment - grade specific

7	District, regional or BOCES-developed assessment	Millbrook CSD-developed 7th Grade Social Studies Assessment - grade specific
8	District, regional or BOCES-developed assessment	Millbrook CSD-developed 8th Grade Social Studies Assessment - grade specific

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Grades 6-8 Social Studies teachers of record, the parties are using Millbrook CSD-developed grade-specific Social Studies assessments to measure student growth. Each teacher of record shall receive a growth score based upon the percentage of students belonging to the teacher who meet their growth targets, set by the teacher after administration of a baseline assessment and analysis of baseline data, subject to approval by the building principal, with the final approval authority being the Superintendent of Schools (or designee). Table 3 in Section 2.11 sets forth all points that may be earned (0-20).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	93-100% of a teacher of record's students meet their growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	84-92% of a teacher of record's students meet their growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	66-83% of a teacher of record's students meet their growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-65% of a teacher of record's students meet their growth targets.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Millbrook CSD-developed Global 1 Assessment - grade specific

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

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

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

For the Global 1 teacher, the District is measuring student growth based upon the percentage of students belonging to the teacher of record who meet their growth targets, set by the teacher after administration of a baseline assessment and analysis of baseline data, subject to approval by the building principal, with the final approval authority being the Superintendent of Schools (or designee). For Global 2 and American History teachers of record, the District is measuring student growth based upon the percentage of students in a teacher of record's classroom who meet their growth targets on the respective Regents assessments, as set after the administration of the respective baseline assessments and analysis of baseline data, subject to approval by the building principal, with the final approval authority being the Superintendent of Schools (or designee). All points that may be earned (0-20) are contained in Tables 5 through 8 in Section 2.11.

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

See Tables 5, 6, 7 and 8 in Section 2.11.

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

See Tables 5, 6, 7 and 8 in Section 2.11.

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

See Tables 5, 6, 7 and 8 in Section 2.11.

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

See Tables 5, 6, 7 and 8 in Section 2.11.

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	Not applicable	Not applicable

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

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

For teachers of record of High School Science Regents Courses, the District is measuring student growth based upon the percentage of students in a teacher of record's classroom who meet their growth targets on the respective Regents assessments, as set after the administration of the respective baseline assessments and analysis of baseline data, subject to approval by the building principal,

with the final approval authority being the Superintendent of Schools (or designee). All points that may be earned (0-20) are contained in Tables 9 through 12 in Section 2.11. Note: The District has selected "Not Applicable" for Physics as the teacher of record of Physics has well over 50% of the teacher's students in other High School Regents courses and thus does not need an SLO containing the Physics Regents.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Tables 9, 10, 11 and 12 in Section 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	See Tables 9, 10, 11 and 12 in Section 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	See Tables 9, 10, 11 and 12 in Section 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Tables 9, 10, 11 and 12 in Section 2.11.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For teachers of record of High School Math Regents Courses, the District is measuring student growth based upon the percentage of students in a teacher of record's classroom who meet their growth targets on the respective Regents assessments, as set after the administration of the respective baseline assessments and analysis of baseline data, subject to approval by the building principal, with the final approval authority being the Superintendent of Schools (or designee). All points that may be earned (0-20) are contained in Tables 13 through 17 in Section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Tables 13, 14, 15, 16 17 in Section 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	See Tables 13, 14, 15, 16 17 in Section 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	See Tables 13, 14, 15, 16 17 in Section 2.11.

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

See Tables 13, 14, 15, 16 17 in Section 2.11.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Millbrook CSD-developed Grade 9 ELA Assessment - grade specific
Grade 10 ELA	District, regional or BOCES-developed assessment	Millbrook CSD-developed Grade 10 ELA Assessment - grade specific
Grade 11 ELA	Regents assessment	NYS Grade 11 ELA Regents

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

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

For teachers of record of 9th and 10th Grade ELA Courses, the District is measuring student growth based upon locally developed grade specific ELA assessments administered during September of 2012 and May of 2013. Points shall be assigned to each teacher of record based upon the percentage of students in a teacher of record's classroom who meet the expected growth targets based upon student performance on the pre and post assessments. Individual HEDI band ranges and growth targets were set by each teacher of record after an analysis of baseline data in order to set meaningful expected growth targets, subject to the approval of the building principal, with ultimate authority vested in the Superintendent (or designee). All points that may be earned 0-20 are set forth in Tables 18 and 19 at Section 2.11. For the Grade 11 ELA teachers of record, the District is measuring student growth based upon the percentage of students in a teacher of record's classroom who meet their growth targets on the Regents assessment, as set after the administration of the baseline assessment and analysis of baseline data, subject to approval by the building principal, with the final approval authority being the Superintendent of Schools (or designee). All points that may be earned 0-20 are set forth in Table 20 at Section 2.11.

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

See Tables 18, 19 20 in Section 2.11.

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

See Tables 18, 19 20 in Section 2.11.

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

See Tables 18, 19 20 in Section 2.11.

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

See Tables 18, 19 20 in Section 2.11.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Elementary Technology	School/BOCES-wide/group/team results based on State	NYS Grades 4 5 Math Assessments
Grades 3-5 teachers of Art, PE and Music	School/BOCES-wide/group/team results based on State	NYS Grades 4 5 ELA Assessments
Grades 6-8 teachers of Art, PE, Music, Family and Consumer Sciences, AIS, Special Education	School/BOCES-wide/group/team results based on State	NYS Grades 6-8 ELA Assessments
Secondary Library Media Specialist	School/BOCES-wide/group/team results based on State	NYS Grade 6 ELA Assessment
ESL (K-8)	State Assessment	NYSESLAT
Grades 8 LOTE	District, Regional or BOCES-developed	Dutchess BOCES-developed Grade 8 French and Grade 8 Spanish assessments
Grade 7 LOTE	District, Regional or BOCES-developed	Millbrook CSD-developed Grade 7 French assessment - grade specific
Grades 7-8 Technology	District, Regional or BOCES-developed	Millbrook CSD-developed Grades 7 8 Technology Assessment - grade specific
ELA Grade 12	District, Regional or BOCES-developed	Millbrook CSD-developed Grade 12 - ELA Assessment -grade specific
Economics/Government	District, Regional or BOCES-developed	Millbrook CSD-developed Economics/Government Assessment - grade specific
Regents Spanish	District, Regional or BOCES-developed	Millbrook CSD-developed Regents Spanish Assessment - grade specific
Spanish 2	District, Regional or BOCES-developed	Millbrook CSD-developed Spanish 2Assessment - grade specific
Forensic Science	District, Regional or BOCES-developed	Millbrook CSD-developed Forensic Science Assessment - grade specific
High School Business (Personal Money Management)	District, Regional or BOCES-developed	Millbrook CSD-Developed High School Business Assessment - grade specific
High School Art	District, Regional or BOCES-developed	Millbrook CSD-developed High School Art Assessment - grade specific
High School Physical Education	District, Regional or BOCES-developed	Dutchess BOCES-developed High School Physical Education

		Assessment
High School Health	District, Regional or BOCES-developed	Millbrook CSD-developed High School Health Assessment - grade specific
K-2 AIS teachers (ELA)	District, Regional or BOCES-developed	Millbrook CSD-developed Kindergarten and 1st Grade ELA Assessments - grade specific
K-2 AIS teacher (Math)	District, Regional or BOCES-developed	Millbrook CSD-developed Grade 2 Math Assessment - grade specific

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

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

The Elementary technology, Grades 3-5 teachers of Art, PE and Music, Grades 6-8 teachers of Art, PE, Music, Family and Consumer Sciences, AIS, Special Education and the Secondary Library Media Specialist, student growth shall be measured based upon the percentage of students who meet their growth targets on the NYS ELA or Math assessments as enumerated in Section 2.10 above. All points that may be earned (0-20) are set forth in Table 3 at Section 2.11. Based upon performance on the prior year's NYSESLAT examinations versus those administered in May of 2012, the ESL teachers of record shall receive a growth score. Growth shall be measured based upon the percentage of students that meet the individually set growth targets. All points that may be earned (0-20) are set forth in Table 21 at Section 2.11. For Grades 7 8 French and Spanish teachers of record, student growth will be measured based upon Millbrook CSD-developed (Grade 7) and Dutchess BOCES developed (Grade 8) assessments. The District is measuring student growth based upon the percentage of students in the teacher of record's classroom who meet the individually set growth targets. All points that may be earned (0-20) are set forth in Table 22 at Section 2.11. The Grades 7-8 Technology teacher of record shall receive a growth score based upon the percentage of students in the teacher of record's classroom who meet the individually set growth targets on the Millbrook CSD-developed subject-specific assessment. All points that may be earned (0-20) are set forth in Table 23 at Section 2.11. For the 12th Grade ELA teacher of record, the District is measuring student growth based upon Millbrook CSD-developed 12th Grade ELA assessments administered during September of 2012 and May of 2013. Points shall be assigned to the teacher of record based upon the percentage of students in the teacher's classroom who meet their growth targets based upon student performance on the pre and post assessments. All points that may be earned (0-20) are set forth in Table 24 at Section 2.11. For the Economics/Government teacher of record, student growth shall be measured using locally developed subject specific pre and post assessments, based upon the percentage of students in the teacher of record's classroom who meet the individually set growth

targets. All points that may be earned (0-20) are set forth in Table 25 at Section 2.11. For Regents Spanish and Spanish 2 teachers of record, student growth will be measured based upon locally developed (Spanish 2) and Dutchess BOCES-developed (Regents Spanish) assessments. The District is measuring student growth based upon the percentage of students in the teacher of record's classroom who meet the individually set growth targets. All points that may be earned (0-20) are set forth in Table 26 at Section 2.11. For the Forensic Science teacher of record, student growth shall be measured using locally developed subject specific pre and post assessments. All points that may be earned (0-20) are set forth in Table 28 at Section 2.11. High School Business, Art, Physical Education and Health teachers of record are administering Millbrook CSD-developed or BOCES-developed pre and post-assessments in September of 2012 and June of 2013 to measure student growth. Points shall be assigned to each teacher of record based upon the percentage of students in a teacher of record's classroom who meet their growth targets based upon student performance on the pre and post assessments. All points that may be earned 0-20 are set forth in Tables 28, 29, 30 and 31, respectively (see Section 2.11). For the K-2 AIS teachers who instruct in ELA, student growth shall be measured based upon the percentage of students belonging to the teacher of record who meet their growth targets based upon student performance on the Millbrook CSD-developed ELA Kindergarten and 1st Grade pre and post assessments. All points that may be earned (0-20) are set forth in Table 1 at Section 2.11. For the K-2 AIS teacher who instructs in Math, student growth shall be measured based upon the percentage of students belonging to the teacher of record who meet their growth targets based upon the performance of all 2nd grade students on the Millbrook CSD-developed 2nd Grade Math pre and post assessments. All points that may be earned (0-20) are set forth in Table 1 at Section 2.11. For all of the teachers of record enumerated above, the District is measuring student growth based upon the percentage of students who meet their growth targets, as set by the respective teachers of record after analysis of baseline assessment results and other baseline data, subject to approval by the building principal, with the final approval authority being the Superintendent of Schools (or designee).

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

See Tables 1 3 and Tables 21 through 31 in Section 2.11.

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

See Tables 1 3 and Tables 21 through 31 in Section 2.11.

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

See Tables 1 3 and Tables 21 through 31 in Section 2.11.

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

See Tables 1 3 and Tables 21 through 31 in Section 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.

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2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Thursday, November 15, 2012

Updated Monday, January 14, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>For Grades 4-8 ELA teachers of Record, the parties have agreed to use Acuity to measure student growth. The grade-level specific Acuity assessments shall be administered during the month of September 2012 and again during the month of May 2013 and each teacher shall be assigned points (0-15) based upon the percentage of students belonging to each teacher of record that meet their growth targets on the Acuity assessments. Each teacher of record shall set individual growth targets for the students belonging to the teacher, subject to the approval of the building principal, with the ultimate authority vested in the Superintendent (or designee). If 75% of the teacher of record's students meet their growth targets, then 12 points will be awarded to the teacher and a Table that sets forth all points that may be earned (0-15) is contained in Section 3.3.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>88-100% of a teacher of record's students meet their growth targets.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>62-87% of a teacher of record's students meet their growth targets.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>45-61% of a teacher of record's students meet their growth targets.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-44% of a teacher of record's students meet their growth targets.</p>

3.2) Grades 4-8 Math

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

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

For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>For Grades 4-8 Math teachers of Record, the parties have agreed to use Acuity to measure student growth. The grade-level specific Acuity assessments shall be administered during the month of September 2012 and again during the month of May 2013 and each teacher shall be assigned points (0-15) based upon the percentage of students belonging to each teacher of record that meet their growth targets on the Acuity assessments. Each teacher of record shall set individual growth targets for the students belonging to the teacher, subject to the approval of the building principal, with the ultimate authority vested in the Superintendent (or designee). If 75% of the teacher of record's students meet their growth targets, then 12 points will be awarded to the teacher and a Table that sets forth all points that may be earned (0-15) is contained in Section 3.3.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>88-100% of a teacher of record's students meet their growth targets.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>62-87% of a teacher of record's students meet their growth targets.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>45-61% of a teacher of record's students meet their growth targets.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-44% of a teacher of record's students meet their growth targets.</p>

3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

Locally-Selected Measure from List of Approved Measures	Assessment
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K	5) District, regional, or BOCES–developed assessments	Millbrook CSD-developed Kingdergarten ELA Assesment - grade specific
1	5) District, regional, or BOCES–developed assessments	Millbrook CSD-developed 1st Grade ELA Assesment - grade specific
2	5) District, regional, or BOCES–developed assessments	Millbrook CSD-developed 2nd Grade ELA Assesment - grade specific
3	4) State-approved 3rd party assessments	Acuity

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For Grades K-2 ELA teachers of record, the parties agree to use Millbrook CSD-developed grade-specific ELA assessments to measure student achievement. The assessments shall be administered during the month of September 2012, and again during the Month of May, 2013. Achievement targets shall be set after analysis of baseline data and student performance on baseline assessments. Each teacher of record shall set individual achievement targets for the students belonging to the teacher of record, subject to the approval of the building principal, with the ultimate authority vested in the Superintendent (or designee). If 75% of the students belonging to a teacher of record meet their achievement targets, then 13 points will be awarded to the teacher and Table 2 in Section 3.13 sets forth all points that may be earned (0-20). For 3rd Grade ELA teachers of record, the parties have agreed to use Acuity to measure student growth. The 3rd Grade Acuity assessments shall be administered during the month of September 2012 and again during the month of May 2013 and each teacher shall be assigned points (0-20) based upon the percentage of students belonging to each teacher of record that meet their growth targets on the Acuity assessments. Each teacher of record shall set individual growth targets for the students belonging to the teacher, subject to the approval of the building principal, with the ultimate authority vested in the Superintendent (or designee). If 75% of the teacher of record's students meet their growth targets, then 13 points will be awarded to the teacher and Table 1 in Section 3.13 sets forth all points that may be earned (0-20).</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grades K-2: 88-100% of a teacher of record's students meet their achievement targets. Grade 3: 88-100% of a teacher of record's students meet their growth targets.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grades K-2: 62-87% of a teacher of record's students meet their achievement targets.</p>

Grade 3: 62-87% of a teacher of record's students meet their growth targets.

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

Grades K-2: 45-61% of a teacher of record's students meet their achievement targets.

Grade 3: 45-61% of a teacher of record's students meet their growth targets.

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

Grades K-2: 0-44% of a teacher of record's students meet their achievement targets.

Grade 3: 0-44% of a teacher of record's students meet their growth targets.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Millbrook CSD-developed Kingdergarten Math Assesment - grade specific
1	5) District, regional, or BOCES–developed assessments	Millbrook CSD-developed 1st Grade Math Assesment - grade specific
2	5) District, regional, or BOCES–developed assessments	Millbrook CSD-developed 2nd Grade Math Assesment - grade specific
3	4) State-approved 3rd party assessments	Acuity

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

For Grades K-2 Math teachers of record, the parties agree to use Millbrook CSD-developed grade-specific Math assessments to measure student achievement. The assessments shall be administered during the month of September 2012, and again during the Month of May, 2013. Achievement targets shall be set after analysis of baseline data and student performance on baseline assessments. Each teacher of record shall set individual achievement targets for the students belonging to the teacher of record, subject to the approval of the building principal, with the ultimate authority vested in the Superintendent (or designee). If 75% of the students belonging to a teacher of record meet their achievement targets, then 13 points will be awarded to the teacher and Table 2 in Section 3.13 sets forth all points that may be earned (0-20). For 3rd Grade Math teachers of record, the parties have agreed to use Acuity to measure student

growth. The 3rd Grade Acuity assessments shall be administered during the month of September 2012 and again during the month of May 2013 and each teacher shall be assigned points (0-20) based upon the percentage of students belonging to each teacher of record that meet their growth targets on the Acuity assessments. Each teacher of record shall set individual growth targets for the students belonging to the teacher, subject to the approval of the building principal, with the ultimate authority vested in the Superintendent (or designee). If 75% of the teacher of record's students meet their growth targets, then 13 points will be awarded to the teacher and Table 1 in Section 3.13 sets forth all points that may be earned (0-20).

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

Grades K-2: 88-100% of a teacher of record's students meet their achievement targets.

Grade 3: 88-100% of a teacher of record's students meet their growth targets.

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

Grades K-2: 62-87% of a teacher of record's students meet their achievement targets.

Grade 3: 62-87% of a teacher of record's students meet their growth targets.

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

Grades K-2: 45-61% of a teacher of record's students meet their achievement targets.

Grade 3: 45-61% of a teacher of record's students meet their growth targets.

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

Grades K-2: 0-44% of a teacher of record's students meet their achievement targets.

Grade 3: 0-44% of a teacher of record's students meet their growth targets.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Acuity
7	6(ii) School wide measure computed locally	Acuity
8	6(ii) School wide measure computed locally	Acuity

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.

For Grades 6-8 Science teachers of record, the parties have agreed to use the a school-wide measure based upon the Acuity ELA Assessments at each grade level (Grades 6-8) to measure student growth. Acuity shall be

administered during the month of September 2012 and again during the month of May 2013 to measure student growth. These teachers shall receive a growth score based upon the percentage of all grade-level students who meet their growth targets as set by the teachers of record, subject to the approval of the building principal, with the ultimate authority vested in the Superintendent (or designee) If 75% of the Grades 6-8 students meet their growth targets, then 13 points will be awarded to the teachers and Table 1 in Section 3.13 sets forth all points that may be earned (0-20).

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88-100% of students in Grades 6-8 meet their growth targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	62-87% of students in Grades 6-8 meet their growth targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-61% of students in Grades 6-8 meet their growth targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-44% of a students in Grades 6-8 meet their growth targets.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Acuity
7	6(ii) School wide measure computed locally	Acuity
8	6(ii) School wide measure computed locally	Acuity

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.

For Grades 6-8 Social Studies teachers of record, the parties have agreed to use the a school-wide measure based upon the Acuity ELA Assessments at each grade level (Grades 6-8) to measure student growth. Acuity shall be administered during the month of September 2012 and again during the month of May 2013 to measure student growth. These teachers shall receive a growth score based upon the percentage of all grade-level students who meet their growth targets as set by the teachers of record, subject to the approval of the building principal,

with the ultimate authority vested in the Superintendent (or designee) If 75% of the Grades 6-8 students meet their growth targets, then 13 points will be awarded to the teachers and Table 1 in Section 3.13 sets forth all points that may be earned (0-20).

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88-100% of students in Grades 6-8 meet their growth targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	62-87% of students in Grades 6-8 meet their growth targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-61% of students in Grades 6-8 meet their growth targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-44% of students in Grades 6-8 meet their growth targets.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Global 2	6(ii) School wide measure computed locally	Scholastic Reading Inventory
American History	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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.	For all High School teachers, the Scholastic Reading Inventory Assessment will be administered to all High School Students at each grade level in September of 2012 and again in May of 2013 to measure student growth. This grade-wide measure is premised upon a goal of increasing literacy for High School Students at each grade level through all curricular areas. All High School teachers shall receive a score (0-20) based upon the percentage of students who meet the individual growth targets set by their teachers of record, subject to the approval of the building principal, with the ultimate authority vested in the
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Superintendent (or designee). If 75% of High School students within the Grade level show growth, then 13 points will be awarded to High School teachers instructing in that grade level and Table 1 in Section 3.13 sets forth all points that may be earned (0-20).

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

88-100% of High School students within the same grade level (9th, 10th, 11th or 12th) meet their growth targets.

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

62-87% of High School students within the same grade level (9th, 10th, 11th or 12th) meet their growth targets.

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

45-61% of High School students within the same grade level (9th, 10th, 11th or 12th) meet their growth targets.

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

0-44% of High School students within the same grade level (9th, 10th, 11th or 12th) meet their growth targets.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Earth Science	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Chemistry	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Physics	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

For all High School teachers, the Scholastic Reading Inventory Assessment will be administered to all High School Students at each grade level in September of 2012 and again in May of 2013 to measure student growth. This grade-wide measure is premised upon a goal of increasing literacy for High School Students at each grade level through all curricular areas. All High School teachers shall receive a score (0-20) based upon the percentage of students who meet the individual growth targets set by their teachers of record, subject to the approval of the

building principal, with the ultimate authority vested in the Superintendent (or designee). If 75% of High School students within the Grade level show growth, then 13 points will be awarded to High School teachers instructing in that grade level and Table 1 in Section 3.13 sets forth all points that may be earned (0-20).

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

88-100% of High School students within the same grade level (9th, 10th, 11th or 12th) meet their growth targets.

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

62-87% of High School students within the same grade level (9th, 10th, 11th or 12th) meet their growth targets.

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

45-61% of High School students within the same grade level (9th, 10th, 11th or 12th) meet their growth targets.

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

0-44% of High School students within the same grade level (9th, 10th, 11th or 12th) meet their growth targets.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Geometry	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Algebra 2	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

For all High School teachers, the Scholastic Reading Inventory Assessment will be administered to all High School Students at each grade level in September of 2012 and again in May of 2013 to measure student growth. This grade-wide measure is premised upon a goal of increasing literacy for High School Students at each grade level through all curricular areas. All High School teachers shall receive a score (0-20) based upon the percentage of students who meet the individual growth targets set by their teachers of record, subject to the approval of the building principal, with the ultimate authority vested in the

Superintendent (or designee). If 75% of High School students within the Grade level show growth, then 13 points will be awarded to High School teachers instructing in that grade level and Table 1 in Section 3.13 sets forth all points that may be earned (0-20).

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

88-100% of High School students within the same grade level (9th, 10th, 11th or 12th) meet their growth targets.

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

62-87% of High School students within the same grade level (9th, 10th, 11th or 12th) meet their growth targets.

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

45-61% of High School students within the same grade level (9th, 10th, 11th or 12th) meet their growth targets.

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

0-44% of High School students within the same grade level (9th, 10th, 11th or 12th) meet their growth targets.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Grade 10 ELA	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Grade 11 ELA	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

For all High School teachers, the Scholastic Reading Inventory Assessment will be administered to all High School Students at each grade level in September of 2012 and again in May of 2013 to measure student growth. This grade-wide measure is premised upon a goal of increasing literacy for High School Students at each grade level through all curricular areas. All High School teachers shall receive a score (0-20) based upon the percentage of students who meet the individual growth targets set by their teachers of record, subject to the approval of the building principal, with the ultimate authority vested in the

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.

For all Elementary Middle School teachers not covered will receive a growth score based on the percentage of students belonging to the teacher of record who meet their growth target on the acuity ELA assessment.

For the Elementary AIS teachers, student achievement shall be measured based upon grade-level achievement on the K-2 locally developed ELA or Math assessments at each respective grade level. Achievement targets shall be set after analysis of baseline data and student performance on baseline assessments. Teachers of record shall set individual achievement targets for the students belonging to the teacher of record, subject to the approval of the building principal, with the ultimate authority vested in the Superintendent (or designee). If 75% of the students meet their achievement targets, then 13 points will be awarded to the teacher and Table 2 in Section 3.13 sets forth all points that may be earned (0-20).

For the Grades K-2 ESL teacher of record, the local measure of student growth will be determined by the percentage of all students belonging to the teacher who meet their growth targets on Millbrook CSD-developed grade-level specific (K-2) ELA assessments. Teachers of record shall receive points based upon the percentage of students belonging to the teacher of record who meet their individual growth targets, subject to the approval of the building principal, with the ultimate authority vested in the Superintendent (or designee). If 75% of the students meet their growth targets, then 13 points will be awarded to the teacher and Table 1 in Section 3.13 sets forth all points that may be earned (0-20).

For teachers of K-8 Art, Music, Physical Education and Family and Consumer Sciences, the Local 20 Points shall measure student growth. This measure shall imbed BOCES developed assessments based upon the learning content of the student learning objectives (SLOs) as developed by the District, in consultation with grade level and/or content area teams. Each teacher shall receive a growth score (0-20 Points) based upon the percentage of students belonging to the teacher of record who meet the growth targets set by the teachers of record, subject to approval by their respective building principals, with the final approval authority being the Superintendent of Schools (or designee).). If 75% of the students meet their growth targets, then 13 points will be awarded to the teacher and Table 1 in Section 3.13 sets forth all points that may be earned (0-20).

For all High School teachers not covered in Sections 3.8-3.11, the Scholastic Reading Inventory Assessment will be administered to all High School Students at each grade level in September of 2012 and again in May of 2013 to measure student growth. This grade-wide

measure is premised upon a goal of increasing literacy for High School Students at each grade level through all curricular areas. All High School teachers shall receive a score (0-20) based upon the percentage of students who meet the individual growth targets set by their teachers of record, subject to the approval of the building principal, with the ultimate authority vested in the Superintendent (or designee). If 75% of High School students within the Grade level show growth, then 13 points will be awarded to High School teachers instructing in that grade level and Table 1 in Section 3.13 sets forth all points that may be earned (0-20).

In any case referenced hereinabove where multiple assessments are used to determine a teacher's Local 20 Point score, the teacher shall receive a weighted score based upon the percentage of students covered by each such assessment, which shall then be combine into a unitary score.

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

88-100% of a teacher of record's students meet their growth targets.

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

62-87% of a teacher of record's students meet their growth targets.

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

45-61% of a teacher of record's students meet their growth targets.

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

0-44% of a teacher of record's students meet their growth targets.

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/5139/235924-y92vNseFa4/Local 20 MTA - revised 1.7.13.doc

3.14) Locally Developed Controls

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

N/A

3.15) Teachers with More Than One Locally Selected Measure

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

For teachers with more than one locally selected measure (e.g. a combined score based upon student performance on both ELA and Math assessments), a HEDI score will be computed by taking the weighted average of the score received by the teacher of record for each locally selected measure.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Monday, November 19, 2012

Updated Tuesday, January 08, 2013

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.)

Danielson's Framework for Teaching

(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 (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	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The parties have agreed upon the following points allocation within the Danielson Framework for Teaching (2007 Edition) for the 2012-13 school year:

- Domain 1: Planning and Preparation: 14 Points*
- 1a. Demonstrating Knowledge of Content and Pedagogy - 3 Points*
- 1b. Demonstrating Knowledge of Students - 3 Points*
- 1c. Setting Instructional Outcomes - 2 Points*
- 1d. Demonstrating Knowledge of Resources - 2 Points*
- 1e. Designing Coherent Instruction - 2 Points*

If. Designing Student Assessments - 2 Points

Domain 2: The Classroom Environment: 14 Points

- 2a. Creating an Environment of Respect and Rapport - 3.5 Points*
- 2b. Establishing A Culture for Learning - 3 Points*
- 2c. Managing Classroom Procedures - 3 Points*
- 2d. Managing Student Behavior - 3 Points*
- 2e. Organizing Physical Space - 1.5 Points*

Domain 3: Instruction: 20 Points

- 3a. Communicating with Students - 4 Points*
- 3b. Using Questioning and Discussion Techniques - 4 Points*
- 3c. Engaging Students in Learning - 4 Points*
- 3d. Using Assessment in Instruction - 4 Points*
- 3e. Demonstrating Flexibility Responsiveness - 4 Points*

Domain 4: Professional Responsibilities: 12 Points

- 4a. Reflecting on Teaching - 3 Points*
- 4b. Maintaining Accurate Records - 3 Points*
- 4c. Communicating with Families - 1.5 Points*
- 4d. Participating in a Professional Community - 1.5 Points*
- 4e. Growing and Developing Professionally - 2 Points*
- 4f. Showing Professionalism - 1 Point*

The above-referenced points allocation sets forth the maximum number of points that may be earned per Domain, and within each sub-domain (0-60). The parties further agree that the Local 60 Points will be computed for the purpose of the Final Summative Evaluation based upon the following methodology:

- 1. A "Highly Effective" rating shall receive 100% of the total point value for the sub-domain.*
- 2. An "Effective" rating shall receive 96% of the total point value for the sub-domain.*
- 3. A "Developing" rating shall receive 82.5 % of the total point value for that sub-domain.*
- 4. An "Ineffective" rating shall receive no points.*

This methodology ensures that all points 0-60, are obtainable on the Local 60 measure, in accordance with the provisions of Education Law Section 3012-c. The relative weights attributed to the sub-domain values for the receipt of the respective ratings as set forth above and the HEDI Bands set forth below were locally negotiated in order to enhance the likelihood that a classroom teacher subject to Education Law Section 3012-c who receives an "effective" on the Local 20, the State 20 and the Local 60 would receive a composite effectiveness rating within the regulated "effective" range (of 75-90).

If a raw score number contains a decimal of .5 or greater, it will be rounded up to the nearest whole number, and if a raw score number contains a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score. A sample Local 60 Points computation spreadsheet using this scoring methodology is attached hereto, along with the observation/evaluation procedures for the 2012-13 school year and the forms that have been agreed upon for the observation/evaluation process.

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/5091/241269-eka9yMJ855/SMOA - MTA Teacher Observation - Evaluation 010713.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.

Teachers performing at this level are master teachers and contribute to the community of learners both in and

outside of the classroom. Their classrooms exhibit highly engaged students who demonstrate responsibility for their own education. These classrooms are models of self-direction on the part of the students, developed with strong collaborative partnership from the master teacher, and appear to be effortless.

Effective: Overall performance and results meet NYS Teaching Standards.

Effective teachers clearly understand the concepts within the four Domains of the rubric and are able to implement each of the Domains well. They demonstrate knowledge of their content, their students, curriculum and have a wide range of strategies and activities with which to engage their students. There is evidence that these teachers are continually striving to improve their practice through reflection and collaboration with other professionals.

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

Developing teachers demonstrate limited or emergent understanding of the concepts within the components of the Danielson rubric and inconsistently implement each of the Domains. These teachers are developing a firm grasp of their content, their students and the curriculum. They demonstrate a more limited range of strategies and activities with which to engage their students. These teachers may become effective with additional readings, discussions, classroom visits and experience with an effective colleague or master teacher.

Ineffective: Overall performance and results do not meet NYS Teaching Standards.

Ineffective teachers lack an understanding of the concepts within the components of the Danielson rubric and do not implement each of the Domains. These teachers fail to demonstrate a knowledge of their content, their students and/or the curriculum. Students appear disinterested and/or not engaged in the learning process. Assistance in fundamental pedagogical practices needs to be provided for these teachers to improve.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	55-58
Developing	44-54
Ineffective	0-43

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	1
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Monday, November 19, 2012

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.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	55-58
Developing	44-54
Ineffective	0-43

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, November 19, 2012

Updated Tuesday, January 08, 2013

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. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5265/241357-Df0w3Xx5v6/TEACHER IMPROVEMENT PLAN \(TIP\) FORM.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:

The parties have negotiated and agreed upon the following timely and expeditious Appeals process:

I. Appeals Process:

A. A teacher who receives an ineffective rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a

paper submission to the Superintendent of Schools or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification; provided, however, in the event that the Superintendent or the Superintendent's administrative designee served as an evaluator or lead evaluator he or she shall not hear the appeal.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a teacher who is placed on a Teacher Improvement Plan ("TIP") shall have a corresponding right to appeal concerns regarding the TIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an APPR evaluation or a TIP must be commenced within fourteen business days of the presentation of the final document to the teacher or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a TIP appeal, there shall be a second fourteen business day period for a TIP appeal following the end date of the TIP.

D. The Superintendent or the Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or denying the appeal. The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the teacher along with all other evidence submitted by the teacher prior to rendering a decision. Such decision shall be made within fourteen business days of the receipt of the appeal. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent or the Superintendent's administrative designee shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law. In the event that the decision of the Superintendent or the Superintendent's administrative designee is not made within the timeframe set forth in this paragraph, the appeal shall be sustained.

E. 1. Notwithstanding the above, in the event that a tenured teacher has received two consecutive ineffective APPR evaluation ratings, the appeal shall be made, within the time limits set forth in Paragraph 1(C) above, to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Bonnie Siber-Weinstock, Ira Lobel, Jeffrey Selchick, Margaret Leibowitz, Sheila Cole and Howard Edelman, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the TIP on an expedited basis, within thirty-five (35) calendar days of the filing of the written appeal. The documentation to be furnished to the arbitrator on behalf of the tenured teacher and by the District shall be exchanged between the tenured teacher and the administration on an immediate basis at the time of submission to the arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The Arbitrator shall review the evidence underlying the observations of the teacher along with all other evidence submitted by the teacher prior to rendering a decision.

In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the teacher and the district to be the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law §3020-a, so long as the identical issue wasn't resolved in the appeal or clearly should have been presented in the appeal but was not. It is expected that the cost of said hearing shall be paid for in accordance with the provision of the Education Law.

2. In order to take advantage of the procedure outlined in E(1) above, the tenured teacher must consent, following consultation with an Association representative, to the use of an arbitrator from the arbitration panel set forth in paragraph E(1) above, should the district proceed to find probable cause under Section 3020-a of the Education Law. If the tenured teacher is unwilling to do so, the appeal shall be heard by the Superintendent or the Superintendent's administrative designee.

F. The provisions set forth above shall neither be construed to alter or affect the rights of probationary teachers pursuant to § 3031 of the New York State Education Law, nor shall the provisions set forth above limit the right of probationary teachers to file contractual grievances under Article 2(E) of the MTA Collectively Negotiated Agreement.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

All supervising administrators, including District Office, principals and the assistant principal have been trained as lead evaluators of teachers. The Assistant Superintendent for Curriculum, Instructional and Pupil Personnel Services has also been trained as a lead evaluator for both teachers. All above-referenced lead evaluators have undergone a series of seven training sessions conducted by the Dutchess County BOCES Network Team to ensure training in the nine-elements required by Education Law Section 3012-c and its implement Regents Rules at Part 30-2.9.

The Superintendent of Schools has been trained as a lead evaluator for teachers through training provided by the Cayuga-Onondaga BOCES. The training was provided in six (6) half-day sessions and covered all elements required by Education Law Section 3012-c and its implement Regents Rules at Part 30-2.9. All lead evaluators shall be certified by the Board of Education of the Millbrook Central School District by resolution.

In addition, to assure that inter-rater reliability is maintained over time, all lead evaluators shall attend refresher training sessions as provided by the Dutchess County BOCES Network Team in the elements required by 30-2.9 including inter-rater reliability.

It is anticipated that the Network Team facilitators, as a result of their State-level training, will disseminate a set of calibration experiences as a part of this refresher training model. Periodically throughout the school year, as another means to maintain inter-rater reliability, the District's administrative team has begun and will continue to exchange observation report documents, share readings regarding effective pedagogic practice, identify common points of reference and evidence that may be associated with rubric Domain elements and reinforce the nature of quality feedback in written observation reports and visitation feedback forms. Lead evaluators shall be recertified annually by the Board of Education of the Millbrook Central School District by resolution.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this

Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Monday, December 03, 2012

Updated Friday, January 11, 2013

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.

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

Grades 3-5
Grades 6-8
Grades 9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-2 Elementary Principal	State assessment	Millbrook CSD-developed Grade Specific ELA and Math Assessments

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The SLOs for the Elm Drive Elementary School Principal will measure student growth of all students in the building (Grades K-2) in ELA and Math, respectively, over the course of the year. A SLO will be developed by the District in consultation with the building principal based upon the performance of all Grades K-2 students in the building on Grade-Specific Millbrook CSD-developed ELA and Math assessments. The K-2 Elementary Principal will receive a score (0-20), based upon the percentage of students that meet their growth targets for the ELA and Math assessments (based upon student performance on the pre and post assessments), said target to be determined by the building principal, with the ultimate authority vested in the Superintendent of Schools or designee. A Table that articulates all points that may be earned (0-20) is attached hereto.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	88-100% of students in Grades K-2 will meet their growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	62-87% of students in Grades K-2 will meet their growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	45-61% of students in Grades K-2 will meet their growth targets.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-44% of students in Grades K-2 will meet their growth targets.

test).

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

assets/survey-uploads/5365/262348-lha0DogRNw/State 20 Point Measure of Student Growth - K-2 Principal.doc

7.4) Special Considerations for Comparable Growth Measures

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

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

N/A

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
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7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
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8. Local Measures (Principals)

Created Monday, November 19, 2012

Updated Friday, January 11, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Grades 3-5	(d) measures used by district for teacher evaluation	Acuity
Grades 6-8	(d) measures used by district for teacher evaluation	Acuity
Grades 9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4 year High School 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>For the Grades 3-5 Elementary School Principal and the Middle School Principal (Grades 6-8), the parties agreed to use Acuity (in both Math and ELA) to measure student achievement. The Acuity assessments shall be administered during the month of September 2012 and again during the month of May 2013 to measure student growth. Points shall be assigned (0-15) to each building principal based upon the percentage of students in the building who meet their individually set growth targets as determined by the principal, with the final approval authority vested in the Superintendent or designee. If 75% of the students in the building meet their growth targets, then 12 points will be awarded to the principal, and a Table that sets forth all points that may be earned (0-15) is contained within Table 1 of Section 8.1.</p> <p>For the High School Principal, the parties have agreed to</p>
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use the percentage of students who graduate High School within the four year period of their cohort group as a measure of student achievement. If 85% of students in the High School graduate within the four year period of their cohort group, then 10 points shall be awarded to the High School Principal and a Table that sets forth all points that may be earned (0-15) is contained within Table 2 of Section 8.1.

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

Grades 3-5 and 6-8 building principals: 88-100% of students in the building meet their achievement targets.

High School Principal: 95-100% of students earned a High School diploma within their four year cohort group graduation date ("Completers").

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

Grades 3-5 and 6-8 building principals: 62-87% of students in the building meet their achievement targets.

High School Principal: 75-94% of students earned a High School diploma within their four year cohort group graduation date ("Completers").

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

Grades 3-5 and 6-8 building principals: 45-61% of students in the building meet their achievement targets.

High School Principal: 58-74% of students earned a High School diploma within their four year cohort group graduation date ("Completers").

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

Grades 3-5 and 6-8 building principals: 0-44% of students in the building met their achievement targets.

High School Principal: 0-57% of students earned a High School diploma within their four year cohort group graduation date ("Completers").

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

(No response)

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

assets/survey-uploads/5366/241393-qBFVOWF7fC/Local 15 Point Measures of Student Growth and Achievement - Table 1 and 2_1.doc

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

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

Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you

are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Grades K-2	(d) measures used by district for teacher evaluation	Millbrook CSD-developed Grades K-2 ELA Assessments

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>For the Grades K-2 Elementary School Principal, the parties agreed to use Millbrook CSD-developed Grades K-2 assessments (in both Math and ELA) to measure student achievement. Points shall be assigned (0-20) to the Building Principal based upon the percentage of students in the building who meet their achievement targets, as set by the building principal with the ultimate authority vested in the Superintendent of schools or designee. If 75% of the students in the building meet their achievement targets, then 13 points will be awarded to the principal, and a Table that sets forth all points that may be earned (0-20) is contained in Section 8.2.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>88-100% of students in the building show growth.</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>62-87% of students in the building show growth.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>45-61% of students in the building show growth.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-44% of students in the building show growth.</p>

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

(No response)

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

assets/survey-uploads/5366/241393-T8MIGWUVm1/Local 20 Point Measure of Student Achievement - K-2 Principal.doc

8.3) Locally Developed Controls

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

(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.

To the extent that there are any principals with multiple locally selected measures for the 2012-13 school year, the District will take the weighted average of the scores received by the building principal for each measure to arrive at the final point total.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(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 posted, this form will be updated with dropdown menus 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)

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.

For the 2012-13 School Year, the parties agreed to allocate points within the Multidimensional Principal Performance Rubrics as set forth in Appendix A that has been attached within Section 9.7.

The parties further agree that the Local 60 Points will be computed for the purpose of the Final Summative Evaluation based upon the following methodology:

- 1. A "Highly Effective" rating shall receive 100% of the total point value for the sub-domain.*
- 2. An "Effective" rating shall receive 96% of the total point value for the sub-domain.*
- 3. A "Developing" rating shall receive 82.5 % of the total point value for that sub-domain.*
- 4. An "Ineffective" rating shall receive no points.*

This methodology ensures that all points 0-60, are obtainable on the Local 60 measure, in accordance with the provisions of Education Law Section 3012-c. The relative weights attributed to the sub-domain values for the receipt of the respective ratings as set forth above and the HEDI Bands set forth below were locally negotiated in order to enhance the likelihood that a classroom teacher subject to Education Law Section 3012-c who receives an "effective" on the Local 20, the State 20 and the Local 60 would receive a composite effectiveness rating within the regulated "effective" range (of 75-90).

If a raw score number contains a decimal of .5 or greater, it will be rounded up to the nearest whole number, and if a raw score number contains a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score.

A sample spreadsheet containing the above-stated Local 60 Point computation methodology, as well as the agreed upon observation/evaluation procedures and forms are contained within Section 9.7 hereinbelow.

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

[assets/survey-uploads/5143/241461-pMADJ4gk6R/SMOA-MAA-Local 60 plus HEDI Bands plus Evaluation Procedures and Form.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.	For a building principal who is rated highly effective, 59-60 points will be assigned. A highly effective principal has a strongly articulated and shared vision of learning, developed through well implemented consultation with stakeholders and a strategic planning process. The Principal engages individual staff in reflective practice and individual goal setting to increase their professional capacity for effective engagement of students and increased student achievement. The school functions as a learning community, increasing its capacity to serve students and the community relative to its shared vision.
Effective: Overall performance and results meet standards.	For a building principal who is rated effective, 55-58 points will be assigned. An effective Building Principal has a strongly articulated vision of learning, developed and implemented with action plans and identification of desirable results. Some key stakeholders and staff may be empowered to support this process, although engagement of stakeholders is not systematic. The Principal encourages reflective practice and demonstrates this while using the supervisory process. There is evidence of desirable student achievement. To improve, this principal will focus on developing shared vision, increasingly collaborative practices and a greater empowerment of both staff and community stakeholders in achieving the results of the school.
Developing: Overall performance and results need improvement in order to meet standards.	For a building principal who is rated developing, 44-54 points will be assigned. A developing principal supports the mission and purposes of the District, but has yet to define these in a direct or shared vision for the school. District requirements may be implemented with less consistency and without a systematic approach for action planning and the monitoring of building-based results or student achievement. A principal may be emerging in the capacity to provide effective feedback to teachers in the evolution of their pedagogy.
Ineffective: Overall performance and results do not meet standards.	For a building principal who is rated ineffective, 0-43 points will be assigned. An ineffective principal lacks the demonstrated capacities for operational planning, engagement of staff and relevant stakeholders, monitoring specific District goals and results as accomplished on an annual basis within the building. Additionally, this principal may fail to perform essential supervisory responsibilities and manage the safe and secure operation of the building for students and adults. Significant improvement in performance is necessary to maintain this principal's job status.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	55-58
Developing	44-54
Ineffective	0-43

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	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

Tenured Principals

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

10. Composite Scoring (Principals)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	59-60
Effective	55-58
Developing	44-54
Ineffective	0-43

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

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Updated Tuesday, January 08, 2013

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/241534-Df0w3Xx5v6/PIP Form \(MAA\).pdf](assets/survey-uploads/5276/241534-Df0w3Xx5v6/PIP Form (MAA).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:

The parties have mutually agreed to the following timely and expeditious appeals process for building principals for the 2012-13 school year:

I. Appeals Process:

A. Any principal who receives an ineffective or developing rating on their annual composite APPR shall be entitled to appeal their

annual APPR rating, based upon a paper submission to the Superintendent of Schools or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification; provided, however, in the event that the Superintendent or the Superintendent's administrative designee served as an evaluator or lead evaluator he or she shall not hear the appeal.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an APPR evaluation or a PIP must be commenced within ten (10) school days of the presentation of the final document to the principal, in the case of a tenured principal, and fifteen business days of the presentation of the final document to a probationary principal (extended by an additional period of up to 10 calendar days if he or she is going to be on a planned vacation during the 15 business days as referenced above) or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a PIP appeal, there shall be a second fifteen business day period for a PIP appeal following the end date of the PIP. In the event that the PIP has an ending date after June 1st, the time for appealing the PIP shall be extended until no later than the 10th day after classes begin during the September immediately following the last day of the PIP.

D. The Superintendent or the Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal. The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. Such decision shall be made within fifteen business days of the receipt of the appeal. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent or the Superintendent's administrative designee shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law. However, the foregoing shall not limit the right of a principal to challenge any aspect of an evaluation in any proceeding brought pursuant to Education Law Section 3020-a. In the event that the decision of the Superintendent or the Superintendent's administrative designee is not made within the timeframe set forth in this paragraph, the appeal shall be sustained.

E. 1. Notwithstanding the above, in the event that a tenured principal has received two consecutive ineffective APPR evaluation ratings, the principal may, at his/her option, bring the appeal within the time limits set forth in Paragraph 1(C) above, to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Jeffrey Selchick, Sheila Cole or Dennis Campagna, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the PIP in a timely and expeditious manner. The documentation to be furnished to the arbitrator on behalf of the tenured principal and by the District shall be exchanged between the tenured principal and the administration on an immediate basis at the time of submission to the arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The Arbitrator shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the principal and the district to be the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law. It is expected that the cost of said Section 3020-a hearing shall be paid for in accordance with the provision of the Education Law. In the event that the SED will not appoint one of the arbitrators listed above as the Section 3020-a Hearing Officer, then, the matter shall proceed as a disciplinary arbitration, the outcome of which shall be final and binding upon both parties. In that event, the District shall bear the hearing costs of the arbitrator and stenographic service and the tenured principal shall be entitled to pay rights during the pendency of the arbitration to the same extent as provided for under Section 3020-a of the Education Law. 2. In order to take advantage of the procedure outlined in E(1) above, the tenured principal must consent, following consultation with an Association representative, to the use of an arbitrator from the arbitration panel set forth in paragraph E(1) above, should the district proceed to find probable cause under Section 3020-a of the Education Law. If the tenured principal is unwilling to do so, the appeal shall be heard by the Superintendent or the Superintendent's administrative designee.

F. This Supplemental Memorandum of Agreement shall sunset, becoming null and void in all regards o the close of business after the last appeal is finally determined for the 2012-13 School Year.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The Superintendent of Schools has been trained as a lead evaluator for building principals through training provided by the Cayuga-Onondaga BOCES. The training was provided in six (6) half-day sessions and covered all elements required by Education Law Section 3012-c and its implement Regents Rules at Part 30-2.9.

The Assistant Superintendent for Curriculum, Instructional and Pupil Personnel Services has been trained as lead evaluators for building principals. The Assistant Superintendent has undergone a three-part series of training sessions conducted by the Joint Management Team of the Hudson Valley and specifically, the Ulster County and Dutchess County BOCES Network Team consultants, including the author of the MPPR Rubric, Giselle Martin-Kniepp, to ensure training in the nine-elements required by Education Law Section 3012-c and its implementing Regents Rules.

All lead evaluators shall be certified by the Board of Education of the Millbrook Central School District by resolution. In addition, to assure that inter-rater reliability is maintained over time, all lead evaluators shall attend refresher training sessions as provided by the Dutchess County BOCES Network Team in the elements required by 30-2.9 including inter-rater reliability.

To assure that inter-rater reliability is maintained over time, throughout the school year, Superintendent of Schools and the Assistant Superintendent for Curriculum, Instructional and Pupil Personnel Services will continue exchange observation report documents, share readings regarding effective principal practice, identify common points of reference and evidence that may be associated with rubric Domain elements and reinforce the nature of quality feedback in written observation reports and visitation feedback forms. Lead evaluators shall be recertified annually by the Board of Education after completion of the necessary recertification requirements of Part 30-2.9 of the Regents Rules.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, November 14, 2012

Updated Tuesday, January 08, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/233715-3Uqgn5g9Iu/APPR Certification - 1-8-2013.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.

TABLE 1

**Millbrook Central School District
Local 15 Point Measure of Student Growth¹
(2012-13 School Year Using Data from Acuity for Grades 4-8 Common Branch, ELA and Math Teachers)**

% of students belonging to a teacher of record who meet their growth targets² (on the Acuity assessments)	Highly Effective	Effective	Developing	Ineffective
0-40				0
41-42				1
43-44				2
45-47			3	
48-51			4	
52-55			5	
56-58			6	
59-61			7	
62-64		8		
65-67		9		
68-70		10		
71-73		11		
74-79		12		
80-87		13		
88-93	14			
94-100	15			

¹ In the event that the State does not issue a value-added growth measure for Grades 4-8 Common Branch, ELA and Math teachers of record, then Appendix A-1 (0-20 Points) will be utilized as opposed to this Table.

² In the event that the percentage of students who meet their growth targets contains a decimal of .5% or greater, it will be rounded up to the next whole number and in the event that there is a decimal of less than .5, the percentage will be rounded down to the nearest whole number to obtain the teacher's local 15 point score.

TABLE 1

**Millbrook Central School District
Local 20 Point Measure of Student Growth (2012-13 School Year)**

% of students belonging to a teacher of record who meet their growth targets¹	Highly Effective	Effective	Developing	Ineffective
0-40				0
41-42				1
43-44				2
45-47			3	
48-50			4	
51-53			5	
54-56			6	
57-59			7	
60-61			8	
62-63		9		
64-66		10		
67-69		11		
70-72		12		
73-75		13		
76-78		14		
79-81		15		
82-84		16		
85-87		17		
88-90	18			
91-94	19			
95-100	20			

¹ In the event that the percentage of students who meet their growth targets contains a decimal of .5% or greater, it will be rounded up to the next whole number and in the event that there is a decimal of less than .5, the percentage will be rounded down to the nearest whole number to obtain the teacher's local 20 point score.

TABLE 2
Millbrook Central School District
Local 20 Point Measure of Student Achievement (2012-13 School Year)

% of students belonging to a teacher of record who meet their achievement targets²	Highly Effective	Effective	Developing	Ineffective
0-40				0
41-42				1
43-44				2
45-47			3	
48-50			4	
51-53			5	
54-56			6	
57-59			7	
60-61			8	
62-63		9		
64-66		10		
67-69		11		
70-72		12		
73-75		13		
76-78		14		
79-81		15		
82-84		16		
85-87		17		
88-90	18			
91-94	19			
95-100	20			

² In the event that the percentage of students who meet their achievement targets contains a decimal of .5% or greater, it will be rounded up to the next whole number and in the event that there is a decimal of less than .5, the percentage will be rounded down to the nearest whole number to obtain the teacher's local 20 point score.

APPR - Teacher Evaluation

Local 60 Points Calculation Spreadsheet - Millbrook Central School District 2012-13

	Entry by Administrator = H,E,D,I	=Points assigned	Total Possible Points = 100%	Sub-totals	Highly Effective = 100%	Effective = 96.0%	Developing= 82.5%	Ineffective = 0%
1a	E	2.88	3.00	21%	3.00	2.88	2.48	0.00
1b	D	2.48	3.00	21%	3.00	2.88	2.48	0.00
1c	E	1.92	2.00	14%	2.00	1.92	1.65	0.00
1d	D	1.65	2.00	14%	2.00	1.92	1.65	0.00
1e	E	1.92	2.00	14%	2.00	1.92	1.65	0.00
1f	E	1.92	2.00	14%	2.00	1.92	1.65	0.00
				14	23%			
2a	H	3.50	3.50	25%	3.50	3.36	2.89	0.00
2b	E	2.88	3.00	21%	3.00	2.88	2.48	0.00
2c	E	2.88	3.00	21%	3.00	2.88	2.48	0.00
2d	E	2.88	3.00	21%	3.00	2.88	2.48	0.00
2e	D	1.24	1.50	11%	1.50	1.44	1.24	0.00
				14	23%			
3a	E	3.84	4.00	20%	4.00	3.84	3.30	0.00
3b	H	4.00	4.00	20%	4.00	3.84	3.30	0.00
3c	E	3.84	4.00	20%	4.00	3.84	3.30	0.00
3d	E	3.84	4.00	20%	4.00	3.84	3.30	0.00
3e	E	3.84	4.00	20%	4.00	3.84	3.30	0.00
				20	33%			
4a	E	2.88	3.00	25%	3.00	2.88	2.48	0.00
4b	H	3.00	3.00	25%	3.00	2.88	2.48	0.00
4c	D	1.24	1.50	13%	1.50	1.44	1.24	0.00
4d	E	1.44	1.50	13%	1.50	1.44	1.24	0.00
4e	E	1.92	2.00	17%	2.00	1.92	1.65	0.00
4f	E	0.96	1.00	8%	1.00	0.96	0.83	0.00
				12.00	20%			
Raw Score		56.94						
Final Total		E 57.00	60.00	60 100%	60.00	57.60	49.50	0.00

HEDI BANDS		
0-43	0.00	I
	43.00	I
44-54	44.00	D
	54.00	D
55-58	55.00	E
	58.00	E
59-60	59.00	H
	60.00	H

Note: If a number contains a decimal of .5 or greater it will be rounded up to the nearest whole number, and a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score.

This spreadsheet and the formula underlying the computations herein are subject to Copyright Law Protection and cannot be duplicated, disseminated or modified without the permission of Julie Shaw. This is a confidential document, intended for internal use only, for the purpose of implementing APPR. Copyright © May 2012. All Rights Reserved.

SUPPLEMENTAL MEMORANDUM OF AGREEMENT

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE MILLBROOK CENTRAL SCHOOL DISTRICT, hereinafter referred to as "The District" and **THE MILLBROOK TEACHERS' ASSOCIATION**, hereinafter referred to as "the Association";

WHEREAS, the parties have mutually agreed to the following observation and evaluation procedures to be incorporated into the District's APPR Plan Document for teachers covered by education law § 3012-c and part 30-2 regents rules;

Observation/Evaluation Procedures:

All ratings will be based upon and substantiated by evidence collected during the course of the current school year. Evidence will include, but not be limited to pedagogy directly observed by an administrator, as well as formal (e.g. student referral forms, parent-teacher conference assignment and summary sheets, RTI documentation) and informal documentation (e.g. call logs, anecdotal notes) either submitted by the teacher or requested by an administrator. Every effort shall be made for formal and/or informal documentation as described above to be provided to the administrator responsible for completing the teacher's final summative evaluation by no later than May 15th of that school year, unless otherwise arranged between the teacher and the administrator due to unique circumstances.

1. Multiple observations shall be performed for both tenured and probationary teachers.
 - a. Probationary teachers shall have a minimum of two announced observations and tenured teachers shall have a minimum of one announced observation. In addition, all teachers shall have at least one unannounced observation commencing with the 2012-13 school year. There will be no period of prior notice before an unannounced observation.
 - b. At least one announced observation of probationary teachers shall be completed during the first semester of each school year and every effort shall be made for the first announced observation to be conducted prior to December 15th. All announced observations of tenured teachers shall be completed by April 30th of each school year. To the extent practicable, observations shall be reasonably spaced apart over the course of the school year. Additional classroom visits and/or observations may be conducted throughout the year to supplement the minimum number of observations, or follow-up observations as called for immediately below in this subsection. However, with respect only to instances when a teacher has received an observation which includes a rating(s) of "developing" or "ineffective", a follow-up observation used subsequently to note changes/adjustments in the teacher's performance will be spaced at least thirty (30) days afterwards, or earlier if agreed to by the teacher and administrator in order to facilitate/document more timely feedback regarding the teacher's changes/adjustments.
 - c. The length of announced and unannounced observations shall be a minimum of 30 minutes in duration. The observation form for either type of evaluation is annexed hereto as Appendix "A".

- d. The order of announced and unannounced observations for all teachers covered under Section 3012-c of the Education Law and Part 30-2 of the Regents' Rules shall be the choice of the evaluator(s).
- e. For announced observations, there shall be a pre and a post-observation conference within five school days on either side of the observation unless a mutually agreed alternative time frame has been agreed upon by the teacher and the administrator.
 - i. All announced observations shall culminate in a post-observation conference and a written observation report within ten (10) school days after the announced observation takes place, absent extenuating circumstances. The pre-observation form for announced observations is annexed hereto as Appendix "B". Post-observation notes and/or comments shall be included in the observation report document (Appendix A)
 - ii. An unannounced observation shall culminate in a post-observation conference for probationary teachers. However, for tenured teachers, an unannounced observation may culminate in a post observation conference in the event that the same is requested by either party. In the case of all teachers, the Administrator shall still provide a written observation report within ten (10) school days after the unannounced observation takes place.
- f. In the event that a Teacher receives an ineffective or developing rating in any element observed during an announced or an unannounced observation, the Administrator shall provide suggestions for improvement within the Administrator's comments based upon the evidence collected.
- g. In the event that a Teacher has received an ineffective rating in any element based on the findings of an observation, the evaluator shall meet with the Teacher to discuss expectations for improvement, and offer other assistance or guidance as may be appropriate.
- h. Whoever is responsible for completing the Final Summative Evaluation (i.e. the Local 60 Point Measure of Teacher Effectiveness) shall perform at least one of the observations (announced or unannounced).
- i. In determining whether an element shall be given a rating of H, E, D, or I, on the Final Summative Evaluation (annexed hereto as Appendix "C"), the Administrator shall assign an H, E, D or I for each element of the Rubric based upon the preponderance of the evidence seen throughout the school year when assigning a rating under the Danielson Rubric.

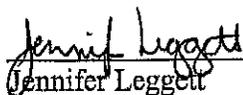
2. In addition to announced and unannounced observations (of at least 30 minutes in length), and as part of the normal course of daily business, administrators may visit instructional experiences in unannounced visits to classrooms or other instructional settings throughout the school year. These would generally be of shorter duration (less than 15 minutes) and would supplement rather than replace the minimum number of announced or unannounced observations for either probationary or tenured faculty. It is understood that brief visitations such as these support a more complete understanding and observation of teachers' classroom structures and supports, as well as the various patterns teachers establish with students. Ultimately, evidence observed by administrators during said unannounced visits may also inform the Local 60 Points set forth in the Final Summative Evaluation (Appendix C), but only if the unannounced visit has been of not less than five (5) to ten (10) minutes in duration and been documented using the district's Classroom Visitation Reflections Form (See annexed form – Appendix "D"). Furthermore, if during an unannounced visit an administrator identifies specific areas in need of improvement, recommendations for improvement shall be conveyed to the teacher in writing within 10 school days of the visit using the district's Classroom Visitation Reflections Form (Appendix D).
3. In order to enable a more complete record of teacher instructional planning or student assessment, as well as other areas of annual performance noted in the Danielson rubric, a teacher may submit or an administrator may request additional documentation, evidence or information.
4. The observation procedures set forth above shall not be grievable pursuant to Article 5 of the parties' Collectively Negotiated Agreement. However, in the event that a teacher believes that there has been a significant procedural violation in carrying-out the observation process that leads to the Local 60 Points Measure of Teacher Effectiveness, he or she shall have the right to present such matter in writing to the Superintendent of Schools within ten (10) school days of said alleged violation. Within ten (10) school days of the submission of the written document, the teacher shall have the right to present the alleged significant procedural violation, along with a union representative, to the Superintendent of Schools and the MTA President or his/her designee. The Superintendent of Schools and the MTA President or designee may also hear from the administrator involved with the observation process that gave rise to the complaint, if necessary. By agreement of the Superintendent of Schools and MTA President or designee, the alleged violation must be dismissed, or in the event that either one of them believes the same to be founded, the observation in question will be nullified, it being understood that the District shall remain responsible to perform at least the minimum number of observations for each teacher as referenced in Paragraph 1 above. The Superintendent of Schools shall notify the teacher in writing within ten (10) school days of the presentation of the matter as to the outcome and the actions to be taken, if any.

SO AGREED, this 14th day of December, 2012.

THE DISTRICT

By: 
 Dr. R. Lloyd Jaeger
 Superintendent of Schools

THE ASSOCIATION

By: 
 Jennifer Leggett
 Association President

APPENDIX A

Millbrook Central School District Annual Professional Performance Review

TEACHER OBSERVATION FORM

SUBJECT TO EDUCATION LAW § 3012-c AND PART 30-2 OF THE REGENTS RULES

Teacher: _____

School(s): _____

Administrator(s): _____

Grade or Subject: _____

PLEASE CHECK (X):

Untenured: Year: (1) ___ (2) ___ (3) ___

Tenured: ___

Evaluation Rubric: **H=Highly Effective**
E=Effective
D=Developing*
I=Ineffective*

Lesson Overview: This section may be used to describe/summarize the lesson as a background to comments and references made below regarding elements of the lesson or its planning and preparation.

Domain/Elements	Rubric Rating				Comments <small>The Administrator may use this section to comment on lesson strengths and/or areas in need of development/improvement noting the evidence observed. *A comment is required for any overall Domain rating of Developing or Ineffective making further reference to relevant rubric element(s).</small>
	H	E	D	I	
Domain 1 - Planning and Preparation					Comments*
1a: Demonstrating Knowledge of Content and Pedagogy.					
1b: Demonstrating Knowledge of Students.					
1c: Setting Instructional Outcomes.					
1d: Demonstrating Knowledge of Resources.					
1e: Designing Coherent Instruction.					
1f: Designing Student Assessments.					

Domain 2 - The Classroom Environment	H	E	D	I	Comments*
2a: Creating an Environment of Respect and Rapport.					
2b: Establishing A Culture for Learning.					
2c: Managing Classroom Procedures.					
2d: Managing Student Behavior.					
2e: Organizing Physical Space.					
Domain 3 - Instruction	H	E	D	I	Comments*
3a. Communicating with Students.					
3b. Using Questioning and Discussion Techniques.					
3c. Engaging Students in Learning.					
3d. Using Assessment in Instruction.					
3e. Demonstrating Flexibility & Responsiveness.					
Domain 4 - Professional Responsibilities	H	E	D	I	Comments*
4a. Reflecting on Teaching.					
4b. Maintaining Accurate Records.					
4c. Communicating with Families.					
4d. Participating in a Professional Community.					
4e. Growing and Developing Professionally.					
4f. Showing Professionalism.					

Administrator's Comments: The administrator may use this section for additional comment on strengths or weaknesses of lesson, suggestions for enhancement/refinement/improvement, and/or as a place to summarize other post-observation discussion with the teacher. Comments are required if the overall lesson is rated Developing or Ineffective and if that is so stated in this section.

Please sign below and return the form. Your signature here indicates that you have reviewed the completed document, but does not necessarily mean that you agree with its contents.

Administrator's Signature	Date	Teacher's Signature	Date

Note: If you do not agree with the administrator's comments, you may attach your own statement.

APPENDIX B

**MILLBROOK CENTRAL SCHOOL DISTRICT
Pre-Observation Report**

1. This form shall be used by both teachers and pupil personnel professionals.
2. Please complete all appropriate sections of this form. Attach additional sheets as needed.
3. Return the completed form to your observer at least two (2) school days prior to the pre-observation conference.

Teacher: _____ Admin Observer: _____
Grade/Subject: _____ Lesson Type: _____ introduction of a new skill/concept
Date: _____ _____ continuation of a new skill/concept
_____ review of a previously taught skill/concept

LEARNING CONTENT

- ❖ NYS or District Standard(s):

- ❖ Relationship of lesson to unit/area of study:

LEARNER CHARACTERISTICS

- ❖ Brief description of class population:

- ❖ Students with special characteristics and needs:

LEARNER OBJECTIVES

- ❖ Content – what students will be learning:

- ❖ Process – what students will be doing:

LEARNER ASSESSMENT

- ❖ Pre-assessment – determining level of student readiness:

- ❖ Post-assessment – determining degree of student learning:

INSTRUCTIONAL MATERIALS & STRATEGIES

- ❖ Materials and resources:

- ❖ Teaching techniques/methods:

REQUESTED AREA OF OBSERVER/EVALUATOR FEEDBACK

If you would like specific feedback about any particular part of your lesson (something you have been working on) or want the observer to take particular note about specific elements of the lesson (e.g., student participation patterns) please identify them below.

APPENDIX C

**Millbrook Central School District Annual Professional Performance Review
FINAL SUMMATIVE EVALUATION FORM FOR TEACHERS
SUBJECT TO EDUCATION LAW § 3012-c AND PART 30-2 OF THE REGENTS RULES**

Teacher: _____

School(s): _____

Administrator(s): _____

Grade or Subject: _____

PLEASE CHECK (X):

Untenured: Year: (1) ___ (2) ___ (3) ___

Tenured: _____

Evaluation Rubric: H=Highly Effective

E=Effective

D=Developing*

I=Ineffective*

Domain/Elements	Rubric Rating				Comments <small>The administrator may use this section to comment on strengths or weaknesses of the educator noted during the course of the school year. *A comment is required for any element in which a teacher receives a Developing or Ineffective rating.</small>
	H	E	D	I	
Domain 1 - Planning and Preparation (14 Points)					
1a: Demonstrating Knowledge of Content and Pedagogy. (3 Points)					
1b: Demonstrating Knowledge of Students. (3 Points)					
1c: Setting Instructional Outcomes. (2 Points)					
1d: Demonstrating Knowledge of Resources. (2 Points)					
1e: Designing Coherent Instruction. (2 Points)					
1f: Designing Student Assessments. (2 Points)					
Domain 2 - The Classroom Environment (14 Points)					
2a: Creating an Environment of Respect and Rapport. (3.5 Points)					
2b: Establishing A Culture for Learning. (3 Points)					
2c: Managing Classroom Procedures. (3 Points)					
2d: Managing Student Behavior. (3 Points)					
2e: Organizing Physical Space. (1.5 Points)					

Domain 3 - Instruction (20 Points)					
3a. Communicating with Students. (4 Points)					
3b. Using Questioning and Discussion Techniques. (4 Points)					
3c. Engaging Students in Learning. (4 Points)					
3d. Using Assessment in Instruction. (4 Points)					
3e. Demonstrating Flexibility & Responsiveness. (4 Points)					
Domain 4 - Professional Responsibilities (12 Points)					
4a. Reflecting on Teaching. (3 Points)					
4b. Maintaining Accurate Records. (3 Points)					
4c. Communicating with Families. (1.5 Points)					
4d. Participating in a Professional Community. (1.5 Points)					
4e. Growing and Developing Professionally. (2 Points)					
4f. Showing Professionalism. (1 Point)					

Administrator's Comments (The administrator may use this section to comment on strengths or weaknesses of the teacher observed during the course of the school year. A comment is required if rated Developing or Ineffective in any element.)

PLEASE NOTE: An EXCEL spreadsheet will be attached to this Final Summative Evaluation Form which calculates the point values to be awarded in accordance with the evaluation of rubric elements noted above and shall allocate the requisite number of points from among 60 points total of the teacher's annual 100 point composite score for this evaluation year.

Please sign below and return the form. Your signature here indicates that you have reviewed the completed document, but does not necessarily mean that you agree with its contents.

Administrator's Signature

Date

Teacher's Signature

Date

Note: If you do not agree with the administrator's comments, you may attach your own statement.

**TEACHER IMPROVEMENT PLAN FORM
FOR TEACHERS SUBJECT TO SECTION 3012-c OF THE EDUCATION LAW AND
PART 30-2 OF THE REGENTS RULES**

Please specify:¹

- (i) the area(s) in need of improvement:

- (ii) the performance goals, expectations, benchmarks, standards and timeliness the teacher must meet in order to achieve an effective rating:

- (iii) how improvement will be measured and monitored (providing for periodic reviews of progress and goal achievement):

- (iv) the anticipated frequency and duration of meetings of the teacher, administrator, and mentor (if one is assigned):

- (v) the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher, including, where appropriate, the assignment of a mentor teacher.

¹ Unless another form is mutually agreed upon, a TIP shall be provided in a narrative form.

Table 1
Millbrook Central School District

Local 15 Point Measure of Student Growth

**2012-13 School Year Using Data from Acuity
for the Alden Place Elementary and Middle School Principals**

% of students in the building meeting their growth targets (based upon the Acuity assessments in ELA and Math)	Highly Effective	Effective	Developing	Ineffective
0-40				0
41-42				1
43-44				2
45-47			3	
48-51			4	
52-55			5	
56-58			6	
59-61			7	
62-64		8		
65-67		9		
68-70		10		
71-73		11		
74-79		12		
80-87		13		
88-93	14			
94-100	15			

**Table 2
Millbrook Central School District**

**Local 15 Point Measure of Student Achievement for the High School Principal
2012-13 School Year Using H.S. Graduation Rates**

% of students within Annual School Report Card Total Graduate “Completers” Group	Highly Effective	Effective	Developing	Ineffective
0-50				0
51-54				1
55-57				2
58-60			3	
61-63			4	
65-67			5	
68-70			6	
71-74			7	
75-78		8		
79-82		9		
83-85		10		
86-88		11		
89-91		12		
92-94		13		
95-96	14			
97-100	15			

Millbrook Central School District

Local 20 Measure of Student Achievement

**2012-13 School Year
for the Elm Drive Elementary School Principal**

% of students in the building meeting their achievement targets	Highly Effective	Effective	Developing	Ineffective
0-40				0
41-42				1
43-44				2
45-47			3	
48-50			4	
51-53			5	
54-56			6	
57-59			7	
60-61			8	
62-63		9		
64-66		10		
67-69		11		
70-72		12		
73-75		13		
76-78		14		
79-81		15		
82-84		16		
85-87		17		
88-90	18			
91-94	19			
95-100	20			

SUPPLEMENTAL MEMORANDUM OF AGREEMENT

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE MILLBROOK CENTRAL SCHOOL DISTRICT, hereinafter referred to as “The District” and **THE MILLBROOK ADMINISTRATORS’ ASSOCIATION**, hereinafter referred to as “The Association”;

WHEREAS, the District and the Association have entered into negotiations and mutually selected the Multidimensional Principal Performance Rubric (“MPPR”) to inform the Local 60% of the composite score as part of the evaluation initiative for the 2011-2012 school year and each school year thereafter in consideration of the implementation of New York State Education Law §3012-c regarding annual professional performance reviews of building principals; and

WHEREAS, the parties further agree to the following Local 60 Points allocation, computation methodology and HEDI Band ranges for the 2011-12 and 2012-13 school years:

- A. The Local 60 Points shall be delineated as set forth in Appendix “A” attached hereto.
- B. The parties further agree that the Local 60 Points will be computed for the purpose of the Final Summative Evaluation based upon the following methodology:
 1. A “Highly Effective” rating shall receive 100% of the total point value for the sub-domain.
 2. An “Effective” rating shall receive 96% of the total point value for the sub-domain.
 3. A “Developing” rating shall receive 82.5 % of the total point value for that sub-domain.
 4. An “Ineffective” rating shall receive no points.

An example of a sample computation pursuant to this methodology is annexed hereto as Appendix “B”.

If a raw score number contains a decimal of .5 or greater, it will be rounded up to the nearest whole number, and if a raw score number contains a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score.

This methodology ensures that all points 0-60, are obtainable on the Local 60 measure, in accordance with the provisions of Education Law Section 3012-c. The relative weights attributed to the sub-domain values for the receipt of the respective ratings as set forth above and the HEDI Bands set forth below were locally negotiated in order to enhance the likelihood that a Principal who receives an “effective” on the Local 20, the State 20 and the Local 60 would receive a composite effectiveness rating within the regulated “effective” range (of 75-90).

The parties agree the Local 60 Points that are subject to HEDI bands are determined to fall within the following ranges:

Rating	Point Range
Highly Effective	59-60
Effective	55-58
Developing	44-54
Ineffective	0-43

The parties further agree to the following observation principles and procedures effective with the 2012-13 school year:

Observations of Principal performance are understood to be ongoing throughout each year. Principals engage in a constant process of interacting both formally and informally with their staff and stakeholders, planning for their responsibilities, implementing and completing specific tasks, undertaking research, engaging in or promoting school-community functions, participating in shared administrative meetings and a variety of collaborative administrative work. It is further understood that the Superintendent or Assistant Superintendent may be privy to and/or observe each Principal's performance in any or all these ongoing activities during the normal course of business and in the routine interactions with the Principal and those persons with whom the Principal interacts. As such, the Superintendent's and Assistant Superintendent's observations of the Principal and the patterns and/or results of the Principal's performance may be drawn from a variety of ongoing sources and ongoing interactions. That notwithstanding, the following framework and minimum expectations for the observation and evaluation of Principal performance are outlined below.

1. The Superintendent as part of the following observation process shall ensure that any observed deficiency, that the Superintendent or Assistant Superintendent may observe, is documented, in writing, along with constructive and specific ways in which the Building Principal may achieve improvement in regards to that specific perceived deficiency. Principal shall have one (1) week to submit a response to the observation including any supporting documentation.
2. Two (2) formal observations (one unannounced) will be conducted each year.
3. The Superintendent shall perform building visits on at least two (2) occasions with at least one occasions being unannounced. The building visits shall be at least 30 minutes in duration, unless for the purpose of securing limited information in an area covered by the rubric, then, the period may accordingly be shorter in duration.

Conduct of Observations:

1. Formal monitoring or observation of the work performance of a Principal during the *announced* visit shall be conducted openly and with full knowledge of the Principal.

2. Observations will be conducted only by the Superintendent or his/her Administrative designee with building level or district-wide curricula experience.
3. By January 15th, the Superintendent shall meet with the Principal to advise of any areas to be evaluated under the rubric for which the Principal is exhibiting performance below the level of effectiveness. In such event, the Superintendent shall give constructive written feedback regarding the areas noted as such.
4. Evaluations of Principals shall not be forwarded to any other agency or prospective employer without the written consent of the Principal.
5. The Superintendent upon observation summary and responses shall complete his/her end of the year evaluation on the form provided in Appendix C with the assigned point total and deliver it to the Principal no later than the last day of the school year in which the Principal is being evaluated.
6. An ineffective rating in any subcomponent within a domain must be supported by specific, complete, and accurate evidence and/or facts to be provided by the evaluator.

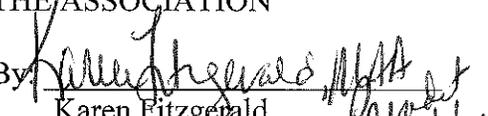
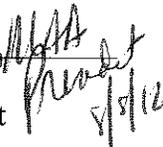
The above-referenced Agreements shall be incorporated into the District's 2011-12 and 2012-13 APPR Plan Documents for Principals covered under Education Law Section 3012-c.

SO AGREED, this 8 of August, 2012.

THE DISTRICT

By: 
 Dr. R. Lloyd Jaeger
 Superintendent of Schools

THE ASSOCIATION

By: 
 Karen Fitzgerald
 Association President 

APPENDIX “A”

Multidimensional Principal Performance Rubric	Points
Domain 1: Shared Vision of Learning	6
a. Culture	3
b. Sustainability	3
Domain 2: School Culture & Instructional Program	20
a. Culture	4
b. Instructional Program	4
c. Capacity Building	4
d. Sustainability	4
e. Strategic Planning Process	4
Domain 3: Safe, Efficient, Effective Learning Environment	16
a. Capacity Building	4
b. Culture	4
c. Sustainability	4
d. Instructional Program	4
Domain 4: Community	6.5
a. Strategic Planning Process: Inquiry	3
b. Culture	1.5
c. Sustainability	2
Domain 5: Integrity, Fairness, Ethics	5
a. Sustainability	2.5
b. Culture	2.5
Domain 6: Political, Social, Economic, Legal & Cultural Context	6.5
a. Sustainability	1
b. Culture	1
c. Uncovering Goals (Align, Define)	1
d. Strategic Planning (Prioritize, Strategize)	1.5
e. Taking Action (Mobilize, Monitor, Refine)	1
f. Evaluating Attainment (Document, Next Steps)	1
TOTAL POINTS	60

APPENDIX "B"
Sample Points Calculation Spreadsheet

APPR - Principal Evaluation
 Local 60 Points Calculation Spreadsheet
 Millbrook Central School District: 2011-12 & 2012-13 School Years

	Entry by Administrator = H,E,D,I	=Points assigned	Total Possible Points = 100%
1a	E	2.88	3.00
1b	E	2.88	3.00
2a	E	3.84	4.00
2b	E	3.84	4.00
2c	D	3.30	4.00
2d	H	4.00	4.00
2e	E	3.84	4.00
3a	E	3.84	4.00
3b	E	3.84	4.00
3c	H	4.00	4.00
3d	E	3.84	4.00
4a	E	2.88	3.00
4b	E	1.44	1.50
4c	D	1.65	2.00
5a	E	2.40	2.50
5b	D	2.06	2.50
6a	E	0.96	1.00
6b	I	0.00	1.00
6c	E	0.96	1.00
6d	D	1.24	1.50
6e	E	0.96	1.00
6f	E	0.96	1.00
Raw Score		55.57	
Final Total	E	56.00	60.00

Note: If a number contains a decimal of .5 or greater it will be rounded up to the nearest whole number, and a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score.

Appendix C
7 pages

J and KE
8/8/12

**PRINCIPAL PERFORMANCE EVALUATION
MULTIDIMENSIONAL PRINCIPAL PRACTICE RUBRIC**

PRINCIPAL:

SCHOOL:

DATE:

PERFORMANCE EVALUATION SCORING RUBRIC:	
HIGHLY EFFECTIVE (HI)	Overall performance and results exceed standards
EFFECTIVE (E)	Overall performance and results meet standards
DEVELOPING (D)	Overall performance and results need improvement in order to meet standards
INEFFECTIVE (I)	Overall performance and results are well below standards

End of Year Evaluation Form

(60 Total Composite Points)

DOMAIN 1 – SHARED VISION OF LEARNING: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	H	E	D	I
Collaboratively develop and implement a shared vision and mission for learning				
Create and implement plans to achieve goals				
Promote continuous and sustainable improvement				
Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning				
Monitor and evaluate progress and revise plans				

Supervisor's Overall Evaluation/ Comments:

Evidence to be used to support Domain:

-
-
-
-
-
-
-
-
-
-

Detailed explanation for each "developing" or "ineffective" rating to include specific factual evidence / artifacts used to support such rating

POINTS ASSIGNED TO DOMAIN 1: _____

DOMAIN 1 SCORE: _____

2/7

DOMAIN 2 – SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	HI	E	D	I
Nurture and sustain a culture of collaboration, trust, learning and high expectations				
Create a comprehensive, rigorous, and coherent curricular program				
Create a personalized and motivating learning environment for students				
Supervise instruction				
Develop assessment and accountability systems to monitor student progress				
Develop the instructional and leadership capacity of staff				
Maximize time spent on quality instruction				
Promote the use of effective and appropriate technologies to support teaching and learning				
Monitor and evaluate the impact of the instructional program				

Supervisor's Overall Evaluation/ Comments:

Evidence to be used to support Domain:

-
-
-
-
-
-

Detailed explanation for each “developing” or “ineffective” rating to include specific factual evidence / artifacts used to support such rating

POINTS ASSIGNED TO DOMAIN 2: _____

DOMAIN 2 SCORE: _____

DOMAIN 3 – Safe, Efficient, Effective Learning Environment : An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

H	E	D	I
---	---	---	---

- Monitor and evaluate the management and operational systems
- Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- Promote and protect the welfare and safety of students and staff
- Develop the capacity for distributed leadership
- Ensure teacher and organizational time is focused to support quality instruction and student learning

Supervisor's Overall Evaluation/ Comments:

Evidence to be used to support Domain:

-
-
-
-
-
-
-

Detailed explanation for each "developing" or "ineffective" rating to include specific factual evidence / artifacts used to support such rating

POINTS ASSIGNED TO DOMAIN 3: _____

DOMAIN 3 SCORE: _____

DOMAIN 4 – COMMUNITY (Determine Points): An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Collect and analyze data and information pertinent to the educational environment

Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

Build and sustain positive relationships with families, caregivers, and community partners

HI	E	D	I

Supervisor's Overall Evaluation/ Comments:

Evidence to be used to support Domain:

-
-
-
-
-
-

Detailed explanation for each "developing" or "ineffective" rating to include specific factual evidence / artifacts used to support such rating

POINTS ASSIGNED TO DOMAIN 4: _____

DOMAIN 4 SCORE: _____

DOMAIN 5 – INTEGRITY, FAIRNESS, ETHICS: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	HI	E	D	I
Ensure a system of accountability for every student's academic and social success				
Consider and evaluate the potential moral and legal consequences for decision making				
Model principles of self-awareness, reflective practice, transparency, and ethical behavior				
Safeguard the values of democracy, equity, and diversity				
Promote social justice and insure that individual student needs inform all aspects of schooling				

Supervisor's Overall Evaluation/ Comments:

Evidence to be used to support Domain:

Detailed explanation for each "developing" or "ineffective" rating to include specific factual evidence / artifacts used to support such rating

POINTS ASSIGNED TO DOMAIN 5: _____

DOMAIN 5 SCORE: _____

6/7

PRINCIPAL IMPROVEMENT PLAN

(1) AREA(S) IN NEED OF IMPROVEMENT	(2) TIME LIMIT FOR ACHIEVING IMPROVEMENT	(3) DIFFERENTIATED ACTIVITIES TO SUPPORT IMPROVEMENT	(4) MANNER OF ASSESSMENT OF IMPROVEMENT

Educator's Signature

Date

Administrator's Signature

Date

Millbrook Central School
STATE 20 SLO HEDI Bands

TABLE 1
K-2 HEDI BANDS for ELA & Math

Grades K-2 Common Branch, AIS & PE Teacher	Highly Effective- 88-100% of students will meet their growth targets. Effective- 62-87% of students will meet their growth targets. Developing- 45-61% of students will meet their growth targets. Ineffective- 0-44% of students will meet their growth targets.																					
	HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
		20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
		95-100%	91-94%	88-90%	85-87%	82-84%	79-81%	76-78%	73-75%	70-72%	67-69%	64-66%	62-63%	60-61%	57-59%	54-56%	51-53%	48-50%	45-47%	43-44%	41-42%	0-40%

TABLE 2
Grade 3 HEDI BANDS for ELA & Math

Grade 3 Grade Wide Target ELA & Math	Highly Effective- 93-100% of students will meet their growth targets. Effective- 84-92% of students will meet their growth targets. Developing- 66-83% of students will meet their growth targets. Ineffective- 0-65% of students will meet their growth targets.																					
	HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
		20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
		99-100%	96-98%	93-95%	92%	91%	90%	89%	88%	87%	86%	85%	84%	81-83%	78-80%	75-77%	72-74%	69-71%	66-68%	51-65%	21-50%	0-20%

TABLE 3

Grade 4-8 HEDI BANDS for Grade Wide Targets (non-Common Branch Teachers: 6th & 7th Grade Science and 6-8th Grade Social Studies & Elementary Technology, Art, Physical Education, Family and Consumer Sciences, Music, Library Media Specialist, AIS, and Special Education Teachers)

Grade Wide Target NYS ELA Assessment	Highly Effective- 93-100% of students will meet their growth targets. Effective- 84-92% of students will meet their growth targets. Developing- 66-83% of students will meet their growth targets. Ineffective- 0-65% of students will meet their growth targets.																				
	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
	99-100%	96-98%	93-95%	92%	91%	90%	89%	88%	87%	86%	85%	84%	81-83%	78-80%	75-77%	72-74%	69-71%	66-68%	51-65%	21-50%	0-20%

TABLE 4
Grade 8 Science

Grade 8 Science HEDI Scoring	Highly Effective: 93%-100% of students will meet their growth targets. Effective: 84%-92% of students will meet their growth targets. Developing: 65%-83% of students will meet their growth targets. Ineffective: 64% or less of students will meet their growth targets.																				
	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
	99-100%	96-98%	93-95%	92%	91%	90%	89%	88%	87%	86%	85%	84%	81-83%	78-80%	75-77%	72-74%	69-71%	65-68%	51-64%	21-50%	0-20%

TABLE 5
GLOBAL 1

GLOBAL 1	Highly Effective: 93-100% of students will meet their growth targets. Effective: 84% -92% of students will meet their growth targets. Developing: 65% - 83% of students will meet their growth targets. Ineffective: 0-64%of students will meet their growth targets.																					
	HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
		20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
		99-100%	96-98%	93-95%	92%	91%	90%	89%	88%	87%	86%	85%	84%	81-83%	78-80%	75-77%	72-74%	69-71%	65-68%	51-64%	21-50%	0-20%

TABLE 6
GLOBAL 2 & Global 2
Co-Taught

GLOBAL 2 & Global 2 Co-Taught	Highly Effective: 93%-100% of students will meet their growth targets. Effective: 84%-92% of students will meet their growth targets. Developing: 66%-83% of students will meet their growth targets. Ineffective: 65% or less of students will meet their growth targets.																					
	HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
		20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
		99-100%	96-98%	93-95%	92%	91%	90%	89%	88%	87%	86%	85%	84%	81-83%	78-80%	75-77%	72-74%	69-71%	66-68%	51-65%	21-50%	0-20%

TABLE 7
AMERICAN HISTORY
 Co-Taught

AMERICAN HISTORY Co-Taught	Highly Effective: 85 – 100% of students will meet their growth targets. Effective: 70 – 84% of students will meet their growth targets. Developing : 40 – 69% of students will meet their growth targets. Ineffective: 0 – 39% of students will meet their growth targets.																					
	HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE								DEVELOPING						INEFFECTIVE			
		20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
		95-100%	90-94%	85-89%	80-84%	79%	78%	77%	76%	75%	74%	73%	70-72%	65-69%	60-64%	55-59%	50-54%	45-49%	40-44%	30-39%	15-29%	0-14%

TABLE 8
AMERICAN HISTORY

AMERICAN HISTORY	Highly Effective: 92 – 100% of students will meet their growth targets. Effective: 83 – 91% of students will meet their growth targets. Developing: 64 – 82% of students will meet their growth targets. Ineffective: 0-63% of students will meet their growth targets.																					
	HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE								DEVELOPING						INEFFECTIVE			
		20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
		99-100%	95-97%	92-94%	91%	90%	89%	88%	87%	86%	85%	84%	83%	80-82%	77-79%	74-76%	70-73%	67-69%	64-66%	40-63%	20-39%	0-19%

TABLE 9
LIVING ENVIRONMENT
Co-Taught

LIVING ENVIRONMENT Co-Taught HEDI Scoring	Highly Effective: 95%-100% of students will meet their growth targets. Effective: 77%-94% of students will meet their growth targets. Developing: 65%-76% of students will meet their growth targets. Ineffective: 64% or less of students will meet their growth targets.																				
	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
	99-100%	97-98%	95-96%	93-94%	91-92%	89-90%	87-88%	85-86%	83-84%	81-82%	79-80%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	51-64%	21-50%	0-20%

TABLE 10
LIVING ENVIRONMENT

LIVING ENVIRONMENT HEDI Scoring	Highly Effective: 95%-100% of students will meet their growth targets. Effective: 77-94% of students will meet their growth targets. Developing: 65%-76% of students will meet their growth targets. Ineffective: 64% or less of students will meet their growth targets.																				
	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
	99-100%	97-98%	95-96%	93-94%	91-92%	89-90%	87-88%	85-86%	83-84%	81-82%	79-80%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	51-64%	21-50%	0-20%

TABLE 11
EARTH SCIENCE

EARTH SCIENCE	Highly Effective: 95%-100% of students will meet their growth targets. Effective: 77-94% of students will meet their growth targets. Developing: 65%-76% of students will meet their growth targets. Ineffective: 64% or less of students will meet their growth targets.																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	99-100%	97-98%	95-96%	93-94%	91-92%	89-90%	87-88%	85-86%	83-84%	81-82%	79-80%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	51-64%	21-50%	0-20%

TABLE 12
CHEMISTRY

CHEMISTRY	Highly Effective: 95-100% of students will meet their growth targets. Effective: 77-94% of students will meet their growth targets. Developing: 65-76% of students will meet their growth targets. Ineffective: 64% or less of students will meet their growth targets.																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	99-100%	97-98%	95-96%	93-94%	91-92%	89-90%	87-88%	85-86%	83-84%	81-82%	79-80%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	51-64%	21-50%	0-20%

TABLE 13
ALGEBRA 1

ALGEBRA 1	Highly Effective: 91%-100% of students will meet their growth targets. Effective: 65%-90% of students will meet their growth targets. Developing: 35%-64% of students will meet their growth targets. Ineffective: 34% or less of students will meet their growth targets.																					
	HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE								DEVELOPING						INEFFECTIVE			
		20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
		99-100%	96-98%	91-95%	89-90%	87-88%	85-86%	83-84%	80-82%	78-81%	76-77%	72-75%	65-71%	60-64%	55-59%	50-54%	45-49%	40-44%	35-39%	30-34%	25-29%	0-24%

TABLE 14
ALGEBRA 1 – Co-Taught

ALGEBRA 1 Co-Taught	Highly Effective: 90%-100% of students will meet their growth targets. Effective: 30%-89% of students will meet their growth targets. Developing: 6%-29% of students will meet their growth targets. Ineffective: 5% or less of students will meet their growth targets.																					
	HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE								DEVELOPING						INEFFECTIVE			
		20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
		100%	95-99%	90-94%	85-89%	80-84%	75-79%	70-74%	62-69%	54-61%	46-53%	38-45%	30-37%	26-29%	22-25%	18-21%	14-17%	10-13%	6-9%	2-5%	1%	0%

TABLE 15
ALGEBRA 1B – Co-Taught

ALGEBRA 1B Co-taught	Highly Effective: 89-100% of students will meet their growth targets. Effective: 38% -86% of students will meet their growth targets. Developing: 11% - 37% of students will meet their growth targets. Ineffective: 10% or less of students will meet their growth targets.																				
	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
	96-100%	93-95%	89-92%	86-88%	82-85%	74-81%	68-73%	60-67%	55-59%	50-54%	44-49%	38-43%	33-37%	28-32%	22-27%	18-21%	14-17%	11-13%	7-10%	4-6%	0-3%

TABLE 16
GEOMETRY

GEOMETRY	Highly Effective: 93%-100% of students will meet their growth targets. Effective: 70%-92% of students will meet their growth targets. Developing: 24%-69% of students will meet their growth targets. Ineffective: 23% or less of students will meet their growth targets.																				
	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
	99-100%	96-98%	93-95%	91-92%	90%	88-89%	86-87%	84-85%	82-83%	78-81%	75-77%	70-74%	63-69%	56-62%	48-55%	40-47%	32-39%	24-31%	16-23%	8-15%	0-7%

TABLE 17
ALGEBRA 2/TRIGENOMETRY

ALGEBRA 2/Trig	Highly Effective: 89%-100% of students will meet their growth targets. Effective: 61%-88% of students will meet their growth targets. Developing: 30%-60% of students will meet their growth targets. Ineffective: 29% or less of students will meet their growth targets.																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	97-100%	93-96%	89-92%	86-88%	83-85%	80-82%	77-79%	74-76%	71-73%	68-70%	65-67%	61-64%	55-60%	50-54%	45-49%	40-44%	35-39%	30-34%	20-29%	10-19%	0-9%

TABLE 18
GRADE 9 ELA

GRADE 9 ELA	Highly Effective: 90%-100% of students will meet their growth targets. Effective: 65%-89% of students will meet will meet their growth targets. Developing: 44%-64% of students will meet their growth targets. Ineffective: 43% or less of students will meet their growth targets.																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	97 - 100%	94 - 96%	90 - 93%	87-89%	84 - 86%	83%	80 - 82%	77 - 79%	74-76%	71 - 73%	68 - 70%	65 - 67%	61 - 64%	60%	56 - 59%	52 - 55%	48-51%	44 - 47%	40 - 43%	36 - 39%	0 - 35%

TABLE 19
GRADE 10 ELA

GRADE 10 ELA	Highly Effective: 93-100% of students will meet their growth targets. Effective: 65-89% of students will meet their growth targets. Developing: 44-64% of students will meet their growth targets. Ineffective: 0-43% of students will meet their growth targets.																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	97 - 100%	94- 96%	90- 93%	87- 89%	86%	83- 85%	80- 82%	77- 79%	74- 76%	71- 73%	68- 70%	65- 67%	61- 64%	57- 60%	56%	52- 55%	48- 51%	44- 47%	40- 43%	36- 39%	0- 35%

TABLE 20
GRADE 11 ELA

GRADE 11 ELA	Highly effective: 90-100% of students will meet their growth targets. Effective: 65-89% of students will meet their growth targets. Developing: 44-64% of students will meet their growth targets. Ineffective 43-0% of students will meet their growth targets.																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	97- 100%	94- 96%	90- 93%	87- 89%	84- 86%	83- 85%	80- 82%	77- 79%	74- 76%	71- 73%	68- 70%	65- 67%	61- 64%	57- 60%	54- 56%	52- 55%	48- 51%	44- 47%	40- 43%	36- 39%	0- 35%

TABLE 21
ESL K-8

ESL HEDI Scoring	Highly Effective: 93%-100% of students will meet their growth targets. Effective: 50%-92% of students will meet their growth targets. Developing: 10%-49% of students will meet their growth targets. Ineffective: 9% or less of students will meet their growth targets.																				
	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
	99-100%	96-98%	93-95%	90-92%	86-89%	85%	80-84%	75-79%	70-74%	65-69%	60-64%	50-59%	40-49%	30-39%	26-29%	25%	24%	10-23%	5-9%	1-4%	0-%

TABLE 22
French Grades 7 & 8 and Spanish 1 (Grade 8)

French Grades 7 & 8 And Spanish 1 (Grade 8) HEDI Scoring	Highly Effective: 86%-100% of students will meet their growth targets. Effective: 77%-85% of students will meet their growth targets. Developing: 65%-76% of students will meet their growth targets. Ineffective: 64% or less of students will meet their growth targets.																				
	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%	90-94%	86-89%	85%	84%	83%	82%	81%	80%	79%	78%	77%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	51-64%	21-50%	0-20%

TABLE 23
Technology
Grades 7 & 8

Technology Grades 7 & 8	<p>Highly Effective: 91%-100% of students will meet their growth targets. Effective: 65%-90% of students will meet their growth targets. Developing: 35%-64% of students will meet their growth targets. Ineffective: 34% or less of students will meet their growth targets.</p>																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	99-100%	96-98%	91-95%	89-90%	87-88%	85-86%	83-84%	80-82%	78-79%	76-77%	72-75%	65-71%	60-64%	55-59%	50-54%	45-49%	40-44%	35-39%	30-34%	25-29%	0-24%

TABLE 24
Grade 12 ELA

GRADE 12 ELA	<p>Highly Effective: 86-100% of students will meet their growth targets. Effective: 77%-85% of students will meet their growth targets. Developing: 65%-76% of students will meet their growth targets. Ineffective: 64% or less of students will meet their growth targets.</p>																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	95-100%	90-94%	86-89%	85%	84%	83%	82%	81%	80%	79%	78%	77%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	51-64%	21-50%	0-20%

**TABLE 25
ECON/GOVERNMENT**

Econ/Gov't	Highly Effective: 90-100% of students will meet their growth targets. Effective: 72-89% of students will meet their growth targets. Developing: 45-71% % of students will meet their growth targets. Ineffective: 0-44% % of students will meet their growth targets.																				
	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
	98-100%	94-97%	90-93%	88-89%	86-87%	84-85%	82-83%	80-81%	78-79%	76-77%	74-75%	72-73%	70-71%	66-69%	60-65%	55-59%	50-54%	45-49%	30-44%	16-29%	0-15%

**TABLE 26
Regents Spanish & Spanish 2**

Regents Spanish & Spanish 2	Highly Effective: 95-100% of students will meet their growth targets. Effective: 77-94% of students will meet their growth targets. Developing: 65-76% of students will meet their growth targets. Ineffective: 64% or less of students will meet their growth targets.																				
	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
	99-100%	97-98%	95-96%	93-94%	91-92%	89-90%	87-88%	85-86%	83-84%	81-82%	79-80%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	51-64%	21-50%	0-20%

TABLE 27
Forensic Science

FORENSIC SCIENCE (and Co-Taught section)	Highly Effective: 93%-100% of students will meet will meet their growth targets. Effective: 84%-92% of students will meet will meet their growth targets. Developing: 66%-83% of students will meet their growth targets. Ineffective: 65% or less of students will meet their growth targets.																				
	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
	99-100%	96-98%	93-95%	92%	91%	90%	89%	88%	87%	86%	85%	84%	81-83%	78-80%	75-77%	72-74%	69-71%	66-68%	51-65%	21-50%	0-20%

TABLE 28
BUSINESS (Personal Money Management)

BUSINESS	Highly Effective: 95-100% of students will meet their growth targets. Effective: 77-94% of students will meet their growth targets. Developing: 65-76% of students will meet their growth targets. Ineffective: 64% or less of students will meet their growth targets.																				
	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
	99-100%	97-98%	95-96%	93-94%	91-92%	89-90%	87-88%	85-86%	83-84%	81-82%	79-80%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	51-64%	21-50%	0-20%

**TABLE 29
HIGH SCHOOL ART**

HIGH SCHOOL ART	Highly Effective: 90-100% of students will meet their growth targets. Effective: 80% -89% of students will meet their growth targets. Developing: 65% - 79% of students will meet their growth targets. Ineffective: 64% or less of students will meet their growth targets.																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	97-100%	94-96%	90-93%	89%	88%	87%	86%	84-85%	83%	82%	81%	80%	77-79%	74-76%	71-73%	69-70%	67-68%	65-66%	51-64%	21-50%	0-20%

**TABLE 30
HIGH SCHOOL PHYSICAL EDUCATION**

HIGH SCHOOL PHYSICAL EDUCATION	Highly Effective: 86-100% of students will meet their growth targets. Effective: 77% -85% of students will meet their growth targets. Developing: 65% - 76% of students will meet their growth targets. Ineffective: 64% or less of students will meet their growth targets.																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	95-100%	90-94%	86-89%	85%	84%	83%	82%	81%	80%	79%	78%	77%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	51-64%	21-50%	0-20%

**TABLE 31
HIGH SCHOOL HEALTH**

HEALTH HEDI Scoring	Highly Effective: 93-100% of students will meet their growth targets. Effective: 84% -92% of students will meet their growth targets. Developing: 66% - 83% of students will meet their growth targets. Ineffective: 65% or less of students will meet their growth targets.																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	99-100%	96-98%	93-95%	92%	91%	90%	89%	88%	87%	86%	85%	84%	81-83%	78-80%	75-77%	72-74%	69-71%	66-68%	51-65%	21-50%	0-20%

Table 1

Millbrook Central School District – 2012-2013 Academic Year

Grades K-2 Elementary School Principal - State 20 Point Measure of Student Growth

% of students in the building meeting their growth targets	Highly Effective	Effective	Developing	Ineffective
0-40				0
41-42				1
43-44				2
45-47			3	
48-50			4	
51-53			5	
54-56			6	
57-59			7	
60-61			8	
62-63		9		
64-66		10		
67-69		11		
70-72		12		
73-75		13		
76-78		14		
79-81		15		
82-84		16		
85-87		17		
88-90	18			
91-94	19			
95-100	20			

*If the percentage of students in the building meeting their growth targets contains a decimal of less than .5 it will be rounded down to the nearest whole number and if the percentage of students in the building meeting their growth targets contains a decimal .5 or greater, it will be rounded up to the nearest whole number to obtain the State 20 Point Score.

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Philip D. Angelo, Jr. 1/14/13

Teachers Union President Signature: Date:

Jenif M. Leggett 1/14/13

Administrative Union President Signature: Date:

Karen Fitzgerald 1-14-13

Board of Education President Signature: Date:

Theresa Murphy 1-14-13