



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

Commissioner of Education  
President of the University of the State of New York  
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June 26, 2014

**Revised**

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

Dear Superintendent D'Angelo:

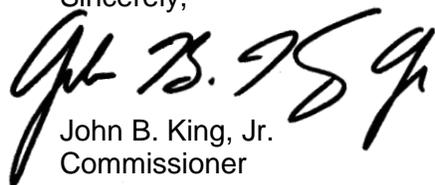
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Friday, February 21, 2014

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 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) Assurances

Please check all of the boxes below:

|   |         |
|---|---------|
| 1.3) Assurances   Assure that the content of this form represents the district/BOCES' entire APPR plan and that the APPR plan is in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents | Checked |
| 1.3) Assurances   Assure that this APPR plan will be posted on the district or BOCES website by September 10, or within 10 days after approval, whichever is later  | Checked |

1.3) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval Checked

## 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Tuesday, June 17, 2014

### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved value-added measure)

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

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses 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, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

#### 2.1) Assurances

Please check the boxes below:

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

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

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

For core subjects: 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 3<sup>rd</sup> 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 3<sup>rd</sup> party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

|   | 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 measuring student growth on the assessments listed for this Task.

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

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 fall and again during the spring. Each teacher of record shall receive a growth score based upon the percentage of students belonging to the teacher who meet their individual growth targets, which shall be rigorous yet achievable, and shall be set by the Superintendent of Schools or designee after analysis of baseline data. The number of students that meet their individual growth targets belonging to each teacher of record in Grades K-2 will be converted into a

percentage. The percent will be converted into HEDI rating and score (0-20 points) (see SLO Growth Chart in Section 2.11).

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 the class-wide growth target, which shall be rigorous yet achievable, and shall be set by the Superintendent of Schools or designee. The number of students that meet the growth target belonging to each teacher of record in Grade 3 will be converted into a percentage. The percent will be converted into HEDI rating and score (0-20 points) (see SLO Growth Chart in Section 2.11).

|   |  |
|---|--|
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | 86-100% of students meet their growth targets. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).                   | 77-85% of students meet their growth targets.  |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).              | 65-76% of 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).        | 0-64% of 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                 |
|---|------------------|----------------------------|
| 3 | State assessment | 3rd Grade State Assessment |

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | 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 fall and again during the spring. Each teacher of record shall receive a growth score based upon the |
|---|--|

percentage of students belonging to the teacher who meet their individual growth targets, which shall be rigorous yet achievable, and shall be set by the Superintendent of Schools or designee after analysis of baseline data. The number of students that meet their individual growth targets belonging to each teacher of record in Grades K-2 will be converted into a percentage. The percent will be converted into HEDI rating and score (0-20 points) (see SLO Growth Chart in Section 2.11).

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 NYSTP 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 the class-wide growth target, which shall be rigorous yet achievable, and shall be set by the Superintendent of Schools or designee. The number of students that meet the growth target belonging to each teacher of record in Grade 3 will be converted into a percentage. The percent will be converted into HEDI rating and score (0-20 points) (see SLO Growth Chart in Section 2.11).

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|---|--|
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | 86-100% of students meet their growth targets. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).                   | 77-85% of students meet their growth targets.  |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).              | 65-76% of 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).        | 0-64% of 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 measuring student growth on the assessments listed for this Task.

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

For Grades 6-7 science teachers of record, the parties are using Millbrook CSD-developed grade-specific science assessments to measure student growth. These assessments shall be administered during the fall and again during the spring. Each teacher of record shall receive a growth score based upon the percentage of students belonging to the teacher who meet the class-wide growth targets, which shall be rigorous yet achievable, and shall be set by the Superintendent of Schools or designee after analysis of baseline data. The number of students that meet the class-wide growth target belonging to each science teacher of record in Grades 6 and 7 will be converted into a percentage. The percent will be converted into HEDI rating and score (0-20 points) (see SLO Growth Chart in Section 2.11).

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 the class-wide growth targets on the Grade 8 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 the class-wide growth target, which shall be rigorous yet achievable, and shall be set by the Superintendent of Schools or designee. The number of students that meet the class-wide growth target belonging to each science teacher of record in Grade 8 will be converted into a percentage. The percent will be converted into HEDI rating and score (0-20 points) (see SLO Growth Chart in Section 2.11).

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

86-100% of students meet their growth targets.

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

77-85% of students meet their growth targets.

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

65-76% of 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).

0-64% of 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 |
| 7 | District, regional or BOCES-developed assessment | Millbrook CSD-developed 7th Grade Social Studies Assessment |
| 8 | District, regional or BOCES-developed assessment | Millbrook CSD-developed 8th Grade Social Studies Assessment |

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | 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. These assessments shall be administered during the fall and again during the spring. Each teacher of record shall receive a growth score based upon the percentage of students belonging to the teacher who meet the class-wide growth target, which shall be rigorous yet achievable, and shall be set by the Superintendent of Schools or designee after analysis of baseline data. The number of students that meet the class-wide growth target belonging to each social studies teacher of record in Grades 6-8 will be converted into a percentage. The percent will be converted into HEDI rating and score (0-20 points) (see SLO Growth Chart in Section 2.11). |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | 86-100% of students meet their growth targets.  |
| Effective (9 - 17 points) Results meet District goals for similar students.   | 77-85% of students meet their growth targets.   |
| Developing (3 - 8 points) Results are below District goals for similar students.  | 65-76% of students meet their growth targets.   |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | 0-64% of 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 |
| Social Studies Regents Courses |   | Assessment                                  |
| Global 2                       | Regents assessment                                | Regents assessment                          |
| American History               | Regents assessment                                | Regents assessment                          |

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | For the Global 1 teachers of record, the parties are using a Millbrook CSD-developed assessment to measure student growth. These assessments shall be administered during the fall and again during the spring. Each teacher of record shall receive a growth score based upon the percentage of students belonging to the teacher who meet the class-wide growth targets, which shall be rigorous yet achievable, and shall be set by the Superintendent of Schools or designee after analysis of baseline data. The number of students that meet the class-wide growth targets belonging to the teacher of record of Global 1 will be |
|---|---|

converted into a percentage. The percent will be converted into HEDI rating and score (0-20 points) (see SLO Growth Chart in Section 2.11).

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 the class-wide growth targets on the respective Regents assessments, as set after the administration of the respective baseline assessments and after analysis of baseline data. Each teacher of record shall receive a growth score based upon the percentage of students belonging to the teacher who meet the class-wide growth target on the applicable Regents assessments, which shall be rigorous yet achievable, and shall be set by the Superintendent of Schools or designee. The number of students that meet the class-wide growth target belonging to each teacher of record of the respective regents courses will be converted into a percentage. The percent will be converted into HEDI rating and score (0-20 points) (see SLO Growth Chart in Section 2.11).

|   |  |
|---|--|
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | 86-100% of students meet their growth targets. |
| Effective (9 - 17 points) Results meet District goals for similar students.                   | 77-85% of students meet their growth targets.  |
| Developing (3 - 8 points) Results are below District goals for similar students.              | 65-76% of students meet their growth targets.  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.        | 0-64% of students meet their growth targets.   |

## 2.7) High School Science Regents Courses

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

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

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

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | 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 the class-wide growth targets on the respective Regents assessments, as set after the administration of the respective baseline assessments and after analysis of baseline data. Each teacher of record shall receive a growth score based upon the |
|---|---|

percentage of students belonging to the teacher who meet the class-wide growth target on the applicable Regents assessments, which shall be rigorous yet achievable, and shall be set by the Superintendent of Schools or designee. The number of students that meet the class-wide growth target belonging to each teacher of record of the respective regents courses, will be converted into a percentage. The percent will be converted into HEDI rating and score (0-20 points) (see SLO Growth Chart in Section 2.11).

|   |  |
|---|--|
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | 86-100% of students meet their growth targets. |
| Effective (9 - 17 points) Results meet District goals for similar students.                   | 77-85% of students meet their growth targets.  |
| Developing (3 - 8 points) Results are below District goals for similar students.              | 65-76% of students meet their growth targets.  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.        | 0-64% of students meet their growth targets.   |

## 2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 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 the class-wide growth targets on the respective Regents assessments, as set after the administration of the respective baseline assessments and after analysis of baseline data. Each teacher of record shall receive a growth score based upon the percentage of students belonging to the teacher who meet the class-wide growth targets on the applicable Regents assessments, which shall be rigorous yet achievable, and shall be set by the Superintendent of Schools or designee. The number of students that meet the class-wide growth target belonging to each teacher of record of the respective regents courses will be converted into a percentage. The percent will be converted into HEDI rating and score (0-20 points) (see SLO

Growth Chart in Section 2.11).

Note: Both the NYS Common Core Algebra Regents and the NYS Integrated Algebra Regents will be offered to students enrolled in Common Core classes. The higher of the two scores will be used to determine the teacher of record's HEDI rating in accordance with SED Guidance, so long as permitted by SED.

|   |  |
|---|--|
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | 86-100% of students meet their growth targets. |
| Effective (9 - 17 points) Results meet District goals for similar students.                   | 77-85% of students meet their growth targets.  |
| Developing (3 - 8 points) Results are below District goals for similar students.              | 65-76% of students meet their growth targets.  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.        | 0-64% of students meet their growth targets.   |

## 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 10 ELA | District, regional or BOCES-developed assessment | Millbrook CSD-developed Grade 10 ELA Assessment   |
| Grade 11 ELA | Regents assessment                               | NYS Comprehensive English Regents Assessment/NYS Common Core English Regents Assessment |

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

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | For the English 9 and English 10 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 fall and again during the spring. Each teacher of record shall receive a growth score based upon the percentage of students belonging to the teacher who meet their individually set growth target. Individual student targets shall be set by the Superintendent or designee after receipt of input from the teacher of record after analysis of historical academic data and pre-assessment performance. The number of students that meet the class-wide growth targets belonging to the Grades 9 and 10 ELA teachers of record will be converted into a percentage. The percent will be converted into HEDI rating and |
|---|---|

score (0-20 points) (see SLO Growth Chart in Section 2.11).

For 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 the class-wide growth targets on the ELA Regents assessments, as set after the administration of the respective baseline assessments and after analysis of baseline data. Each teacher of record shall receive a growth score based upon the percentage of students belonging to the teacher who meet the class-wide growth targets on the Regents assessments, which shall be rigorous yet achievable, and shall be set by the Superintendent of Schools or designee. The number of students that meet the class-wide growth targets belonging to each teacher of record will be converted into a percentage. The percent will be converted into HEDI rating and score (0-20 points) (see SLO Growth Chart in Section 2.11).

Note: Both the NYS Common Core English Regents and the NYS Comprehensive English Regents will be offered to students enrolled in Common Core courses. The higher of the two scores will be used to determine the teacher of record's HEDI rating in accordance with SED Guidance, so long as permitted by SED.

|   |  |
|---|--|
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | 86-100% of students meet their growth targets. |
| Effective (9 - 17 points) Results meet District goals for similar students.                   | 77-85% of students meet their growth targets.  |
| Developing (3 - 8 points) Results are below District goals for similar students.              | 65-76% of students meet their growth targets.  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.        | 0-64% of students meet their growth targets.   |

## 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 and 5 Math Assessments                                     |
| Grades 3-5 teachers of Art, PE and Music  | School/BOCES-wide/group /team results based on State | NYS Grades 4 and 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 and Grade 7 Spanish              |

|                                |                                       |   |
|--------------------------------|---------------------------------------|---|
|                                |                                       | assessments   |
| Grades 7-8 Technology          | District, Regional or BOCES-developed | Millbrook CSD-developed Grades 7 or 8 Technology Assessment                 |
| ELA Grade 12                   | District, Regional or BOCES-developed | Millbrook CSD-developed Grade 12 ELA Assessment                             |
| Economics/Government           | District, Regional or BOCES-developed | Millbrook CSD-developed Economics/Government Assessment                     |
| Spanish II                     | District, Regional or BOCES-developed | Millbrook CSD-developed Spanish II Assessment                               |
| Spanish III                    | District, Regional or BOCES-developed | Millbrook CSD-developed Spanish III Assessment                              |
| Forensic Science               | District, Regional or BOCES-developed | Millbrook CSD-developed Forensic Science Assessment                         |
| High School Business           | District, Regional or BOCES-developed | Millbrook CSD-Developed Course-specific High School Business Assessment     |
| High School Art                | District, Regional or BOCES-developed | Millbrook CSD-developed High School Art Assessment                          |
| High School Physical Education | District, Regional or BOCES-developed | Millbrook CSD-developed High School Physical Education Assessment           |
| High School Health             | District, Regional or BOCES-developed | Millbrook CSD-developed High School Health Assessment                       |
| K-2 AIS teachers (ELA)         | District, Regional or BOCES-developed | Millbrook CSD-developed Kindergarten, 1st and/or 2nd Grade ELA Assessments  |
| K-2 AIS teacher (Math)         | District, Regional or BOCES-developed | Millbrook CSD-developed Kindergarten, 1st and/or 2nd Grade Math Assessments |

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

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 the class-wide growth targets on the NYS ELA or Math assessments as enumerated in Section 2.10 above. The class-wide growth targets shall be rigorous yet achievable, and shall be set by the Superintendent of Schools or designee after analysis of baseline data. All points that may be earned (0-20) are set forth in the SLO Growth Chart in Section 2.11.

Based upon performance on the prior year's NYSESLAT examinations versus those administered in the spring, or upon analysis of baseline data in the event that there is no prior year's NYSESLAT available (i.e. for first year students), the ESL teachers of record shall receive a growth score. Growth shall be measured based upon the percentage of students that meet the

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individually set growth targets, which shall be set by the Superintendent or designee after receipt of input from the teacher of record after analysis of historical academic data of the students, including the prior year's NYSESLAT, if available. All points that may be earned (0-20) are set forth in the SLO Growth Chart in Section 2.11.

For Grades 7 and 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 who meet their growth targets. For Grade 7 French and Spanish teachers of record, there shall individually set growth targets, which shall be set by the Superintendent or designee after receipt of input from the teacher of record after analysis of historical academic data of the students. After analysis of baseline data, a class-wide growth target is set for Grade 8 French and Spanish teachers of record by the superintendent or designee, which shall be rigorous yet achievable. All points that may be earned (0-20) are set forth in the SLO Growth Chart in 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 class-wide growth target on the Millbrook CSD-developed subject-specific assessment, which shall be rigorous yet achievable, and shall be set by the Superintendent of Schools or designee after analysis of baseline data. All points that may be earned (0-20) are set forth in the SLO Growth Chart in 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 the fall and spring of the school year. Points shall be assigned to the teacher of record based upon the percentage of students in the teacher's classroom who meet the individual growth targets based upon student performance on the pre and post assessments. Individual student targets shall be set by the Superintendent or designee after receipt of input from the teacher of record after analysis of historical academic data and pre-assessment performance. All points that may be earned (0-20) are set forth in the SLO Growth Chart in Section 2.11.

For the Economics/Government teacher of record, student growth shall be measured using locally developed subject specific pre and post assessments to be administered during the beginning and ends of the intervals of instruction, based upon the percentage of students in the teacher of record's classroom who meet the class-wide growth target, which shall be rigorous yet achievable and set by the Superintendent or designee after receipt of input from the teacher of record after analysis of historical academic data and pre-assessment performance. All points that may be earned (0-20) are set forth in the SLO Growth Chart in Section 2.11.

For Spanish II and Spanish III teachers of record, student growth will be measured based upon Millbrook CSD-developed Spanish II and Spanish III assessments, respectively. The District is measuring student growth based upon the percentage

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of students in the teacher of record's classroom who meet the class-wide growth targets. Class-wide growth targets shall be rigorous yet achievable and set by the Superintendent or designee after receipt of input from the teacher of record after analysis of historical academic data and pre-assessment performance. All points that may be earned (0-20) are set forth in the SLO Growth Chart in Section 2.11.

For the Forensic Science teacher of record, student growth shall be measured using locally developed subject specific pre and post assessments. Class-wide growth targets shall be rigorous yet achievable and set by the Superintendent or designee after receipt of input from the teacher of record after analysis of historical academic data and pre-assessment performance. All points that may be earned (0-20) are set forth in the SLO Growth Chart in Section 2.11.

High School Business, Art, Physical Education and Health teachers of record are administering Millbrook CSD-developed pre and post-assessments in the fall and spring of each school year to measure student growth. For the High School Business teacher of record, a class-wide growth target shall be set by the Superintendent or designee, which shall be rigorous yet achievable, after receipt of input from the teacher of record after analysis of historical academic data and pre-assessment performance. For all other teachers of record of courses listed in this paragraph individual student growth targets shall be set by the Superintendent or designee after receipt of input from the teacher of record after analysis of historical academic data and pre-assessment performance. 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. All points that may be earned (0-20) are set forth in the SLO Growth Chart in 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 individual growth targets based upon student performance on the Millbrook CSD-developed ELA Kindergarten, 1st Grade, & 2nd Grade pre and post assessments. Individual student growth targets shall be set by the Superintendent or designee after receipt of input from the teacher of record after analysis of historical academic data and pre-assessment performance. All points that may be earned (0-20) are set forth in the SLO Growth Chart in 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 students on the Millbrook CSD-developed Kindergarten, 1st Grade, & 2nd Grade Math pre and post assessments. Individual student growth targets shall be set by the Superintendent or designee after receipt of input from the teacher of record after analysis of historical academic data and pre-assessment performance. All points that may be earned (0-20) are set forth in the SLO Growth Chart in Section 2.11.

For K-2 ELA and Math AIS teachers as described above, each teacher's SLO(s) will be built around the largest enrolled

course(s), until at least 50% of the students belonging to each teacher of record are covered.

For all courses listed above, points shall be earned based upon the percentage of students who meet the class-wide or individual student growth targets, as applicable.

Note: Teachers being evaluated using a school wide measure will be evaluated based upon school-wide results on the above-listed assessments, as applicable.

|   |  |
|---|--|
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | 86-100% of students meet their growth targets. |
| Effective (9 - 17 points) Results meet District goals for similar students.                   | 77-85% of students meet their growth targets.  |
| Developing (3 - 8 points) Results are below District goals for similar students.              | 65-76% of students meet their growth targets.  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.        | 0-64% of students meet their growth targets.   |

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

(No response)

## 2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/1033133-TXEttx9bQW/58085114-SLO Growth Chart Section 2.11.doc

## 2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

(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: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ). | 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 Tuesday, April 30, 2013

Updated Monday, June 16, 2014

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#### Page 1

#### Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students’ performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|------------|
| 4 | 4) State-approved 3rd party assessments                 | 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 fall and again during the spring 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</p> |
|---|---|

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. Until a value-added growth measure is implemented by SED, Table 1 set forth in Section 3.13 shall be used to allocate points (0-20) to teachers of record covered hereunder.

|   |  |
|---|--|
| Highly Effective (14 - 15 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 (8- 13 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 - 7 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.   |

### 3.2) Grades 4-8 Math

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|------------|
| 4 | 4) State-approved 3rd party assessments                 | 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.

|  |  |
|--|--|
| 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. | 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 fall and again during the spring 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. Until a value-added growth measure is implemented by SED, Table 1 set forth in Section 3.13 shall be used to allocate |
|--|--|

points (0-20) to teachers of record covered hereunder.

|   |  |
|---|--|
| Highly Effective (14 - 15 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 (8- 13 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 - 7 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.   |

### 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 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

6) A school-wide measure of either student growth or achievement based on either:

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

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

### 3.4) Grades K-3 ELA

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment   |
|---|---|--|
| 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.

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| <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 fall, and again during the spring. 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).</p> <p>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 fall and again during the spring and each teacher shall be assigned points (0-20) based upon the percentage of students belonging to each teacher of record that meet their individual growth targets on the Acuity assessments. After analysis of baseline data, including</p> |
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pre-assessment performance and prior academic history, 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).

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

### 3.5) Grades K-3 Math

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

|   | 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.

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| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this | For Grades K-2 Math teachers of record, the parties agree to use Millbrook CSD-developed grade-specific Math assessments to |
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.

measure student achievement. The assessments shall be administered during the fall, and again during the spring. 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 fall and again during the spring and each teacher shall be assigned points (0-20) based upon the percentage of students belonging to each teacher of record that meet their individual growth targets on the Acuity assessments. After analysis of baseline data, including pre-assessment performance and prior academic history, 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).

|   |   |
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| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | <p>Grades K-2: 88-100% of a teacher of record's students meet their achievement targets.</p> <p>Grade 3: 88-100% of a teacher of record's students meet their growth targets.</p> |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.                   | <p>Grades K-2: 62-87% of a teacher of record's students meet their achievement targets.</p> <p>Grade 3: 62-87% of a teacher of record's students meet their growth targets.</p>   |
| Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.            | <p>Grades K-2: 45-61% of a teacher of record's students meet their achievement targets.</p> <p>Grade 3: 45-61% of a teacher of record's students meet their growth targets.</p>   |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.      | <p>Grades K-2: 0-44% of a teacher of record's students meet their achievement targets.</p> <p>Grade 3: 0-44% of a teacher of record's students meet their growth targets.</p>     |

### 3.6) Grades 6-8 Science

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|------------|
| 6 | 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.

|   |  |
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| 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 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 fall and again during the spring to measure student growth. After analysis of baseline data, including pre-assessment performance and prior academic history, these teachers shall receive a growth score based upon the percentage of all grade-level students who meet their individual 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 students within the grade level 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

|   | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|------------|
| 6 | 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.

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|---|--|
| 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 fall and again during the spring to measure student growth. After analysis of baseline data, including pre-assessment performance and prior academic history, these teachers shall receive a growth score based upon the percentage of all grade-level students who meet their individual 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 students within the grade level 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

|                  | Locally-Selected Measure from List of Approved Measures | Assessment                   |
|------------------|---|------------------------------|
| Global 1         | 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 the fall and again in the spring to measure student growth. This school-wide measure by grade-level is premised upon a goal of increasing literacy for High School Students at each grade level through all curricular areas. After |
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analysis of baseline data, including pre-assessment performance and prior academic history, 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 meet their growth targets, 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).

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| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

|                    | Locally-Selected Measure from List of Approved Measures | Assessment                   |
|--------------------|---|------------------------------|
| Living Environment | 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.

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| 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 the fall and again in the spring to measure student growth. This school-wide measure by grade-level is premised upon a goal of increasing literacy for High School Students at each grade level through all curricular areas. After analysis of baseline data, including pre-assessment performance and prior academic history, 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 |
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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 meet their growth targets, 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).

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| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

|           | Locally-Selected Measure from List of Approved Measures | Assessment                   |
|-----------|---|------------------------------|
| Algebra 1 | 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.

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

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|---|---|
| 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 the fall and again in the spring to measure student growth. This school-wide measure by grade-level is premised upon a goal of increasing literacy for High School Students at each grade level through all curricular areas. After analysis of baseline data, including pre-assessment performance and prior academic history, 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 |
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75% of High School students within the Grade level meet their growth targets, 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).

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| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

|              | Locally-Selected Measure from List of Approved Measures | Assessment                   |
|--------------|---|------------------------------|
| Grade 9 ELA  | 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.

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | For all High School teachers, the Scholastic Reading Inventory Assessment will be administered to all High School Students at each grade level in the fall and again in the spring to measure student growth. This school-wide measure by grade-level is premised upon a goal of increasing literacy for High School Students at each grade level through all curricular areas. After analysis of baseline data, including pre-assessment performance and prior academic history, 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 meet their growth targets, then 13 points will be awarded to High School |
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|   | 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.        |

### 3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

| Course(s) or Subject(s)   | Locally-Selected Measure from List of Approved Measures | Assessment   |
|---|---|--|
| All other Elementary & Middle School teachers not covered above, including Elementary technology teacher. | 6(ii) School wide measure computed locally              | Acuity   |
| Elementary (K-2) AIS teachers   | 5) District/regional/BOCES-developed                    | Millbrook CSD-developed Grade specific ELA or Math assessments         |
| Grades K-2 ESL teacher  | 5) District/regional/BOCES-developed                    | Millbrook CSD-developed Grade specific ELA assessments                 |
| K-8 Art, K-5 General Music, 6-8 Chorus, K-8 Physical Education and 6-8 Family and Consumer Sciences       | 7) Student Learning Objectives                          | Millbrook CSD-developed Grade Level and/or Course-Specific Assessments |
| 6-8 Band and 6-8 General Music  | 7) Student Learning Objectives                          | Dutchess BOCES-developed Course Specific Assessments                   |
| All other High School Teachers not covered above  | 6(ii) School wide measure computed locally              | Scholastic Reading Inventory   |

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

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | For all Elementary & Middle School teachers not covered above, the parties have agreed to use a school-wide measure by grade level based upon the Acuity ELA Assessments to measure student growth, based upon the grade level(s) in which such teachers instruct, respectively. Acuity shall be administered |
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during the fall and again during the spring to measure student growth. After analysis of baseline data, including pre-assessment performance and prior academic history, these teachers shall receive a growth score based upon the percentage of all grade-level students who meet their individual 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 students within the grade level 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).

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 (only ELA assessments will be used for AIS ELA teachers and only Math assessments for AIS Math teachers). 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, which shall be set after analysis of baseline data including pre-assessment data and prior academic history, 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 the K-8 Art, K-5 General Music, 6-8 Chorus, K-8 Physical Education and 6-8 Family and Consumer Sciences teachers, the Local 20 Points shall measure student growth. This measure shall imbed Milbrook CSD-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 individualized growth targets set by the teachers of record, which shall be set after analysis of baseline data including pre-assessment data and prior academic history, 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 the 6-8 Band and 6-8 General Music teachers, the Local 20 Points shall measure student growth. This measure shall imbed Dutchess 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 individualized growth targets set by the teachers of record, which shall be set after analysis of baseline data including pre-assessment data and prior academic history, 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 above, the Scholastic Reading Inventory Assessment will be administered to all High School Students at each grade level in the fall and again in the spring to measure student growth. This school-wide measure by grade-level 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, which shall be set after analysis of baseline data including pre-assessment data and prior academic history, 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 meet their growth targets, 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 students meet their targets. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.                    | 62-87% of students meet their targets.  |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.               | 45-61% of students meet their 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 meet their 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/12149/1033134-y92vNseFa4/Local 20 MTA - revised 2.21.14.doc

### 3.14) Locally Developed Controls

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

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 average of the scores received by the teacher of record for each locally selected measure, and shall be weighted proportionately based upon the number of students tested within each measure. Normal rounding rules will apply to arrive at the final HEDI score.

### 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 Tuesday, April 30, 2013

Updated Monday, May 12, 2014

### Page 1

#### 4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list. (Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

|                                       |                                    |
|---------------------------------------|------------------------------------|
| 4.1) Teacher Practice Rubric   Rubric | Danielson's Framework for Teaching |
|---------------------------------------|------------------------------------|

|                              |               |
|------------------------------|---------------|
| Second Rubric, if applicable | (No response) |
|------------------------------|---------------|

#### 4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

|  |    |
|--|----|
| Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points] | 60 |
| One or more observation(s) by trained independent evaluators   |    |
| Observations by trained in-school peer teachers  |    |
| Feedback from students using State-approved survey tool  |    |
| Feedback from parents/caregivers using State-approved survey tool  |    |
| Structured reviews of lesson plans, student portfolios and other teacher artifacts   |    |

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

The parties have agreed upon the following points allocation within the Danielson Framework for Teaching (2007 Edition):

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

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. Normal rounding rules will apply. In no event will rounding rules cause a teacher to move into a difference HEDI performance category.

A sample Local 60 Points computation spreadsheet using this scoring methodology is uploaded in Section 4.5 below.

To arrive at the final HEDI rating, based upon the quality of the evidence observed through multiple observations (announced and unannounced) and the artifacts submitted, a final HEDI rating for each sub-domain will be issued at the end of the school year. The percentages received within all sub-domains will be added up to arrive at the final HEDI rating for the local 60 points.

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

[assets/survey-uploads/12179/1033135-eka9yMJ855/MTA Excel Spreadsheet Final 5.12.14.xlsx](#)

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

|                |   |
|----------------|---|
| Formal/Long    | 2 |
| Informal/Short | 1 |
| 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

|                |   |
|----------------|---|
| Formal/Long    | 1 |
| Informal/Short | 1 |
| Total          | 2 |

By trained in-school peer teachers or other trained reviewers

|                |   |
|----------------|---|
| Formal/Long    | 0 |
| Informal/Short | 0 |

Independent evaluators

|                |   |
|----------------|---|
| Formal/Long    | 0 |
| Informal/Short | 0 |

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

- In Person

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

- In Person

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, February 21, 2014

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

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

Where there is no Value-Added measure

**Growth or Comparable Measures**  
**Locally-selected Measures of growth or achievement**  
**Other Measures of Effectiveness**  
**(60 points)**

**Overall Composite Score**  
**Highly Effective**  
**18-20**  
**18-20**  
**Ranges determined locally--see below**  
**91-100**  
**Effective**  
**9-17**  
**9-17**  
**75-90**  
**Developing**  
**3-8**  
**3-8**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

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

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

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

Where Value-Added growth measure applies  
**Growth or Comparable Measures**  
**Locally-selected Measures of growth or achievement**  
**Other Measures of Effectiveness**  
**(60 points)**

**Overall Composite Score**  
**Highly Effective**  
**22-25**  
**14-15**  
**Ranges determined locally--see above**

**91-100**  
**Effective**  
**10-21**  
**8-13**  
**75-90**  
**Developing**  
**3-9**  
**3-7**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Monday, May 12, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

|   |         |
|---|---------|
| 6.1) Assurances -- Improvement Plans<br>  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<br>  Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas | Checked |

### 6.2) Attachment: Teacher Improvement Plan Forms

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

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

1. 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.

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 [See note 1 below for the contract language of Article 2(E)].

Note 1: Article 2, Section E of the MTA Collectively Negotiated Agreement reads as follows:

#### E. Teacher Evaluation

Teacher observation and evaluation is designed to:

1. Enable the Administration to give meaningful assistance to faculty members. Any comments relating to teacher weaknesses shall be accompanied by suggestions for improvement of performance.
2. Assist the Administration in deciding whether tenure should be granted. Probationary teachers shall be given a minimum of three (3) fair and objective formal classroom observations by professional educators, the first of which shall be conducted prior to December 1. It shall be the goal of the District to evaluate tenured teachers once per year.
3. Determine whether it is in the best interest of the District to retain faculty members.  
The observation and evaluation program shall involve:
  4. The publishing by the District of a list of competency components which sets forth the District's performance expectation for teachers.
  5. Allowing teachers an appropriate period of time to correct noted deficiencies.
  6. The conducting of educational evaluations by certified administrators only.
  7. A written report will be made of each classroom observation or evaluation that is to form a part of the teacher's personnel record. A copy of every such report shall be furnished to the teacher involved promptly after such observation or evaluation. Within ten (10) workdays after the delivery of a copy of such report to the teacher, a conference will be held between the evaluator and the teacher to discuss such report, unless such conference is mutually dispensed with. No such report shall be submitted to central administration, placed in a teacher's file or otherwise distributed or acted upon without such prior conference, unless both the evaluator and the teacher indicate in writing that such conference has been dispensed with. Written responses by teachers must be submitted within fourteen (14) calendar days after conference; provided that if such conference occurs less than two (2) weeks prior to the end of the school year, the teacher may submit a written response by July 15th.

All evaluations and observations shall be conducted without recourse to mechanical or electronic listening devices without the expressed written consent of the teacher being observed or evaluated, unless a recording device is a reasonable accommodation for the

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

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

All 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. Newly trained lead evaluators shall receive a minimum of two seven hour days of training in the requirements of Part 30-2.9 of the Regents Rules prior to being certified as lead evaluators.

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 periodically on an as-needed basis through an approved Dutchess BOCES program or affiliate thereof with a minimum of one six hour day of training prior to being recertified 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 Tuesday, April 30, 2013

Updated Tuesday, April 08, 2014

## Page 1

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

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

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

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

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

|             |
|-------------|
| Grades 3-5  |
| Grades 6-8  |
| Grades 9-12 |
|             |
|             |
|             |

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

Please check the boxes below:

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

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

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

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

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

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

State assessments, required if one exists

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

List of State-approved 3<sup>rd</sup> party assessments

First, list the grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.” For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

| School or Program Type   | SLO with Assessment Option             | Name of the Assessment  |
|--------------------------|--|---|
| K-2 Elementary Principal | District, regional, or BOCES-developed | 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. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

|  |  |
|--|--|
| Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below. | 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 in the building that meet their individual growth targets for the ELA and Math assessments (based upon student performance on the pre and post assessments), said target to be determined by district administration, in consultation with 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.   |

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/12156/1033139-lha0DogRNw/State 20 Point Measure of Student Growth - K-2 Principal 2.21.14.doc

#### 7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

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 | Checked |
|---|---------|

| Growth Measures.  |         |
|---|---------|
| 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:<br><a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> . | Checked |
| 7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.                        | Checked |
| 7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.  | Checked |
| 7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.   | Checked |

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Monday, June 16, 2014

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## Page 1

### Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

| Grade Configuration/Program | Locally-Selected Measure from List of Approved Measures       | Assessment                         |
|-----------------------------|---|------------------------------------|
| Grades 3-5                  | (d) measures used by district for teacher evaluation          | Acuity (ELA and Math)              |
| Grades 6-8                  | (d) measures used by district for teacher evaluation          | Acuity (ELA and Math)              |
| 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 growth. The Acuity assessments shall be administered during the fall and again during the spring 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, after analysis of baseline data from pre-assessments and prior academic history, 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. Until a value-added growth measure is implemented, Table 2 set forth in section in Section 8.1 (0-20 points) shall be used to allocate points to the above-referenced principals.</p> <p>For the High School Principal, the parties have agreed to use the percentage of students who graduate High School within the four year period of their cohort group as a measure of student achievement. This four year cohort group is defined as those</p> |
|--|---|

students who entered high school four years prior to the current school year. 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 3 of Section 8.1. Until a value-added growth measure is implemented, Table 4 set forth in section in Section 8.1 (0-20 points) shall be used to allocate points to the High School principal.

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 growth 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 growth 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 growth 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 growth 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/12190/1033140-qBFVOWF7fC/Local 15 and Local 20 Point Measures Tables 1-4 Section 8.1 revised.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/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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

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

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 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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 and Math 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.

|   |  |
|---|--|
| Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below. | 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.

|   |   |
|---|---|
| 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 the building meet their achievement targets. |
| Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.                    | 62-87% of students in the building meet their achievement 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 the building meet their achievement 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 the building meet their achievement targets.   |

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/12190/1033140-T8MIGWUVm1/Local 20 Point Measure of Student Achievement - K-2 Principal 2.21.14.doc

### 8.3) Locally Developed Controls

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

(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 principals with multiple locally selected measures, 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. To obtain the "weighted average" as referenced hereinabove, the HEDI scores for each measure will be weighted proportionately to the number of students in each measure to result in a final HEDI score. Normal rounding rules will apply to arrive at the final HEDI rating.

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Monday, June 16, 2014

## Page 1

### 9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

|   |   |
|---|---|
| 9.1) Principal Practice Rubric   Rubric | Multidimensional Principal Performance Rubric |
|---|---|

|                               |               |
|-------------------------------|---------------|
| Second rubric (if applicable) | (No response) |
|-------------------------------|---------------|

### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

|  |               |
|--|---------------|
| 9.3) Assurances -- Goals   Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric. | (No response) |
| 9.3) Assurances -- Goals   Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).   | (No response) |

### 9.4) Sources of Evidence (if applicable)

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

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

### 9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

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

## 9.6) Assurances

Please check all of the boxes below:

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

## 9.7) Process for Assigning Points and Determining HEDI Ratings

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

The parties agree 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 building principal 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).

A sample spreadsheet containing the above-stated Local 60 Point computation methodology is uploaded as Appendix B in Section 9.7.

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. Normal rounding rules will apply. In no event shall rounding rules cause a principal to move into a different HEDI performance category.

The parties further agree to the following observation principles and procedures:

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 as mutually agreed upon by the parties (on file at the District Office) 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 sub-domain within a domain must be supported by specific, complete, and accurate evidence and/or facts to be provided by the evaluator.
7. To arrive at the Local 60 point rating, all of the evidence observed throughout the school year through multiple building visits and artifacts submitted will be considered to compute the final HEDI ratings for each sub-domain. The points received for sub-domain scores will be added up to arrive at the final Local 60 point score and corresponding HEDI rating.

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

assets/survey-uploads/12205/1033141-pMADJ4gk6R/MAA Local 60 and MPPR Grid 6.16.14 revised.doc

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)

Created Tuesday, April 30, 2013

Updated Friday, February 21, 2014

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

##### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

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

Where there is no Value-Added measure

**Growth or Comparable Measures**  
**Locally-selected Measures of growth or achievement**  
**Other Measures of Effectiveness**  
**(60 points)**

**Overall Composite Score**  
**Highly Effective**  
**18-20**  
**18-20**  
**Ranges determined locally--see below**  
**91-100**  
**Effective**  
**9-17**  
**9-17**  
**75-90**  
**Developing**  
**3-8**  
**3-8**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

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

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

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

Where Value-Added growth measure applies  
**Growth or Comparable Measures**  
**Locally-selected Measures of growth or achievement**  
**Other Measures of Effectiveness**  
**(60 points)**

**Overall Composite Score**  
**Highly Effective**  
**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Monday, May 12, 2014

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/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:

1. 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.

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

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

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 Regents Rules at Part 30-2.9. Future training to certify new employed lead evaluators will provided in a minimum of ten hours of training in the areas required by Part 30-2.9 of the Regents Rules.

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. Lead evaluators who are new to the District will receive a minimum of two seven hours days of training in the areas required by Part 30-2.9 prior to being certified as lead evaluators by the Board of Education.

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 re-certified on a periodic basis by the Board of Education after completion of the necessary re-certification requirements of Part 30-2.9 of the Regents Rules, which shall be a minimum of one six hour day of training provided through Dutchess BOCES or an affiliate thereof.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

- (1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

- 
- Checked
- 

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

|   |         |
|---|---------|
| 11.6) Assurances -- Principals   Assure that principals will receive timely and constructive feedback as part of the evaluation process.  | Checked |
| 11.6) Assurances -- Principals   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal. | Checked |

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Tuesday, June 17, 2014

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

<assets/survey-uploads/12158/1033144-3Uqgn5g9Iu/APPR Certification Form Millbrook CSD 6.17.14.pdf>

#### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.  
Please save your file types as .doc, .ppt or .xls respectively before uploading.

Section 2.11 - SLO Growth Chart

| <b>% of students in a teacher of record's class meeting their individualized growth targets<br/>Or<br/>% of students meeting the Class-wide Growth target</b> | <b>Highly Effective</b> | <b>Effective</b> | <b>Developing</b> | <b>Ineffective</b> |
|---|-------------------------|------------------|-------------------|--------------------|
| 0-20%   |                         |                  |                   | 0                  |
| 21-50%  |                         |                  |                   | 1                  |
| 51-64%  |                         |                  |                   | 2                  |
| 65-66%  |                         |                  | 3                 |                    |
| 67-68%  |                         |                  | 4                 |                    |
| 69-70%  |                         |                  | 5                 |                    |
| 71-72%  |                         |                  | 6                 |                    |
| 73-74%  |                         |                  | 7                 |                    |
| 75-76%  |                         |                  | 8                 |                    |
| 77%   |                         | 9                |                   |                    |
| 78%   |                         | 10               |                   |                    |
| 79%   |                         | 11               |                   |                    |
| 80%   |                         | 12               |                   |                    |
| 81%   |                         | 13               |                   |                    |
| 82%   |                         | 14               |                   |                    |
| 83%   |                         | 15               |                   |                    |
| 84%   |                         | 16               |                   |                    |
| 85%   |                         | 17               |                   |                    |
| 86-89%  | 18                      |                  |                   |                    |
| 90-94%  | 19                      |                  |                   |                    |
| 95-100%   | 20                      |                  |                   |                    |

**TABLE 1-Section 3.3**

**Millbrook Central School District  
Local 15 Point Measure of Student Growth<sup>1</sup>  
(Using Data from Acuity for Grades 4-8 Common Branch, ELA and Math Teachers)**

| <b>% of students belonging to a teacher of record who meet their growth targets<sup>2</sup><br/>(on the Acuity assessments)</b> | <b>Highly Effective</b> | <b>Effective</b> | <b>Developing</b> | <b>Ineffective</b> |
|---|-------------------------|------------------|-------------------|--------------------|
| 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                      |                  |                   |                    |

<sup>1</sup> 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 Table 1 in Section 3.13 (0-20 Points) will be utilized as opposed to this Table.

<sup>2</sup> 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-Section 3.13**

**Millbrook Central School District  
Local 20 Point Measure of Student Growth**

| <b>% of students belonging to a teacher of record who meet their growth targets<sup>1</sup></b> | <b>Highly Effective</b> | <b>Effective</b> | <b>Developing</b> | <b>Ineffective</b> |
|---|-------------------------|------------------|-------------------|--------------------|
| 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                      |                  |                   |                    |

<sup>1</sup> 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 – Section 3.13**

**Millbrook Central School District  
Local 20 Point Measure of Student Achievement**

| <b>% of students belonging to a teacher of record who meet their achievement targets<sup>2</sup></b> | <b>Highly Effective</b> | <b>Effective</b> | <b>Developing</b> | <b>Ineffective</b> |
|--|-------------------------|------------------|-------------------|--------------------|
| 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                      |                  |                   |                    |

<sup>2</sup> 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**

|                    | 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             |             |
|                    |                                  |                  | <b>14</b>                    | <b>23%</b> |                         |                   |                   |                  |             |
| 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             |             |
|                    |                                  |                  | <b>14</b>                    | <b>23%</b> | <b>0.00</b>             | <b>0.00</b>       | <b>0.00</b>       | <b>0.00</b>      |             |
| 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             |             |
|                    |                                  |                  | <b>20</b>                    | <b>33%</b> |                         |                   |                   |                  |             |
| 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             |             |
|                    |                                  |                  | <b>12.00</b>                 | <b>20%</b> |                         |                   |                   |                  |             |
| Raw Score          |                                  | <b>56.94</b>     | <b>60.00</b>                 | <b>60</b>  | <b>100%</b>             | <b>60.00</b>      | <b>57.60</b>      | <b>49.50</b>     | <b>0.00</b> |
| <b>Final Total</b> | <b>E</b>                         | <b>57.00</b>     |                              |            |                         |                   |                   |                  |             |

| 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. However, in no event will rounding rules cause a teacher to move into a different HEDI performance category

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**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:<sup>1</sup>

- (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.

---

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

**Table 1 – Section 7.3**

**Millbrook Central School District**

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

| <b>% of students in the building meeting their growth targets</b> | <b>Highly Effective</b> | <b>Effective</b> | <b>Developing</b> | <b>Ineffective</b> |
|---|-------------------------|------------------|-------------------|--------------------|
| 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.

**Table 1 – Section 8.1  
Millbrook Central School District**

**Local 15 Point Measure of Student Growth**

**Using Data from Acuity  
for the Alden Place Elementary and Middle School Principals**

| <b>% of students in the building meeting their growth targets (based upon the Acuity assessments in ELA and Math)</b> | <b>Highly Effective</b> | <b>Effective</b> | <b>Developing</b> | <b>Ineffective</b> |
|---|-------------------------|------------------|-------------------|--------------------|
| 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 – Section 8.1  
Millbrook Central School District**

**Local 20 Point Measure of Student Growth**

**Using Data from Acuity  
for the Alden Place Elementary and Middle School Principals**

| <b>% of students in the building meeting their growth targets (based upon the Acuity assessments in ELA and Math)</b> | <b>Highly Effective</b> | <b>Effective</b> | <b>Developing</b> | <b>Ineffective</b> |
|---|-------------------------|------------------|-------------------|--------------------|
| 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                      |                  |                   |                    |

**Table 3  
Millbrook Central School District**

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

| <b>% of students within Annual School Report Card Total Graduate “Completers” Group*</b> | <b>Highly Effective</b> | <b>Effective</b> | <b>Developing</b> | <b>Ineffective</b> |
|--|-------------------------|------------------|-------------------|--------------------|
| 0-50   |                         |                  |                   | 0                  |
| 51-54  |                         |                  |                   | 1                  |
| 55-57  |                         |                  |                   | 2                  |
| 58-60  |                         |                  | 3                 |                    |
| 61-63  |                         |                  | 4                 |                    |
| 64-67  |                         |                  | 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                      |                  |                   |                    |

\*Total Graduate “Completers” Group is defined based upon a four year graduation rate for the students entering High School four years prior to the current school year and who are students graduating in the current school year.

**Table 4  
Millbrook Central School District**

**Local 20 Point Measure of Student Achievement for the High School Principal  
Using H.S. Graduation Rates**

| <b>% of students within Annual School Report Card<br/>Total Graduate “Completers” Group*</b> | <b>Highly<br/>Effective</b> | <b>Effective</b> | <b>Developing</b> | <b>Ineffective</b> |
|--|-----------------------------|------------------|-------------------|--------------------|
| 0-50   |                             |                  |                   | 0                  |
| 51-54  |                             |                  |                   | 1                  |
| 55-57  |                             |                  |                   | 2                  |
| 58-60  |                             |                  | 3                 |                    |
| 61-62  |                             |                  | 4                 |                    |
| 63-64  |                             |                  | 5                 |                    |
| 65-67  |                             |                  | 6                 |                    |
| 68-70  |                             |                  | 7                 |                    |
| 71-74  |                             |                  | 8                 |                    |
| 75-76  |                             | 9                |                   |                    |
| 77-78  |                             | 10               |                   |                    |
| 79-80  |                             | 11               |                   |                    |
| 81-82  |                             | 12               |                   |                    |
| 83-84  |                             | 13               |                   |                    |
| 85-86  |                             | 14               |                   |                    |
| 87-88  |                             | 15               |                   |                    |
| 89-91  |                             | 16               |                   |                    |
| 92-94  |                             | 17               |                   |                    |
| 95-96  | 18                          |                  |                   |                    |
| 97-98  | 19                          |                  |                   |                    |
| 99-100   | 20                          |                  |                   |                    |

\*Total Graduate “Completers” Group is defined based upon a four year graduation rate for the students entering High School four years prior to the current school year and who are students graduating in the current school year.

**Table for Section 8.2  
Millbrook Central School District**

**Local 20 Measure of Student Achievement  
for the Elm Drive Elementary School Principal**

| <b>% of students in the building meeting their achievement targets</b> | <b>Highly Effective</b> | <b>Effective</b> | <b>Developing</b> | <b>Ineffective</b> |
|--|-------------------------|------------------|-------------------|--------------------|
| 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                      |                  |                   |                    |

**Section 9.7**  
**APPENDIX “A”**

| <b>Multidimensional Principal Performance Rubric</b>                       | <b>Points</b> |
|--|---------------|
| <b>Domain 1: Shared Vision of Learning</b>                                 | <b>6</b>      |
| a. Culture   | 3             |
| b. Sustainability  | 3             |
| <b>Domain 2: School Culture &amp; Instructional Program</b>                | <b>20</b>     |
| a. Culture   | 4             |
| b. Instructional Program   | 4             |
| c. Capacity Building   | 4             |
| d. Sustainability  | 4             |
| e. Strategic Planning Process  | 4             |
| <b>Domain 3: Safe, Efficient, Effective Learning Environment</b>           | <b>16</b>     |
| a. Capacity Building   | 4             |
| b. Culture   | 4             |
| c. Sustainability  | 4             |
| d. Instructional Program   | 4             |
| <b>Domain 4: Community</b>   | <b>6.5</b>    |
| a. Strategic Planning Process: Inquiry                                     | 3             |
| b. Culture   | 1.5           |
| c. Sustainability  | 2             |
| <b>Domain 5: Integrity, Fairness, Ethics</b>                               | <b>5</b>      |
| a. Sustainability  | 2.5           |
| b. Culture   | 2.5           |
| <b>Domain 6: Political, Social, Economic, Legal &amp; Cultural Context</b> | <b>6.5</b>    |
| 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             |
| <b>TOTAL POINTS</b>  | <b>60</b>     |

**Section 9.7 (Continued)**  
**Appendix “B” – Sample Points Calculation Spreadsheet**

**APPR - Principal Evaluation**  
**Local 60 Points Calculation Spreadsheet**  
**Millbrook Central School District**

|                    | Entry by<br>Administrator =<br>H,E,D,I | =Points<br>assigned | Total<br>Possible<br>Points =<br>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                                  |
| <b>Raw Score</b>   |  | <b>55.61</b>        |                                       |
| <b>Final Total</b> | <b>E</b>                               | <b>56.00</b>        | <b>60.00</b>                          |

**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.

## PRINCIPAL IMPROVEMENT PLAN

| <b>(1) AREA(S) IN NEED OF IMPROVEMENT</b> | <b>(2) TIME LIMIT FOR ACHIEVING IMPROVEMENT</b> | <b>(3) DIFFERENTIATED ACTIVITIES TO SUPPORT IMPROVEMENT</b> | <b>(4) MANNER OF ASSESSMENT OF IMPROVEMENT</b> |
|---|---|---|--|
|   |   |   |  |
|   |   |   |  |
|   |   |   |  |

\_\_\_\_\_  
**Educator's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Administrator's Signature**

\_\_\_\_\_  
**Date**

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

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

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

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

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

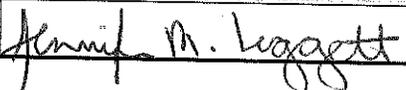
**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

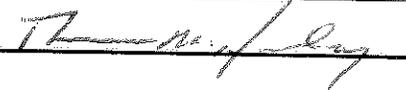
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

**Signatures, dates**

Superintendent Signature: Date:  
 6/17/14

Teachers Union President Signature: Date:  
 6-17-14

Administrative Union President Signature: Date:  
 6-17-14

Board of Education President Signature: Date:  
 6/17/14