



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

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

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

January 12, 2013

Edward J. Mehrhof, Superintendent
Monroe-Woodbury Central School District
Education Center
278 Route 32
Central Valley, NY 10917

Dear Superintendent Mehrhof:

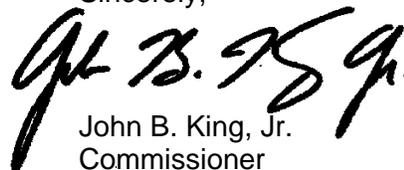
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: John C. Pennoyer

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

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

Annual Professional Performance Reviews: 2012-13

Created Tuesday, July 17, 2012

Updated Thursday, January 10, 2013

1

Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 441201060000

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

441201060000

1.2) School District Name: MONROE-WOODBURY CSD

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

MONROE-WOODBURY CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Tuesday, July 03, 2012

Updated Thursday, January 10, 2013

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 for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Orange Ulster BOCES developed K ELA Assessment
1	District, regional, or BOCES-developed assessment	Orange Ulster BOCES developed 1st grade ELA Assessment
2	District, regional, or BOCES-developed assessment	Orange Ulster BOCES developed 2nd grade ELA Assessment
	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher in collaboration with the principals will establish individual growth targets using pre assessment baseline data. Based upon the overall percentage of students who meet or exceed their individualized student growth target a corresponding 0-20 HEDI Score will be determined using the uploaded 20 point conversion chart in task 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded attachment in task 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded attachment in task 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded attachment in task 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded attachment in task 2.11

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	Orange Ulster BOCES developed K Math Assessment
1	District, regional, or BOCES-developed assessment	Orange Ulster BOCES developed 1st grade Math Assessment
2	District, regional, or BOCES-developed assessment	Orange Ulster BOCES developed 2nd grade Math Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher in collaboration with the principals will establish individual growth targets using pre assessment baseline data. Based upon the overall percentage of students who meet or exceed their individualized student growth target a corresponding 0-20 HEDI Score will be determined using the uploaded 20 point conversion chart in task 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded attachment in task 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded attachment in task 2.11

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded attachment in task 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded attachment in task 2.11

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	Not applicable	not applicable
7	District, regional or BOCES-developed assessment	Monroe Woodbury CSD developed 7th grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher in collaboration with the principals will establish individual growth targets using pre assessment baseline data. Based upon the overall percentage of students who meet or exceed their individualized student growth target a corresponding 0-20 HEDI Score will be determined using the uploaded 20 point conversion chart in task 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded attachment in task 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded attachment in task 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded attachment in task 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded attachment in task 2.11

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	Not applicable	not applicable
7	District, regional or BOCES-developed assessment	Orange Ulster BOCES Developed 7th grade Social Studies

8	District, regional or BOCES-developed assessment	Orange Ulster BOCES developed 8th grade Social Studies
---	--	--

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher in collaboration with the principals will establish individual growth targets using pre assessment baseline data. Based upon the overall percentage of students who meet or exceed their individualized student growth target a corresponding 0-20 HEDI Score will be determined using the uploaded 20 point conversion chart in task 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded attachment in task 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded attachment in task 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded attachment in task 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded attachment in task 2.11

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	Monroe Woodbury CSD 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher in collaboration with the principals will establish individual growth targets using pre assessment baseline data. Based upon the overall percentage of students who meet or exceed their individualized student growth target a corresponding 0-20 HEDI Score will be determined using the uploaded 20 point conversion chart in task 2.11
---	--

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded attachment in task 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded attachment in task 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded attachment in task 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded attachment in task 2.11

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher in collaboration with the principals will establish individual growth targets using pre assessment baseline data. Based upon the overall percentage of students who meet or exceed their individualized student growth target a corresponding 0-20 HEDI Score will be determined using the uploaded 20 point conversion chart in task 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded attachment in task 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded attachment in task 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded attachment in task 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded attachment in task 2.11

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher in collaboration with the principals will establish individual growth targets using pre assessment baseline data. Based upon the overall percentage of students who meet or exceed their individualized student growth target a corresponding 0-20 HEDI Score will be determined using the uploaded 20 point conversion chart in task 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded attachment in task 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded attachment in task 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded attachment in task 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded attachment in task 2.11

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Monroe Woodbury CSD developed 9th grade Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Monroe Woodbury CSD developed 10th grade Assesment
Grade 11 ELA	Regents assessment	Regents exam

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or	Teacher in collaboration with the principals will establish individual growth targets using pre assessment baseline data. Based upon the overall percentage of students who
---	---

graphic at 2.11, below.	meet or exceed their individualized student growth target a corresponding 0-20 HEDI Score will be determined using the uploaded 20 point conversion chart in task 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded attachment in task 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded attachment in task 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded attachment in task 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded attachment in task 2.11

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
7-12 grade Health	District, Regional or BOCES-developed	Monroe Woodbury School District Course specific developed Health 7-12 Assessment
k-12 art teachers	District, Regional or BOCES-developed	Monroe Woodbury School District developed Course specific k-12 Art assessments
Library Media Specialist k-8	District, Regional or BOCES-developed	Monroe Woodbury developed School District course specifick-8 Library Assessments
k-12 physical education	District, Regional or BOCES-developed	Monroe Woodbury School District Developed course specific k-12 Physical education Assessments
k-12 music	District, Regional or BOCES-developed	Monroe Woodbury School District developed course specific k-12 Music
9-12 business	District, Regional or BOCES-developed	Monroe Woodbury CSD Course specific Business Assessment
7-12 Technology	District, Regional or BOCES-developed	Monroe Woodbury CSD Course specific Technology assessment
7-12 FACS	District, Regional or BOCES-developed	Monroe Woodbury CSD Course specific FACS assments
ELA 12	District, Regional or BOCES-developed	Monroe Woodbury School District Developed English 12 Assessments
World Languages 7-12	District, Regional or BOCES-developed	Monroe Woodbury School District Developed course specific assessments in Spanish, French, Latin, and Italian in grades 7-12
All other teacher not named above	District, Regional or BOCES-developed	Monroe Woodbury School District developed assessments for each course
ESL	State Assessment	NYSESLAT

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	teacher in collaboration with the principal will establish individual growth targets using pre assessment baseline data. Based upon the overall percentage of students who meet or exceed their individualized student growth target a corresponding 0-20 HEDI Score will be determined using the uploaded 20 point conversion chart in task 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded attachment in task 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded attachment in task 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded attachment in task 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded attachment in task 2.11

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/148346-TXEttx9bQW/Growth Conversion chart 2.11 and 7.3.docx

2.12) Locally Developed Controls

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

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

Teachers with the approval of the principals will be allowed to set differentiated growth targets for students identified SWD, ELL, students in poverty.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, July 03, 2012

Updated Thursday, January 10, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS 4 and 5th ELA state assessment
5	6(ii) School wide measure computed locally	NYS 4 and 5th ELA state assessment
6	6(ii) School wide measure computed locally	NYS 6-8th ELA state assessment
7	6(ii) School wide measure computed locally	NYS 6-8th ELA state assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers in collaboration with the principal will establish proficiency benchmarks of a 2 or higher on the applicable state assessment listed above. Based on the overall percentage of students who meet or exceed the proficiency benchmark a corresponding 0-15 HEDI Score will be determined using a 15 point conversion chart uploaded in task 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	4th and 5th grade NYS Math Assessment
5	6(ii) School wide measure computed locally	4th and 5th grade NYS Math Assessment
6	6(ii) School wide measure computed locally	6-8th grade NYS Math Assessment
7	6(ii) School wide measure computed locally	6-8th grade NYS Math Assessment
8	6(ii) School wide measure computed locally	6-8th grade NYS Math Assessment

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

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

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.	Teachers in collaboration with the principal will establish proficiency benchmarks of a 2 or higher on the applicable state assessment listed above. Based on the overall percentage of students who meet or exceed the proficiency benchmark a corresponding 0-15 HEDI Score will be determined using a 15 point conversion chart uploaded in task 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3

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.

[assets/survey-uploads/5139/148361-rhJdBgDruP/Monroe Woodbury Hedi bands for LOcal measure.docx](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Monroe Woodbury District developed K ELA assessment
1	5) District, regional, or BOCES–developed assessments	Monroe Woodbury District developed 1st grade ELA assessment
2	5) District, regional, or BOCES–developed assessments	Monroe Woodbury District developed 2nd grade ELA assessment
3	5) District, regional, or BOCES–developed assessments	Monroe Woodbury District developed 3rd grade ELA assessment

For Grades K-3 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with the principal will establish proficiency benchmarks that are then approved by the principal. Based on the overall percentage of students who meet or exceed the proficiency benchmark a corresponding 0-20 HEDI Score will be determined using a 20 point conversion chart uploaded in 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Monroe Woodbury District developed K math assessment
1	5) District, regional, or BOCES–developed assessments	Monroe Woodbury District developed 1st grade math assessment
2	5) District, regional, or BOCES–developed assessments	Monroe Woodbury District developed 2nd grade math assessment
3	5) District, regional, or BOCES–developed assessments	Monroe Woodbury District developed 3rd grade math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Teachers in collaboration with the principal will establish proficiency benchmarks that are then approved by the
---	--

this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	principal. Based on the overall percentage of students who meet or exceed the proficiency benchmark a corresponding 0-20 HEDI Score will be determined using a 20 point conversion chart uploaded in 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	not applicable
7	5) District, regional, or BOCES–developed assessments	Monroe Woodbury District developed 7th grade Science assessment
8	5) District, regional, or BOCES–developed assessments	Monroe Woodbury District developed 8th grade science assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with the principal will establish proficiency benchmarks that are then approved by the principal. Based on the overall percentage of students who meet or exceed the proficiency benchmark a corresponding 0-20 HEDI Score will be determined using a 20 point conversion chart uploaded in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	See upload 3.13

for grade/subject.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	not applicable
7	5) District, regional, or BOCES-developed assessments	Monroe Woodbury District developed 7th grade Social Studies assessment
8	5) District, regional, or BOCES-developed assessments	Monroe Woodbury District developed 8th grade Social Studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with the principal will establish proficiency benchmarks that are then approved by the principal. Based on the overall percentage of students who meet or exceed the proficiency benchmark a corresponding 0-20 HEDI Score will be determined using a 20 point conversion chart uploaded in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13

3.8) High School Social Studies

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with the principal will establish proficiency benchmarks that are then approved by the principal. Based on the overall percentage of students who meet or exceed the proficiency benchmark a corresponding 0-20 HEDI Score will be determined using a 20 point conversion chart uploaded in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Monroe Woodbury District developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Monroe Woodbury District developed Earth Science Assessment

Chemistry	5) District, regional, or BOCES–developed assessments	Monroe Woodbury District developed Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	Monroe Woodbury District developed Physics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with the principal will establish proficiency benchmarks that are then approved by the principal. Based on the overall percentage of students who meet or exceed the proficiency benchmark a corresponding 0-20 HEDI Score will be determined using a 20 point conversion chart uploaded in 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13

3.10) High School Math

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with the principal will establish proficiency benchmarks that are then approved by the principal. Based on the overall percentage of students who meet or exceed the proficiency benchmark a corresponding 0-20 HEDI Score will be determined using a 20 point conversion chart uploaded in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13

3.11) High School English Language Arts

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with the principal will establish proficiency benchmarks that are then approved by the principal. Based on the overall percentage of students who meet or exceed the proficiency benchmark a corresponding 0-20 HEDI Score will be determined using a 20 point conversion chart uploaded in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13

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
k-12 Physical Education	5) District/regional/BOCES—developed	Monroe Woodbury School District developed course specific Physical Education Assessment
k-12 Art	5) District/regional/BOCES—developed	Monroe Woodbury School District developed course specific Art Assessment
k-12 Music	5) District/regional/BOCES—developed	Monroe Woodbury School District developed course specific Music Assessment
k-8 Librarians	5) District/regional/BOCES—developed	Monroe Woodbury School District developed course specific Library Assessment
7-12 Health	5) District/regional/BOCES—developed	Monroe Woodbury School District developed course specific Health Assessment
7-12 Technology	5) District/regional/BOCES—developed	Monroe Woodbury School District developed course specific Technology Assessment
Buisness	5) District/regional/BOCES—developed	Monroe Woodbury School District developed course specific Business Ed Assessment
7-12 FACS	5) District/regional/BOCES—developed	Monroe Woodbury School District developed course specific Family and Consumer Science Assessment
All other teachers not listed above	5) District/regional/BOCES—developed	Monroe Woodbury School District course specific assessment

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.	Teachers in collaboration with the principal will establish proficiency benchmarks that are then approved by the principal. Based on the overall percentage of students who meet or exceed the proficiency benchmark a corresponding 0-20 HEDI Score will be determined using a 20 point conversion chart uploaded in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13

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

(No response)

3.13) HEDI Tables or Graphics

For questions 3.4 through 3.12 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/5139/148361-y92vNseFa4/Monroe Woodbury Hedi bands for LOcal measure _1.docx

3.14) Locally Developed Controls

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

At the local level we will take into account students SWD, ELL, economically disadvantage and attendance. All factors that can significantly impact student growth. Monroe Woodbury Adjustment for Attendance:

Adjustment for Student Attendance (Locally selected measures only)

If the average class attendance falls below 80% for the course/subject that is being assessed, the lead evaluator shall add 2 points to the teacher's final composite HEDI score. If the average class attendance falls below 90% but is above 80% for the course/subject that is being assessed, the lead evaluator shall add 1 point to the teacher's final composite HEDI score. Additional weighting factors may be added as determined by the building principal in accordance to the regulations set forth by SED and approved by the APPR committee.

We believe that students must be in class to reach their potential. The teachers in collaboration with administration and counseling office work with families of students that have regular attendance issues. Each day a student is absent a staff member records the absence on Power School, which is available to parents through Parent Portal. In addition, attendance is reported to the parent on each progress report. When a student is chronically absent parents are contacted in writing by an administrator regarding the student's attendance record, the state's compulsory attendance law, and possible consequences and penalties for failing to comply. Counselors work with the families on strategies to increase attendance, and set up interventions to assist with missed assignments. If these attempts are unsuccessful and there is no change in the pattern, a notice is sent certified mail and when circumstances warrant, directly to the courts.

In addition, teachers are available after school to students to receive extra help for any reason, including assistance in completing missing work from excused absence. Students that are absent for a significant number of days for medical or suspension issues will have home-bound instruction available to them to keep them current with class instruction and assignments.

Adjustments for targets will be made based on the allowable controls set forth by SED, pre-assessments scores, and other pertinent historical student data.

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

In no case will more than 2 points be added to the teacher's HEDI score based on any local control.

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.

Teachers with more than one locally selected measure will have the percentage of students who meet the target averaged proportionately with the other percentage of students who meet the target for the other measure. The percentages for each measure will be averaged proportionately based on the class roster for each measure. The resulting final percentage will correspond to the HEDI score using the applicable conversion chart.

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, July 17, 2012

Updated Friday, January 11, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Monroe-Woodbury 0-60 HEDI Language for Teachers

OVERVIEW

Teachers will be assigned a HEDI score from 0 - 60 based on observations and evaluations conducted using the Danielson ASCD 2007 Rubric. In order to determine this score (0-60), the teacher will receive a score of 1-4 for each subcomponent observed within the 4 domains. Once all observed subcomponents are scored within each domain, they will be averaged to determine a domain score from 1-4. Once all domain scores are calculated, they will be weighted based on the weighting formula outlined below. Once all domains have been weighted, they will be averaged together resulting in an overall rubric score of 1-4. This overall rubric score will then convert to a 0-60 HEDI score, using the conversion chart uploaded below.

FORMAL OBSERVATION

The formal observation will utilize the same scoring process outlined above, however only domains 1,2,3 of the Danielson rubric will be evaluated. The result will be a preliminary rubric score of 1-4 based on the 3 domains evaluated.

INFORMAL OBSERVATION

The informal observation will be based on domain 3 and scored in the same manner as the formal observation.

PROCESS

Once the formal and informal observation averages are calculated, they will be averaged equally resulting in a sub score for the 2 observations from 1-4. This sub score will then be weighted by a factor of .55 and will be added to the sub score for domain 4, Professional Responsibilities.

Domain 4, Professional Responsibilities, will be evaluated and scored using the same scoring methodology outlined above, resulting in a Professional Responsibilities sub score from 1-4.

This Professional Responsibilities sub score will be weighted by a factor of .45 and subsequently added to the .55 weighted sub score. When both of these sub scores are added together, it will result in an overall rubric score of 1-4, which will convert to a 0-60 HEDI score using the uploaded conversion chart.

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

[assets/survey-uploads/5091/153131-eka9yMJ855/Conversion Chart for 4.5.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 NYS Teaching Standards.	See uploaded attachment
Effective: Overall performance and results meet NYS Teaching Standards.	See uploaded attachment
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See uploaded attachment
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See uploaded attachment

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Friday, July 06, 2012

Updated Friday, January 11, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Wednesday, September 26, 2012

Updated Friday, January 11, 2013

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/182658-Df0w3Xx5v6/Timeline to show improvement for teacher.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Monroe Woodbury CSD- Teacher Appeal Procedures

A. Formal Appeal Process

1. Any teacher may appeal an Ineffective or Developing composite rating, or the District's issuance or adherence to the terms of a TIP. Only tenured teachers may appeal an effective rating, and only in cases where a sustained appeal could result in a highly effective composite rating. Such appeal shall be made in writing and shall specify all grounds upon which the appeal is being made. Any

teacher shall bear the burden of proof in the appeal and shall provide all supporting documentation upon which the teacher relies in support of the appeal.

2. For a tenured teacher, an appeal of a composite rating must be filed within ten (10) school days of receipt of the composite rating. A TIP appeal may be commenced within ten (10) school days of the following: 1) the issuance of the TIP, 2) any follow-up meeting between the district and the teacher relative to the adherence to the steps/goals/benchmarks as specified within the TIP, 3) the completion of the TIP. Failure to file an appeal within this time period will result in a waiver of the appeal.

3. For a probationary teacher, in order to expedite the appeals process and have a decision rendered prior to the commencement of the new school year, an appeal of a composite rating must be filed within ten (10) calendar days of receipt of the composite rating. If the probationary teacher has a planned vacation that would commence within the first ten (10) calendar days of the receipt of the composite rating, the probationary teacher shall be granted an additional ten (10) calendar days to file the appeal. A TIP appeal may be commenced within ten (10) school days of the following: 1) the issuance of the TIP, 2) any follow-up meeting between the district and the teacher relative to the adherence to the steps/goals/benchmarks as specified within the TIP, 3) the completion of the TIP. A probationary teacher may submit an appeal of the composite score or TIP only to the Superintendent. Failure to file an appeal within this time period will result in a waiver of the appeal.

4. Any appeal shall be limited to the following, as prescribed in Section 3012-c of the Education Law:

- a. The substance of the Annual Professional Performance Review;
- b. The District's adherence to the standards, methodologies, and procedures required for such reviews, including whether the evaluator correctly applied the observation criteria or rubric (i.e. the evaluator's rating was not supported by the facts or evidence);
- c. A substantial deviation in the required timing of the observations (formal and informal) and evaluation;
- d. A material deviation or omission in the process/procedure as required by the Teacher Improvement Plan (TIP), including the District's adherence to the steps/goals/benchmarks as outlined in the TIP or the timeline for achieving those steps/goals/benchmarks as specified within the TIP.

5. Process for Appeals to the Superintendent – Probationary Teachers

- a. Upon receipt of an Appeal, the Superintendent shall review the evidence underlying the observations or other documents used to support the teacher's composite APPR rating or TIP, along with all other evidence submitted by the teacher, and respond to the appeal with a written answer granting the appeal and directing further administrative action, or denying the appeal. Such decision shall be made within 10 school days of the receipt of the appeal, and the written decision shall be based on the totality of the information presented and shall specifically address the contentions raised by the teacher, explaining why the appeal was sustained or overruled.
- b. If the Superintendent sustains the appeal, he/she may do the following: If the rating or TIP is affected by error or defect, set aside or modify the rating or TIP; or if procedures have been violated, order a new evaluation or TIP. So long as the decision is made within the time frame set forth in paragraph 5a, the decision of the Superintendent shall be final and binding in all regards. If the decision is not rendered in the time frame set forth, the appeal shall be sustained.

1. Process for Appeals to the Panel – Tenured Teachers

An appeal by a tenured teacher will be conducted by a Panel, whose decision shall be submitted as a non-binding recommendation to the Superintendent.

a. The Appeals Panel shall be composed of two (2) teachers chosen by the MWTA President and two (2) administrators chosen by the Superintendent (neither of whom can be the administrator responsible for any aspect of the APPR/TIP being appealed). All materials related to the appeal will be submitted to the Superintendent within ten (10) school days of receiving a composite score or, in the case of a TIP – within ten (10) school days of the following: 1) the issuance of the TIP, 2) any follow-up meeting between the district and the teacher relative to the adherence to the steps/goals/benchmarks as specified within the TIP, 3) the completion of the TIP. The Superintendent shall forward said materials to the panel, and the panel shall meet to review the appeal within ten (10) calendar days of their receipt of the appeal. Each panel member shall draft their own written recommendations and deliver those recommendations, along with all other appeal documents to the Superintendent within five (5) calendar days after the teacher's appeal is reviewed by the panel.

b. The Superintendent shall issue a decision, in writing, regarding the appeal within ten (10) calendar days after receiving the recommendations from the Panel and shall make a final, binding, and non-grievable determination regarding the appeal based on the totality of the information presented. The written decision shall specifically address the contentions raised by the teacher, explaining why the appeal was sustained or overruled.

If the Superintendent sustains the appeal, he/she may do the following: If the rating or TIP is affected by error or defect, set aside or modify the rating or TIP; or if procedures have been violated, order a new evaluation or TIP. So long as the decision is made within the time frame set forth in paragraph 6b, the decision of the Superintendent shall be final and binding in all regards. If the decision is not rendered in the time frame set forth, the appeal shall be sustained and shall not be subject to review by an arbitrator or court of law except as outlined below.

1. Notwithstanding the above, in the event a tenured teacher has received two consecutive ineffective composite APPR evaluation ratings, the member shall have the option of appealing such consecutive ratings to the Superintendent of Schools directly, or, prior to the appeal to the Superintendent, the tenured teacher may, within ten (10) school days of receiving his/her composite rating, choose to have a hearing before an agreed-upon arbitrator mutually selected by the parties. This appeal shall be in accordance with the Voluntary Labor Arbitration Rules of the American Arbitration Association (AAA). The arbitrator will adhere to the following procedures:

a. The arbitrator's decision shall be issued as an advisory opinion to the Superintendent, with the advisory opinion limited to advising the Superintendent whether:

i. Proper procedure, as delineated in Article VI, B, 4, of this document, appears to have been followed; and/or

ii. Whether the rating assigned appears to be arbitrary or capricious

b. At the time of initiating the Appeal to the arbitrator, the District and the tenured teacher shall mutually exchange all documentation that will be submitted to the arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing to the arbitrator and copied to the other party for the arbitrator's review and consideration.

2. The Arbitrator shall review the documentary evidence underlying the teacher's observations, evaluations, and/or TIP, and any other evidence presented at the hearing. The arbitrator's decision shall be made in a timely and expeditious manner and in any event no later than 30 days after the close of the hearing, where practicable. Upon rendering a decision, the arbitrator's advisory opinion shall be forwarded in writing to the member and Superintendent, and will become a pertinent part of the teacher's record, including in any submission to a panel or hearing officer convened pursuant to section 3020-a of the education law, only if the appeal is sustained by the arbitrator. In the event the arbitrator's advisory opinion overrules the teacher's appeal, such decision will not become a part of the teacher's record and will not be used in any subsequent hearing pursuant to section 3020-a of the Education Law. In the event that the District subsequently files 3020-a charges against the teacher based upon a pattern of ineffective teaching or performance, the underlying evidence used to support the two consecutive ineffective ratings that constitute the basis for the charges shall be subject to a review by the 3020-a hearing officer, who must not be the arbitrator who ruled on the appeal.

Fees and expenses incurred by the arbitrator shall be paid for in accordance with the provision of the Education Law.

Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the tenured teacher to challenge said evaluation in any proceeding brought pursuant to Education Law 3020-a.

8. In the event that a member initiates an Appeal of a composite APPR evaluation or rating under this section, the District agrees it will not use such evaluation or rating as the basis for disciplinary charges against the member unless the Appeals Process has been concluded with the Superintendent overruling the appeal.

9. Education Law §3012-c and §30-2.11 of the Rules of the Board of Regents each provide that nothing contained therein shall be construed to alter or diminish the authority of the governing body of a school district to grant or deny tenure to or terminate probationary teachers during the pendency of an appeal for constitutionally and statutorily permissible reasons other than the teacher's performance that is the subject of the appeal.

However, if the APPR being appealed forms the sole basis for the board of education's determination to terminate or deny tenure to a probationary teacher, then the appeal would effectively stay the board of education's ability to make such a determination until the appeal process is completed. During the pendency of an appeal a teacher shall not earn tenure by estoppel and shall waive his/her right to tenure by estoppel as the result of an APPR appeal until such time as the board of education makes a final tenure determination.

10. The provisions set forth above, shall neither be construed to alter or affect the rights of probationary teachers pursuant to Section 3031 of the New York State Education Law.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

All district level and central office administrators are required to be certified lead evaluators, by September 1, 2012. This training will include three full days of BOCES sponsored lead evaluator training, which will include an overview of evidenced based observations,

a review of the NYS Teaching Standards followed by training in the Charlotte Danielson 2007 Rubric for the Monroe Woodbury Central School District administration. All administrators will attend an inter-rater reliability in-service. The purpose of this workshop is to ensure all administrators agree on the scoring methodology of "evidence based" observation. This workshop will include a review of the Charlotte Danielson Rubric. Additionally, video clips of actual observations followed by individual scoring and finally an agreement on the teachers' score using the Charlotte Danielson 2007 rubric. New administrators will schedule their training through our local BOCES.

We will work with our local BOCES to re-certify our administrators.

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, July 17, 2012

Updated Thursday, January 10, 2013

Page 1

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

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

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

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

2-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
k-1	District, regional, or BOCES-developed	Orange Ulster BOCES developed Kindergarten ELA assessment
k-1	District, regional, or BOCES-developed	Orange Ulster BOCES developed 1st Grade ELA assessment

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

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.	Principal in collaboration with the superintendent will establish individual growth targets using pre assessment baseline data. Based upon the overall percentage of students who meet or exceed their individualized student growth target a corresponding 0-20 HEDI Score will be determined using the uploaded 20 point conversion chart in task 7.3
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See Uploaded File
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Uploaded File
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Uploaded File
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See Uploaded File

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.

7.4) Special Considerations for Comparable Growth Measures

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

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

The principal in collaboration with superintendent will be allowed to set differentiated growth targets for students identified as SWD, ELL and students in poverty

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Thursday, September 27, 2012

Updated Thursday, January 10, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
2-5	(d) measures used by district for teacher evaluation	NYS ELA and Math Assessment 3-5
6-8	(d) measures used by district for teacher evaluation	NYS ELA and Math Assessment 6-8
9-12	(d) measures used by district for teacher evaluation	Five gatekeeper regents (ELA 11 Algebra 1 Global History US History Living Environment)

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.	The principal in collaboration with the superintendent will establish proficiency benchmarks of a 2 or higher on the NYS Math and ELA assessment and 65 or higher on the applicable NY Regents. Based on a overall percentage of students who meet or exceed the proficiency benchmark a corresponding 0-15 HEDI Score will be determined using a 15 point conversion chart uploaded in task 8.1
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement	see chart in 8.1

for grade/subject.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. see chart in 8.1

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

(No response)

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

[assets/survey-uploads/5366/182709-qBFVOWF7fC/Locally selected measure for principals HEDI.docx](assets/survey-uploads/5366/182709-qBFVOWF7fC/Locally%20selected%20measure%20for%20principals%20HEDI.docx)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
k-1	(d) measures used by district for teacher evaluation	OU BOCES developed K-1 Math and ELA

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.	The principal in collaboration with the superintendent will establish proficiency benchmarks of 65 or higher on the OU BOCES developed K-1 Math and ELA Assessment . Based on the overall percentage of students who meet or exceed the proficiency benchmark a corresponding 0-20 HEDI Score will be determined using a 20 point conversion chart uploaded in task 8.2
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 8.2
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 8.2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 8.2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 8.2

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

(No response)

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

assets/survey-uploads/5366/182709-T8MIGWUVm1/Locally selected measure for principals HEDI.docx

8.3) Locally Developed Controls

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

The principals with the approval with the superintendent will be allowed set differentiated proficiency target for students identified as SWD, ELL, students in poverty.

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.

Any principal with more than one locally selected measure will have the percentage of students who meet the target averaged proportionately with the other percentage of students who meet the target for the other measure. The percentages for each measure will be averaged proportionately based on the class roster for each measure. The resulting final percentage will correspond to the HEDI score using the applicable conversion chart.

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	Check

comparable based on the Standards of Educational and Psychological Testing.

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 Thursday, September 27, 2012

Updated Thursday, January 10, 2013

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.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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)

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.

This is a three step process. Step one, each sub-component scored using specific HEDI values outlined in attachment 9.7. Step two, once all sub-components within domain are scored, they will be added together resulting in a domain score of 0-10 points. Step three, once all domain scores are calculated they will be added together resulting in a 0-60 HEDI score. Any score resulting in a decimal will be rounded using conventional rounding rules. In no case will final APPR composite score not be whole number.

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

[assets/survey-uploads/5143/183343-pMADJ4gk6R/Task 9.7.docx](#)

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.	See uploaded attachment
Effective: Overall performance and results meet standards.	See uploaded attachment
Developing: Overall performance and results need improvement in order to meet standards.	See uploaded attachment
Ineffective: Overall performance and results do not meet standards.	See uploaded attachment

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	49-54

Developing	43-48
Ineffective	0-42

9.8) School Visits

Enter the minimum number of school visits that will be done by each of the following evaluators, making sure that the number of visits "by supervisor" is at least 1 and the total number of visits is at least 2, for both probationary and tenured principals. If your APPR plan does not include visits by a trained administrator or independent evaluator, enter 0 in those boxes.

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Thursday, September 27, 2012

Updated Thursday, January 10, 2013

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.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	55-60
Effective	49-54
Developing	43-48
Ineffective	0-42

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, September 27, 2012

Updated Thursday, January 10, 2013

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

assets/survey-uploads/5276/182742-Df0w3Xx5v6/Timeline to show improvement for principal.docx

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A principal who receives a final APPR composite score of ineffective or developing will have the ability to appeal the rating based on the allowable grounds for appeal outlined in Education Law 3012C. The tenured principal may make a formal appeal by submitting a written statement and a rationale based on the allowable grounds for appeal outlined in Education Law 3012C. This formal appeal must be submitted within seven school business days of the issuance of the final rating.

The appeal will be reviewed by the Assistant Superintendent for Human Resources and the Assistant Superintendent for Business and Management Services. The district will have seven days upon receipt of the formal appeal to reply in writing with their determination.

If the tenured principal is not satisfied with the decision of the administrator in the initial appeal the tenured principal may submit an additional appeal to the superintendent of schools within five days of the issuance of the first formal appeal decision.

The superintendent of schools must issue their written response within five days of receipt of the second formal appeals request. The decision of the superintendent of schools shall be final and binding and not subject to any further appeals.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The Monroe Woodbury Central District will ensure that all administrators are trained as certified lead evaluators, and are effectively trained to evaluate individual teacher performance. We will ensure that the training is conducted by qualified individuals. It will follow the recommended New York State Education Department model certification process. The Superintendent will certify lead evaluators once he has received proper documentation. Central Office will maintain records of certified evaluators.

We will train our administrators in collaboration with Orange Ulster BOCES Network Team. Evaluators will be re-certified on a periodic bases, as determined by the District.

The District will establish a process to maintain inter-rater reliability in accordance with NYSED guidance and protocols recommended in training for lead evaluators. They will include, data analysis, annual calibration sessions among evaluators, and periodic comparisons of assessments.

This training will include the following:

New York State Teaching Standards and ISSLC Standards

Evidence-based observation

Application and use of student growth percentile and value added growth model data

Application and use of assessment tools used to evaluate teachers and principals

Application and use of Charlotte Danielson 2007 Rubric to evaluate teachers and Multi-dimensional Principal Performance Rubric to evaluate principals.

Use of statewide instructional Reporting System

Scoring methodology used to evaluate teachers and principals

Specific considerations in evaluating teachers and principals of ELLS and Students with Disabilities.

For the 2012-2013 school year, all lead evaluators shall be appropriately trained and certified by September 30, 2012 or sixty days after appointment.

Re-certification and Up-dated training will occur on an annual basis and collaboration with Orange Ulster BOCES. We will also work with OU BOCES for inter-rater reliability. In addition we will receive any updated training on any changes in the law, regulations or collective bargaining agreements.

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 Thursday, September 27, 2012

Updated Friday, January 11, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/182744-3Uqgn5g9Iu/Signature file 1:11:13.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.

Monroe Woodbury Central School District
HEDI BANDS

Highly Effective: A teacher’s growth score will be in the highly effective range if 81%-100% of the students meet the established performance target.

Effective- A teacher’s growth score will be in the effective range if 51%-80% of the students meet the established performance target.

Developing- A teacher’s growth score will be in the developing range if 40%-50% meet the established performance target.

Ineffective – A teacher’s growth score will be in the ineffective range if 0%-39% of students meet the established performance target.

Conversion Chart

Highly Effective			Effective								
20	19	18	17	16	15	14	13	12	11	10	9
93-100%	87-92%	81-86%	77-80%	74-76%	70-73%	66-69%	63-65%	60-62%	57-59%	54-56%	51-53%

Developing						Ineffective		
8	7	6	5	4	3	2	1	0
48-50%	45-47%	43-44%	42%	41%	40%	36-39%	33-35%	<33%

Monroe-Woodbury 0-60 CONVERSION CHART

Ineffective 1.00 - 1.49 Points	Developing 1.50 - 2.49 Points	Effective 2.50 - 3.49 Points	Highly Effective 3.5 - 4.0 Points
1.49 = 49 1.19 = 19	2.35 - 2.49 = 56	3.00 - 3.49 = 58	3.75 - 4.0 = 60
1.48 = 48 1.18 = 18	2.20 - 2.34 = 55	2.50 - 2.99 = 57	3.50 - 3.74 = 59
1.47 = 47 1.17 = 17	2.05 - 2.19 = 54		
1.46 = 46 1.16 = 16	1.90 - 2.04 = 53		
1.45 = 45 1.15 = 15	1.75 - 1.89 = 52		
1.44 = 44 1.14 = 14	1.60 - 1.74 = 51		
1.43 = 43 1.13 = 13	1.50 - 1.59 = 50		
1.42 = 42 1.12 = 12			
1.41 = 41 1.11 = 11			
1.40 = 40 1.10 = 10			
1.39 = 39 1.09 = 9			
1.38 = 38 1.08 = 8			
1.37 = 37 1.07 = 7			
1.36 = 36 1.06 = 6			
1.35 = 35 1.05 = 5			
1.34 = 34 1.04 = 4			
1.33 = 33 1.03 = 3			
1.32 = 32 1.02 = 2			
1.31 = 31 1.01 = 1			
1.30 = 30 1.00 = 0			
1.29 = 29			
1.28 = 28			
1.27 = 27			
1.26 = 26			
1.25 = 25			
1.24 = 24			
1.23 = 23			
1.22 = 22			
1.21 = 21			
1.20 = 20			

Monroe Woodbury Central School District
HEDI BANDS

Highly Effective: A teacher’s growth score will be in the highly effective range if 81%-100% of the students meet the established performance target.

Effective- A teacher’s growth score will be in the effective range if 51%-80% of the students meet the established performance target.

Developing- A teacher’s growth score will be in the developing range if 40%-50% meet the established performance target.

Ineffective – A teacher’s growth score will be in the ineffective range if 0%-39% of students meet the established performance target.

Conversion Chart

Highly Effective			Effective								
20	19	18	17	16	15	14	13	12	11	10	9
93-100%	87-92%	81-86%	77-80%	74-76%	70-73%	66-69%	63-65%	60-62%	57-59%	54-56%	51-53%

Developing						Ineffective		
8	7	6	5	4	3	2	1	0
48-50%	45-47%	43-44%	42%	41%	40%	36-39%	33-35%	<33%

Monroe-Woodbury Central School District shall use the following scoring methodology for the assignment of points to the locally selected measures:

HEDI Rating	Score without VAM in 2012-13	Score with VAM in 2012-13
Highly Effective	18-20	14-15
Effective	9-17	8-13
Developing	3-8	3-7
Ineffective	0-2	0-2

If there is no VAM, the points in this subcomponent will be allocated on the following basis:

Highly Effective			Effective								
20	19	18	17	16	15	14	13	12	11	10	9
90-100%	80-89%	70-79%	68-69%	66-67%	64-65%	62-63%	60-61%	58-59%	56-57%	54-55%	51-53%

Developing						Ineffective		
8	7	6	5	4	3	2	1	0
48-50%	45-47%	43-44%	42%	41%	40%	36-39%	33-35%	<33%

If there is a VAM, the points in this subcomponent will be allocated on the following basis:

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
86-100%	70-85%	67-69%	63-66%	59-62%	56-58%	53-55%	51-52%	48-50%	46-47%	44-45%	42-43%	40-41%	36-39%	33-35%	<33%

Monroe-Woodbury Central School District shall use the following scoring methodology for the assignment of points to the locally selected measures:

HEDI Rating	Score without VAM in 2012-13	Score with VAM in 2012-13
Highly Effective	18-20	14-15
Effective	9-17	8-13
Developing	3-8	3-7
Ineffective	0-2	0-2

If there is no VAM, the points in this subcomponent will be allocated on the following basis:

Highly Effective			Effective								
20	19	18	17	16	15	14	13	12	11	10	9
90-100%	80-89%	70-79%	68-69%	66-67%	64-65%	62-63%	60-61%	58-59%	56-57%	54-55%	51-53%

Developing						Ineffective		
8	7	6	5	4	3	2	1	0
48-50%	45-47%	43-44%	42%	41%	40%	36-39%	33-35%	<33%

If there is a VAM, the points in this subcomponent will be allocated on the following basis:

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
86-100%	70-85%	67-69%	63-66%	59-62%	56-58%	53-55%	51-52%	48-50%	46-47%	44-45%	42-43%	40-41%	36-39%	33-35%	<33%

Monroe-Woodbury Central School District shall use the following scoring methodology for the assignment of points to the locally selected measures for Principal

HEDI Rating	Score without VAM in 2012-13	Score with VAM in 2012-13
Highly Effective	18-20	14-15
Effective	9-17	8-13
Developing	3-8	3-7
Ineffective	0-2	0-2

If there is no VAM, the points in this subcomponent will be allocated on the following basis:

Highly Effective			Effective								
20	19	18	17	16	15	14	13	12	11	10	9
90-100%	80-89%	70-79%	68-69%	66-67%	64-65%	62-63%	60-61%	58-59%	56-57%	54-55%	51-53%

Developing						Ineffective		
8	7	6	5	4	3	2	1	0
48-50%	45-47%	43-44%	42%	41%	40%	36-39%	33-35%	<33%

If there is a VAM, the points in this subcomponent will be allocated on the following basis:

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
86-100%	70-85%	67-69%	63-66%	59-62%	56-58%	53-55%	51-52%	48-50%	46-47%	44-45%	42-43%	40-41%	36-39%	33-35%	<33%

Monroe-Woodbury Central School District shall use the following scoring methodology for the assignment of points to the locally selected measures for Principal

HEDI Rating	Score without VAM in 2012-13	Score with VAM in 2012-13
Highly Effective	18-20	14-15
Effective	9-17	8-13
Developing	3-8	3-7
Ineffective	0-2	0-2

If there is no VAM, the points in this subcomponent will be allocated on the following basis:

Highly Effective			Effective								
20	19	18	17	16	15	14	13	12	11	10	9
90-100%	80-89%	70-79%	68-69%	66-67%	64-65%	62-63%	60-61%	58-59%	56-57%	54-55%	51-53%

Developing						Ineffective		
8	7	6	5	4	3	2	1	0
48-50%	45-47%	43-44%	42%	41%	40%	36-39%	33-35%	<33%

If there is a VAM, the points in this subcomponent will be allocated on the following basis:

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
86-100%	70-85%	67-69%	63-66%	59-62%	56-58%	53-55%	51-52%	48-50%	46-47%	44-45%	42-43%	40-41%	36-39%	33-35%	<33%

**Monroe Woodbury Central School District
Teacher Improvement Plan**

Teacher

Principal

Timeline to Show Improvement:

Rationale for Teacher Improvement Plan:

_____ received an (ineffective/developing) evaluation on _____.
Based on that evaluation, the following Teacher Improvement Plan has been established:

Area(s) in Need of Improvement:

Domain One, Planning and Preparation
Specific areas:

Domain Two, The Classroom Environment
Specific areas:

Domain Three, Instruction
Specific areas:

Domain Four, Professional Responsibilities
Specific areas:

_____ is expected to make improvements to the areas listed above by _____.

Supports to be provided include:

Support 1:

Support 2:

Support 3:

Support 4:

Meeting Date(s) for review of plan progress:

Meeting 1:

Meeting 2:

Meeting 3:

Meeting 4:

Signatures

Teacher

Date

MWTA representative

Date

Principal

Date

Monroe- Woodbury Central School District

Building Principal Evaluation

Principal: _____ School: _____ Date: _____

Lead Evaluator _____

MPPR – Multidimensional Professional Performance Review (60 Points)

DOMAIN 1 – SHARED VISION OF LEARNING				
An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.				
XX out of 10 points	HE – 10	E – 9	D – 8	I – 0
A. Collaboratively develop and implement a shared vision and mission (2) B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning (2) C. Create and implement plans to achieve goals (2) D. Promote continuous and sustainable improvement (2) E. Monitor and evaluate progress and revise plans (2)				
XX out of 2 points	HE – 2	E – 1.8	D – 1.6	I – 0

DOMAIN 2 – SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM				
An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning staff and professional growth.				
XX out of 10 points	HE – 10	E – 9	D – 8	I – 0
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations (2) B. Create a comprehensive, rigorous, and coherent curricular program (1) C. Create a personalized and motivating learning environment for students (1) D. Supervise instruction (1) E. Develop assessment and accountability systems to monitor student progress (1) F. Develop the instructional and leadership capacity of staff (1) G. Maximize time spent on quality instruction (1) H. Promote the use of the high effective and appropriate technologies to support teaching and learning (1) I. Monitor and evaluate the impact of the instructional program (1)				
XX out of 2 points	HE – 2	E – 1.8	D – 1.6	I – 0
XX out of 1 point	HE – 1	E – .9	D – .8	I – 0

DOMAIN 3 – SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT

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

XX out of 10 points	HE – 10	E – 9	D – 8	I – 0
A. Monitor and evaluate the management and operational systems (2) B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources (2) C. Promote and protect the welfare and safety of students and staff (2) D. Develop the capacity for distributed leadership (2) E. Ensure teacher and organizational time is focused to support quality instructional student learning (2)				
XX out of 2 points	HE – 2	E – 1.8	D – 1.6	I – 0

DOMAIN 4 - COMMUNITY

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

XX out of 10 points	HE – 10	E – 9	D – 8	I – 0
A. Collect and analyze data and information pertinent to the educational environment (2) B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources (3) C. Build and sustain positive relationships with families and caregivers (3) D. Build and sustain productive relationships with community partners (2)				
XX out of 3 points	HE – 3	E – 2.7	D – 2.4	I – 0
XX out of 2 points	HE – 2	E – 1.8	D – 1.6	I – 0

DOMAIN 5 – INTEGRITY, FAIRNESS, ETHICS

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

XX out of 10 points	HE – 10	E – 9	D – 8	I – 0
A. Ensure a system of accountability for every student’s academic and social success (2) B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior (2) C. Safeguard the values of democracy, equity, and diversity (2) D. Consider and evaluate the potential moral and legal consequences of decision-making (2) E. Promote social justice and ensure that individual student needs inform all aspects of schooling (2)				
XX out of 2 points	HE – 2	E – 1.8	D – 1.6	I – 0

DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT

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

XX out of 10 points	HE – 10	E – 9	D – 8	I – 0
A. Advocate for children, families, and caregivers (5) B. Act to influence local, district, state, and national decisions affecting student learning (2) C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies (3)				
XX out of 5 points	HE – 5	E – 4.5	D – 4	I – 0
XX out of 3 points	HE – 3	E – 2.7	D – 2.4	I – 0
XX out of 2 points	HE – 2	E – 1.8	D – 1.6	I – 0

Lead Evaluator Comments:

--

Principal Comments:

--

Final Observation Rating

	<u>HEDI Rating</u>	<u>Points</u>
Standard 1:	_____	_____
Standard 2:	_____	_____
Standard 3:	_____	_____
Standard 4:	_____	_____
Standard 5:	_____	_____
Standard 6:	_____	_____
Final:	_____	_____

HEDI Conversion Chart

(HE) 60 – 55 (E) 54 – 49 (D) 48 – 43 (I) 42 – 0

Growth Factor (20)	Local Measure(20)	MPPR Score (60)	Total Score

Your Total Score translates to a rating level of _____

Lead Evaluator: _____

Date: _____

I have reviewed this document: _____

Date: _____

**Monroe Woodbury Central School District
Principal Improvement Plan**

Principal

Timeline To Show improvement

Rationale for Principal Improvement Plan:

_____ received an (ineffective/developing) evaluation on _____.
Based on that evaluation, the following Teacher Improvement Plan has been established:

Area(s) in Need of Improvement:

Domain One: Shared Vision of Leadership
Specific Areas:

Domain Two: School Culture and Instructional Programs
Specific Areas:

Domain Three: Safe, Efficient, Effective Learning Environment
Specific areas:

Domain Four: Community
Specific Areas:

Domain Five: Integrity Fairness and Ethics
Specific Areas:

Domain Six: Political, Social, Economic, Legal and Cultural Context
Specific Areas:

_____ is expected to make improvements to the areas listed above by _____.

Supports to be provided include:

Support 1:

Support 2:

Support 3:

Support 4:

Meeting Date(s) for review of plan progress:

Meeting 1:

Meeting 2:

Meeting 3:

Meeting 4:

Signatures

Principal

Date

MWAA representative

Date

Superintendent

Date

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

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

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

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

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

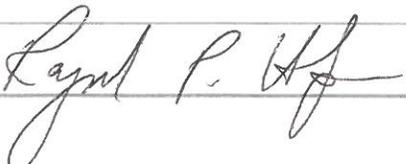
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

Signatures, dates

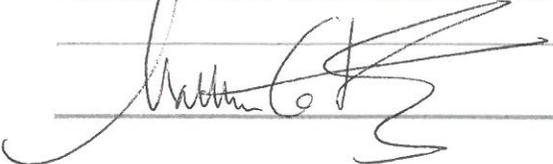
Superintendent Signature: Date:

 1-11-13

Teachers Union President Signature: Date:

 1/11/13

Administrative Union President Signature: Date:

 1/11/13

Board of Education President Signature: Date:

 1-11-13