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

Commissioner of Education
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December 17, 2012

Daniel A. Teplesky, Superintendent
Monticello Central School District
237 Forestburgh Road
Monticello, NY 12701

Dear Superintendent Teplesky:

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: Lawrence Thomas

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 Friday, October 12, 2012
Updated Thursday, December 06, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 591401060000

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

591401060000

1.2) School District Name: MONTICELLO CSD

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

MONTICELLO 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.

Not applicable

1.4) Award Classification

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

- Strengthening Teacher and Leader Effectiveness RFP (NYSED)

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 Monday, November 12, 2012
Updated Thursday, December 13, 2012

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	Sullivan County Regionally Developed K ELA Assessment
1	District, regional, or BOCES-developed assessment	Sullivan County Regionally Developed Grade 1 ELA
2	District, regional, or BOCES-developed assessment	Sullivan County Regionally Developed Grade 2 ELA

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Teachers will be assessing student growth based on pre-test and summative post assessment data. Using the baseline data from the pre-assessments, teachers and principals will set individualized student growth targets based on the baseline student assessment data. Teachers will receive a HEDI score based on the percentage of students that met the established individual student growth targets. (See attached HEDI chart #1 Table A in 2.11)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 65% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 50% and 64% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have fewer than 50% of all the students reaching their target.

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	Sullivan County Regionally Developed K Math Assessment
1	District, regional, or BOCES-developed assessment	Sullivan County Regionally Developed Grade 1 Math
2	District, regional, or BOCES-developed assessment	Sullivan County Regionally Developed Grade 2 Math

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Teachers will be assessing student growth based on pre-test and summative post assessment data. Using the baseline data from the pre-assessments, teachers and principals will set individualized student growth targets based on the baseline

	student assessment data. Teachers will receive a HEDI score based on the percentage of students that met the established individual student growth targets. (See attached HEDI chart #1 Table A in 2.11)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 65% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 50% and 64% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have fewer than 50% of all the students reaching their target.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Sullivan County Regionally Developed Grade 6 Science
7	District, regional or BOCES-developed assessment	Sullivan County Regionally Developed Grade 7 Science

	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.	Teachers will be assessing student growth based on pre-test and summative post assessment data. Using the baseline data from the pre-assessments, teachers and principals will set individualized student growth targets based on the baseline student assessment data. Teachers will receive a HEDI score based on the percentage of students that met the established individual student growth targets. (See attached HEDI chart #1

	Table A in 2.11)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 65% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 50% and 64% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have fewer than 50% of all the students reaching their target.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Sullivan County Regionally Developed Grade 6 Social Studies
7	District, regional or BOCES-developed assessment	Sullivan County Regionally Developed Grade 7 Social Studies
8	District, regional or BOCES-developed assessment	Sullivan County Regionally Developed Grade 8 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.	Teachers will be assessing student growth based on pre-test and summative post assessment data. Using the baseline data from the pre-assessments, teachers and principals will set individualized student growth targets based on the baseline student assessment data. Teachers will receive a HEDI score based on the percentage of students that met the established individual student growth targets. (See attached HEDI chart #1 Table A in 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 65% and 84% of all the students reaching their target.

Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 50% and 64% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 50% of all the students reaching their target.

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	Sullivan County Regionally Developed Global 1 Social Studies

	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.	Teachers will be assessing student growth based on pre-test and summative post assessment data. Using the baseline data from the pre-assessments, teachers and principals will set individualized student growth targets based on the baseline student assessment data. Teachers will receive a HEDI score based on the percentage of students that met the established individual student growth targets. (See attached HEDI chart #1 Table A in 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 65% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 50% and 64% of all the students reaching their target.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 50% of all the students reaching their target.

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.	Teachers will be assessing student growth based on pre-test and summative post assessment data. Using the baseline data from the pre-assessments, teachers and principals will set individualized student growth targets based on the baseline student assessment data. Teachers will receive a HEDI score based on the percentage of students that met the established individual student growth targets. (See attached HEDI chart #1 Table A in 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 65% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 50% and 64% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 50% of all the students reaching their target.

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.	Teachers will be assessing student growth based on pre-test and summative post assessment data. Using the baseline data from the pre-assessments, teachers and principals will set individualized student growth targets based on the baseline student assessment data. Teachers will receive a HEDI score based on the percentage of students that met the established individual student growth targets. (See attached HEDI chart #1 Table A in 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 65% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 50% and 64% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 50% of all the students reaching their target.

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	Sullivan County Regionally Developed Grade 9 ELA
Grade 10 ELA	District, regional or BOCES-developed assessment	Sullivan County Regionally Developed Grade 10 ELA
Grade 11 ELA	Regents assessment	English 11 NYS Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be assessing student growth based on pre-test and summative post assessment data. Using the baseline data from the pre-assessments, teachers and principals will set individualized student growth targets based on the baseline student assessment data. Teachers will receive a HEDI score based on the percentage of students that met the established individual student growth targets. (See attached HEDI chart #1 Table A in 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 65% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 50% and 64% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 50% of all the students reaching their target.

2.10) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	All other subjects not listed above	District, Regional or BOCES-developed	Sullivan BOCES-Regionally developed grade and subject specific assessments

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. All teachers will review pre- assessment data and establish student target scores based on pre-assessment scores, historical data, and representative of the appropriate student growth. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. (see Chart)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 65% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 50% and 64% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 50% of all the students reaching their target.

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/5364/228335-TXEtxx9bQW/APPR Appendix L.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.

Monticello has adopted an inclusion model where class sizes are adjusted to allow for some class size sections to be much smaller than others to allow for a greater level of targeted assistance. This locally developed control will mitigate the negative impact on a teacher's HEDI score when a teacher's class roster is smaller (since every child will have a greater impact on percentages) with large numbers of students in sub-categories.

A special consideration will be made for teachers who have higher percentages of students in the categories of English Language Learner, economically disadvantaged, or students with disabilities. (These designations are indicated in SIRS and this will be the data source that will be used to determine these student designations.)

If 30% of the students within a class (as listed on the class roster) are designated as English Language Learner, economically disadvantaged, or students with a disability (IEP), the teacher will receive one additional point on the HEDI score.

If 50% of the students within a class (as listed on the class roster) are designated as English Language Learner, economically disadvantaged, or students with a disability (IEP), the teacher will receive two additional points on the HEDI score. At no point will any teacher receive more than two points.

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)

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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	NWEA Measures of Academic Progress ELA and NWEA Measures of Academic Progress Primary Grades
5	6(ii) School wide measure computed locally	NWEA Measures of Academic Progress ELA and NWEA Measures of Academic Progress Primary Grades

6	6(ii) School wide measure computed locally	NWEA Measures of Academic Progress ELA and NWEA Measures of Academic Progress Primary Grades
7	6(ii) School wide measure computed locally	NWEA Measures of Academic Progress ELA and NWEA Measures of Academic Progress Primary Grades
8	6(ii) School wide measure computed locally	NWEA Measures of Academic Progress ELA and NWEA Measures of Academic Progress Primary Grades

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.	This measure is based upon a vendor provided score compared to other similar students within NYS. MCSD will be receiving a growth score based on the NWEA Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA in grades 4-8. MCSD's analyses will be conducted by the value added research center (VARC) on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. (If the NYS Ed Dept produces value added scores for 2012-2013, NWEA MAP Assessment VARC Conversion Chart #2, Table B will be used to assign HEDI points. If the NYS Ed Dept does not produce value added scores for 2012-2013, NWEA MAP Assessment VARC Conversion Chart #2, Table A will be used to assign HEDI points.)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1.

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	NWEA Measures of Academic Progress ELA and NWEA Measures of Academic Progress Primary Grades
5	6(ii) School wide measure computed locally	NWEA Measures of Academic Progress ELA and NWEA Measures of Academic Progress Primary Grades
6	6(ii) School wide measure computed locally	NWEA Measures of Academic Progress ELA and NWEA Measures of Academic Progress Primary Grades
7	6(ii) School wide measure computed locally	NWEA Measures of Academic Progress ELA and NWEA Measures of Academic Progress Primary Grades
8	6(ii) School wide measure computed locally	NWEA Measures of Academic Progress ELA and NWEA Measures of Academic Progress Primary Grades

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.	This measure is based upon a vendor provided score compared to other similar students within NYS. MCSD will be receiving a growth score based on the NWEA Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA in grades 4-8. MCSD's analyses will be conducted by the value added research center (VARC) on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. (If the NYS Ed Dept produces value added scores for 2012-2013, NWEA MAP Assessment VARC Conversion Chart #2, Table B will be used to assign HEDI points. If the NYS Ed Dept does not produce value added scores for 2012-2013, NWEA MAP Assessment VARC Conversion Chart #2, Table A will be used to assign HEDI points.)

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1.

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/5139/228443-rhJdBgDruP/APPR LOCAL HEDI.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	6(ii) School-wide measure computed locally	NWEA Measures of Academic Progress ELA and NWEA Measures of Academic Progress Primary Grades
1	6(ii) School-wide measure computed locally	NWEA Measures of Academic Progress ELA and NWEA Measures of Academic Progress Primary Grades
2	6(ii) School-wide measure computed locally	NWEA Measures of Academic Progress ELA and NWEA Measures of Academic Progress Primary Grades
3	6(ii) School-wide measure computed locally	NWEA Measures of Academic Progress ELA and NWEA Measures of Academic Progress Primary Grades

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	This measure is based upon a vendor provided score compared to other similar students within NYS. MCSD will be

graphic at 3.13, below.	receiving a growth score based on the NWEA Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA in grades 4-8. MCSD's analyses will be conducted by the value added research center (VARC) on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. (If the NYS Ed Dept produces value added scores for 2012-2013, NWEA MAP Assessment VARC Conversion Chart #2, Table B will be used to assign HEDI points. If the NYS Ed Dept does not produce value added scores for 2012-2013, NWEA MAP Assessment VARC Conversion Chart #2, Table A will be used to assign HEDI points.)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1.

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	6(ii) School-wide measure computed locally	NWEA Measures of Academic Progress ELA and NWEA Measures of Academic Progress Primary Grades
1	6(ii) School-wide measure computed locally	NWEA Measures of Academic Progress ELA and NWEA Measures of Academic Progress Primary Grades
2	6(ii) School-wide measure computed locally	NWEA Measures of Academic Progress ELA and NWEA Measures of Academic Progress Primary Grades
3	6(ii) School-wide measure computed locally	NWEA Measures of Academic Progress ELA and NWEA Measures of Academic Progress Primary Grades

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	This measure is based upon a vendor provided score compared to other similar students within NYS. MCSD will be receiving a growth score based on the NWEA Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA. MCSD's analyses will be conducted by the value added research center (VARC) on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. (If the NYS Ed Dept produces value added scores for 2012-2013, NWEA MAP Assessment VARC Conversion Chart #2, Table B will be used to assign HEDI points. If the NYS Ed Dept does not produce value added scores for 2012-2013, NWEA MAP Assessment VARC Conversion Chart #2, Table A will be used to assign HEDI points.) Despite value added, teachers will receive 0-20 points.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1.

3.6) Grades 6-8 Science

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

Locally-Selected Measure from List of Approved Measures	Assessment

6	6(ii) School wide measure computed locally	NWEA Measures of Academic Progress ELA
7	6(ii) School wide measure computed locally	NWEA Measures of Academic Progress ELA
8	6(ii) School wide measure computed locally	NWEA Measures of Academic Progress ELA

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.	This measure is based upon a vendor provided score compared to other similar students within NYS. MCSD will be receiving a growth score based on the NWEA Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA. MCSD's analyses will be conducted by the value added research center (VARC) on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. (If the NYS Ed Dept produces value added scores for 2012-2013, NWEA MAP Assessment VARC Conversion Chart #2, Table B will be used to assign HEDI points. If the NYS Ed Dept does not produce value added scores for 2012-2013, NWEA MAP Assessment VARC Conversion Chart #2, Table A will be used to assign HEDI points.) Despite value added, teachers will recieve 0-20 points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1.

3.7) Grades 6-8 Social Studies

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

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

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.	This measure is based upon a vendor provided score compared to other similar students within NYS. MCSD will be receiving a growth score based on the NWEA Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA. MCSD's analyses will be conducted by the value added research center (VARC) on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. (If the NYS Ed Dept produces value added scores for 2012-2013, NWEA MAP Assessment VARC Conversion Chart #2, Table B will be used to assign HEDI points. If the NYS Ed Dept does not produce value added scores for 2012-2013, NWEA MAP Assessment VARC Conversion Chart #2, Table A will be used to assign HEDI points.) Despite value added, teachers will receive 2-20 points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Grade 11 ELA Regents Exam
Global 2	6(ii) School wide measure computed locally	Grade 11 ELA Regents Exam
American History	6(ii) School wide measure computed locally	Grade 11 ELA Regents Exam

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.	20% of the composite effectiveness score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model). In recognition of the role that all teachers play in developing student literacy and the emphasis in the Common Core Standards on subject area literacy, the MCSD will use a team scoring model based on student results on ELA exams. Teachers in grades 9-12 will be scored based on the combined January and June results of the ELA Regents exams. The teacher's achievement score (local 20) will be determined by the percentage of all students taking the exam who meet or exceed the benchmark as outlined on the chart. The attached chart outlines the score teachers will receive based on the outlined student achievement.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students achieving a score of 65% or above on the NYS ELA Grade 11 Regents Exam.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of students achieving a 65% or above on the NYS ELA Grade 11 Exam.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-64% of students achieving a 65% or above on the NYS ELA Grade 11 Exam.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of students achieving a 65% or above on the NYS ELA Grade 11 Exam.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Grade 11 ELA Regents Exam
Earth Science	6(ii) School wide measure computed locally	Grade 11 ELA Regents Exam
Chemistry	6(ii) School wide measure computed locally	Grade 11 ELA Regents Exam
Physics	6(ii) School wide measure computed locally	Grade 11 ELA Regents Exam

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.	20% of the composite effectiveness score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model). In recognition of the role that all teachers play in developing student literacy and the emphasis in the Common Core Standards on subject area literacy, the MCSD will use a team scoring model based on student results on ELA exams. Teachers in grades 9-12 will be scored based on the combined January and June results of the ELA Regents exams. The teacher's achievement score (local 20) will be determined by the percentage of all students taking the exam who meet or exceed the benchmark as outlined on the chart. The attached chart outlines the score teachers

	will receive based on the outlined student achievement.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students achieving a score of 65% or above on the NYS ELA Grade 11 Regents Exam.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of students achieving a 65% or above on the NYS ELA Grade 11 Exam.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-64% of students achieving a 65% or above on the NYS ELA Grade 11 Exam.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of students achieving a 65% or above on the NYS ELA Grade 11 Exam.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Grade 11 ELA Regents Exam
Geometry	6(ii) School wide measure computed locally	Grade 11 ELA Regents Exam
Algebra 2	6(ii) School wide measure computed locally	Grade 11 ELA Regents Exam

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.	20% of the composite effectiveness score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model). In recognition of the role that all teachers play in developing student literacy and the emphasis in the Common Core Standards on subject area literacy, the MCSD will use a team scoring model based on student results on ELA exams. Teachers in grades 9-12 will be scored based on the combined January and June results of the ELA Regents exams. The teacher's achievement score (local 20) will be

	determined by the percentage of all students taking the exam who meet or exceed the benchmark as outlined on the chart. The attached chart outlines the score teachers will receive based on the outlined student achievement.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students achieving a score of 65% or above on the NYS ELA Grade 11 Regents Exam.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of students achieving a 65% or above on the NYS ELA Grade 11 Exam.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-64% of students achieving a 65% or above on the NYS ELA Grade 11 Exam.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of students achieving a 65% or above on the NYS ELA Grade 11 Exam.

3.11) High School English Language Arts

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

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

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

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.	20% of the composite effectiveness score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model). In recognition of the role that all teachers play in developing student literacy and the emphasis in the Common Core Standards on subject area literacy, the MCSD will use a team scoring model based on student results on ELA exams.

	Teachers in grades 9-12 will be scored based on the combined January and June results of the ELA Regents exams. The teacher's achievement score (local 20) will be determined by the percentage of all students taking the exam who meet or exceed the benchmark as outlined on the chart. The attached chart outlines the score teachers will receive based on the outlined student achievement.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students achieving a score of 65% or above on the NYS ELA Grade 11 Regents Exam.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of students achieving a 65% or above on the NYS ELA Grade 11 Exam.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-64% of students achieving a 65% or above on the NYS ELA Grade 11 Exam.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of students achieving a 65% or above on the NYS ELA Grade 11 Exam.

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All other HS courses and subjects	6(ii) School wide measure computed locally	Grade 11 ELA Regents Exam

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.	20% of the composite effectiveness score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth

	model). In recognition of the role that all teachers play in developing student literacy and the emphasis in the Common Core Standards on subject area literacy, the MCSD will use a team scoring model based on student results on ELA exams. Teachers in grades 9-12 will be scored based on the combined January and June results of the ELA Regents exams. The teacher's achievement score (local 20) will be determined by the percentage of all students taking the exam who meet or exceed the benchmark as outlined on the chart. The attached chart outlines the score teachers will receive based on the outlined student achievement.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	85-100% of students achieving a score of 65% or above on the NYS ELA Grade 11 Regents Exam.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of students achieving a 65% or above on the NYS ELA Grade 11 Exam.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-64% of students achieving a 65% or above on the NYS ELA Grade 11 Exam.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of students achieving a 65% or above on the NYS ELA Grade 11 Exam.

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.

(No response)

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.

(No response)

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.

N/A

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)

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Updated Friday, December 07, 2012

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4.1) Teacher Practice Rubric

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

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

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

Marshall's Teacher Evaluation Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

On the Marshall Rubric every element within each domain will be scored. All of the points awarded in the multiple measures of effectiveness score (60 points) will come directly from the observation process and the collaborative review of the evidence provided to the evaluator and by the teacher during their APPR meeting. The following process will be used to calculate the number of points awarded for each domain:
Highly Effective indicators will receive 4 points
Effective indicators will receive 3 points
Improvement Necessary indicators (Developing) will receive 2 points
Does Not Meet Standard indicators (Ineffective) will receive 1 point

Each domain will receive a score based on the total number of points divided by the number of elements within each domain (10). The six domain scores will be averaged to determine the overall rating. The distribution of the 60 points will be determined using the Rubric Score to Sub-Component Conversion Chart. Please note that all decimals will be converted to whole numbers when computing the teacher's overall final composite effectiveness score by using the normal rules of rounding.

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/5091/228501-eka9yMJ855/APPR Teacher Rubric 60 Point Conversion Chart.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 NYS Teaching Standards.	Teachers in this category consistently exceed the district's expectations
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers in this category consistently meet the district's expectations.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers in this category are approaching the district's expectations.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers in this category are well below the district's expectaions.

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	0
4.6) Observations of Probationary Teachers | Informal/Short	9
4.6) Observations of Probationary Teachers | Enter Total	9

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?

- Not Applicable

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	0
4.7) Observations of Tenured Teachers | Informal/Short	9
4.7) Observations of Tenured Teachers | Total	9

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?

- Not Applicable

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

- In Person

5. Composite Scoring (Teachers)

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Updated Thursday, November 15, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, November 12, 2012
Updated Friday, December 07, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/228544-Df0w3Xx5v6/APPR TIPS Proposed 10.24.12.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:

General Appeals Process:

A tenured teacher who receives an "ineffective" composite APPR rating, having also received a ineffective on his/her 60 points Measures of Teacher Effectiveness, or a probationary teacher who receives an ineffective rating on his/her composite APPR, shall be entitled to appeal the annual APPR rating, based upon a written submission to the Superintendent of Schools or the Superintendent's

administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possess an district-wide administrative certification. In the event that the Superintendent or the Superintendent' administrative designee served as an Evaluator or Lead Evaluator he/she shall not hear the appeal.

While an appeal may not be commenced until the teacher's receipt of his/her annual composite APPR rating, nothing herein shall prevent a teacher from informally discussing the Final Summative Evaluation or the Local 20 Points allocation (if available) with the Lead Evaluator prior to the issuance of the composite APPR rating.

The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a teacher who is placed on a Teacher Improvement Plan ("TIP") shall have a corresponding right to appeal concerns regarding the TIP in accordance with the requirements set forth in Section 3012-c of the Education Law.
An appeal of an APPR evaluation or a TIP must be commenced within fourteen business days of the presentation of the final document to the teacher or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a TIP appeal, there shall be a second fourteen business day period for a TIP appeal following the end date of the TIP and failure to appeal the TIP within fourteen business days following the end date thereof shall be deemed a waiver of the right to appeal the implementation of the TIP.

The Superintendent or the Superintendent's administrative designee shall review appeals by first considering procedural issues, then by considering the observational evidence/artifacts of instruction and thereafter shall respond to all appeals with a written answer granting the appeal and directing further administrative action, or denying the appeal with the specific reason for the appeal denial. The decision of the Superintendent or the Superintendent's administrative designee shall be made within fourteen business days of the receipt of the appeal. In the event that a substantial procedural violation is found, the evaluation under appeal shall be determined to be null and void in all regards.
In the event of an unsuccessful appeal to the Superintendent or the Superintendent's administrative designee the teacher shall have the right to file an appeal with one of the four agreed upon arbitrators set forth below (in section 1) selected on a rotating basis from the list. The decision of the arbitrator shall be final and binding. The cost of the arbitrator shall be borne equally by the District and the Association.

The provisions set forth above shall not be construed to alter or affect the rights of probationary teachers pursuant to §3031 of the New York State Education Law.

Optional Appeals Process for a tenured teacher who has received a second consecutive ineffective APPR composite rating PLEASE NOTE THAT THIS PROCESS WILL BE TIMELY AND EXPEDITIOUS AND IN NO CASE WILL THIS PORTION OF THE APPEALS PROCESS HAVE A TIMELINE LONGER THAN THOSE SET FORTH IN THE CURRENT LAWS SET FORTH UNDER 3020-A:

Notwithstanding Sections 1 through 7 above, in the event that a tenured teacher has received two consecutive ineffective APPR evaluation ratings, the appeal shall be made to one of the four agreed upon arbitrators set forth below1 selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Dennis Campagna, Jeffrey Selchick, Howard Edelman and Jay Siegel, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or TIP. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The Arbitrator shall review the evidence underlying the observations of the teacher along with all other evidence submitted by the teacher prior to rendering a decision. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the teacher and the district to be the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education law §3020-a, so long as the identical issue wasn't resolved in the earlier appeal to the arbitrator or clearly should have been presented in the earlier appeal and was not; provided, however, in the event that SED will not pay for the costs of the hearing, that expense and transcription expenses shall be borne by the District and the proceedings shall be in the nature of a disciplinary arbitration and not a statutory hearing under Section 3020-a of the Education Law. The disciplinary arbitration procedure shall be consistent with the statutory procedure and penalty parameters as set forth in Education Law Section 3020-a. During the pendency of a disciplinary arbitration the pay rights of the teacher shall be the same as those afforded to teachers who are subject to statutory proceedings under Section 3020-a of the Education Law.

In order to take advantage of the procedure outlined in paragraph 2(A) above, the tenured teacher must consent to the use of one of the above-named arbitrators should the District proceed to find probable cause under Section 3020-a of the Education Law. If the tenured teacher is unwilling to do so, the appeal shall be heard by the Superintendent or the Superintendent's administrative designee.

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.

The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluators and evaluators shall successfully complete a trainingcourse that meets the minimum requirements as prescribed by regulation, and shall provide training on:
A minimum of 30 hours of training will be provided across the following areas:
1. the New York State Teaching Standards, and their related elements and performance indicators;
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 New York State regulation;
4. application and use of the State-approved teacher rubric selected by the district for use in evaluations, including training on the effective application of the rubric to observe a teacher practice;
5. application and use of any assessment tools that the school district utilizes to evaluate its classroom teachers, 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 to evaluate its teachers;
7. use of the Statewide Instructional Reporting System;
8. the scoring methodology utilized by the Department and/or the district to evaluate a teacher, 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 overall rating and their subcomponent ratings; and
9. specific considerations in evaluating teachers of English language learners and students with disabilities.

The superintendent will ensure that all evaluators participate in annual training and lead evaluators are re-certified on an annual basis. The district shall employ a process annually for ensuring that evaluators maintain inter-rater reliability (such as data analysis to detect disparities; periodic comparisons of lead evaluator's assessment with another evaluator's assessment of the same classroom teacher; and annual calibration sessions across evaluators). Any individual who fails to achieve required training or certification /re-certification, as applicable, shall not conduct or complete evaluations. Prior to the first day of school, the MCSD Board of Education shall annually certify all lead evaluators of teachers and principals.

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 Friday, October 12, 2012
Updated Friday, December 07, 2012

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

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

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

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

K-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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

N/A

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

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Updated Thursday, December 13, 2012

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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
K-5	(d) measures used by district for teacher evaluation	NWEA Measures of Academic Progress ELA and NWEA Measures of Academic Progress Primary Grades
6-8	(d) measures used by district for teacher evaluation	NWEA Measures of Academic Progress ELA and NWEA Measures of Academic Progress Primary Grades
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	6 Year Graduation Rate

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The administrators who work in the areas of K-5 and 6-8 will receive a score based on the results of the NWEA Measures of Academic Progress for growth in ELA. This measure is based upon a vendor provided score compared to other similar students within NYS. MCSD will be receiving a score based on the NWEA Measures of Academic Progress assessment to calculate instructional effectiveness ratings for the locally selected measures of student growth. MCSD'S analyses will be conducted by the value added research center (VARC) on NWEA's Measures of Academic Progress assessment for Reading. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across

	the state. The high school principal score will be assigned based on the graduation rate as indicated in the chart attached.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-5 and 6-8 Principals: Students are learning at a rate well above district expectations. 9-12 Principals: Graduation rates are well above district expectations.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-5 and 6-8 Principals: Students are learning at a rate which meets district expectations. 9-12 Principals: Graduation rates meet district expectations.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-5 and 6-8 Principals: Students are learning at a rate below district expectations. 9-12 Principals: Graduation rates are below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-5 and 6-8 Principals: Students are learning at a rate well below district expectations. 9-12 Principals: Graduation rates are well below district expectations.

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/5366/199235-qBFVOWF7fC/Principals Local HEDI.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

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.	NA

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

No controls.

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.

N/A

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances | Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances | Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances | Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances | Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check

8.5) Assurances | Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances | Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances | If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Wednesday, October 17, 2012
Updated Wednesday, December 12, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Local 60 Measure of Principal Effectiveness

The Multidimensional Principal Performance Rubric ("MPPR") shall be used to inform the Local 60% of the composite APPR score as part of the evaluation initiative for the 2012-2013 school year and each school year thereafter in consideration of the implementation of New York State Education Law §3012-c regarding annual professional performance reviews of building principals.The MPPR will be used at the domain level to measure each of the ISLLC Standards. The point six domains of the MPPR are delineated as follows:

Multidimensional Principal Performance Rubric Points
MultDomain 1: Shared Vision of Learning
a. Culture
b. Sustainability
Domain 2: School Culture Instructional Program
a. Culture
b. Instructional Program
c. Capacity Building
d. Sustainability
e. Strategic Planning Process
Domain 3: Safe, Efficient, Effective Learning Environment
a. Capacity Building
b. Culture
c. Sustainability
d. Instructional Program
Domain 4: Community
a. Strategic Planning Process: Inquiry
b. Culture
c. Sustainability
Domain 5: Integrity, Fairness, Ethics
a. Sustainability
b. Culture
Domain 6: Political, Social, Economic, Legal Cultural Context
a. Sustainability
b. Culture
TOTAL POINTS 60

The Superintendent of Schools or Assistant Superintendent shall evaluate all Central Office, District-wide and Building-Level administrators using the MPPR Rubric; provided, however, only Building Principals shall be given an APPR composite effectiveness rating on the 0-100 point scale.

The Local 60 Points will be computed for the purpose of the Final Summative Evaluation for Building Principals based upon the following methodology:

Each domain sub-category shall be scored using a 1-4 scale.
1 = ineffective
2 = developing
3 = effective
4 = highly effective

Once all subcategories within a domain have been given a score, the scores will be tallied and divided by the number of subcategories for which a score was applied in order to achieve an "average domain score." After all domains have a calculated average domain score, these domain averages shall be added and divided by six (the number of domains found on the Multi-Dimensional Rubric) to achieve an overall rubric score. The attached chart applies the conversion from the rubric score to the 60 points necessary for the "Other Measures of Effectiveness" portion of the composite score. All decimals will be rounded, using the normal rules of rounding to achieve a whole number between 0-60.

Local 60 Points that are subject to HEDI bands are determined to fall within the following ranges for the 2012-13 and thereafter:

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

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/5143/199255-pMADJ4gk6R/HEDI RUBRIC Appendix C.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.	Overall performance and results exceed ISLLC leadership standards.
Effective: Overall performance and results meet standards.	Overall performance and results meets ISLLC leadership standards.
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement in order to meet ISLLC leadership standards
Ineffective: Overall performance and results do not meet standards.	Overall performance and results do not meet ISLLC leadership standards.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56

Ineffective	0-49

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Wednesday, October 17, 2012
Updated Friday, December 07, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

Results are well above District- or BOCES- adopted expectations for 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

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Wednesday, October 17, 2012
Updated Friday, December 14, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/199280-Df0w3Xx5v6/APPR Appendix D PIP.doc

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The Monticello Central School District agrees to not use the 2012-2013 APPR evaluations under Part 3012 as evidence in a 3020-a proceeding that might be brought in the future based upon the "expedited process" envisioned in 3012-c of the Education Law.

A. A principal who received a composite score of "ineffective" on his/her APPR shall be entitled to appeal his/her annual APPR rating, based upon a paper submission to the individual identified in Paragraph D, who shall be trained in accordance with the requirements of statute and regulations and also possesses a district-wide administrative certification.

B. The appeal must be brought in writing, within 15 days of receipt of the final composite score, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Section 3012-c limits appeals to the following areas:

1) The school district's adherence to the standards and methodologies required for such reviews pursuant to Education Law 3012-c;

2) The adherence to the Commissioner's Regulations, as applicable to such reviews;

3) Compliance with any applicable locally negotiable procedures applicable to APPR's or improvement plans; and

4) the school district's issuance and/or implementation of the terms of the principal improvement plan under Education Law 3012-c. Except for appeals brought pursuant to Paragraph E below, all appeals under this section shall be processed in accordance with Paragraphs C and D below.

A principal may not file multiple appeals regarding the same performance review or PIP all grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

C. Except for an appeal filed under Paragraph E below, an appeal of an APPR must be commenced by the later of September 15th, or 15 calendar days from receipt of the PIP or year-end evaluation for a probationary or tenured principal. The principal may submit documents or materials in support of his/her position in conjunction with the appeal. Any a) written document prepared by the Assistant Superintendent, and b) any written complaint, used by Assistant Superintendent in formulating the APPR shall be provided to the principal upon request. A copy of any documents submitted by either party to the Superintendent in support of its position shall be provided to the other party at the time that it is submitted to the Superintendent. If the appeal is not filed within that time period, the right to appeal shall be deemed waived in all regards.

D. The Superintendent shall respond to the appeal with a written answer. The Superintendent shall have the right to grant or deny the appeal in whole or in part. Such decision shall be made within 30 calendar days of the receipt of the appeal. The decision of the Superintendent shall be final and binding in all regards and shall not be subject to review at arbitration, before an administrative agency or in any court of law, unless the decision is not rendered within 30 calendar days of receipt of the appeal. In the event the decision is not rendered within 30 calendar days of receipt of the appeal, the employee may avail him/herself of the appeal procedure set forth in Paragraph E below, and such determination shall be limited to whether or not the "ineffective" rating accurately reflected the principal's performance during the period covered.

E. A Principal who received 2 consecutive "ineffective" ratings and who the District has notified in writing that it intended to proffer 3020-a disciplinary charges for pedagogical incompetence shall have the option to appeal the second ineffective rating directly to an independent arbitrator agreed to by the District and MASA.

***REGARDING ALL APPEALS; THESE APPEALS SHALL BE COMMENCED AND COMPLETED IN AN EXPEDITED AND TIMELY FASHION. THE EXPEDITED TIMELINES SET FORTH BY THE STATE REGARDING 3020-A PROCESS AND ALL APPEAL TIMELINES WILL BE FOLLOWED.*

F). The sole issue before the arbitrator shall be whether or not the second consecutive ineffective rating accurately reflected the principal's performance during the period it covered. The tenured principal shall have 30 calendar days from receipt of written notification of the District's intent to proffer charges based upon pedagogical incompetence to file a demand for arbitration. The parties agree that at least ten days prior to the commencement of the hearing, witness lists shall be exchanged. This shall not preclude either side from adding a witness' name to the list if it was unknown at the time the lists were exchanged. However, any new names added should be provided to opposing counsel as soon as possible after they become known.

F. The agreed upon list of arbitrators shall be as follows: James Markowitz, Louis Patack, Thomas Rinaldo, Jay Siegel. Hearings shall be held within 60 days.

G. An evaluation shall not be placed in a principal's personnel file until ten days after the conclusion of the appeal process described herein.

H. A principal who invokes the appeals process described herein does not waive his/her right to submit a written rebuttal which will be attached to the final evaluation. A principal shall always have the right to submit a written rebuttal to his/her evaluation within 30 days of receipt of the evaluation.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluators and evaluators shall successfully complete a trainingcourse that meets the minimum requirements as prescribed by regulation, and shall provide training on:

A minimum of 30 hours of training will be provided across the following areas:

1. the New York State Teaching Standards, and their related elements and performance indicators;
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 New York State regulation;
4. application and use of the State-approved teacher rubric selected by the district for use in evaluations, including training on the effective application of the rubric to observe a teacher practice;
5. application and use of any assessment tools that the school district utilizes to evaluate its classroom teachers, 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 to evaluate its teachers;
7. use of the Statewide Instructional Reporting System;
8. the scoring methodology utilized by the Department and/or the district to evaluate a teacher, 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 overall rating and their subcomponent ratings; and
9. specific considerations in evaluating teachers of English language learners and students with disabilities.

The superintendent will ensure that all evaluators participate in annual training and lead evaluators are re-certified on an annual basis. The district shall employ a process annually for ensuring that evaluators maintain inter-rater reliability (such as data analysis to detect disparities; periodic comparisons of lead evaluator's assessment with another evaluator's assessment of the same classroom teacher; and annual calibration sessions across evaluators). Any individual who fails to achieve required training or certification /re-certification, as applicable, shall not conduct or complete evaluations. Prior to the first day of school, the MCSD Board of Education shall annually certify all lead evaluators of teachers and principals.

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 Friday, October 12, 2012
Updated Friday, December 07, 2012

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/195021-3Uqgn5g9Iu/APPR 12.06.12.PDF

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

APPENDIX B

Local 20 Measure HEDI SCALE

K-5 and 6-8 Principals

The following chart represents a value added score that will be generated by NWEA and result in a growth score ("GS") + or – standard deviation from 0 as an indicator of a year's worth of growth. (eg if the building growth is .5 above the expected growth model 16 points will be assigned for local score to all teachers in the building.)

Highly Effective	Effective	Developing	Ineffective
20 points: GS > 1.3	17 points: 0.5 < GS ≤0.9	8 points: -1.1 < GS ≤ -0.9	2 points: -2.3< GS ≤-2.1
19 points: 1.1 < GS ≤1.3	16 points: 0.1 < GS ≤0.5	7 points: -1.3 < GS ≤ -1.1	1 point: -2.5 < GS ≤-2.3
18 points: 0.9 < GS ≤1.1	15 points: -0.1< GS ≤ 0.1	6 points: -1.5 < GS ≤-1.3	0 points: GS ≤ -2.5
	14 points: -0.3< GS ≤ -0.1	5 points: -1.7 < GS ≤-1.5	
	13 points:- 0.5< GS ≤ -0.3	4 points: -1.9 < GS ≤-1.7	
	12 points:- 0.6< GS ≤- 0.5	3 points: -2.1 < GS ≤-1.9	
	11 points: -0.7< GS ≤ -0.6		
	10 points: -0.8< GS ≤ -0.7		
	9 points: -0.9 < GS ≤ -0.8		

<u>Local 15 Measure HEDI SCALE</u>

K-5 and 6-8 Principals

The following chart represents a value added score that will be generated by NWEA and result in a growth score ("GS") + or – standard deviation from 0 as an indicator of a year's worth of growth.

Highly Effective	Effective	Developing	Ineffective
15 points: GS > 1.3	13 points: 0.5< GS≤0.9	7 points: -1.3 < GS≤ -0.9	2 points: -2.3 < GS≤ -2.1
14: points: 0.9 < GS≤1.3	12 points: 0.1< GS≤0.5	6 points: -1.5 < GS≤ -1.3	1 point: -2.5 < GS≤ -2.3
	11 points: -0.3< GS≤0.1	5 points: -1.7 < GS≤ -1.5	0 points: GS≤ -2.5
	10 points: -0.6< GS≤-0.3	4 points: -1.9 < GS≤ -1.7	
	9 points: -0.8< GS≤-0.6	3 points: -2.1 < GS≤ -1.9	
	8 point: -0.9 < GS≤-0.8		

Appendix B—Local 20 Measure HEDI SCALE

9-12 Principals

% of students graduating	Highly Effective	Effective	Developing	Ineffective
0-24				0
25-26				1
27-28				2
29-30			3	
31-35			4	
36-40			5	
41-45			6	
46-50			7	
51-55			8	
56-58		9		
59-60		10		
61-63		11		
64-66		12		
67-70		13		
71-74		14		
75-79		15		
80-85		16		
86-90		17		
91-94	18			
95-97	19			
98-100	20			

Appendix B—Local 15 Measure HEDI SCALE

9-12 Principals

% of students graduating	Highly Effective	Effective	Developing	Ineffective
0-22				0
23-25				1
26-28				2
29-33			3	
34-38			4	
39-43			5	
44-49			6	
50-55			7	
56-60		8		
61-66		9		
67-72		10		
73-78		11		
79-84		12		
85-90		13		
91-94	14			
95-100	15			

Appendix C

Monticello Central School District
Principal Rubric 60 Point Conversion Chart

HEDI Bands	Average Rubric Score	Conversion Score		Average Rubric Score	Conversion Score		Average Rubric Score	Conversion Score
H=59-60	1	0		1.25	31		2.7	57.4
E=57-58	1.008	1		1.258	32		2.8	57.6
D=50-56	1.017	2		1.267	33		2.9	57.8
I=0-49	1.025	3		1.275	34		3	58
	1.033	4		1.283	35		3.1	58.2
	1.042	5		1.292	36		3.2	58.4
	1.05	6		1.3	37		3.3	58.6
	1.058	7		1.308	38		3.4	58.8
	1.067	8		1.317	39		3.5	59
	1.075	9		1.325	40		3.6	59.3
	1.083	10		1.333	41		3.7	59.5
	1.092	11		1.342	42		3.8	59.8
	1.1	12		1.35	43		3.9	60
	1.108	13		1.358	44		4	60.25
	1.115	14		1.367	45			
	1.123	15		1.375	46			
	1.131	16		1.383	47			
	1.138	17		1.392	48			
	1.146	18		1.4	49			
	1.154	19		1.5	50			
	1.162	20		1.6	50.7			
	1.169	21		1.7	51.4			
	1.177	22		1.8	52.1			
	1.185	23		1.9	52.8			
	1.192	24		2	53.5			
	1.2	25		2.1	54.2			
	1.208	26		2.2	54.9			
	1.217	27		2.3	55.6			
	1.225	28		2.4	56.3			
	1.233	29		2.5	57			
	1.242	30		2.6	57.2			

APPENDIX D

Monticello Principal Improvement Plan (PIP)

(Completed Jointly by Principal and Superintendent of Schools/Designee)

Name: **School:** **Current School Year:**

Date of Related APPR/Evaluation: **Date of PIP Conference:**

Area(s) Needing Improvement	Action Plan (Steps to be Taken)	Timeline for Completion	Evidence to be Collected	Satisfactory Progress	Plan Completed
1.	1.			☐ Yes ☐ No Date:	☐ Yes ☐ No Date:
2.	2.			☐ Yes ☐ No Date:	☐ Yes ☐ No Date:
3.	3.			☐ Yes ☐ No Date:	☐ Yes ☐ No Date:

Principal's Comments:

Superintendent/Designee's Comments:

PIP Satisfied? ☐ Yes ☐ No Date:

Principal's Signature: **Superintendent/Designee's Signature**:

Date: **Date:**

<u>Appendix L—</u> State Growth HEDI Scale for Teachers Not Receiving a State Provided Growth Score

Agreed upon by District and the MTA on 12/6/2012 to sunset at the conclusion of the 2012-2013 school year

Rating	**Highly Effective**		**Effective**		**Developing**		**Ineffective**	
Points	**18-20**		**9-17**		**3-8**		**0-2**	
Target range	**85-100%**		**65-84**		**50-64%**		**0-49%**	
% of Students Achieving a Score of 65 or Greater	**Points**	% of students meeting target	**Points**	% of students meeting target	**Points**	% of students meeting target	**Points**	% of students meeting target
	20	95-100%	**17**	84%	**8**	60-64%	**2**	26-49%
	19	90-94	**16**	82-83	**7**	55-59	**1**	1-25
	18	85-89	**15**	80-81	**6**	53-54	**0**	0
			14	78-79	**5**	52		
			13	76-77	**4**	51		
			12	74-75	**3**	50		
			11	71-73				
			10	68-70				
			9	65-67				

DRAFT

Appendix I—Local 20 Measure K-8--NWEA MAP Assessment VARC Conversion Charts - HEDI Chart

The following chart represents a value added score that will be generated by NWEA and result in a growth score ("GS") + or – standard deviation from 0 as an indicator of a year's worth of growth. (eg if the building growth is .5 above the expected growth model 16 points will be assigned for local score to all teachers in the building.)

Highly Effective	Effective	Developing	Ineffective
20 points: GS > 1.3	17 points: 0.5 < GS ≤0.9	8 points: -1.1 < GS ≤ -0.9	2 points: -2.3< GS ≤-2.1
19 points: 1.1 < GS ≤1.3	16 points: 0.1 < GS ≤0.5	7 points: -1.3 < GS ≤ -1.1	1 point: -2.5 < GS ≤-2.3
18 points: 0.9 < GS ≤1.1	15 points: -0.1< GS ≤ 0.1	6 points: -1.5 < GS ≤-1.3	0 points: GS ≤ -2.5
	14 points: -0.3< GS ≤ -0.1	5 points: -1.7 < GS ≤-1.5	
	13 points:- 0.5< GS ≤ -0.3	4 points: -1.9 < GS ≤-1.7	
	12 points:- 0.6< GS ≤- 0.5	3 points: -2.1 < GS ≤-1.9	
	11 points: -0.7< GS ≤ -0.6		
	10 points: -0.8< GS ≤ -0.7		
	9 points: -0.9 < GS ≤ -0.8		

Highly Effective	Effective	Developing	Ineffective
15 points: GS > 1.3	13 points: 0.5< GS≤0.9	7 points: -1.3 < GS≤ -0.9	2 points: -2.3 < GS≤ -2.1
14: points: 0.9 < GS≤1.3	12 points: 0.1< GS≤0.5	6 points: -1.5 < GS≤ -1.3	1 point: -2.5 < GS≤ -2.3
	11 points: -0.3< GS≤0.1	5 points: -1.7 < GS≤ -1.5	0 points: GS≤ -2.5
	10 points: -0.6< GS≤-0.3	4 points: -1.9 < GS≤ -1.7	
	9 points: -0.8< GS≤-0.6	3 points: -2.1 < GS≤ -1.9	
	8 point: -0.9 < GS≤-0.8		

Appendix J1—Local 20 Measure 9-12 HEDI Scale

(Agreed upon by District and the MTA on_____to sunset at the conclusion of the _____ _____school year)

Local 20 Points Achievement Measure for all Teachers Grades 9-12 based upon the results of all students taking the Comprehensive English Regents Examination in January and June each year.

Rating	**Highly Effective**		**Effective**		**Developing**		**Ineffective**	
Points	**18-20**		**9-17**		**3-8**		**0-2**	
Target range	**85-100%**		**65-84**		**50-64%**		**0-49%**	
% of Students Achieving a Score of 65 or Greater	**Points**	% of students meeting target	**Points**	% of students meeting target	**Points**	% of students meeting target	**Points**	% of students meeting target
	20	95-100%	**17**	84%	**8**	60-64%	**2**	26-49%
	19	90-94	**16**	82-83	**7**	55-59	**1**	1-25
	18	85-89	**15**	80-81	**6**	53-54	**0**	0
			14	78-79	**5**	52		
			13	76-77	**4**	51		
			12	73-75	**3**	50		
			11	71-73				
			10	68-70				
			9	65-67				

Appendix J2—Local 15 Measure 9-12 HEDI Scale

(Agreed upon by District and the MTA on_____to sunset at the conclusion of the _____ _____school year)

Local 20 Points Achievement Measure for all Teachers Grades 9-12 based upon the results of all students taking the Comprehensive English Regents Examination in January and June each year.

Rating	**Highly Effective**		**Effective**		**Developing**		**Ineffective**	
Points	**14-15**		**8-13**		**3-7**		**0-2**	
Target range	**85-100%**		**65-84**		**50-64%**		**0-49%**	
% of Students Achieving a Score of 65 or Greater	**Points**	% of students meeting target	**Points**	% of students meeting target	**Points**	% of students meeting target	**Points**	% of students meeting target
	15	92-100%	**13**	80-84%	**7**	62-64%	**2**	26-49%
	14	85-91	**12**	76-79	**6**	59-61	**1**	1-25
			11	72-75	**5**	56-58	**0**	0
			10	69-71	**4**	53-55		
			9	67-68	**3**	50-52		
			8	65-66				

Teacher Rubric 60 Point Conversion Chart

HEDI Bands	Average Rubric Score	Conversion Score		Average Rubric Score	Conversion Score		Average Rubric Score	Conversion Score
H=59-60	1	0		1.25	31		2.7	57.4
E=57-58	1.008	1		1.258	32		2.8	57.6
D=50-56	1.017	2		1.267	33		2.9	57.8
I=0-49	1.025	3		1.275	34		3	58
	1.033	4		1.283	35		3.1	58.2
	1.042	5		1.292	36		3.2	58.4
	1.05	6		1.3	37		3.3	58.6
	1.058	7		1.308	38		3.4	58.8
	1.067	8		1.317	39		3.5	59
	1.075	9		1.325	40		3.6	59.3
	1.083	10		1.333	41		3.7	59.5
	1.092	11		1.342	42		3.8	59.8
	1.1	12		1.35	43		3.9	60
	1.108	13		1.358	44		4	60.25
	1.115	14		1.367	45			
	1.123	15		1.375	46			
	1.131	16		1.383	47			
	1.138	17		1.392	48			
	1.146	18		1.4	49			
	1.154	19		1.5	50			
	1.162	20		1.6	50.7			
	1.169	21		1.7	51.4			
	1.177	22		1.8	52.1			
	1.185	23		1.9	52.8			
	1.192	24		2	53.5			
	1.2	25		2.1	54.2			
	1.208	26		2.2	54.9			
	1.217	27		2.3	55.6			
	1.225	28		2.4	56.3			
	1.233	29		2.5	57			
	1.242	30		2.6	57.2			

Monticello Central School District

Teacher Improvement Plan

Staff Member: Ms./Mr. , Teacher Date Initiated:
Administrator: Ms./Mr. , Principal Date Revised:
Mentor: Ms./Mr. , Teacher

The **Teacher Improvement Plan (TIP)** is a structured plan designed to identify specific concerns in instruction and outlines a plan of action to address these concern. The purpose of a TIP is to assist teachers to work to their fullest potential. The TIP provides assistance and feedback to the teacher and establishes a timeline for assessing its overall effectiveness.

I. Areas of Strengths and Rationale:

NYS Teaching Standard	Rubric	Strengths	Rationale
I. Knowledge of Students and Student Learning	**A, C**		
II. Knowledge of Content and Instructional Planning	**A**		
III. Instructional Practice	**A, C**		
IV. Learning Environment	**B**		
V. Assessment for Student Learning	**D**		
VI. Professional Responsibilities and Collaboration	**E, F**		
VII. Professional Growth	**F**		

II. <u>Areas of Deficiencies and Rationale</u>:

NYS Teaching Standard	Rubric	Deficiencies	Rationale
I. Knowledge of Students and Student Learning	**A, C**		
II. Knowledge of Content and Instructional Planning	**A**		
III. Instructional Practice	**A, C**		
IV. Learning Environment	**B**		
V. Assessment for Student Learning	**D**		
VI. Professional Responsibilities and Collaboration	**E, F**		
VII. Professional Growth	**F**		

III. <u>Plan for Improvement:</u> (one per deficiency as cited above)

GOALS AND OBJECTIVES (use one for each goal)

GOAL (Specific Area for Improvement)	Describe Goal:		
	ADMINISTRATIVE RESPONSIBILITY:	**TEACHER RESPONSIBILITY:**	**MENTOR RESPONSIBILITY:**
	• •	• •	•
Measurable Objective (Expected Outcomes)	Set the measurable target that will define whether the goal is met		
	ADMINISTRATIVE RESPONSIBILITY:	**TEACHER RESPONSIBILITY:**	**MENTOR RESPONSIBILITY:**
	• •	• •	•
Resources and Supports	Provide resources and supports to help in meeting the goal including necessary release time		
	ADMINISTRATIVE RESPONSIBILITY:	**TEACHER RESPONSIBILITY:**	**MENTOR RESPONSIBILITY:**
	• •	• •	•
Action Plan	Describe plan for meeting the goal, including staffing, scheduling, and funding:		
	ADMINISTRATIVE RESPONSIBILITY:	**TEACHER RESPONSIBILITY:**	**MENTOR RESPONSIBILITY:**
	• •	• •	•
Evidence	Identify the objective evidence that will be used to evaluate the progress toward meeting the goal:		Identify teacher as successful, partially successful or unsuccessful in efforts to improve performance to this specific goal
	ADMINISTRATIVE RESPONSIBILITY:	**TEACHER RESPONSIBILITY:**	**MENTOR RESPONSIBILITY:**
	• •	• •	•
Timeline			

IV. TIMELINE FOR OVERALL COMPLETION:

V. BENCHMARKS/ CHECKPOINTS: (i.e. how many meetings, when will the meetings take place, who will attend meetings)

VI. MTA Representative (officer or building rep)* _____

I decline MTA Representation at this time. I reserve the right to request representation at a future date during the TIPS process. _____

***Teacher has the choice of which MTA Representative they want**

_____	_____
Teacher	Date
_____	_____
Administrator	Date
_____	_____
Administrator	Date
_____	_____
Superintendent	Date

Distribution of Copies:

____ Teacher ____ Principal ____ Content Supervisor ___Asst. Supt./Supt. ___ Personnel File

Implementation Plan Log

This form should be completed by both teacher and an administrator dealing with the associated TIPS

Date TIP recommended: _____

Completed Meetings

Date	Topic Discussed	Action Items and dates	Teacher's Initials	Admin Initials

Monticello Central School District
APPR District Certification Form

By signing this document, the school district certifies that this document constitutes the district's 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, where applicable, certify that this document constitutes the district's 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.

The school district 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 Monticello Central School District 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 the 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

Monticello Central School District
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- 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 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

Monticello Superintendent Signature: Date:

12-6-12

MTA Teachers Union President Signature: Date:

12/6/12

MASA Administrative Union President Signature: Date:

John Correa 12/6/12

Monticello Board of Education President Signature: Date:

12-6-12