



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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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December 4, 2012

James Gaudette, Superintendent
Mount Pleasant-Cottage Union Free School District
1075 Broadway
PO Box 8
Pleasantville, NY 10570

Dear Superintendent Gaudette:

Congratulations. I am pleased to inform you that your multi-year (2012-2015) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: James T. Langlois

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

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, June 20, 2012

Updated Tuesday, October 16, 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 : 660804020000

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

660804020000

1.2) School District Name: MT PLEASANT-COTTAGE UFSD

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

MT PLEASANT-COTTAGE UFSD

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.

This plan is for the entire SIG district

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

2012-2015

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

Created Wednesday, June 20, 2012

Updated Tuesday, November 27, 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	Mount Pleasant Cottage School Developed Grade K ELA Assessment
1	District, regional, or BOCES-developed assessment	Mount Pleasant Cottage School Developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Mount Pleasant Cottage School Developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Mount Pleasant Cottage School UFSD is a Special Act School District and due to current metrics does not qualify to receive State generated scores. Subsequently, we have embraced the most recent RTTT direction of developing Personalized Learning Plans and have developed an inclusive and collaborative process that includes school personnel, parents and students in the development of these plans for all of our students. We have set a target that 70% of students will meet their individual growth targets developed from previous, local, state and 3rd party assessment data in accordance with State guidance on SLO creation with the goal of ensuring that each student is College and/or Career ready.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 90% to 100% will be designated as Highly Effective. Specific point allocation is attached in a table.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 60% to 89% will be designated as Effective. Specific point allocation is attached in a table.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 15% to 59% will be designated Developing. Specific point allocation is attached in a table.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 0% to 14% will be designated Ineffective. Specific point allocation is attached in a table.

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	Mount Pleasant Cottage School Developed Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	Mount Pleasant Cottage School Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Mount Pleasant Cottage School Developed Grade 2 Math Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Mount Pleasant Cottage School UFSD is a Special Act School District and due to current metrics does not qualify to receive State generated scores. Subsequently, we have embraced the most recent RTTT direction of developing Personalized Learning Plans and have developed an inclusive and collaborative process that includes school personnel, parents and students in the development of these plans for all of our students. We have set a target that 70% of students will meet their individual growth targets developed from previous, local, state and 3rd party assessment data in accordance with State guidance on SLO creation with the goal of ensuring that each student is College and/or Career ready.
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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	Mount Pleasant Cottage School Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Mount Pleasant Cottage School Developed Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Mount Pleasant Cottage School UFSD is a Special Act School District and due to current metrics does not qualify to receive State generated scores. Subsequently,
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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	Mount Pleasant Cottage School Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Mount Pleasant Cottage School Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Mount Pleasant Cottage School Developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Mount Pleasant Cottage School UFSD is a Special Act School District and due to current metrics does not qualify to receive State generated scores. Subsequently, we have embraced the most recent RTTT direction of developing Personalized Learning Plans and have developed an inclusive and collaborative process that includes school personnel, parents and students in the development of these plans for all of our students. We have set a target that 70% of students will meet their
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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	Mount Pleasant Cottage School Developed Global Studies 1 Assessment
		Assessment
Social Studies Regents Courses		
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.

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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.

The Mount Pleasant Cottage School UFSD is a Special Act School District and due to current metrics does not qualify to receive State generated scores. Subsequently, we have embraced the most recent RTTT direction of developing Personalized Learning Plans and have developed an inclusive and collaborative process that includes school personnel, parents and students in the development of these plans for all of our students. We have set a target that 70% of students will meet their individual growth targets developed from previous, local, state and 3rd party assessment data in accordance with State guidance on SLO creation with the goal of ensuring that each student is College and/or Career ready.

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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 0% to 14% will be designated Ineffective. Specific point allocation is attached in a table.

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.

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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	Mount Pleasant Cottage School Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Mount Pleasant Cottage School Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	ELA Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Mount Pleasant Cottage School UFSD is a Special Act School District and due to current metrics does not qualify to receive State generated scores. Subsequently, we have embraced the most recent RTTT direction of developing Personalized Learning Plans and have developed an inclusive and collaborative process that includes school personnel, parents and students in the development of these plans for all of our students. We have set a target that 70% of students will meet their individual growth targets developed from previous, local, state and 3rd party assessment data in accordance with State guidance on SLO creation with the goal of ensuring that each student is College and/or Career ready.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 90% to 100% will be designated as Highly Effective. Specific point allocation is attached in a table.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from

Specific point allocation is attached in a table.

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

Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 60% to 89% will be designated as Effective. Specific point allocation is attached in a table.

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

Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 15% to 59% will be designated Developing. Specific point allocation is attached in a table.

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

Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 0% to 14% will be designated Ineffective. Specific point allocation is attached in a table.

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/5364/144308-TXEttx9bQW/Student Learning Component Chart-2_1.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.

The Mount Pleasant Cottage School UFSD is a Special Act District serving a high need special education population. As such, prior academic history will take all management, academic, physical and social needs into account as designated in each student's IEP. In addition, all other allowable controls will be taken into account when setting targets for comparable growth measures. The use of an inclusive and collaborative approach in setting individual learning goals at both the CSE meetings and with respect to the SLO process will significantly assist in mitigating any potentially problematic incentives.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Friday, June 22, 2012

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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	STAR Reading Enterprise and STAR Math Enterprise
5	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise

6	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>The Mount Pleasant Cottage School UFSD is a Special Act District and in accordance with current metrics does not qualify to receive a State generated value added measure. Subsequently, the local HEDI utilizes a 0-20 point range. We have determined that the local measure of performance will be in the area of literacy and math for all teachers and utilize a rate of learning model as follows: Pre-assessment scores derived from an approved 3rd party assessment will be compiled by taking the student's highest grade equivalent score prior to entrance into the course divided by years of schooling. This metric provides the expected rate of learning for that year. The expected rate of learning will be divided by the days of class attendance to compute a daily rate of learning for the time the student is enrolled with the teacher of record. The initial grade equivalent score that is used to calculate the expected rate of learning will be corroborated by one other standardized test instrument. The expected rate of learning will be determined by the first day that the student is enrolled in a teacher's course. The individual, who administers tests to obtain the grade equivalent score used to determine the expected rate of learning, and all subsequent tests used for APPR purposes, will be a certified professional and trained in the specific instrument. The expected rate of learning will be compared to actual rate of learning as determined by a post-test for the designation of teacher performance.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 90% to 100% the teacher will be designated Highly Effective. Specific point assignment is on the attached table.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 60% to 89% the teacher will be designated Effective. Specific point assignment is in the attached table.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 15% to 59% the teacher will be designated Developing. Specific point assignment is in the attached table.</p>

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

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 0% to 14% the teacher will be designated Ineffective. Specific point assignment is in the attached table.

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	STAR Reading Enterprise and STAR Math Enterprise
5	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
6	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise

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.

The Mount Pleasant Cottage School UFSD is a Special Act District and in accordance with current metrics does not qualify to receive a State generated value added measure. Subsequently, the local HEDI utilizes a 0-20 point range. We have determined that the local measure of performance will be in the area of literacy and math for all teachers and utilize a rate of learning model as follows: Pre-assessment scores derived from an approved 3rd party assessment will be compiled by taking the student's highest grade equivalent score prior to entrance into the course divided by years of schooling. This metric provides the expected rate of learning for that year. The expected rate of learning will be divided by the days of class attendance to compute a daily rate of learning for the time the student is enrolled with the teacher of record. The initial grade equivalent score that is used to calculate the expected rate of learning will be corroborated by one other standardized test instrument. The expected rate of learning will be determined by the first day that the student is enrolled in a teacher's course. The individual, who administers tests to obtain the grade equivalent score used to determine the expected rate of learning, and all

subsequent tests used for APPR purposes, will be a certified professional and trained in the specific instrument. The expected rate of learning will be compared to actual rate of learning as determined by a post-test for the designation of teacher performance.

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

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 90% to 100% the teacher will be designated Highly Effective. Specific point assignment is on the attached table.

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

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 60% to 89% the teacher will be designated Effective. Specific point assignment is in the attached table.

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

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 15% to 59% the teacher will be designated Developing. Specific point assignment is in the attached table.

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

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 0% to 14% the teacher will be designated Ineffective. Specific point assignment is in the attached table.

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/5139/144935-rhJdBgDruP/Local component chart.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	STAR Reading Enterprise and STAR Math Enterprise
1	6(ii) School-wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
2	6(ii) School-wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
3	6(ii) School-wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The Mount Pleasant Cottage School UFSD is a Special Act District and in accordance with current metrics does not qualify to receive a State generated value added measure. Subsequently, the local HEDI utilizes a 0-20 point range. We have determined that the local measure of performance will be in the area of literacy and math for all teachers and utilize a rate of learning model as follows: Pre-assessment scores derived from an approved 3rd party assessment will be compiled by taking the student's highest grade equivalent score prior to entrance into the course divided by years of schooling. This metric provides the expected rate of learning for that year. The expected rate of learning will be divided by the days of class attendance to compute a daily rate of learning for the time the student is enrolled with the teacher of record. The initial grade equivalent score that is used to calculate the expected rate of learning will be corroborated by one other standardized test instrument. The expected rate of learning will be determined by the first day that the student is enrolled in a teacher's course. The individual, who administers tests to obtain the grade equivalent score used to determine the expected rate of learning, and all subsequent tests used for APPR purposes, will be a certified professional and trained in the specific instrument. The expected rate of learning will be compared to actual rate of learning as determined by a post-test for the designation of teacher performance.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 90% to 100% the teacher will be designated Highly Effective. Specific point assignment is on the attached table.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 60% to 89% the teacher will be designated Effective. Specific point assignment is in the attached table.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 15% to 59% the teacher will be designated Developing. Specific point assignment is in the attached table.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 0% to 14% the teacher will be designated Ineffective. Specific point assignment is in the attached table.</p>

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	STAR Reading Enterprise and STAR Math Enterprise
1	6(ii) School-wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
2	6(ii) School-wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
3	6(ii) School-wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The Mount Pleasant Cottage School UFSD is a Special Act District and in accordance with current metrics does not qualify to receive a State generated value added measure. Subsequently, the local HEDI utilizes a 0-20 point range. We have determined that the local measure of performance will be in the area of literacy and math for all teachers and utilize a rate of learning model as follows: Pre-assessment scores derived from an approved 3rd party assessment will be compiled by taking the student's highest grade equivalent score prior to entrance into the course divided by years of schooling. This metric provides the expected rate of learning for that year. The expected rate of learning will be divided by the days of class attendance to compute a daily rate of learning for the time the student is enrolled with the teacher of record. The initial grade equivalent score that is used to calculate the expected rate of learning will be corroborated by one other standardized test instrument. The expected rate of learning will be determined by the first day that the student is enrolled in a teacher's course. The individual, who administers tests to obtain the grade equivalent score used to determine the expected rate of learning, and all subsequent tests used for APPR purposes, will be a certified professional and trained in the specific instrument. The expected rate of learning will be compared to actual rate of learning as determined by a post-test for the designation of teacher performance.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 90% to 100% the teacher will be designated Highly Effective. Specific point assignment is on the attached table.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 60% to 89% the teacher will be designated Effective.</p>

Specific point assignment is in the attached table.

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

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 15% to 59% the teacher will be designated Developing. Specific point assignment is in the attached table.

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

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 0% to 14% the teacher will be designated Ineffective. Specific point assignment is in the attached table.

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	STAR Reading Enterprise and STAR Math Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise

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.

The Mount Pleasant Cottage School UFSD is a Special Act District and in accordance with current metrics does not qualify to receive a State generated value added measure. Subsequently, the local HEDI utilizes a 0-20 point range. We have determined that the local measure of performance will be in the area of literacy and math for all teachers and utilize a rate of learning model as follows: Pre-assessment scores derived from an approved 3rd party assessment will be compiled by taking the student's highest grade equivalent score prior to entrance into the course divided by years of schooling. This metric provides the expected rate of learning for that year. The expected rate of learning will be divided by the days of class attendance to compute a daily rate of learning for the time the student is enrolled with the teacher of record. The initial grade equivalent score that is used to calculate the expected rate of learning will be corroborated by one other standardized test instrument. The expected rate of learning will be determined by the first day that the student is enrolled in a teacher's course. The individual, who administers tests to obtain the grade equivalent score used to determine the expected rate of learning, and all subsequent tests used for APPR purposes, will be a certified professional and trained in the specific instrument. The expected rate of learning will be compared to actual rate of learning as determined by a

	post-test for the designation of teacher performance.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 90% to 100% the teacher will be designated Highly Effective. Specific point assignment is on the attached table.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 60% to 89% the teacher will be designated Effective. Specific point assignment is in the attached table.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 15% to 59% the teacher will be designated Developing. Specific point assignment is in the attached table.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 0% to 14% the teacher will be designated Ineffective. Specific point assignment is in the attached table.

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	STAR Reading Enterprise and STAR Math Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise

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.	The Mount Pleasant Cottage School UFSD is a Special Act District and in accordance with current metrics does not qualify to receive a State generated value added measure. Subsequently, the local HEDI utilizes a 0-20 point range. We have determined that the local measure of performance will be in the area of literacy and math for all teachers and utilize a rate of learning model as follows: Pre-assessment scores derived from an approved 3rd party assessment will be compiled by taking the student's highest grade equivalent score prior to entrance into the course divided by years of schooling. This metric provides
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the expected rate of learning for that year. The expected rate of learning will be divided by the days of class attendance to compute a daily rate of learning for the time the student is enrolled with the teacher of record. The initial grade equivalent score that is used to calculate the expected rate of learning will be corroborated by one other standardized test instrument. The expected rate of learning will be determined by the first day that the student is enrolled in a teacher's course. The individual, who administers tests to obtain the grade equivalent score used to determine the expected rate of learning, and all subsequent tests used for APPR purposes, will be a certified professional and trained in the specific instrument. The expected rate of learning will be compared to actual rate of learning as determined by a post-test for the designation of teacher performance.

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

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 90% to 100% the teacher will be designated Highly Effective. Specific point assignment is on the attached table.

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

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 60% to 89% the teacher will be designated Effective. Specific point assignment is in the attached table.

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

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 15% to 59% the teacher will be designated Developing. Specific point assignment is in the attached table.

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

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 0% to 14% the teacher will be designated Ineffective. Specific point assignment is in the attached table.

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	STAR Reading Enterprise and STAR Math Enterprise
Global 2	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
American History	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The Mount Pleasant Cottage School UFSD is a Special Act District and in accordance with current metrics does not qualify to receive a State generated value added measure. Subsequently, the local HEDI utilizes a 0-20 point range. We have determined that the local measure of performance will be in the area of literacy and math for all teachers and utilize a rate of learning model as follows: Pre-assessment scores derived from an approved 3rd party assessment will be compiled by taking the student's highest grade equivalent score prior to entrance into the course divided by years of schooling. This metric provides the expected rate of learning for that year. The expected rate of learning will be divided by the days of class attendance to compute a daily rate of learning for the time the student is enrolled with the teacher of record. The initial grade equivalent score that is used to calculate the expected rate of learning will be corroborated by one other standardized test instrument. The expected rate of learning will be determined by the first day that the student is enrolled in a teacher's course. The individual, who administers tests to obtain the grade equivalent score used to determine the expected rate of learning, and all subsequent tests used for APPR purposes, will be a certified professional and trained in the specific instrument. The expected rate of learning will be compared to actual rate of learning as determined by a post-test for the designation of teacher performance.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 90% to 100% the teacher will be designated Highly Effective. Specific point assignment is on the attached table.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 60% to 89% the teacher will be designated Effective. Specific point assignment is in the attached table.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 15% to 59% the teacher will be designated Developing. Specific point assignment is in the attached table.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 0% to 14% the teacher will be designated Ineffective. Specific point assignment is in the attached table.</p>

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	STAR Reading Enterprise and STAR Math Enterprise
Earth Science	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
Chemistry	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
Physics	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The Mount Pleasant Cottage School UFSD is a Special Act District and in accordance with current metrics does not qualify to receive a State generated value added measure. Subsequently, the local HEDI utilizes a 0-20 point range. We have determined that the local measure of performance will be in the area of literacy and math for all teachers and utilize a rate of learning model as follows: Pre-assessment scores derived from an approved 3rd party assessment will be compiled by taking the student's highest grade equivalent score prior to entrance into the course divided by years of schooling. This metric provides the expected rate of learning for that year. The expected rate of learning will be divided by the days of class attendance to compute a daily rate of learning for the time the student is enrolled with the teacher of record. The initial grade equivalent score that is used to calculate the expected rate of learning will be corroborated by one other standardized test instrument. The expected rate of learning will be determined by the first day that the student is enrolled in a teacher's course. The individual, who administers tests to obtain the grade equivalent score used to determine the expected rate of learning, and all subsequent tests used for APPR purposes, will be a certified professional and trained in the specific instrument. The expected rate of learning will be compared to actual rate of learning as determined by a post-test for the designation of teacher performance.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 90% to 100% the teacher will be designated Highly Effective. Specific point assignment is on the attached table.</p>

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 60% to 89% the teacher will be designated Effective. Specific point assignment is in the attached table.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 15% to 59% the teacher will be designated Developing. Specific point assignment is in the attached table.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 0% to 14% the teacher will be designated Ineffective. Specific point assignment is in the attached table.

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	STAR Reading Enterprise and STAR Math Enterprise
Geometry	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
Algebra 2	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise

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.	The Mount Pleasant Cottage School UFSD is a Special Act District and in accordance with current metrics does not qualify to receive a State generated value added measure. Subsequently, the local HEDI utilizes a 0-20 point range. We have determined that the local measure of performance will be in the area of literacy and math for all teachers and utilize a rate of learning model as follows: Pre-assessment scores derived from an approved 3rd party assessment will be compiled by taking the student's highest grade equivalent score prior to entrance into the course divided by years of schooling. This metric provides the expected rate of learning for that year. The expected rate of learning will be divided by the days of class attendance to compute a daily rate of learning for the time
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the student is enrolled with the teacher of record. The initial grade equivalent score that is used to calculate the expected rate of learning will be corroborated by one other standardized test instrument. The expected rate of learning will be determined by the first day that the student is enrolled in a teacher's course. The individual, who administers tests to obtain the grade equivalent score used to determine the expected rate of learning, and all subsequent tests used for APPR purposes, will be a certified professional and trained in the specific instrument. The expected rate of learning will be compared to actual rate of learning as determined by a post-test for the designation of teacher performance.

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

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 90% to 100% the teacher will be designated Highly Effective. Specific point assignment is on the attached table.

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

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 60% to 89% the teacher will be designated Effective. Specific point assignment is in the attached table.

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

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 15% to 59% the teacher will be designated Developing. Specific point assignment is in the attached table.

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

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 0% to 14% the teacher will be designated Ineffective. Specific point assignment is in the attached table.

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	STAR Reading Enterprise and STAR Math Enterprise
Grade 10 ELA	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
Grade 11 ELA	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The Mount Pleasant Cottage School UFSD is a Special Act District and in accordance with current metrics does not qualify to receive a State generated value added measure. Subsequently, the local HEDI utilizes a 0-20 point range. We have determined that the local measure of performance will be in the area of literacy and math for all teachers and utilize a rate of learning model as follows: Pre-assessment scores derived from an approved 3rd party assessment will be compiled by taking the student's highest grade equivalent score prior to entrance into the course divided by years of schooling. This metric provides the expected rate of learning for that year. The expected rate of learning will be divided by the days of class attendance to compute a daily rate of learning for the time the student is enrolled with the teacher of record. The initial grade equivalent score that is used to calculate the expected rate of learning will be corroborated by one other standardized test instrument. The expected rate of learning will be determined by the first day that the student is enrolled in a teacher's course. The individual, who administers tests to obtain the grade equivalent score used to determine the expected rate of learning, and all subsequent tests used for APPR purposes, will be a certified professional and trained in the specific instrument. The expected rate of learning will be compared to actual rate of learning as determined by a post-test for the designation of teacher performance.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 90% to 100% the teacher will be designated Highly Effective. Specific point assignment is on the attached table.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 60% to 89% the teacher will be designated Effective. Specific point assignment is in the attached table.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 15% to 59% the teacher will be designated Developing. Specific point assignment is in the attached table.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 0% to 14% the teacher will be designated Ineffective. Specific point assignment is in the attached table.</p>

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

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 15% to 59% the teacher will be designated Developing. Specific point assignment is in the attached table.

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

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 0% to 14% the teacher will be designated Ineffective. Specific point assignment is in the attached table.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/144935-y92vNseFa4/Local component chart.docx

3.14) Locally Developed Controls

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

The Mount Pleasant Cottage School UFSD is a Special Act School serving a special needs population with a rolling admission creating a highly transient population. Due to our specific needs we have created the daily rate of learning model as articulated above. Given the wrap around services provided for from the residential center who we are associated with as well as the collaborative process working with home district CSE's the school district can be reasonably assured of proper checks to monitor student progress.

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.

In accordance with the most recent guidance document available, the Mount Pleasant Cottage UFSD will calculate multiple SLO's and locally selected measures as follows:

- 1. Compute each SLO and/or local measure separately.*
- 2. Weight each SLO and/or local measure proportionately based upon the number of students used in each SLO/local measure to calculate proportional point values.*
- 3. Add each proportional SLO/local measure to calculate a total composite score.*
- 4. Round decimals up or down.*

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Monday, June 25, 2012

Updated Wednesday, October 24, 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.)

Marzano's Causal Teacher Evaluation Model

(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]	40
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The Mount Pleasant Cottage UFSD will use the Marzano Causal Teacher Rubric. All four domains will be assessed for each teacher. Domain 1 (Classroom strategy and behavior) will have the following procedure: Each teacher will be observed by a minimum of two administrators scheduled by the administration. The first observation will be unannounced. All subsequent observations will include a pre and post observation conference. Up to four additional observations can be requested by the teacher. The teacher retains the right to be observed by more than one administrator during at least one of the scheduled observations. Each observation will focus on 3-4 specific strategies in the Marzano rubric. These strategies will be presented to instructional staff at the commencement of the school year. The score used for HEDI determination for Domain 1 will be the measure of the observation with the highest score. Each strategy will be assessed and assigned the following numeric score: Not Using=0, Beginning=10, Developing=20, Applying=30 and Innovating=40. The mean score rounded to the nearest whole value will constitute the observation score. Information for Domains 2-4

can be collected throughout the year through observations at meeting, lesson plan review, and oral and written communications. The score breakdown for Domain 2 (planning and preparing) is: Not using=0, Beginning=2, Developing=4, Applying=8 and Innovating=10. The score breakdown for Domains 3 and 4 (reflecting on teaching and collegiality and professionalism) are: Not Using=0, Beginning=1, Developing=2, Applying=4 and innovating=5. The total scores from each domain will be added to compile the total score for HEDI purposes.

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.

(No response)

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.	The Mount Pleasant Cottage UFSD has selected the Marzano Teacher Causal Model Rubric and has developed a point system associated with that rubric as described above. Each domain has a possible total points that when added together total 60 points. A teacher accruing 45-60 points will be designated Highly Effective in this category.
Effective: Overall performance and results meet NYS Teaching Standards.	The Mount Pleasant Cottage UFSD has selected the Marzano Teacher Causal Model Rubric and has developed a point system associated with that rubric as described above. Each domain has a possible total points that when added together total 60 points. A teacher accruing 30-44 points will be designated Effective in this category.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The Mount Pleasant Cottage UFSD has selected the Marzano Teacher Causal Model Rubric and has developed a point system associated with that rubric as described above. Each domain has a possible total points that when added together total 60 points. A teacher accruing 15-29 points will be designated Developing in this category.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The Mount Pleasant Cottage UFSD has selected the Marzano Teacher Causal Model Rubric and has developed a point system associated with that rubric as described above. Each domain has a possible total points that when added together total 60 points. A teacher accruing 0-14 points will be designated Ineffective in this category.

Provide the ranges for the 60-point scoring bands.

Highly Effective	45-60
Effective	30-44
Developing	15-29
Ineffective	0-14

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

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	2
4.7) Observations of Tenured Teachers Informal/Short	0
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
-------------	---

Informal/Short	0
----------------	---

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

5. Composite Scoring (Teachers)

Created Monday, June 25, 2012

Updated Wednesday, October 24, 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	45-60
Effective	30-44
Developing	15-29
Ineffective	0-14

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, June 25, 2012

Updated Tuesday, October 16, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/145375-Df0w3Xx5v6/TIP.xls>

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:

Appeals Process:

A. A teacher who receives an ineffective on his/her APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools or the administrative designee who shall be trained in accordance with the requirements of statute and regulation and also possess either an SDL, or SDA Certification; provided, however, in the event that the Superintendent

served as evaluator or lead evaluator he or she shall not hear the appeal.

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

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

D. The Superintendent or the Superintendent’s Administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action or deny the appeal. Such decision shall be made within fourteen business days of the receipt of the appeal. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent for the Superintendent’s administrative designee shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law. Every effort will be made to render a decision within the timeframe set forth in this paragraph consistent with the timely and expeditious requirements of Education Law 3012-c.

E. 1. Notwithstanding the above, in the event that a tenured teacher has received two consecutive ineffective APPR evaluation ratings, the appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Bonnie Siber-Weinstock, Ira Lobel, Jeffrey Selchick, Margaret Leibowitz, Sheila Cole and Howard Edelman, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the TIP. The arbitrator’s decision will be made in a timely fashion in accordance with Education Law 3012-c.

In the event that the District then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the teacher and the District to be the Section 3020-a hearing officer.

Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law §3020-a, so long as the identical issue wasn’t resolved in the appeal or clearly should have been presented in the appeal but was not. It is expected that the cost of said hearing shall be paid for in accordance with the provision of the Education Law.

2. In order to take advantage of the procedure outlined in E (1) above, the tenured teacher must consent to the use of the arbitrator should the district proceed to find probable cause under Section 3020-a of the Education Law. If the tenured teacher is unwilling to do so, the appeal shall be heard by the Superintendent or the Superintendent’s administrative designee.

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

Basis

Teacher may only appeal an overall evaluation for one of the following reasons:

- 1. the substance of the APPR;*
- 2. adherence to standards and methodologies;*
- 3. adherence to the Commissioner’s regulations;*
- 4. adherence to negotiated procedures; or*
- 5. the implementation of an improvement plan.*

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 Mount Pleasant Cottage UFSD will ensure that all evaluators are trained as lead evaluators. Lead evaluators will be trained regionally in cooperation with Southern Westchester BOCES and/or by other network team personnel who have participated in the NYSED evaluator training for Network teams and/or are authorized to provide training. Each evaluator will participate in three (3) on-line trainings which take approximately eight (8) hours each directly from iObservation to provide overviews and specifics to Marzano’s Teacher Causal model. Southern Westchester BOCES provides five (5) modules of training leading to completion of the

requirements for certification as a Lead evaluator. The specific modules content and duration are: New York State Teaching Standards and Evidence Based Observation (2 days), Creating Continuous Improvement Cycles (4 hours), Creating a Framework for Developing Effective Student Learning Objectives (1 day), Evidence Based Observation Protocols of the Value Added Model (1 day) and Writing Quality Student Learning Objectives (1 day). In addition, lead evaluators will complete 1.5 hours of training in specific considerations for evaluating teachers and principals of ELLs and students with disabilities. The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training for lead evaluators. The Superintendent will present the list of certified lead evaluators to the Board of Education for their approval. The Superintendent will maintain records of certification of lead evaluators. Lead evaluator re-certification training will take place annually as designated by SWBOCES recertification training (1 day). Inter-rater reliability protocols have been established which include the use of quarterly calibration sessions (team observation with post rubric score comparison) and annual comparisons of teacher artifact (lesson plans, self-reflection documents) reviews.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Monday, July 09, 2012

Updated Monday, November 26, 2012

Page 1

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

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

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

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

K-12
(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
Pleasantville Cottage School		Not Applicable
Edenwald		Not Applicable

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.	Not Applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not Applicable

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.

Not Applicable

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, July 09, 2012

Updated Tuesday, December 04, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-12	(d) measures used by district for teacher evaluation	STAR Reading Enterprise and STAR Math Enterprise
K-12	(d) measures used by district for teacher evaluation	STAR Reading Enterprise and STAR Math Enterprise

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The Mount Pleasant Cottage UFSD has determined that the local measure of performance will be in the area of literacy and math for all principals and utilize a rate of learning model as follows: Pre-assessment scores derived from an approved 3rd party assessment will be compiled by taking the student's highest grade equivalent score obtained during the pre-assessment period divided by years of schooling. This metric provides the expected rate of learning for that year. The expected rate of learning will be divided by the student's actual days of attendance to compute a daily rate of learning for the time the student is enrolled in the school. The initial grade equivalent score will be corroborated by one other standardized test instrument. The expected rate of learning will be compared to the actual rate of learning as determined by a post-test for the designation of teacher and subsequently, principal performance.</p>
--	--

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When the percentage of students in a principal's school or on a principal's caseload meet or exceed the expected rate of learning in the range of 90% to 100% the principal will be designated Highly Effective. The specific point designation is in the attached table.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When the percentage of students in a principal's school or on a principal's caseload meet or exceed the expected rate of learning in the range of 54% to 89% the principal will be designated Effective. The specific point designation is in the attached table.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When the percentage of students in a principal's school or on a principal's caseload meet or exceed the expected rate of learning in the range of 22% to 53% the principal will be designated Developing. The specific point assignment is on the attached table.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When the percentage of students in a principal's school or on a principal's caseload meet or exceed the expected rate of learning in the range of 0% to 21% the principal will be designated Ineffective. The specific point assignment is on the attached table.

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/5366/149787-qBFVOWF7fC/Principals Local.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
Not Applicable		

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.	Not Applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable

Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable

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

(No response)

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

assets/survey-uploads/5366/149787-T8MIGWUVm1/Principals Local.docx

8.3) Locally Developed Controls

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

The Mount Pleasant Cottage School UFSD is a Special Act School District serving a special needs population with a rolling admission creating a highly transient population. Due to our specific needs we have created the daily rate of learning model as articulated above. Given the wrap around services provided for from the residential center that we are associated with as well as the collaborative process working with home district CSE's the school district can be reasonably assured of proper checks to monitor student progress.

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.

In accordance with the most recent guidance document available, the Mount Pleasant Cottage School UFSD will calculate multiple SLO's and locally selected measures as follows: 1. Compute each SLO and/or local measure separately. 2. Weight each SLO and/or local measure proportionately based upon the number of students used in each SLO/local measure to calculate proportional point values. 3. Add each proportional SLO/local measure to calculate total composite score. 4. Round decimal up or down.

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 Monday, July 09, 2012

Updated Wednesday, October 24, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Marzano's School Administrator Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(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 Mount Pleasant Cottage UFSD has chosen Marzano's School Leadership Evaluation Model to evaluate all principals. This model contains 5 Domains including: A Data-Driven Focus on Achievement, Continuous Improvement of Instruction, A Guaranteed and Viable Curriculum, Cooperation and Collaboration, and School Climate. Each domain includes multiple observable elements consistent with effective leadership. At the beginning of each school year, the principal will conference with the Superintendent to develop a personalized leadership development plan. This conference will utilize multiple strategies (i.e., previous observations, Strategic Plans, professional judgements) to cooperatively identify at least one element from each domain to be focused on and evaluated during the school year. A minimum of two site observations (one unannounced) and an artifact review will utilize the rubrics associated with the specific elements that have been agreed to for scoring purposes. The rubric scoring is converted as follows: Not using = 0, Beginning = 3, Developing = 6, Applying = 9 and Innovating = 12. The average of element rubrics evaluated within a domain will be taken to provide the domain composite score. Each domain composite score constitutes 20% of the total 60 point score.

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

(No response)

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.	The Mount Pleasant Cottage School UFSD has adopted a growth model for principals. As such we will intentionally choose leadership elements that challenge principals to grow during the collaborative conference phase. This process will inherently drive an principal's scores on rubrics lower than by choosing elements principals are already proficient with. This concept is taken into account in assigning the HEDI ratings. The District has established the standard that an principal who achieves a rating requiring a score in the innovating range of the rubric will be designated Highly Effective.
Effective: Overall performance and results meet standards.	The Mount Pleasant Cottage School UFSD has adopted a growth model for principals. As such we will intentionally choose leadership elements that challenge principals to grow during the collaborative conference phase. This process will inherently drive an principal's scores on rubrics lower than by choosing elements principals are already proficient with. This concept is taken into account in assigning the HEDI ratings. The District has established the standard that a principal who achieves a rating requiring a score in the applying range or higher of the rubric will be designated Effective.

Developing: Overall performance and results need improvement in order to meet standards.	The Mount Pleasant Cottage School UFSD has adopted a growth model for principals. As such we will intentionally choose leadership elements that challenge principals to grow during the collaborative conference phase. This process will inherently drive a principal's scores on rubrics lower than by choosing elements principals are already proficient with. This concept is taken into account in assigning the HEDI ratings. The District has established the standard that an principal who achieves a rating requiring a score in the developing range or higher of the rubric will be designated Developing.
Ineffective: Overall performance and results do not meet standards.	The Mount Pleasant Cottage School UFSD has adopted a growth model for principals. As such we will intentionally choose leadership elements that challenge principals to grow during the collaborative conference phase. This process will inherently drive an principal's scores on rubrics lower than by choosing elements principals are already proficient with. This concept is taken into account in assigning the HEDI ratings. The District has established the standard that an principal not achieving a rating in the developing range of the rubric will be designated Ineffective.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	46-60
Effective	31-45
Developing	16-30
Ineffective	0-15

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	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

Tenured Principals

By supervisor	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

10. Composite Scoring (Principals)

Created Tuesday, July 10, 2012

Updated Wednesday, October 24, 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 growth or achievement for grade/subject.

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	46-60
Effective	31-45
Developing	16-30
Ineffective	0-15

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 Tuesday, July 10, 2012

Updated Wednesday, October 24, 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/5276/150187-Df0w3Xx5v6/PIP.xlsx>

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:

*Mt. Pleasant Cottage School Union Free School District
Administrator APPR Appeal Process*

SUPPLEMENTAL MEMORANDUM OF AGREEMENT

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE MT. PLEASANT COTTAGE

SCHOOL UNION FREE SCHOOL DISTRICT, hereinafter referred to as "The District" and THE MT. PLEASANT COTTAGE SCHOOL UNION FREE SCHOOL DISTRICT ADMINISTRATIVE ASSOCIATION, hereinafter referred to as "The Association";

WHEREAS, the parties have mutually agreed to the following appeals process to be incorporated into the District's APPR Plan Document for administrators covered by Education Law §3012-c and Part 30-2 Regents Rules;

1. Appeals Process:

A. Any administrator who receives an ineffective rating on their annual composite APPR or a tenured administrator who receives a developing on the 60 Point Rubric HEDI rating and Local 20 measure, shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification; provided, however, in the event that the Superintendent or the Superintendent's administrative designee served as an evaluator or lead evaluator he or she shall not hear the appeal.

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

C. An appeal of an annual APPR evaluation or an AIP must be commenced within ten (10) school days of the presentation of the final document to the administrator, in the case of a tenured administrator, and (20) twenty business days of the presentation of the final document to a probationary administrator (extended by an additional period of up to 10 calendar days if he or she is going to be on a planned vacation during the 20 business days as referenced above) or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of an AIP appeal, there shall be a second fifteen business day period for an AIP appeal following the end date of the AIP. In the event that the AIP has an ending date after June 1st, the time for appealing the AIP shall be extended until no later than the 10th day after classes begin during the September immediately following the last day of the AIP.

D. Within seven (7) calendar days of filing the appeal, the school district shall provide the affected administrator with any additional documentation it intends to rely upon in consideration of the administrator's annual APPR evaluation or his/her administrative improvement plan.

E. The Superintendent or the Superintendent's administrative designee shall respond to the appeal with a written answer within fifteen (15) calendar days, granting the appeal and directing further administrative action, or denying the appeal. The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the administrator along with all other evidence submitted by the administrator prior to rendering a decision, to the same extent and in the same manner as described in F(1) below. Such decision shall be made within fifteen (15) business days of the receipt of the appeal. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent or the Superintendent's administrative designee shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law, except as provided for in F(1) below. Every effort will be made to render a decision within the timeframe set forth in this paragraph consistent with the timely and expeditious requirements of Education Law 3012-c.

F. 1. Notwithstanding the above, in the event that a tenured administrator has received two consecutive ineffective annual APPR evaluation ratings, the appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Ira Lobel, Jeffrey Selchick, and Sheila Cole, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the AIP. The documentation to be furnished to the arbitrator on behalf of the tenured administrator and by the District shall be exchanged between the tenured administrator and the administration on an immediate basis at the time of submission to the arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The Arbitrator shall review the observational evidence underlying the observations of the administrator that must be furnished by the District, along with other evidence that must be submitted by the administrator prior to rendering a decision. The standard of review to support the evaluation or the AIP shall be "clear and convincing evidence" of the propriety of the same. 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 administrator and the district to be the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including any ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law. It is expected that the cost of said Section 3020-a hearing shall be paid for in accordance with the provision of the Education Law. In the event that the SED will not appoint one of the arbitrators listed above as the Section 3020-a Hearing Officer, then, the matter shall proceed as a disciplinary arbitration, applying the procedural and substantive requirements of Education Law Section 3020-a, the outcome of which shall be final and binding upon both parties. In that event, the District shall bear the hearing costs of the arbitrator and stenographic service and the tenured administrator shall be entitled to pay rights during the pendency of the arbitration to the

same extent as provided for under Section 3020-a of the Education Law. The burden of proof placed upon the District in such 3020-a proceeding or disciplinary arbitration shall be proof by a preponderance of the credible evidence. The arbitrator's decision will be made in a timely and expeditious manner in accordance with Education Law 3012-c.

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

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 Mount Pleasant Cottage UFSD will ensure that all evaluators are trained as lead evaluators. Lead evaluators will be trained regionally in cooperation with Southern Westchester BOCES and/or by other network team personnel who have participated in the NYSED evaluator training for Network teams and/or are authorized to provide training. Each evaluator will participate in three (3) on-line trainings which take approximately eight (8) hours each directly from iObservation to provide overviews and specifics to Marzano's Teacher Causal model. Southern Westchester BOCES provides five (5) modules of training leading to completion of the requirements for certification as a Lead evaluator. The specific modules content and duration are: New York State Teaching Standards and Evidence Based Observation (2 days), Creating Continuous Improvement Cycles (4 hours), Creating a Framework for Developing Effective Student Learning Objectives (1 day), Evidence Based Observation Protocols of the Value Added Model (1 day) and Writing Quality Student Learning Objectives (1 day). In addition, lead evaluators will complete 1.5 hours of training in specific considerations for evaluating teachers and principals of ELLs and students with disabilities. The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training for lead evaluators. The Superintendent will present the list of certified lead evaluators to the Board of Education for their approval. The Superintendent will maintain records of certification of lead evaluators. Lead evaluator re-certification training will take place annually as designated by SWBOCES recertification training (1 day). Inter-rater reliability protocols have been established which include the use of quarterly calibration sessions (team observation with post rubric score comparison) and annual comparisons of teacher artifact (lesson plans, self-reflection documents) reviews. In addition to these trainings evaluators of principals will complete the following training from SWBOCES: Regents Reform Agenda Pillars and Exploring the ISLLC standards (.5 day), Gathering Evidence for Principal Evaluation (.5 day) and Components of the APPR with a focus on growth measure (.5 day).

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 Monday, June 25, 2012

Updated Tuesday, December 04, 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/5581/145401-3Uqgn5g9Iu/assurances.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.

Student Learning Component

% of youth meet or exceed Individual Growth Target	Points Assigned	Student Learning Objective HEDI Rating
0-4 5-9 10-14	0 1 2	Ineffective
15-19 20-24 25-29 30-34 35-39 40-44 45-49 50-54 55-59	3 4 5 6 7 8 9 10 11	Developing
60-64 65-69 70-74 75-79 80-84 85-89	12 13 14 15 16 17	Effective
90-94 95-99 100	18 19 20	Highly Effective

Local Component

% of youth meet or exceed expected rate of learning	Points Assigned	(Local Assessment Rate of Learning) HEDI Rating
0-4 5-9 10-14	0 1 2	Ineffective
15-19 20-24 25-29 30-34 35-39 40-44 45-49 50-54 55-59	3 4 5 6 7 8 9 10 11	Developing
60-64 65-69 70-74 75-79 80-84 85-89	12 13 14 15 16 17	Effective
90-94 95-99 100	18 19 20	Highly Effective

Local Component

% of youth meet or exceed expected rate of learning	Points Assigned	(Local Assessment Rate of Learning) HEDI Rating
0-4 5-9 10-14	0 1 2	Ineffective
15-19 20-24 25-29 30-34 35-39 40-44 45-49 50-54 55-59	3 4 5 6 7 8 9 10 11	Developing
60-64 65-69 70-74 75-79 80-84 85-89	12 13 14 15 16 17	Effective
90-94 95-99 100	18 19 20	Highly Effective

Teacher Improvement Plan

Teacher: _____

Date: _____

Follow Up Evaluation Date (s): _____

,

,

Administrator(s) Present: _____

Union Representation Present: _____

Areas of Strength

Teaching Standards/Performance Areas Needing Improvement	Strategies/Action Plan	Evidence	Timeline

Professional Development/Support/Resources

--

This information is being placed in your District Personnel File. You have the right to respond to the material and your response will be placed in the file. Please sign and return two copies of the material indicating receipt. Your signature indicates receipt only and not agreement with the contents of the material. Please return it to me within 24 hours; you may respond at a later date.

I wish to respond

I do not wish to respond

Teacher's Signature	Date	Administrator's Signature	Date
----------------------------	-------------	----------------------------------	-------------

Union Representation Present	Date	Administrator's Signature	Date
-------------------------------------	-------------	----------------------------------	-------------

Evaluation Follow Up Date: _____

Principals Local

The performance rubric is as follows:

% of youth meet or exceed expected rate of learning	Points Assigned	(Local Assessment Rate of Learning) HEDI Rating
0-7 7-14 15-21	0 1 2	Ineffective
22-27 28-33 34-39 40-46 47-53	3 4 5 6 7	Developing
54-59 60-65 66-71 72-77 78-83 84-89	8 9 10 11 12 13	Effective
90-94 95-100	14 15	Highly Effective

Principals Local

The performance rubric is as follows:

% of youth meet or exceed expected rate of learning	Points Assigned	(Local Assessment Rate of Learning) HEDI Rating
0-7 7-14 15-21	0 1 2	Ineffective
22-27 28-33 34-39 40-46 47-53	3 4 5 6 7	Developing
54-59 60-65 66-71 72-77 78-83 84-89	8 9 10 11 12 13	Effective
90-94 95-100	14 15	Highly Effective

Administrator _____ **Date:** _____

Follow Up Evaluation Date (s): _____

_____ , _____

_____ , _____

Union Representation Present: _____

Areas of Strength

--

Administrator Standards/Performance Areas Needing Improvement	Strategies/Action Plan	Evidence	Timeline

Professional Development/Support/Resources

--

This information is being placed in your District Personnel File. You have the right to respond to the material and your response will be placed in the file. Please sign and return two copies of the material indicating receipt. Your signature indicates receipt only and not agreement with the contents of the material. Please return it to me within 24 hours; you may respond at a later date.

I wish to respond

I do not wish to respond

Principal's Signature	Date	Administrator's Signature	Date
------------------------------	-------------	----------------------------------	-------------

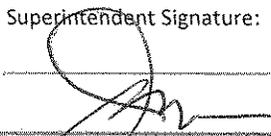
Union Representation Present	Date	Administrator's Signature	Date
-------------------------------------	-------------	----------------------------------	-------------

Evaluation Follow Up Date: _____

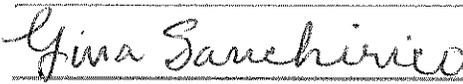
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

Signatures, dates

Superintendent Signature: Date: 11/26/12

 _____

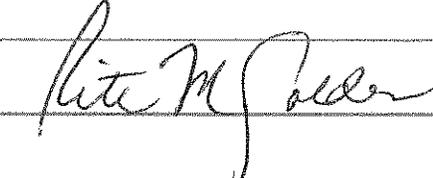
Teachers Union President Signature: Date:

 _____ 11/30/12

Administrative Union President Signature: Date:

 _____ 12-3-12

Board of Education President Signature: Date:

 _____ 12-3-12

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

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

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

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

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

MOUNT PLEASANT COTTAGE SCHOOL U.F.S.D.
1075 Broadway, P.O. Box 8 • Pleasantville, New York 10570
(914) 769-0456 Ext. 201 – FAX (914) 769-7853

Mr. James Gaudette
Superintendent of Schools
JGaudette@mail.mpcsny.org

Date: November 28, 2012

To: Rita Golden, Board President
Paul Angeron, MPCS AA President
Gina Sanchirico, MPCSTA President

From: James Gaudette 

Please find my third (3rd) attempt to complete the APPR in accordance with State requirements. Please find the sections in which I have been required to make changes:

Section 2

From:
Mount Pleasant Cottage School Performance Task Grade K ELA

To:
Mount Pleasant Cottage School Developed Grade K ELA Assessment

Please note that this language change occurs throughout 2.2, 2.3, 2.4, 2.5, 2.6, 2.9 and 2.10. The original language was modeled after an approved APPR document. SED wanted the language changed for research purposes.

In addition to this change I was required to add 4-8 ELA/Math in section 2.10 due to the fact that if a state assessment is offered in a course, that assessment must be used in the creation of an SLO.

I also added the NYAA as part of the assessment bank.

Section 3

From:
4. State approved 3rd party request.

To:
6(ii). School-wide measure computed locally.

Please note that this language change re-occurs where ever the STAR Assessments are used.

This advice is in direct contradiction to the advice received in my October phone conference with the same individual.

Section 8

The chart used for the Principal evaluation did not meet the Commissioner's regulations. Please see the chart update.

Please review and if you have no concerns regarding the changed come to my office and sign the "New" certification form. If there are issues, please bring them to my attention asap.

I urge you to assist me with expedience so that I can submit the revised copy before SED decides to make additional changes to the forms or expectations.

Thank you.

JG/mf

Mount Pleasant Cottage School UFSD

2. State Growth or Comparable Measures - Teachers

Page 1

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

2.1) Assurances

Assure that the value-added growth score provided ...

Assure that the State-provided growth measure will...

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

2.2) Grades K-3 ELA

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Mount Pleasant Cottage School Developed Grade K ELA Assessment
1	District, regional, or BOCES-developed assessment	Mount Pleasant Cottage School Developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Mount Pleasant Cottage School Developed Grade 2 ELA Assessment
	ELA	Assessment
3	State assessment	3rd Grade State Assessment

Use this box, if needed, to describe the general

The Mount Pleasant Cottage School UFSD is a Special Act School District and due to current metrics does not qualify to receive State generated scores. Subsequently, we have embraced the most recent RTTT direction of developing Personalized Learning Plans and have developed an inclusive and collaborative process that includes school personnel, parents and students in the development of these plans for all of our students. We have set a target that 70% of students will meet their individual growth targets developed from previous, local, state and 3rd party assessment data in accordance with State guidance on SLO creation

p...	with the goal of ensuring that each student is College and/or Career ready.
Highly Effective (18 - 20 points) Results are well...	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 90% to 100% will be designated as Highly Effective. Specific point allocation is attached in a table.
Effective (9 - 17 points) Results meet state average...	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 60% to 89% will be designated as Effective. Specific point allocation is attached in a table.
Developing (3 - 8 points) Results are below state ...	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 15% to 59% will be designated Developing. Specific point allocation is attached in a table.
Ineffective (0 - 2 points) Results are well-below ...	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 0% to 14% will be designated Ineffective. Specific point allocation is attached in a table.

2.3) Grades K-3 Math

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Mount Pleasant Cottage School Developed Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	Mount Pleasant Cottage School Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Mount Pleasant Cottage School Developed Grade 2 Math Assessment

Math	Assessment
3	State assessment 3rd Grade State Assessment
Use this box, if needed, to describe the general p...	The Mount Pleasant Cottage School UFSD is a Special Act School District and due to current metrics does not qualify to receive State generated scores. Subsequently, we have embraced the most recent RTTT direction of developing Personalized Learning Plans and have developed an inclusive and collaborative process that includes school personnel, parents and students in the development of these plans for all of our students. We have set a target that 70% of students will meet their individual growth targets developed from previous, local, state and 3rd party assessment data in accordance with State guidance on SLO creation with the goal of ensuring that each student is College and/or Career ready.
Highly Effective (18 - 20 points) Results are well...	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 90% to 100% will be designated as Highly Effective. Specific point allocation is attached in a table.
Effective (9 - 17 points) Results meet state avera...	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 60% to 89% will be designated as Effective. Specific point allocation is attached in a table.
Developing (3 - 8 points) Results are below state ...	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 15% to 59% will be designated Developing. Specific point allocation is attached in a table.
Ineffective (0 - 2 points) Results are well-below ...	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 0% to 14% will be designated Ineffective. Specific point allocation is attached in a table.

2.4) Grades 6-8 Science

Science	Assessment
---------	------------

6	District, regional or BOCES-developed assessment	Mount Pleasant Cottage School Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Mount Pleasant Cottage School Developed Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

Use this box, if needed, to describe the general p...	<p>The Mount Pleasant Cottage School UFSD is a Special Act School District and due to current metrics does not qualify to receive State generated scores. Subsequently, we have embraced the most recent RTTT direction of developing Personalized Learning Plans and have developed an inclusive and collaborative process that includes school personnel, parents and students in the development of these plans for all of our students. We have set a target that 70% of students will meet their individual growth targets developed from previous, local, state and 3rd party assessment data in accordance with State guidance on SLO creation with the goal of ensuring that each student is College and/or Career ready.</p>
Highly Effective (18 - 20 points) Results are well...	<p>Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 90% to 100% will be designated as Highly Effective. Specific point allocation is attached in a table.</p>
Effective (9 - 17 points) Results meet state avera...	<p>Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 60% to 89% will be designated as Effective. Specific point allocation is attached in a table.</p>
Developing (3 - 8 points) Results are below state ...	<p>Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 15% to 59% will be designated Developing. Specific point allocation is attached in a table.</p>
Ineffective (0 - 2	

points) Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 0% to 14% will be designated Ineffective. Specific point allocation is attached in a table.
 Results are well-below

2.5) Grades 6-8 Social Studies

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Mount Pleasant Cottage School Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Mount Pleasant Cottage School Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Mount Pleasant Cottage School Developed Grade 8 Social Studies Assessment

Use this box, if needed, to describe the general p...

The Mount Pleasant Cottage School UFSD is a Special Act School District and due to current metrics does not qualify to receive State generated scores. Subsequently, we have embraced the most recent RTTT direction of developing Personalized Learning Plans and have developed an inclusive and collaborative process that includes school personnel, parents and students in the development of these plans for all of our students. We have set a target that 70% of students will meet their individual growth targets developed from previous, local, state and 3rd party assessment data in accordance with State guidance on SLO creation with the goal of ensuring that each student is College and/or Career ready.

Highly Effective (18 - 20 points) Results are well...

Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 90% to 100% will be designated as Highly Effective. Specific point allocation is attached in a table.

Effective (9 - 17 points) Results meet District go...

Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 60% to 89% will be designated as Effective. Specific point allocation is attached in a table.

Developing (3 - 8

points) Results are below Distri...	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 15% to 59% will be designated Developing. Specific point allocation is attached in a table.
Ineffective (0 - 2 points) Results are well-below ...	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 0% to 14% will be designated Ineffective. Specific point allocation is attached in a table.

2.6) High School Social Studies Regents Courses

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Mount Pleasant Cottage School Developed Global Studies 1 Assessment
	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

Use this box, if needed, to describe the general p...
 The Mount Pleasant Cottage School UFSD is a Special Act School District and due to current metrics does not qualify to receive State generated scores. Subsequently, we have embraced the most recent RTTT direction of developing Personalized Learning Plans and have developed an inclusive and collaborative process that includes school personnel, parents and students in the development of these plans for all of our students. We have set a target that 70% of students will meet their individual growth targets developed from previous, local, state and 3rd party assessment data in accordance with State guidance on SLO creation with the goal of ensuring that each student is College and/or Career ready.

Highly Effective (18 - 20 points) Results are well... Effective (9	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 90% to 100% will be designated as Highly Effective. Specific point allocation is attached in a table.
--	--

- 17 points)

Results meet District go...

Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 60% to 89% will be designated as Effective. Specific point allocation is attached in a table.

Developing (3 - 8 points) Results are below Distri...

Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 15% to 59% will be designated Developing. Specific point allocation is attached in a table.

Ineffective (0 - 2 points) Results are well-below ...

Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 0% to 14% will be designated Ineffective. Specific point allocation is attached in a table.

2.7) High School Science Regents Courses

	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

Use this box, if needed, to describe the general p...

The Mount Pleasant Cottage School UFSD is a Special Act School District and due to current metrics does not qualify to receive State generated scores. Subsequently, we have embraced the most recent RTTT direction of developing Personalized Learning Plans and have developed an inclusive and collaborative process that includes school personnel, parents and students in the development of these plans for all of our students. We have set a target that 70% of students will meet their individual growth targets developed from previous, local, state and 3rd party assessment data in accordance with State guidance on SLO creation with the goal of ensuring that each student is College and/or Career ready.

Highly Effective

<p>(18 - 20 points) Results are well...</p>	<p>Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 90% to 100% will be designated as Highly Effective. Specific point allocation is attached in a table.</p>
<p>Effective (9 - 17 points) Results meet District go...</p>	<p>Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 60% to 89% will be designated as Effective. Specific point allocation is attached in a table.</p>
<p>Developing (3 - 8 points) Results are below Distri...</p>	<p>Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 15% to 59% will be designated Developing. Specific point allocation is attached in a table.</p>
<p>Ineffective (0 - 2 points) Results are well-below ...</p>	<p>Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 0% to 14% will be designated Ineffective. Specific point allocation is attached in a table.</p>

2.8) High School Math Regents Courses

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

<p>Use this box, if needed, to describe the general</p>	<p>The Mount Pleasant Cottage School UFSD is a Special Act School District and due to current metrics does not qualify to receive State generated scores. Subsequently, we have embraced the most recent RTTT direction of developing Personalized Learning Plans and have developed an inclusive and collaborative process that includes school personnel, parents and students in the development of these plans for all of our students. We have set a target that 70% of students will meet their individual growth targets developed from previous, local, state and 3rd party assessment data in accordance with State guidance on SLO creation</p>
---	---

P...	with the goal of ensuring that each student is College and/or Career ready.
Highly Effective (18 - 20 points) Results are well...	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 90% to 100% will be designated as Highly Effective. Specific point allocation is attached in a table.
Effective (9 - 17 points) Results meet District go...	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 60% to 89% will be designated as Effective. Specific point allocation is attached in a table.
Developing (3 - 8 points) Results are below Distri...	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 15% to 59% will be designated Developing. Specific point allocation is attached in a table.
Ineffective (0 - 2 points) Results are well-below ...	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 0% to 14% will be designated Ineffective. Specific point allocation is attached in a table.

2.9) High School English Language Arts

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Mount Pleasant Cottage School Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Mount Pleasant Cottage School Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	ELA Regents

<p>Use this box, if needed, to describe the general p...</p>	<p>The Mount Pleasant Cottage School UFSD is a Special Act School District and due to current metrics does not qualify to receive State generated scores. Subsequently, we have embraced the most recent RTTT direction of developing Personalized Learning Plans and have developed an inclusive and collaborative process that includes school personnel, parents and students in the development of these plans for all of our students. We have set a target that 70% of students will meet their individual growth targets developed from previous, local, state and 3rd party assessment data in accordance with State guidance on SLO creation with the goal of ensuring that each student is College and/or Career ready.</p>
<p>Highly Effective (18 - 20 points) Results are well...</p>	<p>Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 90% to 100% will be designated as Highly Effective. Specific point allocation is attached in a table.</p>
<p>Effective (9 - 17 points) Results meet District go...</p>	<p>Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 60% to 89% will be designated as Effective. Specific point allocation is attached in a table.</p>
<p>Developing (3 - 8 points) Results are below Distri...</p>	<p>Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 15% to 59% will be designated Developing. Specific point allocation is attached in a table.</p>
<p>Ineffective (0 - 2 points) Results are well-below ...</p>	<p>Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 0% to 14% will be designated Ineffective. Specific point allocation is attached in a table.</p>

2.10) All Other Courses

Course(s) or Subject(s)	Option	Assessment

- 17 points) Results meet District go...	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 60% to 89% will be designated as Effective. Specific point allocation is attached in a table.
Developing (3 - 8 points) Results are below Distri...	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 15% to 59% will be designated Developing. Specific point allocation is attached in a table.
Ineffective (0 - 2 points) Results are well-below ...	Teachers who have a percentage of students meeting or exceeding their individual growth targets ranging from 0% to 14% will be designated Ineffective. Specific point allocation is attached in a table.

2.11) HEDI Tables or Graphics

[http://NYSED-](http://NYSED-APPR.myreviewroom.com/forms/5364/responses/144308/TXEttx9bQW/896fc77cbfaa53a3feb2899188eb714f/Student Learning Component Chart-2_1.docx)

[APPR.myreviewroom.com/forms/5364/responses/144308/TXEttx9bQW/896fc77cbfaa53a3feb2899188eb714f/Student Learning Component Chart-2_1.docx](http://NYSED-APPR.myreviewroom.com/forms/5364/responses/144308/TXEttx9bQW/896fc77cbfaa53a3feb2899188eb714f/Student Learning Component Chart-2_1.docx)

2.12) Locally Developed Controls

The Mount Pleasant Cottage School UFSD is a Special Act District serving a high need special education population. As such, prior academic history will take all management, academic, physical and social needs into account as designated in each student's IEP. In addition, all other allowable controls will be taken into account when setting targets for comparable growth measures. The use of an inclusive and collaborative approach in setting individual learning goals at both the CSE meetings and with respect to the SLO process will significantly assist in mitigating any potentially problematic incentives.

2.13) Teachers with more than one growth measure

2.14) Assurances

Assure the application of locally developed contro...

Assure that use of locally developed controls will...

Assure that enrolled students in accordance with t...

Assure that procedures for ensuring data accuracy ...

Assure that district will develop SLOs according t...

Assure that past academic performance and/or basel...

Assure that the process for assigning points for S...

Assure that it is possible for an educator to earn...

Assure that processes are in place to monitor SLOs...

Mount Pleasant Cottage School UFSD

3. Locally Selected Measures - Teachers

Page 1

Locally Selected Measures of Student Achievement or Growth

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

3.1) Grades 4-8 ELA

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

Use this box, if needed, to describe the general p...

The Mount Pleasant Cottage School UFSD is a Special Act District and in accordance with current metrics does not qualify to receive a State generated value added measure. Subsequently, the local HEDI utilizes a 0-20 point range. We have determined that the local measure of performance will be in the area of literacy and math for all teachers and utilize a rate of learning model as follows: Pre-assessment scores derived from an approved 3rd party assessment will be compiled by taking the student's highest grade equivalent score prior to entrance into the course divided by years of schooling. This metric provides the expected rate of learning for that year. The expected rate of learning will be divided by the days of class attendance to compute a daily rate of learning for the time the student is enrolled with the teacher of record. The initial grade equivalent score that is used to calculate the expected rate of learning will be corroborated by one other standardized test instrument. The expected rate of learning will be determined by the first day that the student is enrolled in a teacher's course. The individual, who administers tests to obtain the grade equivalent score used to determine the expected rate of learning, and all subsequent tests used for APPR purposes, will be a certified professional and trained in the specific instrument. The expected rate of learning will be compared to actual rate of learning as determined by a post-test for the designation of teacher performance.

Highly

Effective (14 - 15 points) Results are well...	When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 90% to 100% the teacher will be designated Highly Effective. Specific point assignment is on the attached table.
Effective (8- 13 points) Results meet District- or...	When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 60% to 89% the teacher will be designated Effective. Specific point assignment is in the attached table.
Developing (3 - 7 points) Results are below Distri...	When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 15% to 59% the teacher will be designated Developing. Specific point assignment is in the attached table.
Ineffective (0 - 2 points) Results are well below ...	When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 0% to 14% the teacher will be designated Ineffective. Specific point assignment is in the attached table.

3.2) Grades 4-8 Math

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

Use this box, if needed, to describe the general p...

The Mount Pleasant Cottage School UFSD is a Special Act District and in accordance with current metrics does not qualify to receive a State generated value added measure. Subsequently, the local HEDI utilizes a 0-20 point range. We have determined that the local measure of performance will be in the area of literacy and math for all teachers and utilize a rate of learning model as follows: Pre-assessment scores derived from an approved 3rd party assessment will be compiled by taking the student's highest grade equivalent score prior to entrance into the course divided by years of schooling. This metric provides the expected rate of learning for that year. The expected rate of learning will be divided by the days of class attendance to compute a daily rate of learning for the time the student is enrolled with the teacher of record. The initial grade equivalent score that is used to calculate the expected rate of learning will be corroborated by one other standardized test instrument. The expected rate of learning will be determined by the first day that the student is enrolled in a teacher's course. The individual, who administers tests to obtain the grade equivalent score used to determine the expected rate of learning, and all subsequent tests used for APPR purposes, will be a certified professional and trained in the specific instrument. The expected rate of learning will be compared to actual rate of learning as determined by a post-test for the designation of teacher performance.

Highly Effective
(14 - 15 points)
Results are well...

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 90% to 100% the teacher will be designated Highly Effective. Specific point assignment is on the attached table.

Effective
(8- 13 points)
Results meet District-or...

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 60% to 89% the teacher will be designated Effective. Specific point assignment is in the attached table.

Developing
(3 - 7 points)
Results are below Distri...

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 15% to 59% the teacher will be designated Developing. Specific point assignment is in the attached table.

Ineffective
(0 - 2 points)
Results are well below

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 0% to 14% the teacher will be designated Ineffective. Specific point assignment is in the attached table.

3.3) HEDI Tables or Graphics

[http://NYSED-](http://NYSED-APPR.myreviewroom.com/forms/5139/responses/144935/rhJdBgDruP/6afbf2eb7ae9c50a36ba53013c4a2263/Local%20component%20chart.docx)

[APPR.myreviewroom.com/forms/5139/responses/144935/rhJdBgDruP/6afbf2eb7ae9c50a36ba53013c4a2263/Local component chart.docx](http://APPR.myreviewroom.com/forms/5139/responses/144935/rhJdBgDruP/6afbf2eb7ae9c50a36ba53013c4a2263/Local%20component%20chart.docx)

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

3.4) Grades K-3 ELA

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
1	6(ii) School-wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
2	6(ii) School-wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
3	6(ii) School-wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise

Use this box, if needed, to describe the general p...

The Mount Pleasant Cottage School UFSD is a Special Act District and in accordance with current metrics does not qualify to receive a State generated value added measure. Subsequently, the local HEDI utilizes a 0-20 point range. We have determined that the local measure of performance will be in the area of literacy and math for all teachers and utilize a rate of learning model as follows: Pre-assessment scores derived from an approved 3rd party assessment will be compiled by taking the student's highest grade equivalent score prior to entrance into the course divided by years of schooling. This metric provides the expected rate of learning for that year. The expected rate of learning will be divided by the days of class attendance to compute a daily rate of learning for the time the student is enrolled with the teacher of record. The initial grade equivalent score that is used to calculate the expected rate of learning will be corroborated by one other standardized test instrument. The expected rate of learning will be determined by the first day that the student is enrolled in a teacher's course. The individual, who administers tests to obtain the grade equivalent score used to determine the expected rate of learning, and all subsequent tests used for APPR purposes, will be a certified professional and trained in the specific instrument. The expected rate of learning will be compared to actual rate of learning as determined by a post-test for the designation of teacher performance.

Highly Effective (18-20 points) Results are

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 90% to 100% the teacher will be designated Highly Effective. Specific point assignment is on the attached table.

well a...

Effective

(9-17

points)

Results

meet

District- or

...

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 60% to 89% the teacher will be designated Effective. Specific point assignment is in the attached table.

Developing

(3 - 8

points)

Results are

below

Distri...

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 15% to 59% the teacher will be designated Developing. Specific point assignment is in the attached table.

Ineffective

(0 - 2

points)

Results are

well below

...

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 0% to 14% the teacher will be designated Ineffective. Specific point assignment is in the attached table.

3.5) Grades K-3 Math

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
1	6(ii) School-wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
2	6(ii) School-wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
3	6(ii) School-wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise

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Use this box, if

needed, to describe the general p... of learning for that year. The expected rate of learning will be divided by the days of class attendance to compute a daily rate of learning for the time the student is enrolled with the teacher of record. The initial grade equivalent score that is used to calculate the expected rate of learning will be corroborated by one other standardized test instrument. The expected rate of learning will be determined by the first day that the student is enrolled in a teacher's course. The individual, who administers tests to obtain the grade equivalent score used to determine the expected rate of learning, and all subsequent tests used for APPR purposes, will be a certified professional and trained in the specific instrument. The expected rate of learning will be compared to actual rate of learning as determined by a post-test for the designation of teacher performance.

Highly Effective (18-20 points) Results are well a...

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 90% to 100% the teacher will be designated Highly Effective. Specific point assignment is on the attached table.

Effective (9-17 points) Results meet District- or ...

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 60% to 89% the teacher will be designated Effective. Specific point assignment is in the attached table.

Developing (3 - 8 points) Results are below Distri...

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 15% to 59% the teacher will be designated Developing. Specific point assignment is in the attached table.

Ineffective (0 - 2 points) Results are well below ...

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 0% to 14% the teacher will be designated Ineffective. Specific point assignment is in the attached table.

3.6) Grades 6-8 Science

Locally-Selected Measure from List of Approved Measures Assessment

6	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise

Use this box, if needed, to describe the general p...

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Highly Effective (18 - 20 points) Results are well...

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 90% to 100% the teacher will be designated Highly Effective. Specific point assignment is on the attached table.

Effective (9 - 17 points) Results meet District- o...

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 60% to 89% the teacher will be designated Effective. Specific point assignment is in the attached table.

Developing (3 - 8 points) Results are below Distri...

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 15% to 59% the teacher will be designated Developing. Specific point assignment is in the attached table.

Ineffective

(0 - 2 points)
Results are well below

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 0% to 14% the teacher will be designated Ineffective. Specific point assignment is in the attached table.

3.7) Grades 6-8 Social Studies

Locally-Selected Measure from List of Approved Measures	Assessment
6 6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
7 6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
8 6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise

Use this box, if needed, to describe the general p...

The Mount Pleasant Cottage School UFSD is a Special Act District and in accordance with current metrics does not qualify to receive a State generated value added measure. Subsequently, the local HEDI utilizes a 0-20 point range. We have determined that the local measure of performance will be in the area of literacy and math for all teachers and utilize a rate of learning model as follows: Pre-assessment scores derived from an approved 3rd party assessment will be compiled by taking the student's highest grade equivalent score prior to entrance into the course divided by years of schooling. This metric provides the expected rate of learning for that year. The expected rate of learning will be divided by the days of class attendance to compute a daily rate of learning for the time the student is enrolled with the teacher of record. The initial grade equivalent score that is used to calculate the expected rate of learning will be corroborated by one other standardized test instrument. The expected rate of learning will be determined by the first day that the student is enrolled in a teacher's course. The individual, who administers tests to obtain the grade equivalent score used to determine the expected rate of learning, and all subsequent tests used for APPR purposes, will be a certified professional and trained in the specific instrument. The expected rate of learning will be compared to actual rate of learning as determined by a post-test for the designation of teacher performance.

Highly Effective (18 - 20 points)
Results are well...

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 90% to 100% the teacher will be designated Highly Effective. Specific point assignment is on the attached table.

Effective (9 - 17 points)
Results meet

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 60% to 89% the teacher will be designated Effective. Specific point assignment is in the attached table.

District- o... Developing (3 - 8 points) Results are below Distri...	When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 15% to 59% the teacher will be designated Developing. Specific point assignment is in the attached table.
Ineffective (0 - 2 points) Results are well below ...	When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 0% to 14% the teacher will be designated Ineffective. Specific point assignment is in the attached table.

3.8) High School Social Studies

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

Use this box, if needed, to describe the general p...

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will be a certified professional and trained in the specific instrument. The expected rate of learning will be compared to actual rate of learning as determined by a post-test for the designation of teacher performance.

<p>Highly Effective (18 - 20 points) Results are well...</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 90% to 100% the teacher will be designated Highly Effective. Specific point assignment is on the attached table.</p>
<p>Effective (9 - 17 points) Results meet District- o...</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 60% to 89% the teacher will be designated Effective. Specific point assignment is in the attached table.</p>
<p>Developing (3 - 8 points) Results are below Distri...</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 15% to 59% the teacher will be designated Developing. Specific point assignment is in the attached table.</p>
<p>Ineffective (0 - 2 points) Results are well below ...</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 0% to 14% the teacher will be designated Ineffective. Specific point assignment is in the attached table.</p>

3.9) High School Science

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
Earth Science	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
		STAR Reading Enterprise and STAR Math

Chemistry	6(ii) School wide measure computed locally	Enterprise
Physics	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise

Use this box, if needed, to describe the general p...

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Highly Effective (18-20 points) Results are well a...

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 90% to 100% the teacher will be designated Highly Effective. Specific point assignment is on the attached table.

Developing (3 - 8 points) Results are below Distri...

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 60% to 89% the teacher will be designated Effective. Specific point assignment is in the attached table.

Effective (9 - 17points) Results meet District- or...

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 15% to 59% the teacher will be designated Developing. Specific point assignment is in the attached table.

Ineffective

(0 - 2 points)
Results are well below

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 0% to 14% the teacher will be designated Ineffective. Specific point assignment is in the attached table.

3.10) High School Math

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

Use this box, if needed, to describe the general p...

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Highly Effective (18 - 20 points)
Results are well...

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 90% to 100% the teacher will be designated Highly Effective. Specific point assignment is on the attached table.

<p>Effective (9 - 17 points) Results meet District- o...</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 60% to 89% the teacher will be designated Effective. Specific point assignment is in the attached table.</p>
<p>Developing (3 - 8 points) Results are below Distri...</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 15% to 59% the teacher will be designated Developing. Specific point assignment is in the attached table.</p>
<p>Ineffective (0 - 2 points) Results are well below ...</p>	<p>When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 0% to 14% the teacher will be designated Ineffective. Specific point assignment is in the attached table.</p>

3.11) High School English Language Arts

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

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Use this box, if needed, to describe

the general p... grade equivalent score that is used to calculate the expected rate of learning will be corroborated by one other standardized test instrument. The expected rate of learning will be determined by the first day that the student is enrolled in a teacher's course. The individual, who administers tests to obtain the grade equivalent score used to determine the expected rate of learning, and all subsequent tests used for APPR purposes, will be a certified professional and trained in the specific instrument. The expected rate of learning will be compared to actual rate of learning as determined by a post-test for the designation of teacher performance.

Highly Effective (18 - 20 points) Results are well...

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 90% to 100% the teacher will be designated Highly Effective. Specific point assignment is on the attached table.

Effective (9 - 17 points) Results meet District- o...

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 60% to 89% the teacher will be designated Effective. Specific point assignment is in the attached table.

Developing (3 - 8 points) Results are below Distri...

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 15% to 59% the teacher will be designated Developing. Specific point assignment is in the attached table.

Ineffective (0 - 2 points) Results are well below ...

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 0% to 14% the teacher will be designated Ineffective. Specific point assignment is in the attached table.

3.12) All Other Courses

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
ALL OTHER COURSES	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise

Use this box, if needed, to describe the general p...

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Highly Effective (18 - 20 points) Results are well...

When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 90% to 100% the teacher will be designated Highly Effective. Specific point assignment is on the attached table.

Effective (9

- 17 points) Results meet District- o...	When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 60% to 89% the teacher will be designated Effective. Specific point assignment is in the attached table.
Developing (3 - 8 points) Results are below Distri...	When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 15% to 59% the teacher will be designated Developing. Specific point assignment is in the attached table.
Ineffective (0 - 2 points) Results are well below	When the percentage of students in a teacher's course meet or exceed the expected rate of learning in the range of 0% to 14% the teacher will be designated Ineffective. Specific point assignment is in the attached table.

3.13) HEDI Tables or Graphics

[http://NYSED-](http://NYSED-APPR.myreviewroom.com/forms/5139/responses/144935/y92vNseFa4/b18da34a1db5b5541697b223c934a337/Local%20component%20chart.docx)

[APPR.myreviewroom.com/forms/5139/responses/144935/y92vNseFa4/b18da34a1db5b5541697b223c934a337/Local component chart.docx](http://NYSED-APPR.myreviewroom.com/forms/5139/responses/144935/y92vNseFa4/b18da34a1db5b5541697b223c934a337/Local%20component%20chart.docx)

3.14) Locally Developed Controls

The Mount Pleasant Cottage School UFSD is a Special Act School serving a special needs population with a rolling admission creating a highly transient population. Due to our specific needs we have created the daily rate of learning model as articulated above. Given the wrap around services provided for from the residential center who we are associated with as well as the collaborative process working with home district CSE's the school district can be reasonably assured of proper checks to monitor student progress.

3.15) Teachers with More Than One Locally Selected Measure

In accordance with the most recent guidance document available, the Mount Pleasant Cottage UFSD will calculate multiple SLO's and locally selected measures as follows:

1. Compute each SLO and/or local measure separately.
2. Weight each SLO and/or local measure proportionately based upon the number of students used in each SLO/local measure to calculate proportional point values.
3. Add each proportional SLO/local measure to calculate a total composite score.
4. Round decimals up or down.

3.16) Assurances

Assure the application of locally-developed contro...

Assure that use of locally-developed controls will...

Assure that enrolled students in accordance with t...

Assure that procedures for ensuring data accuracy ...

Assure that the process for assigning points for l...

Assure that it is possible for an educator to earn...

Assure that locally-selected measures are rigorous...

If more than one type of locally-selected measure ...

Assure that all locally-selected measures for a te...

% of youth meet or exceed Individual Learning Goal	Points Assigned	Student Learning Objective HEDI Rating
0-7 7-14	0 1	Ineffective
15-21 22-27 28-33 34-39 40-46 47-53 54-59	2 3 4 5 6 7 8	Developing
60-65 66-71 72-77 78-83 84-89	9 10 11 12 13	Effective
90-94 95-100	14 15	Highly Effective

New Chart

Principals Local

The performance rubric is as follows:

% of youth meet or exceed expected rate of learning	Points Assigned	(Local Assessment Rate of Learning) HEDI Rating
0-7	0	
7-14	1	Ineffective
15-21	2	
22-27	3	
28-33	4	Developing
34-39	5	
40-46	6	
47-53	7	
54-59	8	
60-65	9	Effective
66-71	10	
72-77	11	
78-83	12	
84-89	13	
90-94	14	Highly Effective
95-100	15	

Old Chart

Principals Local

The performance rubric is as follows:

% of youth meet or exceed expected rate of learning	Points Assigned	(Local Assessment Rate of Learning) HEDI Rating
0-7	0	
7-14	1	Ineffective
15-21	2	
22-27	3	
28-33	4	
34-39	5	Developing
40-46	6	
47-53	7	
54-59	8	
60-65	9	
66-71	10	Effective
72-77	11	
78-83	12	
84-89	13	
90-94	14	
95-100	15	Highly Effective