



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

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

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

Sept. 16, 2013

Revised

Enrico Crocetti, Superintendent
Mount Sinai Union Free School District
North Country Road
P.O. Box 397
Mount Sinai, NY 11766

Dear Superintendent Crocetti:

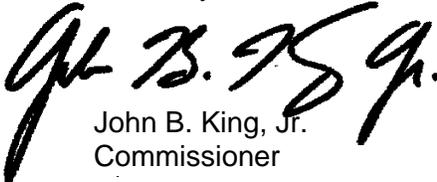
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Dean T. Lucera

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Monday, June 24, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 580207020000

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

580207020000

1.2) School District Name: MT SINAI UFSD

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

MT SINAI UFSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Tuesday, September 10, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Mount Sinai developed Grade K ELA Assessment
1	District, regional, or BOCES-developed assessment	Mount Sinai developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Mount Sinai 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for K-3 ELA will utilize Mount Sinai developed ELA Assessments. The same assessments will be used across all classrooms in the same grade level. For Grade 3, the Mount Sinai developed assessment will be used as a pre-test and the targets will be set for the 3rd Grade State Assessment. Targets will be determined through collaboration of the Building Principal and Teacher. Class-wide growth targets will be set based on the pretest of the students assigned to the teacher. Student's pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0-20. The scale is shown in 2.11. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 85% or greater of his/her students meet the class-wide growth target. See scale at 2.11.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 65% to 84% of his/her students meet the class-wide growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 50% to 64% of his/her students meet the class-wide growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 49% of his/her students meet the class-wide growth target. See scale at 2.11.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Mount Sinai developed Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	Mount Sinai developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Mount Sinai 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for K-3 Math will Mount Sinai district developed Math assessments. The same assessments will be used across all classrooms in the same grade level. For Grade 3, the Mount Sinai developed Math assessment will be used as a pretest, and targets will be set for the 3rd Grade State Assessment. Targets will be determined through collaboration of the Building Principal and Teacher. Class-wide growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the class-wide growth target will be converted to a scale score of 0-20. The scale is shown in 2.11. Teachers can achieve all scale points from 0-20
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 85% or greater of his/her students meet the class-wide growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 65% to 84% of his/her students meet the class-wide growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 50% to 64% of his/her students meet the class-wide growth target. See scale at 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 49% of his/her students meet the class-wide growth target. See scale at 2.11.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Mount Sinai developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Mount Sinai 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for Grades 6-7 Science will utilize the Mount Siani developed Science Assessments. The SLO for Grade 8 Science will utilize the NYS 8th Grade Science Assessment. The same assessments will be used across all classrooms in the same grade level. Targets will be determined through collaboration of the Building Principal and Teacher. Class-wide growth targets will be set based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the class-wide growth target will be converted to a scale score of 0-20. The scale is shown in 2.11. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 85% or greater of his/her students meet the class-wide growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 65% to 84% of his/her students meet the class-wide growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 50% to 64% of his/her students meet the class-wide growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 49% of his/her students meet the class-wide growth target. See scale at 2.11.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Mount Sinai developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Mount Sinai developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Mount Sinai 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for Grades 6-8 Social Studies will be rigorous, comparable and aligned to NYS and Common Core Standards. The same assessment will be used across all classrooms in the same grade level. Targets will be determined through collaboration of the Building Principal and Teacher. Growth targets will be set based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0-20. The scale is shown in 2.11. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the class-wide growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the class-wide growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the class-wide growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the class-wide growth target. See scale at 2.11.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Mount Sinai developed Global I Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school Social Studies Regents Courses will be rigorous, comparable and aligned to NYS and Common Core Standards. The same assessment will be used across all classrooms in the same course. Targets will be determined through collaboration of the Building Principal, Humanities Director and Teacher. Class-wide growth targets will be set based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the Regents assessment score or Mount Sinai Developed Assessment for global 1 score to determine growth. The percentage of students meeting the classwide growth target will be converted to a scale score of 0-20. The scale is shown in 2.11. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the class-wide growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the class-wide growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the class-wide growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the class-wide growth target. See scale at 2.11.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school Regents Science Courses will be rigorous, comparable and aligned to NYS and Common Core Standards. The same assessment will be used across all classrooms in the same course. Targets will be determined through collaboration of the Building Principal, MST Director and Teacher. Class-wide growth targets will be set based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the Regents assessment score to determine growth.
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	The percentage of students meeting the class-wide growth target will be converted to a scale score of 0-20. The scale is shown in 2.11. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the class-wide growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the class-wide growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the class-wide growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the class-wide growth target. See scale at 2.11.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school Regents Mathematics Courses will be rigorous, comparable and aligned to NYS and Common Core Standards. Mount Sinai UFSD will administer the NYS Integrated Algebra Regents Assessment and the NYS Common Core Algebra Regents Assessment during the 2013-2014 school year. Teachers will use the higher of the two scores for APPR purposes. The same assessments will be used across all classrooms in the same course. Targets will be determined through collaboration of the Building Principal, MST Director and Teacher. Class-wide growth targets will be set based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the Regents assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0-20. The scale is shown in 2.11. Teachers can achieve all scale points from 0-20.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the class-wide growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the class-wide growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the class-wide growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the class-wide growth target. See scale at 2.11.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Mount Sinai developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Mount Sinai developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school English Language Arts courses will be rigorous, comparable and aligned to NYS and Common Core Standards. The Mount Sinai developed ELA Assessments will be used for Grades 9 and 10. The NYS Comprehensive English Regents Assessment will be used for Grade 11. The same assessment will be used across all classrooms in the same course. Targets will be determined through collaboration of the Building Principal, Humanities Director and Teacher. Class-wide growth targets will be set based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the class-wide growth target will be converted to a scale score of 0-20. The scale is shown in 2.11. Teachers can achieve all scale points from 0-20.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the class-wide growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the class-wide growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the class-wide growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the class-wide growth target. See scale at 2.11.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other secondary ELA Courses	District, Regional or BOCES-developed	Mount Sinai developed grade and subject specific summative English Language Arts Assessments
All other secondary Mathematics Courses	District, Regional or BOCES-developed	Mount Sinai developed grade and subject specific summative Mathematics Assessments
All other secondary Science Courses	District, Regional or BOCES-developed	Mount Sinai developed grade and subject specific summative Science Assessments
All other secondary Social Studies Courses	District, Regional or BOCES-developed	Mount Sinai developed grade and subject specific summative Social Studies Assessments
Secondary LOTE Courses	District, Regional or BOCES-developed	Mount Sinai developed grade and subject specific summative LOTE Assessments
All Art Courses	District, Regional or BOCES-developed	Mount Sinai developed grade and subject specific Art Portfolio Assessments
All Music Courses	District, Regional or BOCES-developed	Mount Sinai developed grade and subject specific summative Music Assessments
All Technology Courses	District, Regional or BOCES-developed	Mount Sinai developed grade and subject specific summative Technology Assessment
All Physical Education Courses	District, Regional or BOCES-developed	Mount Sinai developed grade and subject specific Physical Education Assessments
All Business Courses	District, Regional or BOCES-developed	Mount Sinai developed grade and subject specific summative Business Assessments
All Health Courses	District, Regional or BOCES-developed	Mount Sinai developed grade and subject specific summative Health Assessments
All Family and Consumer Science Courses	District, Regional or BOCES-developed	Mount Sinai developed grade and subject specific summative FACS Assessments
ESL K-8	State Assessment	NYSESLAT
ESL 9-12	State Assessment	NYSESLAT
All other Self-Contained Special Education teachers not named above	State Assessment	NYSAA

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

<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 2.11, below.</p>	<p>The SLOs for the courses listed in 2.10 will be rigorous, comparable and aligned to NYS and Common Core Standards. The same assessment will be used across all classrooms in the same course and grade. Targets will be determined through collaboration of the Building Principal, Director and Teacher. Growth targets will be set based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the class-wide growth target will be converted to a scale score of 0-20. The scale is shown in 2.11. Teachers can achieve all scale points from 0-20. The NYSAA is offered for special education students with that designation in their IEP. For the 2013-2014 school year there is one In-District student with the NYSAA designation.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>A teacher will be rated highly effective if 85% or greater of his/her students meet the class-wide growth target. See scale at 2.11.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>A teacher will be rated effective if 65%-84% of his/her students meet the class-wide growth target. See scale at 2.11.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>A teacher will be rated developing if 50%-64% of his/her students meet the class-wide growth target. See scale at 2.11.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>A teacher will be rated ineffective if 0%-49% of his/her students meet the class-wide growth target. See scale at 2.11.</p>

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/533314-TXEttx9bQW/Revised 9-10-13 Teacher Growth Charts.docx

2.12) Locally Developed Controls

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

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

In setting targets for SLOs and Local Assessments consideration will be given regarding students with disabilities, English Language Learners, students in poverty and adjustments will be made to the targets while assuring these students are held to high standards of rigor and continuous student growth.

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, September 12, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 4 ELA Achievement Assessment
5	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 5 ELA Achievement Assessment
6	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 6 ELA Achievement Assessment

7	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 7 ELA Achievement Assessment
8	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 8 ELA Achievement Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The Mount Sinai developed grade level achievement assessments will be rigorous, valid and aligned to the NYS and Common Core Standards. The assessments will measure student achievement. The same assessment will be used across all classrooms in the same grade level. Class-wide achievement targets will be determined through collaboration of the Building Principal and Teacher. The percentage of students meeting or exceeding the class-wide achievement target will be converted to a scale score of 0-20. The scale is shown in 3.3. Teachers can achieve all scale points from 0-20. The 20 point scale will be used until Value Added is approved.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the class-wide achievement target. See scale at 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65%to 84% of his/her students meet the class-wide achievement target. See scale at 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the class-wide achievement target. See scale at 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0%-49% of his/her students meet the class-wide achievement target. See scale at 3.3.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 4 Math Achievement Assessment
5	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 5 Math Achievement Assessment
6	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 6 Math Achievement Assessment

7	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 7 Math Achievement Assessment
8	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 8 Math Achievement Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The Mount Sinai developed grade level Math Achievement Assessments will be rigorous, valid and aligned to the NYS and Common Core Standards. The assessments will measure student achievement. The same assessment will be used across all classrooms in the same grade level. Class-wide achievement targets will be determined through collaboration of the Building Principal and Teacher. The percentage of students meeting or exceeding the class-wide achievement target will be converted to a scale score of 0-20. The scale is shown in 3.3. Teachers can achieve all scale points from 0-20. The 20 point scale will be used until Value Added is approved.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the class-wide achievement target. See scale at 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65%to 84% of his/her students meet the classwide achievement target. See scale at 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the classwide achievement target. See scale at 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0%-49% of his/her students meet the class-wide achievement target. See scale at 3.3.

3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade K ELA Achievement Assessment

1	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 1 ELA Achievement Assessment
2	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 2 ELA Achievement Assessment
3	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 3 ELA Achievement Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Mount Sinai developed ELA achievement assessments will be rigorous, valid and aligned to NYS and Common Core standards. The same achievement assessment will be used across all classrooms in the same grade level. Class-wide achievement targets will be determined through collaboration of the Building Principal and Teacher. The percentage of students meeting or exceeding the achievement target will be converted to a scale score of 0-20. The scale is shown in 3.13. Teachers can achieve all scale points from 0-20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the class-wide achievement target. See scale at 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the class-wide achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the class-wide achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0%-49% of his/her students meet the class-wide achievement target. See scale at 3.13.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade K Math Achievement Assessment
1	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 1 Math Achievement Assessment
2	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 2 Math Achievement Assessment

3	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 3 Math Achievement Assessment
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For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Mount Sinai developed Math Achievement Assessments will be rigorous, valid and aligned with the MYS and Common Core Standards. The same achievement assessment will be used across all classrooms in the same grade level. Class-wide achievement targets will be determined through collaboration of the Building Principal and Teacher. The percentage of students meeting or exceeding the achievement target will be converted to a scale score of 0-20. The scale is shown in 3.13. Teachers can achieve all scale points from 0-20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the class-wide achievement target. See scale at 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the class-wide achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the class-wide achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0%-49% of his/her students meet the class-wide achievement target. See scale at 3.13.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 6 Science Achievement Assessment
7	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 7 Science Achievement Assessment
8	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 8 Science Achievement Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Mount Sinai developed Science Achievement Assessments will be rigorous and comparable across classrooms. The same assessment will be used across a grade level or subject. Class-wide achievement targets will be determined through collaboration of the Building Principal, MST Director and Teacher. Using the student's final assessment/NYS Assessment scores, the percentage of students meeting or exceeding the achievement target goal will be converted to a scale score of 0-20. The scale is shown in 3.13. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the class-wide achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the class-wide achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the class-wide achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0%-49% of his/her students meet the class-wide achievement target. See scale at 3.13.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 6 Social Studies Achievement Assessment
7	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 7 Social Studies Achievement Assessment
8	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 8 Social Studies Achievement Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Mount Sinai developed Grade 6 and Grade 7 and Grade 8 Social Studies Achievement Assessments will be rigorous and comparable across classrooms. The same assessments will be used across a grade level.. Class-wide achievement targets will be determined through collaboration of the Building Principal, Humanities Director and Teacher. The percentage of students meeting or exceeding the achievement target goal will be
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	converted to a scale score of 0-20. The scale is shown in 3.13. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the class-wide achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the class-wide achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the class-wide achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0%-49% of his/her students meet the class-wide achievement target. See scale at 3.13.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES-developed assessments	Mount Sinai developed Global 1 Achievement Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global History Regents Assessment
American History	3) Teacher specific achievement or growth score computed locally	NYS U.S. History Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Mount Sinai developed Global 1 Social Studies Achievement Assessment will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Class-wide achievement targets will be determined through collaboration of the Building Principal, Humanities Director and Teacher. The percentage of students meeting or exceeding the achievement target will be converted to a scale score of 0-20. For Global 2 and American History, class-wide achievement targets will be established using baseline data from locally developed achievement assessments based on the appropriate NYS and Common Core Standards. Class-wide
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achievement targets will be determined through collaboration of the Building Principal, Humanities Director and Teacher. Using the data from the NYS Global History Regents Assessment and the NYS U.S. History Regents Assessment, the percentage of students meeting the class-wide achievement target will be converted to a scale score of 0-20. The scale is shown in 3.13. Teachers can achieve all scale points from 0-20

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

A teacher will be rated highly effective if 85% or more of his/her students meet the class-wide achievement target. See scale at 3.13.

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

A teacher will be rated effective if 65% to 84% of his/her students meet the class-wide achievement target. See scale at 3.13.

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

A teacher will be rated developing if 50% to 64% of his/her students meet the class-wide achievement target. See scale at 3.13.

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

A teacher will be rated ineffective if 0%-49% of his/her students meet the class-wide achievement target. See scale at 3.13

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	NYS Living Environment Regents Assessment
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents Assessment
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents Assessment
Physics	3) Teacher specific achievement or growth score computed locally	NYS Physics Regents Assessment

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

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

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

For Living Environment, Earth Science, Chemistry and Physics, achievement targets will be established using baseline data from locally developed assessments based on the appropriate NYS and Common Core Standards. Targets will be determined

through collaboration of the Building Principal, MST Director and Teacher. Using the data from the NYS Regents Assessments, the percentage of students exceeding/achieving the target will be converted to a scale score of 0-20. The scale is shown in 3.13. Teachers can achieve all scale points from 0-20

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

A teacher will be rated highly effective if 85% or more of his/her students meet the class-wide achievement target. See scale at 3.13.

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

A teacher will be rated effective if 65% to 84% of his/her students meet the class-wide achievement target. See scale at 3.13.

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

A teacher will be rated developing if 50% to 64% of his/her students meet the class-wide achievement target. See scale at 3.13.

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

A teacher will be rated ineffective if 0%-49% of his/her students meet the class-wide achievement target. See scale at 3.13

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents Assessment/NYS Common Core Algebra Regents Assessment
Geometry	6(ii) School wide measure computed locally	NYS Geometry Regents Assessment
Algebra 2	6(ii) School wide measure computed locally	NYS Algebra 2/Trigonometry Regents Assessment

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

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

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

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

For Algebra 1, Geometry and Algebra 2, achievement targets will be established using baseline data from locally developed assessments based on the appropriate NYS and Common Core

3.13, below.	Standards. School wide achievement targets will be determined through collaboration of the Building Principal, MST Director and Teacher. Using the data from the NYS Regents Assessments, the percentage of students meeting or exceeding the achievement target will be converted to a scale score of 0-20. Mount Sinai UFSD may administer NYS Integrated Algebra regents assessment and the NYS Common Core Algebra regents during the 2013-2014 school year. Teachers will use the higher of the two scores for APPR puposes. The scale is shown in 3.13. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of students meet the school wide achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of students meet the school wide achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of students meet the school wide achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0%-49% of students meet the school wide achievement target. See scale at 3.13

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 9 ELA Achievement Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Mount Sinai developed Grade 10 ELA Achievement Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive English Regents Assessment

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

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

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents, the Common Core

English Regents, or both and how the HEDI process will be adjusted accordingly.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For Grade 9 and Grade 10 ELA, the Mount Sinai developed ELA achievement assessments will be rigorous, valid and aligned to the NYS Common Core Standards. The same assessment will be used across all classrooms in the same grade level. Class-wide achievement targets will be determined through collaboration of the Building Principal, Humanities Director and Teacher. The percentage of students meeting or exceeding the achievement target will be converted to a scale score of 0-20. For Grade 11, the NYS Comprehensive English Regents Assessment will be used. Class-wide achievement targets will be determined through collaboration of the Building Principal, Humanities Director and Teacher. Using the data from the NYS Regents Examinations, the percentage of students meeting or exceeding the achievement target will be converted to a scale score of 0-20. The scale is shown in 3.13. Teachers can achieve all scale points from 0-20.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated highly effective if 85% or more of his/her students meet the class-wide achievement target. See scale at 3.13.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated effective if 65% to 84% of his/her students meet the class-wide achievement target. See scale at 3.13.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated developing if 50% to 64% of his/her students meet the class-wide achievement target. See scale at 3.13.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated ineffective if 0%-49% of his/her students meet the class-wide achievement target. See scale at 3.13.</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
All Other secondary ELA Courses	5) District/regional/BOCES-developed	Mount Sinai developed grade and subject specific English Language Arts Achievement Assessment
All other secondary Mathematics Courses	5) District/regional/BOCES-developed	Mount Sinai developed grade and subject specific Mathematics Achievement Assessments
All other secondary Science Courses	5) District/regional/BOCES-developed	Mount Siani developed grade and subject specific Science Achievement Assessments
All other secondary Social Studies Courses	5) District/regional/BOCES-developed	Mount Sinai developed grade and subject specific Social Studies Achievement Assessments
Secondary LOTE Courses	5) District/regional/BOCES-developed	Mount Sinai developed grade and subject specific LOTE Achievement Assessments

All Art Courses	5) District/regional/BOCES–developed	Mount Sinai developed grade and subject specific Art Achievement Assessments
All Music Courses	5) District/regional/BOCES–developed	Mount Sinai developed grade and subject specific written Music Achievement Assessments
All Technology Courses	5) District/regional/BOCES–developed	Mount Sinai developed grade and subject specific Technology Achievement Assessments
II Physical Education Courses	5) District/regional/BOCES–developed	Mount Sinai developed grade and subject specific Physical Education Performance Assessments
All Business Courses	5) District/regional/BOCES–developed	Mount Sinai developed grade and subject specific Business Achievement Assessments
All Health Courses	5) District/regional/BOCES–developed	Mount Sinai developed grade and subject specific Health Achievement Assessments
All Family and Consumer Science Courses	5) District/regional/BOCES–developed	Mount Sinai developed grade and subject specific FACS Achievement Assessments
ESL K-8	3) Teacher specific achievement/growth score computed locally	NYSESLAT
ESL 9-12	3) Teacher specific achievement/growth score computed locally	NYSESLAT

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The District's Mount Sinai grade and subject specific Achievement Assessments and NYSESLAT assessments in the courses listed above will be rigorous, valid and aligned with NYS and Common Core Standards. The same assessment will be used across all classrooms in the same grade level and subject area. Class-wide achievement targets will be determined through collaboration of the Building Principal and Teacher. The percentage of students meeting or exceeding the achievement target will be converted to a scale score of 0-20. The scale is shown in 3.13. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the class-wide achievement target. See scale at 3.13.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the class-wide achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the class-wide achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0%-49% of his/her students meet the class-wide achievement target. See scale at 3.13

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/146188-y92vNseFa4/Teacher Local Charts Component Mount Sinai UFSD2.docx

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

Class-wide achievement targets are set for students through collaboration of the Building Principal, Department Director and Teacher. The number of students meeting the class-wide achievement target will be divided by the total number of students in the teacher's classes to identify the overall percentage of students meeting the target. The percentage is then converted to a scale score of 0-20 or 0-15. (Using the conversion charts uploaded to task 3.3) These scaled scores will be averaged to derive a final score. This method ensures proportional accountability based on the percentage of students assessed by each locally selected measure. For teachers with more than on locally selected measure, the multiple measures will be combined equally when determining the HEDI score.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked

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

4. Other Measures of Effectiveness (Teachers)

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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.)

Danielson's Framework for Teaching

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Mount Sinai School District will use the Danielson 2007 Rubric . 60% based on Danielson's Framework for Teaching (2007 Edition). The 60 points will be distributed among the four domains as follows: Domain I-12 points, Domain II-20 points, Domain III-20 points and Domain IV- 8 points . Within each Domain, every component will have a 1 to 4 value and those scores will be converted to a 0-100 scale. Scores from multiple observations will be combined and averaged to result in a single score for each component. H=4, E=3, D=2, I=1. Normal rounding rules will apply however, in no case will rounding cause a teachers HEDI score to move from one

HEDI band to another. The points earned will be a percentage of points available in a domain. The resulting percentage will then be converted to a number equaling that percentage of the possible points available in that Domain. For example: Domain I has a total of 12 possible points. Within that domain there are six components creating a possible point total of 24. To achieve all 24 points would result in 100% of that domain or 12 points of the 60. If a teacher achieves 12 of the possible 24 points that would be 50% or 6 of the 12 points for that domain. If a teacher receives a rating of ineffective in all components in any Domain they will receive a 0 as a point total for that domain. T

Evidence for Domains I, II and III will be gathered through the formal observation process and additional classroom "walkthroughs". Evidence for Domain IV will be gathered through review of teacher artifacts/reflections using portfolios, evidence binders and review of student work.

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.	A rating of highly effective is achieved by demonstrating exemplary performance in planning and preparation, classroom environment, instruction and professional responsibilities and earning an overall score of 59 to 60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	A rating of effective is achieved by demonstrating strong performance in planning and preparation, classroom environment, instruction and professional responsibilities and earning an overall score of 57 to 58 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A rating of developing is achieved by demonstrating a need for improvement in performance in planning and preparation, classroom environment, instruction and professional responsibilities and earning an overall score of 50 to 56 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A rating of ineffective is identified by poor performance in planning and preparation, classroom environment, instruction and professional responsibilities and earning an overall score of 0 to 49 points.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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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.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/144904-Df0w3Xx5v6/TIPMount Sinai UFSD.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The annual evaluation of a teacher shall be presented to the teacher by the Principal/Department Director.

Appealing the Annual Professional Performance Review Process Results:

Appeals shall be limited to those evaluations resulting in a rating of Developing or Ineffective. The results of the appeal process are final and are not subject to the grievance procedure of the CBA, except as to enforce violations of the procedural aspects of the APPR process as set forth herein. The decision of the committee, including that of the tie-breaker, is not reviewable in any other forum, except pursuant to CPLR Article 75, or in the event the appellant is ultimately subject to a §3020-a hearing, as deemed relevant by that hearing officer.

These following are the identified steps in the appeals process. They must be followed sequentially and within the indicated timelines. There are no exceptions to this process.

Step 1:

Within five (5) business days from the receipt of the final evaluation document, the recipient is required to submit to the building principal a written request to meet and review the evaluation document. The building principal may bring additional building administrators to this meeting. MSTA representation at this meeting shall be scheduled. Such meeting shall occur within five (5) business days of receipt of request. If at the end of this meeting, the recipient does not believe that his/her perspective was heard or the issue not addressed satisfactorily, he/she may choose to move forward to Step 2 as long as his/her request for appeal meets the aforementioned criteria.

Step 2:

Within five (5) business days after the meeting with the building principal, the recipient is required to submit to the Superintendent of Schools a written request to meet with the District Appeals Committee within five (5) business days of receiving the written request the meeting shall be completed.

The role of the Appeals Committee shall be to review any and all claims made by the appellant, which in accordance with §3012-c, may include the following:

- 1) The substance of the teacher's annual professional performance review including overall HEDI category.
- 2) The District's adherence to the standards and methodologies required for such reviews pursuant to Education Law §3012-c.
- 3) The District's adherence to the Commissioner's Regulations, as applicable to such reviews.
- 4) Compliance with any applicable locally negotiated procedures including the development of SLO's applicable to annual professional performance reviews or improvement plans.
- 5) The District's issuance and/or implementation of the terms of the teacher improvement plan.

The committee has no authority to review any claim of those matters covered under New York State Human Rights law, Title 7 of the Civil Rights Act 1965 or 1966 or other discriminatory law reviewable under federal EEOC.

The committee will be constituted as follows:

- Two (2) MSTA members chosen by the MSTA
- Two (2) MSAA members
- The Superintendent

The MSTA and MSAA members must be chosen by mutual agreement between the MSTA and MSAA Presidents and will serve as voting members of the appeals committee. The MSAA members and Superintendent cannot serve on the committee if they were the evaluator of the appellant. The Superintendent will attend the appeals proceedings but will serve as a non-voting member. The Appeal's committee will conclude its meeting within five (5) business days. A determination shall be by the committee within five (5) business days of hearing the appeal.

In the event of a 2-2 tie, for individuals who have been rated Developing or Ineffective, the Superintendent will cast the deciding vote on the matter of the appeal within five (5) business days of receipt of the Committee tie vote. This tie breaking procedure will remain in effect for as long as Enrico Crocetti is Superintendent. The Superintendent shall be responsible for breaking the tie within five (5) business days of being notified of deadlock.

When Enrico Crocetti is no longer Superintendent, the parties will re-negotiate the procedure for those appeals ending in a tie at the committee level. Any changes in the appeals process shall be in accordance with Education Law 3012-c. Appeals will occur in a timely and expeditious fashion. While the parties are in negotiations, the following procedure will stay in effect:

In the event of a 2-2 tie, for individuals who have been rated Developing or Ineffective, the parties will submit the matter to a neutral, third party who is not an employee of the District and who is experienced in evaluating classroom performance as well as the process of effective performance management in a K-12 and/or higher education setting. The appellant must notify the District of his or her intent to seek a tie-breaker within 5 days of the committee announcing that they are deadlocked. In reaffirming the scope of the panel's

authority, the tie-breaker will be limited to determining in his or her judgment, whether the rank given to the teacher under the APPR is accurate and appropriate based on the information provided or if it should be raised one rank greater per the appellant's assertion.

Within five (5) days of receipt of notice, the tie-breaker will not reconvene a hearing but will have authority to meet and/or speak with the appellant and evaluator along with any witnesses produced. The tie-breaker will have full access to documents introduced and to any transcripts made. The tie-breaker, will have the sole determination over how involved he/she wishes to manage the process, subject to any budgetary cap that the parties set. The tie-breaker's findings are deemed final and binding and may only be reviewed under the standards of Art. 75 C.P.L.R.

The District shall maintain a current listing of individuals designated as tie-breakers. The parties will mutually make the selection from the list. Upon selection, a representative of the committee will notify the tie-breaker of their designation.

The list of approved tie-breakers may be modified from time to time, with either the MSTA or the District indicating to the other party a desire to replace a panelist. Provided the list contains at least five panelists, a removed panelist need not be replaced. Should either party seek to remove a panelist, resulting in the list falling below five panelists, the moving party is responsible for offering a replacement, who the other party must agree to seat. Upon mutual appointment, the panelist is deleted and new one is appointed.

The final results of the appeal will be final. All appeals will be handled in a timely and expeditious fashion. In no way shall the APPR appeals process circumvent the 3020-a hearing process. When Enrico Crocetti is no longer superintendent a new APPR plan will be submitted and approved by NYSED.

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

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

Any evaluator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law 3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation.

The Building Principals will serve as the lead evaluators for the teachers in the Mount Sinai School District. The district has selected and received agreement with the Mount Sinai Teachers Association to utilize the Danielson 2007 Framework for Teaching Rubric. The lead evaluators and district administrators will receive two (2) Full-Day trainings in the Danielson 2007 Framework for Teaching Rubric. All evaluators will continue to participate in ongoing training that is offered by ESBOCES and the district throughout the school year. These sessions have targeted the key elements that are required for the certification as a lead evaluator. The district provides professional development to Principals and Administrators at monthly administrative meetings and at several training sessions for all evaluators throughout the year.

The district has dedicated time with administrative staff to provide and enhance a working knowledge of the New York State Standards, Common Core Curriculum, the State Reporting System and the development of local assessments. The district will continue to provide professional development in the area of evidence based observations. The district will continue to require evaluators to attend BOCES and district sponsored training which will target the following areas: NYS teaching standards; Common Core; development of Student Learning Objectives; growth models for student achievement; evidence based observations aligned to Danielson 2007; use of the AIMSWeb assessments; use of the state-wide data reporting system; generation of scores for each subcomponent of the Composite Effectiveness Score and the evaluation of teachers of English Language Learners and Students With Disabilities.

Evaluators receive half-day trainings in growth and value-added models, assessing special needs populations and SIRS through ESBOCES network team training.

Two times per year, administrators will engage in training using videos of common lessons and use the evidence and Danielson (2007) Rubric to assess instruction. This is to maintain inter-rater reliability. Each principal and administrator will watch a video showing a classroom lesson and gather evidence from the viewing. At the end of the video, the evidence will be evaluated using the rubric. The Principals and administrators will compare the evidence gathered and the evaluation using the rubric. Discussion will focus on similarities and differences in observations to illustrate how to gather appropriate evidence and apply the rubric accurately and consistently among departments and buildings. Evaluators will participate in ESBOCES sponsored workshops to ensure that lead evaluators maintain inter-rater reliability over time.

Additional training and data analysis sessions will be planned as needed and as available through the Network Teams.

The evidence of all the training will be presented to the Board of Education who will certify that each principal is highly qualified to be the lead evaluator for the teachers' evaluations. The Board will re-certify the lead evaluators each school year after reviewing the ongoing training they have received.

Any evaluation or APPR rating that is determined in whole or in part by an administrator or supervisor who is not fully trained and/or certified to conduct such evaluations shall, upon appeal by the subject of the evaluations of APPR rating, be deemed to be invalid and shall be expunged from the teacher's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Tuesday, September 10, 2013

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

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

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

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

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

5-8
9-12
(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(s) provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved	Checked

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-4	District, regional, or BOCES-developed	Mount Sinai developed Grades K-2 ELA and Math Assessments
K-4	State assessment	New York State developed Grades 3 and 4 ELA and Math Assessments

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Growth targets are set based on the pretest of the students in their respective grade levels. The Superintendent and Building Principal will work in collaboration to set the targets. Students' pretest scores are the baseline and Mount Sinai developed assessments are the final assessments in grades K-2. The NYS Grade 3 and Grade 4 ELA and Math Assessments are the final assessment in Grade 3 and Grade 4. The percentage of students meeting the class wide growth target will be converted to a scale score of 0-20 for Grades K-3. In the case of the Elementary School, the percentage of students meeting the target on the K-3 assessments will be weighted proportionately based on the number of students within each SLO with the state provided growth score for grade 4 to achieve a single score. The scale is shown in 7.3. Principals can achieve all scale points from 0-20.
--	--

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The Principal is rated highly effective if 85% or greater of his/her students meet the class wide growth target. See scale at 7.3
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The Principal is rated effective if 65% to 84% of his/her students meet the class wide growth target. See scale at 7.3.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The Principal is rated developing if 50% to 64% of his/her students meet the class wide growth target. See scale at 7.3.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	The Principal is rated ineffective if 0% to 49% of his/her students meet the class wide growth target. See scale at 7.3.

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

assets/survey-uploads/12156/533319-lha0DogRNw/R 9-10vised-Principal growth chartsMOUNT SINAI UNION FREE SCHOOL DISTRICT2.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, September 12, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 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/Program	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(a) achievement on State assessments	NYS Grades 5-8 ELA and Math Assessments
9-12	(g) % achieving specific level on Regents or alternatives	NYS Comprehensive English Regents Assessment, NYS Integrated Algebra Regents Assessment, NYS, U.S. History Regents Assessment and NYS Living Environment Regents Assessment

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

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

<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>There is one school with each of the grade configurations listed in section 8.1 above. The targets for the locally selected measures will be determined collaboratively between the Superintendent and Building Principal. For the Grade 5-8 building the achievement will be based upon NYS Assessment scores. Achievement in grades 9-12 will be based upon the percentage of students achieving proficiency (65 or higher) on the Regents assessments. The percentage of students meeting the achievement target will be converted to a scale score of 0-20 points. The negotiated scale is shown in 8.1. Principals can achieve all scale points from 0-20. The 20 point scale will be used until Value Added is approved.</p>
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The Principal will be rated highly effective if 85% or greater of his/her students meet the achievement target. See scale at 8.1.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The Principal will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 8.1.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The Principal will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 8.1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The Principal will be rated ineffective if 0%-49% of his/her students meet the achievement target. See scale at 8.1.

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

(No response)

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

assets/survey-uploads/5366/159387-qBFVOWF7fC/Principal local measures chartsMOUNT SINAI UNION FREE SCHOOL DISTRICT2.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/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)*

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	Mount Sinai Developed Grades K-2 ELA and Math Assessments
K-4	(d) measures used by district for teacher evaluation	NYS Grades 3 and 4 ELA and Math State Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The targets for the locally selected measures will be determined collaboratively between the Superintendent and Building Principal. The percentage of students meeting the achievement target will be converted to a scale score of 0-20points. The negotiated scale is shown in 8.2. In the case of the Elementary School, the percentage of students meeting the target on the K-2 locally selected measure will be weighted proportionately based on the number of students in each measure with the percentage of students meeting the target on the 3-4 locally selected measure to achieve a single score. The percent of students meeting the achievement target for all grades will be also weighted proportionately based on the number of students in each measure and that percentage will be converted to the principal's 0-20 HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The Principal will be rated highly effective if 85% or greater of his/her students meet the achievement target. See scale at 8.2.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	The Principal will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 8.2.

grade/subject.	
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The Principal will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 8.2.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The Principal will be rated ineffective if 0%-49% of his/her students meet the achievement target. See scale at 8.2.

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

(No response)

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

assets/survey-uploads/5366/159387-T8MIGWUVm1/Principal local measures chartsMOUNT SINAI UNION FREE SCHOOL DISTRICT2.docx

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

For Principals with more than one locally selected measure, the District will weight proportionately based on the number of students in each measure the percentages of students meeting their respective achievement target. The averaged percentage will be converted to the Principal's final 0-20 HEDI score. The 0-20 scale will be used until Value Added is approved.

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'	Check

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, September 12, 2013

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)
--	---------------

9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(No response)
--	---------------

9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)
---	---------------

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
---	---------------

K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
--	---------------

K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
---	---------------

K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
--	---------------

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The district will use the Multidimensional Principal Performance Rubric. The Rubric covers the following seven domains:

Domain 1-Shared Vision of Learning-up to a maximum of six points.

Domain 2-School Culture and Instructional Program- up to a maximum of twenty points

Domain 3-Safe, Efficient, Effective Learning Environment- up to a maximum of ten points

Domain 4-Community- up to a maximum of six points

Domain 5-Integrity, Fairness, Ethics-up to a maximum of five points

Domain 6-Political, Social, Economic, Legal and Contractual- up to a maximum of three points.

Domain 7-up to a maximum of ten points.

At the beginning of the year, the Principal and Superintendent will determine which artifacts are appropriate evidence to supplement the onsite observations of the principal. The points will be assessed in the aggregate for each domain rather than reflect each specific element within the domains, for each school visit. Specifically, the evaluator will review all available data and evidence as they reflect the elements in each of the seven domains. Multiple observations will be combined and averaged to generate a single HEDI score for each domain.

The total score will be derived by adding up the scores for each domain. When calculating the composite score all decimals will be rounded to the nearest whole number. Normal rounding rules will apply however, in no case will rounding cause a teachers HEDI score to move from one HEDI band to another. A principal's overall performance can be rated at any score point from 0-60.

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

assets/survey-uploads/12205/533321-pMADJ4gk6R/9-10-13 Revised3598667-9.7MPPR Distribution_1.doc

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

<p>Highly Effective: Overall performance and results exceed standards.</p>	<p>A highly effective rating is achieved by demonstrating exemplary performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics: political, social, economic, legal and cultural context and goal setting and attainment. Evidence indicates that principal performance results in student learning that exceeds district expectations.</p>
<p>Effective: Overall performance and results meet standards.</p>	<p>An effective rating is achieved by demonstrating strong performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics: political, social, economic, legal and cultural context and goal setting and attainment. Evidence indicates that principal performance results in student learning that meets district expectations.</p>
<p>Developing: Overall performance and results need improvement in order to meet standards.</p>	<p>A rating of developing is achieved by demonstrating a need for improvement in performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics: political, social, economic, legal and cultural context and goal setting and attainment. Evidence indicates that principal performance results in student learning that approaches, but does not fully meet district expectations.</p>
<p>Ineffective: Overall performance and results do not meet standards.</p>	<p>An ineffective rating is achieved by poor performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics: political, social, economic, legal and cultural context and goal setting and attainment. Evidence indicates that principal performance results in student learning that does not meet district expectations.</p>

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	55-57
Developing	50-54
Ineffective	0-49

9.8) School Visits

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

Probationary Principals

By supervisor	3
By trained administrator	0

By trained independent evaluator	0
Enter Total	3

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Saturday, August 10, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	58-60
Effective	55-57
Developing	50-54
Ineffective	0-49

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, August 30, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

<assets/survey-uploads/12168/533323-Df0w3Xx5v6/PIP.pdf>

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Mount Sinai UFSD Appeals Procedure- Principals

A. A principal may initiate an appeal if she or he has received a rating of Ineffective or Developing on his/her Annual Professional Performance Review (AAPR) within 30 calendar days of receiving the rating. In the case of an appeal of a PIP within 15 calendar days of being notified that one or more aspects of her or his Principal Improvement Plan is not being supported or achieved. The appeal, submitted in writing, may be for one or more of the following reasons:

1. The content of substance of the APPR evaluation including, but not limited to, points awarded for each component and any narrative provided.
2. The school district's issuance or implementation of the Improvement Plan under Education Law 3012-c
3. The school district's adherence to the APPR standards and methodologies pursuant to Education Law 3012-c.
4. The adherence to the Commissioner's regulations that are applicable to APPRs.
5. Compliance with the negotiated APPR procedures.

B. The Superintendent shall schedule an appeal hearing within 30 calendar days of her or his receipt of the appeal. The hearing shall be scheduled at a location and time mutually agreeable to the evaluated principal and the Superintendent. The hearing will be heard by a panel consisting of one administrator from within the district chosen by the principal, one administrator from within the district chosen by Central Office (cannot be individual who performed an observation of principal or member of principal's bargaining unit) and a third party, from within the district that is mutually agreed to by both sides. The decision of the panel is binding upon the parties. The hearing process shall be completed within ten (10) business days of commencement.

C. If there is a second ineffective or developing rating, the principal may again appeal that second rating as they had the right to do initially for the first rating. The principal shall notify the Superintendent in writing within five (5) work days of the request for an appeal. In this, the second appeal, the same procedures and rules will be followed except that the third person mutually agreed upon will be a person chosen from outside the district, who is a retired administrator. In the event the parties are unable to agree on the retired administrator the parties shall request a list of nine (9) retired school administrators willing and qualified to conduct the review be provided by Suffolk County Organization for the Promotion of Education (SCOPE) or any other mutually agreed upon organization that may possess such a list. If the parties cannot mutually agree upon an outside expert from the list provided each party shall be afforded four (4) strike outs with the remaining name being the individual selected. The cost associated with the retired administrator shall be borne by the District and shall be consistent with prevailing arbitration rates.

D. The evaluated principal may be represented at the hearing by a union representative, an attorney, or pro se.

E. The Hearing shall be conducted in no more than one full business day. The parties shall exchange documentary evidence and an anticipated witness list no less than seven (7) business days before the scheduled hearing date.

F. Within 30 calendar days of the hearing, the panel shall render a decision. If the appeal is upheld in whole or part, the panel shall direct an appropriate remedy consistent with the provisions of education law.

G. The evaluated principal may submit a rebuttal to the APPR evaluation either before or after his/her appeal without jeopardizing their rights to file or pursue an appeal.

H. All appeals shall be conducted according to Education Law 3012-C. All appeals will be handled in a timely and expeditious manner.

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

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

The Superintendent is the lead evaluator for the three Principals in the Mount Sinai District. The Superintendent attends two (2) full-day workshops annually through ESBOCES to gain expertise in the evaluation of the principals for the new APPR plan. The Superintendent attends two (2) full-day workshops to receive training using the MPPR framework. Workshops are offered through ESBOCES. Principals will be included in two (2) full-day workshops throughout the school year. The Superintendent will attend additional professional development workshops and training as they are scheduled by BOCES, SED and the New York Council of School Superintendents.

The Superintendent will conduct a minimum of two school visitations of each principal using the Multidimensional Principal Performance Rubric during the school year. The evidence gathered from each visitation as well as the artifacts that have been

submitted by the Principal will be reviewed and aligned to the rubric to determine a rating. This process will be used to ensure inter-rater reliability.

The evidence of all training will be presented to the Board of Education who will certify that the Superintendent is highly qualified to be the lead evaluator for the Principals' APPR. The Board will recertify the lead evaluator each school year after reviewing the ongoing training they have received.

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 24, 2013

Updated Friday, September 13, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/12158/547730-3Uqgn5g9Iu/District Certification.pdf](assets/survey-uploads/12158/547730-3Uqgn5g9Iu/District%20Certification.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.

MOUNT SINAI UNION FREE SCHOOL DISTRICT

**ANNUAL PROFESSIONAL PERFORMANCE REVIEW
Point Allocation for Growth Measures**

Table 1

The point allocation on the following chart will be applied for teachers who DO NOT receive a Value-Added Student Growth measure from NYSED. The growth score will be given in a range from 0 to 20 points.

Rating	Growth Measure
Highly Effective	18-20
Effective	9-17
Developing	3-8
Ineffective	0-2

Point Allocation	Percentage Based On 0-100 Scale
20	95-100%
19	90-94%
18	85-89%
17	80-84%
16	78-79%
15	76-77%
14	74-75%
13	72-73%
12	70-71%
11	68-69%
10	66-67%
9	65%
8	57-64%
7	56%
6	55%
5	54%
4	53%
3	50-52%
2	26-49%
1	5-25%
0	0-4%

MOUNT SINAI UNION FREE SCHOOL DISTRICT

ANNUAL PROFESSIONAL PERFORMANCE REVIEW Point Allocation for Local Component

Overview

The following two charts depict the point allocation for K-12 teachers, which is based on the local component. When calculating the overall 100 composite score all decimals will be rounded.

Chart 1

The point allocation on the following chart will be applied for teachers who receive a Value-Added Student Growth measure from NYSED. The local component score will be given in a range from 0 to 15 points.

Rating	Locally-Selected Measures
Highly Effective	14-15
Effective	8-13
Developing	3-7
Ineffective	0-2

Point Allocation	Percentage Based On 0-100 Scale
15	92-100%
14	85-91%
13	80-84%
12	76-79%
11	73-75%
10	69-72%
9	66-68%
8	65%
7	56-64%
6	55%
5	54%
4	53%
3	50-52%
2	26-49%
1	5-25%
0	0-4%

Chart 2

The point allocation on the following chart will be applied for teachers who DO NOT receive a Value-Added Student Growth measure from NYSED. The local component score will be given in a range from 0 to 20 points.

Rating	Locally-Selected Measures
Highly Effective	18-20
Effective	9-17
Developing	3-8
Ineffective	0-2

Point Allocation	Percentage Based On 0-100 Scale
20	95-100%
19	90-94%
18	85-89%
17	80-84%
16	78-79%
15	76-77%
14	74-75%
13	72-73%
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11	68-69%
10	66-67%
9	65%
8	57-64%
7	56%
6	55%
5	54%
4	53%
3	50-52%
2	26-49%
1	5-25%
0	0-4%

MOUNT SINAI UNION FREE SCHOOL DISTRICT

ANNUAL PROFESSIONAL PERFORMANCE REVIEW Point Allocation for Local Component

Overview

The following two charts depict the point allocation for K-12 teachers, which is based on the local component. When calculating the overall 100 composite score all decimals will be rounded.

Chart 1

The point allocation on the following chart will be applied for teachers who receive a Value-Added Student Growth measure from NYSED. The local component score will be given in a range from 0 to 15 points.

Rating	Locally-Selected Measures
Highly Effective	14-15
Effective	8-13
Developing	3-7
Ineffective	0-2

Point Allocation	Percentage Based On 0-100 Scale
15	92-100%
14	85-91%
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8	65%
7	56-64%
6	55%
5	54%
4	53%
3	50-52%
2	26-49%
1	5-25%
0	0-4%

Chart 2

The point allocation on the following chart will be applied for teachers who DO NOT receive a Value-Added Student Growth measure from NYSED. The local component score will be given in a range from 0 to 20 points.

Rating	Locally-Selected Measures
Highly Effective	18-20
Effective	9-17
Developing	3-8
Ineffective	0-2

Point Allocation	Percentage Based On 0-100 Scale
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9	65%
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6	55%
5	54%
4	53%
3	50-52%
2	26-49%
1	5-25%
0	0-4%

Mount Sinai UFSD

TEACHER IMPROVEMENT PLAN

Faculty Member:_____ Tenure_____ Non-Tenure_____

School:_____ Date:_____

Principal:_____ Department/Grade:_____

1. Component Areas of Strength:

2. Areas in Need of Improvement (Use data where appropriate):

3. Expectations to Demonstrate Improvement (Benchmarks and Standards):

4. Recommended Resources and Activities to Help the Teacher's Performance Improve:

5. Assessment of the Evidence/Data to Determine if Expected Improvement Occurred (methods to demonstrate that improvement occurred):

6. Timeline to Demonstrate Improvement:

Teacher Signature: _____	Date: _____
Principal Signature: _____	Date: _____
Administrator Signature (If Applicable): _____	Date: _____
Union Rep. Signature (If Applicable): _____	Date: _____

Teacher Improvement Plans (TIP)

The Teacher Improvement Plan (TIP) is a structured plan and approach aimed at supporting and encouraging focused, identified areas for professional reflection and growth. The purpose of a TIP is to increase awareness and assist individual educators to achieve their fullest potential.

The Mount Sinai Union Free School District recognizes that there is a substantial difference between teachers rated as ineffective or developing. In fact, during discussions the APPR committee shared how the make-up of a class could potentially influence the teacher's rating. With this in mind, we recognize that there may be different approaches to support a teacher depending upon what the APPR process indicates.

Upon receiving a rating of Developing or Ineffective, a teacher shall be provided with a TIP. The TIP shall be provided as soon as practicable, but in no case later than ten school days after the opening of classes for the school year. The Parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action. The TIP shall be developed in consultation with the teacher, and Association representation shall be afforded at the teacher's request. The teacher shall be advised of his/her right to such representation. Such notice shall be given at least 24 hours prior to the meeting in which the TIP will be developed. The Association president shall be timely informed whenever a teacher is placed on a TIP and, with the agreement of the teacher, shall be provided with a copy of the TIP.

A TIP shall clearly specify: (i) the area(s) in need of improvement; (ii) the performance goals, expectations, benchmarks, standards and timelines the teacher must meet in order to achieve an effective rating; (iii) how improvement will be measured and monitored, and provide for periodic reviews of progress; and (iv) the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher including, where appropriate, the assignment of a mentor teacher.

After the TIP is in place, the teacher, administrator, mentor (if one has been assigned) and an Association representative (if requested by the teacher) shall meet, according to the schedule identified in the TIP, to assess the effectiveness and appropriateness of the TIP, for the purpose of assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of such assessment(s), the TIP shall be modified accordingly.

If the individual educator feels that the TIP is not being addressed properly, they are required in writing to notify the Superintendent of Schools of their concerns. A copy of which shall be provided to the MSTA President within three (3) business days.

Reasonable costs associated with the implementation of a TIP including, but not limited to, tuition, fees, books and travel, shall be borne by the District in their entirety. No disciplinary action predicated upon ineffective performance shall be taken by the District against a teacher until a TIP has been fully implemented and its effectiveness in improving the teacher's performance has been evaluated. No disciplinary action shall be taken by the District against a teacher predicated on an ineffective rating who has met the performance expectations set by a TIP.

In accordance with current regulations, a TIP must be developed whenever a teacher receives a rating of Developing or Ineffective in their summative evaluation. Noting the aforementioned appeal process, the teacher

has the right to appeal the rating; the TIP process will be initiated upon the conclusion of the appeal process. If the teacher chooses not to appeal, then the principal will initiate the TIP process as indicated below.

Please note that this document speaks to TIPs resulting from APPR; it should be clear that should the District deem that a TIP is indicated before the annual APPR process concludes or at any time during the school year, there is nothing to preclude the District from developing a TIP for a teacher for what they have determined is just cause. No TIP will be developed or initiated without the knowledge of the MST A and the Superintendent.

MOUNT SINAI UNION FREE SCHOOL DISTRICT

**ANNUAL PROFESSIONAL PERFORMANCE REVIEW
Point Allocation for Growth Measures**

Table 1

The point allocation on the following chart will be applied for Principals who DO NOT receive a Value-Added Student Growth measure from NYSED. The local component score will be given in a range from 0 to 20 points.

Rating	Growth Measures
Highly Effective	18-20
Effective	9-17
Developing	3-8
Ineffective	0-2

Point Allocation	Percentage Based On 0-100 Scale
20	95-100%
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2	26-49%
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0	0-4%

MOUNT SINAI UNION FREE SCHOOL DISTRICT

ANNUAL PROFESSIONAL PERFORMANCE REVIEW Point Allocation for Local Measures

Overview

The following two charts depict the point allocation Principals K-12, which is based on the locally selected component.

Chart 1

The point allocation on the following chart will be applied for Principals who receive a Value-Added Student Growth measure from NYSED. The local component score will be given in a range from 0 to 15 points.

Rating	Achievement
Highly Effective	14-15
Effective	8-13
Developing	3-7
Ineffective	0-2

Point Allocation	Percentage Based On 0-100 Scale
15	92-100%
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MOUNT SINAI UNION FREE SCHOOL DISTRICT

ANNUAL PROFESSIONAL PERFORMANCE REVIEW Point Allocation for Local Measures

Overview

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0	0-4%

MOUNT SINAI UFSD

MPPR – POINT DISTRIBUTION FOR EACH DOMAIN

DOMAIN	Item/Sub Domain	Highly Effective	Effective	Developing	Ineffective
1 (6 pts)	A	1.5	1.4	1.3	0
	B	1.5	1.4	1.3	0
	C	1.5	1.4	1.3	0
	D	1.5	1.4	1.3	0
2 (20 pts)	A	2	1.9	1.8	0
	B	2	1.9	1.8	0
	C	2	1.9	1.8	0
	D	2	1.9	1.8	0
	E	2	1.9	1.8	0
	F	2	1.9	1.8	0
	G	2	1.9	1.8	0
	H	2	1.9	1.8	0
	I	2	1.9	1.8	0
	J	2	1.9	1.8	0
3 (10 pts)	A	2	1.9	1.8	0
	B	2	1.9	1.8	0
	C	2	1.9	1.8	0
	D	2	1.9	1.8	0
	E	2	1.9	1.8	0
4 (6 pts)	A	2	1.9	1.8	0
	B	2	1.9	1.8	0
	C	2	1.9	1.8	0
5 (5 pts)	A	1	.9	.8	0
	B	1	.9	.8	0
	C	1	.9	.8	0
	D	1	.9	.8	0
	E	.1	.1	.1	0
	F	.9	.8	.7	0
6 (3 pts)	A	1	.9	.8	0
	B	1	.9	.8	0
	C	1	.9	.8	0

MOUNT SINAI UFSD

MPPR – POINT DISTRIBUTION FOR EACH DOMAIN

7 (10 pts)	A	2	1.9	1.8	0
	B	2	1.9	1.8	0
	C	6	4	2	0

All decimals will be subject to the rounding rule when calculating the composite scores.

MOUNT SINAI UFSD

MPPR – POINT DISTRIBUTION FOR EACH DOMAIN

“DOMAIN 7”

OTHER: GOAL SETTING & ATTAINMENT PROCESS FORM

Phase I - Development

- A. Complete goal setting and attainment form to be approved by Superintendent.
- B. Develop action plan focused on attainment of Building/Program based goal to be approved by Superintendent.

Phase 2 – Progress Monitoring and Data Collection

On going collection of data, evidence with revision and reflection

What else do we need to do?

What is my record of actions?

Meeting with Superintendent to review action plan and discuss progress or modifications to be made to the action plan

Phase 3 – Reporting Out, Summarization and Reflection

No later than
June 10th

Complete and provided to Superintendent the self-assessment goal form

No later than
June 15th

Meet with Superintendent to review self-assessment form and all additional evidence submitted in support of attainment of goal.

MOUNT SINAI UFSD

MPPR – POINT DISTRIBUTION FOR EACH DOMAIN
MT. SINAI ADMINISTRATORS ASSOCIATION

ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

Building/Program-Other: “Goal Setting and Attainment” Domain 7 (MPPR)

Goal/Action Plan/Evidence for Professional Learning

Principal: _____ Superintendent: _____

Title: _____ School Year: _____

1. What is your goal under Domain 7?

2. Why is this goal important? What is your rationale for selecting this goal?

3. What effect do you anticipate this goal will have on student learning?

4. How will you meet this goal?

5. Evidence that could be submitted in support of goal?

6. What are the perceived obstacles and your planned response to overcome the obstacle?

7. What are the perceived obstacles and your planned response to overcome the obstacle?

Administrator’s Signature: _____ Date: _____

Superintendent’s Signature: _____ Date: _____

*Above to be completed, agreed upon, and signed by parties no later than November 15th.

MOUNT SINAI UFSD

MPPR – POINT DISTRIBUTION FOR EACH DOMAIN
BUILDING/GOAL SETTING ACTION PLAN (DOMAIN 7 – MPPR)

Goal: _____

#	Action Steps	Timeline	Resources Needed	Evidence
1				
2				
3				
4				
5				

Additional Notes/Comments:

*The above action plan is to be developed by the principal with collaboration from the Assistant Superintendent and/or Superintendent and approved by the Superintendent no later than November 15th. The Superintendent shall meet with the principal no later than February 15th to discuss progress towards goal and to make suggested modifications, if necessary, to above action plan.

MOUNT SINAI UFSD

MPPR – POINT DISTRIBUTION FOR EACH DOMAIN
MT. SINAI
BUILDING/PROGRAM BASED GOAL PROJECT
GOAL SETTING REFLECTION & ATTAINMENT (DOMAIN 7)

Principal: _____ Superintendent: _____

Date Submitted: _____ Meeting Date: _____

Goal:

Principal's Reflection:

What did you learn?

Did you meet your goal? What evidence supports your conclusion?

What are your next steps?

Attach additional evidence form and evidence submitted in support of the points below.

Pre-Planning	2 points	_____
Action Plan	2 points	_____
Reflection with Supporting Evidence	6 points	_____
TOTAL: Domain 7		_____

Superintendent's comment upon review of evidence, principal's self assessment and points assigned.

Principal's Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____

MOUNT SINAI UFSD

MPPR – POINT DISTRIBUTION FOR EACH DOMAIN

MT. SINAI ADMINISTRATORS ASSOCIATION

ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

Additional Evidence Submission Form & “Other: Goal Setting and Attainment

Principal: _____

School Year: _____

Please check area of evaluation:

- Domain 1 – Shared Vision of Learning
- Domain 2 – School Culture and Instructional Program
- Domain 3 – Safe, Efficient, Effective Learning Environment
- Domain 4 – Community
- Domain 5 – Integrity, Fairness, Ethics
- Domain 6 – Political, Social, Economic, Legal and Cultural Context
- Domain 7 - Goal Setting and Attainment

Provide a brief description of additional evidence (attach document if applicable):

Provide rationale for submission of additional evidence:

List and attach at least three (3) pieces of evidence to be submitted in support of “Other: Goal Setting and Attainment” self-assessment.

PRINCIPAL IMPROVEMENT PLAN

I. Specific Area(s) of Improvement <i>(Identify applicable Domains)</i>	II. Expected Outcomes	III. Responsibilities	IV. Resources / Activities	V. Evidence of Achievement	VI. Timeline

Superintendent

Date

Principal

Date

**PRINCIPAL IMPROVEMENT PLAN
PROGRESS RECORD FORM**

	SUMMARY OF MEETING (SUPERINTENDENT)	SIGN-OFF BY ALL PARTIES
Meeting #1 Date _____		_____ _____
Meeting #2 Date _____		_____ _____
Meeting #3 Date _____		_____ _____
Meeting #4 Date _____		_____ _____
Meeting #5 Date _____		_____ _____
Meeting #6 Date _____		_____ _____
Meeting #7 Date _____		_____ _____

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

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

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

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

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

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

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

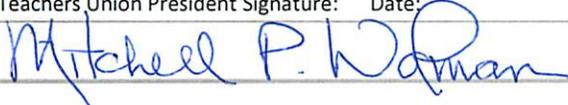
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators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

Signatures, dates

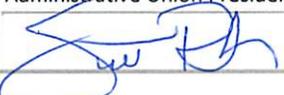
Superintendent Signature: Date:

 9/13/13

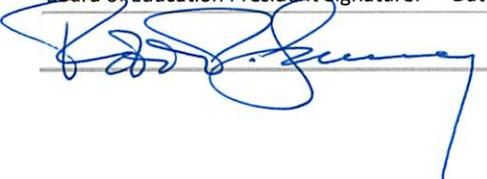
Teachers Union President Signature: Date:

 9/13/13

Administrative Union President Signature: Date:

 9/13/13

Board of Education President Signature: Date:

 9/13/13