



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

September 4, 2012

Judith Johnson, Interim Superintendent
Mount Vernon City School District
165 North Columbus Avenue
Mount Vernon, NY 10553

Dear Superintendent Johnson:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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

c: James T. Langlois

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

Annual Professional Performance Reviews: 2012-13

Created Monday, May 07, 2012

Updated Tuesday, August 28, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 660900010000

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

660900010000

1.2) School District Name: MT VERNON SCHOOL DISTRICT

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

MT VERNON SCHOOL DISTRICT

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

-
- Governor's Management Efficiency Grant
-

- Strengthening Teacher and Leader Effectiveness RFP (NYSESED)
- Systemic Supports for District and School Turnaround (NYSESED)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Friday, June 22, 2012

Updated Tuesday, September 04, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Mount Vernon-developed Grade K ELA Assessment
1	District, regional, or BOCES-developed assessment	Mount Vernon-developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Mount Vernon-developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	District determined expectations for student performance: The teacher's score is determined through the use of previously
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	agreed upon proficiency targets, whereby points are awarded according to the level of the goal attainment. The proficiency target set is an actual score of 70 points or a score of 3 on a 4 point rubric. The minimum percentage of students meeting the growth target is set at 55%.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See 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 Vernon-developed Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	Mount Vernon-developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Mount Vernon-developed Grade 2 Math Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District determined expectations for student performance: The teacher's score is determined through the use of previously agreed upon proficiency targets, whereby points are awarded according to the level of the goal attainment. The proficiency target set is an actual score of 70 points or a score of 3 on a 4 point rubric. The minimum percentage of students meeting the growth target is set at 55%.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See 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 Vernon-developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Mount Vernon-developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District determined expectations for student performance: The teacher's score is determined through the use of previously agreed upon proficiency targets, whereby points are awarded according to the level of the goal attainment. The proficiency target set is an actual score of 70 points or a score of 3 on a 4 point rubric. The minimum percentage of students meeting the growth target is set at 55%.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See 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 Vernon-developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Mount Vernon-developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Mount Vernon- developed Gr 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District determined expectations for student performance: The teacher's score is determined through the use of previously agreed upon proficiency targets, whereby points are awarded according to the level of the goal attainment. The proficiency target set is an actual score of 70 points or a score of 3 on a 4 point rubric. The minimum percentage of students meeting the growth target is set at 55%.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 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 Vernon- Developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teacher's score is determined through the use of previously agreed upon proficiency targets, whereby points are awarded according to the level of the goal attainment. The proficiency target set is an actual score of 70 points or a score of 3 on a 4 point rubric. The minimum percentage of students meeting the growth target is set at 55%.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11

Ineffective (0 - 2 points) Results are well-below District goals for similar students. See 2.11

2.7) High School Science Regents Courses

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

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

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

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

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

The teacher's score is determined through the use of previously agreed upon proficiency targets, whereby points are awarded according to the level of the goal attainment. The proficiency target set is an actual score of 70 points or a score of 3 on a 4 point rubric. The minimum percentage of students meeting the growth target is set at 55%.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students. See 2.11

Effective (9 - 17 points) Results meet District goals for similar students. See 2.11

Developing (3 - 8 points) Results are below District goals for similar students. See 2.11

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

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

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

The teacher's score is determined through the use of previously agreed upon proficiency targets, whereby points are awarded according to the level of the goal attainment. The proficiency target set is an actual score of 70 points or a score of 3 on a 4 point rubric. The minimum percentage of students meeting the growth target is set at 55%.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students. See 2.11

Effective (9 - 17 points) Results meet District goals for similar students. See 2.11

Developing (3 - 8 points) Results are below District goals for similar students. See 2.11

Ineffective (0 - 2 points) Results are well-below District goals for similar students. See 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 Vernon- developed Grade 9 ELA Assessment
Grade 10 ELA	Regents assessment	Regents Assessment
Grade 11 ELA	Regents assessment	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 student performance.

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

The teacher's score is determined through the use of previously agreed upon proficiency targets, whereby points are awarded according to the level of the goal attainment. The proficiency target set is an actual score of 70 points or a score of 3 on a 4 point rubric. The minimum percentage of students meeting the growth target is set at 55%.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students. See 2.11

Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 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
Strategic Reading	District, Regional or BOCES-developed	Mount Vernon-developed Strategic Reading Assessment
Journalism	District, Regional or BOCES-developed	Mount Vernon-developed Journalism Assessment
Creative Writing	District, Regional or BOCES-developed	Mount Vernon-developed Creative Writing Assessment
AP Lit and Comp	District, Regional or BOCES-developed	Mount Vernon-developed AP Lit Assessment
AP Language and Comp	District, Regional or BOCES-developed	Mount Vernon-developed AP Lang and Comp Assessment
English 12	District, Regional or BOCES-developed	Mount Vernon-developed English 12 Assessment
Seminar in Math	District, Regional or BOCES-developed	Mount Vernon-developed Sem in Math Assessment
AP World History 1	District, Regional or BOCES-developed	Mount Vernon-developed AP World History 1 Assessment
AP World History 2	District, Regional or BOCES-developed	Mount Vernon-developed AP World History 2 Assessment
AP US Govt and Politics	District, Regional or BOCES-developed	Mount Vernon-developed AP U Govt and Politics Assessment
AP Economics	District, Regional or BOCES-developed	Mount Vernon-developed AP Eco Assessment
Ecology	District, Regional or BOCES-developed	Mount Vernon-developed Ecology Assessment
Participation in Govt	District, Regional or BOCES-developed	Mount Vernon-developed Participation in Government Assessment
Economics	District, Regional or BOCES-developed	Mount Vernon-developed Economics Assessment
African American Studies	District, Regional or BOCES-developed	Mount Vernon-developed African American Studies Assessment
Health	District, Regional or BOCES-developed	Mount Vernon-developed Health Assessment
All P.E Courses	District, Regional or BOCES-developed	Mount Vernon-developed Physical Education Assessment

All Music Courses	District, Regional or BOCES-developed	Mount Vernon-developed Music Assessment
Studio in Art I-III	District, Regional or BOCES-developed	Mount Vernon-developed Studio in Art I-III Assessment
All CTE Courses	District, Regional or BOCES-developed	Mount Vernon-developed CTE course specific assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teacher's score is determined through the use of previously agreed upon proficiency targets, whereby points are awarded according to the level of the goal attainment. The proficiency target set is an actual score of 70 points or a score of 3 on a 4 point rubric. The minimum percentage of students meeting the growth target is set at 55%.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/145126-TXEttx9bQW/APPR Portal Section 2.11.docx

2.12) Locally Developed Controls

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

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

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Saturday, June 23, 2012

Updated Thursday, August 30, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

6	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 6 ELA/Reading Assessment
7	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 7 ELA/Reading Assessment
8	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 8 ELA/Reading 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.	See 3.3 for table used to assign HEDI categories.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well above the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results meet the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 4 ELA/Reading Assessment
5	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 5 ELA/Reading Assessment
6	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 6 ELA/Reading Assessment
7	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 7 ELA/Reading Assessment
8	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 8 ELA/Reading 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.	See 3.3 for table used to assign HEDI categories.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well above the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results meet the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/145161-rhJdBgDruP/APPR PORTAL Section 3-3.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade

math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	Mount Vernon- developed Grade K ELA/Reading Assessment
1	5) District, regional, or BOCES-developed assessments	Mount Vernon-developed Grade 1 ELA/Reading Assessment
2	5) District, regional, or BOCES-developed assessments	Mount Vernon-developed Grade 2 ELA/Reading Assessment
3	5) District, regional, or BOCES-developed assessments	Mount Vernon-developed Grade 3 ELA/Reading 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.	See 3.13 for table used to assign HEDI categories.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well above the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results meet the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Mount Vernon- developed Grade K ELA/Reading Assessment
1	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 1 ELA/Reading Assessment
2	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 3 ELA/Reading Assessment
3	5) District, regional, or BOCES–developed assessments	Mount Vernon- developed Grade 3 ELA/Reading Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	See 3.13 for table used to assign HEDI categories.
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.	
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well above the District-adopted expectations for measuring achievement of student learning for tested grades and subject
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results meet the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 6 ELA/Reading Assessment
7	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 7 ELA/Reading Assessment
8	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Gr 8 ELA/Reading 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.	See 3.13 for table used to assign HEDI categories.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well above the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results meet the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 6 ELA/Reading Assessment
7	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 7 ELA/Reading Assessment
8	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 8 ELA/Reading 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.	See 3.13 for table used to assign HEDI categories.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well above the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results meet the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 9 ELA/Reading Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 10 ELA/Reading Assessment

American History	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 11 ELA/Reading Assessment
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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.	See 3.13 for table used to assign HEDI categories.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well above the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results meet the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 9 ELA/Reading Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 10 ELA/Reading Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 11 ELA/Reading Assessment
Physics	5) District, regional, or BOCES–developed assessments	Mount Vernon- developed Grade 12 ELA/Reading 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.	See 3.13 for table used to assign HEDI categories.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well above the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results meet the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 9 ELA/Reading Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 10 ELA/Reading Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Mount Vernon-developed Grade 11 ELA/Reading Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	See 3.13 for table used to assign HEDI categories.
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.	
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well above the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results meet the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects

3.11) High School English Language Arts

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See 3.13 for table used to assign HEDI categories.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well above the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results meet the District-adopted expectations for measuring achievement of student learning for tested grades and subjects

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects

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
Strategic Reading	5) District/regional/BOCES–developed	Mount Vernon-developed Grade 9 ELA/Reading Assessment
Math Seminar	5) District/regional/BOCES–developed	Mount Vernon-developed Grade 9 ELA/Reading Assessment
AP Western Civilization	5) District/regional/BOCES–developed	Mount Vernon-developed Grade 10 ELA/Reading Assessment
AP Lit and Composition	5) District/regional/BOCES–developed	Mount Vernon-developed Grade 12 ELA/Reading Assessment
AP Lang and Comp	5) District/regional/BOCES–developed	Mount Vernon-developed Grade 11 ELA/Reading Assessment
AP US History	5) District/regional/BOCES–developed	Mount Vernon-developed Grade 11 ELA/Reading Assessment
AP Economics	5) District/regional/BOCES–developed	Mount Vernon-developed Grade 12 ELA/Reading Assessment
AP Biology	5) District/regional/BOCES–developed	Mount Vernon-developed Grade 10 ELA/Reading Assessment
African American Studies	5) District/regional/BOCES–developed	Mount Vernon-developed Grade 11 ELA/Reading Assessment
Participation in Govt	5) District/regional/BOCES–developed	Mount Vernon-developed Grade 12 ELA/Reading Assessment
Economics	5) District/regional/BOCES–developed	Mount Vernon-developed Grade 12 ELA/Reading Assessment
Ecology	5) District/regional/BOCES–developed	Mount Vernon-developed Grade 10 ELA/Reading Assessment
Health	5) District/regional/BOCES–developed	Mount Vernon-developed Grade 10 ELA/Reading Assessment
PE 1-4	5) District/regional/BOCES–developed	Mount Vernon-developed Grade 10 ELA/Reading Assessment
CTE (All)	5) District/regional/BOCES–developed	Mount Vernon-developed Grade 10 ELA/Reading Assessment
Studio in Art I	5) District/regional/BOCES–developed	Mount Vernon-developed Grade 9 ELA/Reading Assessment
Studio in Art II	5) District/regional/BOCES–developed	Mount Vernon-developed Grade 10 ELA/Reading Assessment
Music Appreciation	5) District/regional/BOCES–developed	Mount Vernon-developed Grade 9 ELA/Reading Assessment

Public Speaking	5) District/regional/BOCES–developed	Mount Vernon-developed Grade 11 ELA/Reading Assessment
Creative Writing	5) District/regional/BOCES–developed	Mount Vernon-developed Grade 11 ELA/Reading Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See 3.13 for table used to assign HEDI categories.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Student results are well above the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results meet the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects

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/5139/145161-y92vNseFa4/APPR PORTAL 3.13.docx

3.14) Locally Developed Controls

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

No controls or adjustments will be used in setting targets.

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.

The district's process for combining multiple locally selected measures is as follows: Each local measure (0-15 and 0-20) will be weighted proportionately based on the number of students included in both. The scores from the two local measures will combine into one overall component score in order to determine one overall HEDI score for the educator.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Monday, June 25, 2012

Updated Monday, July 02, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

(No response)

(No response)

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.

Parties have agreed to the HEDI bands, Conversion Charts and point allocation as noted in Chart 4.5. The parties have also that the teacher shall receive a score based on the higher of any score achieved in any of the domains.

Teachers will provide evidence to document their performance in Domain 4 : Professional Responsibilities in the Danielson Revised Rubric to provide "other measures" which will be weighted in the overall 60 points as outlined in the attached chart.

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

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.	Overall performance and results exceed the NYS Teaching standards.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall performance and results meet the NYS Teaching standards.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall performance and results need improvement in order to meet the NYS Teaching standards.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall performance and results do not meet the NYS Teaching standards.

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	0
4.6) Observations of Probationary Teachers Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Wednesday, June 27, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, June 25, 2012

Updated Wednesday, August 29, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/145311-Df0w3Xx5v6/MVSD TIP Form.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:

APPR Portal: Section 6.3

APPEALS ENDING WITH THE JARC AND/OR THE SUPERINTENDENT OF SCHOOLS

1. Final and overall performance ratings of "ineffective" and "developing" are the only ratings subject to appeal. Teachers who

receive a final and overall rating of “highly effective,” or “effective” shall not be permitted to appeal their rating.

2. Within five (5) calendar days of the receipt of a teacher’s annual evaluation, the teacher may request, in writing, review by a joint APPR Review Committee (JARC). The JARC shall be comprised of two (2) members appointed by the MVFT President and two (2) members appointed by the Superintendent of Schools. The individual who had initially evaluated the teacher shall be ineligible to sit on the Committee.

3. The appeal writing shall articulate in detail the basis of the appeal to the JARC. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. As set forth in Section 3012-c of the Education Law, the evaluated teacher may only challenge:

- the substance of the annual professional performance review;
- the school district’s adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;
- the school district’s adherence to the regulations of the commissioner; and
- the school district’s issuance and/or implementation of the terms of the teacher improvement plan

4. Within five (5) calendar days of receipt of the appeal, the JARC shall render a determination, in writing, respecting the appeal. Said determination shall be forwarded to the original evaluator and the Superintendent of Schools.

5. Within five (5) calendar days of the receipt of a decision by the JARC, the teacher may request, in writing, a final and binding review by the Superintendent of Schools.

6. Within fifteen (15) business days of receipt of the appeal, the Superintendent of Schools shall render a final and binding determination, in writing, respecting the appeal. During said time period the Superintendent shall be authorized, but not required, to consult with the initial evaluator concerning any and all aspects of the evaluation and evaluation process prior to rendering his/her determination. The determination of the Superintendent of Schools shall not be grievable, arbitrable, nor reviewable in any other forum except as outlined in the below Grievance and Arbitration Rights section.

7. Non-tenured teachers shall be permitted to appeal their performance ratings to the JARC and/or the Superintendent of Schools in accordance with sub-paragraphs 1-6. The determination of the Superintendent of Schools shall not be grievable, arbitrable, nor reviewable in any other forum. The filing of an appeal pursuant to this appeals procedure shall have no bearing upon and shall in no way limit and/or impair the Board’s unfettered right to terminate non-tenured teachers in accordance with applicable law and the applicable provisions of the parties’ CBA, unless the termination determination is based solely upon the APPR performance composite score. In such event, the school district shall be required to await completion of the appeal process before making said determination. In all other instances, the timelines for the termination of a non-tenured teacher set forth in Education Law Section 3031 shall supersede the timelines set forth in this appeals procedure such that pending appeals shall be deemed withdrawn to the extent a response is due, at any stage, subsequent to the non-tenured teacher’s termination date and no additional salary shall be paid to the non-tenured teacher as a result of filing an appeal under this procedure.

GRIEVANCE AND ARBITRATION RIGHTS

1. Teachers who receive a rating of “ineffective” and who believe that the District failed to comply with any locally negotiated evaluation procedures and who disagree with the Superintendent’s determination in the prior appeals stage shall be afforded grievance and binding arbitration rights in accordance with the collective bargaining agreement.

2. The parties herewith acknowledge that the evaluated teacher may only grieve and arbitrate the school district’s compliance with any locally negotiated procedures. No appeals may be brought to grievance and arbitration for any other reason. The parties herewith further acknowledge that “locally negotiated procedures” shall be defined in accordance with Education Law Section 3012-c and applicable Regulations of the Commissioner. In the event said statutes/regulations fail to define and/or fully define “locally negotiated procedures” then it shall be defined in the same manner as “evaluation procedures” have been defined by the Public Employment Relations Board pursuant to the Taylor Law. Once said procedures have been negotiated, the parties shall identify the specific procedures that will be subject to the process set forth in this sub-section.

3. Non-tenured teachers shall not be afforded grievance and binding arbitration rights with respect to any aspect of their annual evaluation, or the school district’s issuance and/or implementation of the terms of a teacher improvement plan.

AUTHORITY OF ARBITRATOR

Other than appeals brought by teachers receiving an ineffective rating asserting that the District failed to comply with any locally

negotiated procedures as set forth above, any arbitrator appointed pursuant to this contract shall be wholly without authority to consider, apply or interpret any provision of the District's APPR Plan, Section 3012-c of the Education Law, or any Regulation of the Commissioner of Education arising under Section 3012-c of the Education Law, or a dispute arising thereunder.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

- a. There shall be training in good practice for the conducting of evaluations provided by the District to all administrators who perform such evaluations such as: observations, end of the year evaluations, and teacher improvement plans (TIP).*
- b. Training may be provided by the District during the school year on staff development days, at least two ½ day professional development sessions, and during the 20 days of administrator employment outside of the school year.*
- c. Resources for evaluation models may be provided by the New York State Education Department's Guidance on New York State's Annual Professional Performance Review Law and Regulations document.*
- d. The District will ensure that all evaluators will meet the requirements outlined in the NYSED's Guidance on the NYS's APPR Law and Regulations document through training through Southern Westchester BOCES.*
- e. The District will certify that all administrators who evaluate teachers have received appropriate training in the following:*
 - New York State Teaching Standards and ISSLC Standards*
 - Evidence-based observation*
 - Application and use of Student Growth Percentile and Value Added Growth Model data*
 - Application and use of the State-approved teacher or principal rubrics*
 - Application and use of any assessment tools used to evaluate teachers and principals*
 - Application and use of State-approved locally selected measures of student achievement*
 - Use of Statewide instructional Reporting System*
 - Scoring methodology used to evaluate teachers and principals*
 - Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.*
- f. The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: analysis of evidence; periodic comparisons of assessments; case studies, and/or annual calibration sessions across evaluators.*
- g. Annual recertification will be required of all lead evaluators and will be accomplished through successful completion of ongoing BOCES and or NYSED recertification training.*

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
---	---------

6.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
---	---------

6.7) Assurances -- Data Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked
---	---------

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

Created Monday, June 25, 2012

Updated Monday, August 27, 2012

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

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

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

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

4-6
7-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
N/A	State assessment	N/A

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(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://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Monday, June 25, 2012

Updated Tuesday, September 04, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	Mount Vernon-developed K-6 ELA/Reading Assessment
7-8	(d) measures used by district for teacher evaluation	Mount Vernon- developed 7-8 ELA/Reading Assessment
9-12	(d) measures used by district for teacher evaluation	Mount Vernon-developed 9-12 ELA/Reading Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Principals shall be assessed using the same local assessments as teachers. The district-adopted expectations will focus on student performance on a grade level interdisciplinary reading and writing assessment across the curriculum. Proficiency has been locally established as a score of 70 or a 3 on a 4 point rubric on the district developed grade level Interdisciplinary ELA/Reading Assessment.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart below
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart below
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	see chart below

grade/subject.

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

see chart below

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/5366/145359-qBFVOWF7fC/APPR PORTAL Principal Sestion 8.1.docx](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	Mount Vernon-developed ELA/Reading Assessment
7-8	(d) measures used by district for teacher evaluation	Mount Vernon-developed ELA/Reading Assessment
9-12	(d) measures used by district for teacher evaluation	Mount Vernon- developed ELA/Reading Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Principals shall be assessed using the same local assessments as teachers. The district-adopted expectations will focus on student performance on a grade level interdisciplinary reading and writing assessment across the curriculum. Proficiency has been locally established as a score of 70 or a 3 on a 4 point rubric on the district developed grade level Interdisciplinary ELA/Reading Assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table below
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table below
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table below

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

See table below

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/5366/145359-T8MIGWUVm1/APPR Portal Section 8.2 Principal.docx

8.3) Locally Developed Controls

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

The district and its bargaining agents agree that in the 2012-2013 APPR, no adjustments will be allowed in setting targets or measuring results as part of the locally selected measures for any grade or subject. The district and its bargaining agents agree to take up the issue of locally-developed adjustments and controls following careful analysis of 2 consecutive years of student trend data

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.

The district's process for combining multiple locally selected measures is as follows: Each local measure (0-15 and 0-20) will be weighted proportionally based on the number of students included in both. The scores from the two local measures will combine into one overall component score in order to arrive at the HEDI score for the principal.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check

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

9. Other Measures of Effectiveness (Principals)

Created Monday, June 25, 2012

Updated Tuesday, August 07, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

9.6) Assurances Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	(No response)
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	(No response)
9.6) Assurances Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	(No response)
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.	(No response)

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 shall use the Multidimensional Performance Rubric (MPPR) with 31 components for Domains 1 through 6 to inform the Local 60% of the principal's composite score. Each subcomponent will provide a broad assessment of the principal's leadership and management effectiveness as delineated in the attached rating form. Principals will provide artifacts that will serve as evidence of practice along with a written reflection for each of the six domains of the MPPR. Each subcomponent shall earn a raw score as follows: 1 point: Ineffective; 2 points: Developing; 3 points : Effective; 4 points: Highly Effective. The total raw score to be earned on the MPPR shall be 124 points. The raw score shall then be converted to a scaled score as outlined in the attached conversion chart.

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

[assets/survey-uploads/5143/145379-pMADJ4gk6R/Principal Conversion Chart_1.docx](#)

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

Highly Effective: Overall performance and results exceed standards.	See chart for Other Measures of Principal Effectiveness- 60%
Effective: Overall performance and results meet standards.	See chart for Other Measures of Principal Effectiveness- 60%
Developing: Overall performance and results need improvement in order to meet standards.	See chart for Other Measures of Principal Effectiveness- 60%
Ineffective: Overall performance and results do not meet standards.	See chart for Other Measures of Principal Effectiveness- 60%

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58.9
Developing	50-56.9
Ineffective	0-49.9

9.8) School Visits

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

Probationary Principals

By supervisor	1
By trained administrator	1
By trained independent evaluator	1
Enter Total	3

Tenured Principals

By supervisor	1
By trained administrator	1
By trained independent evaluator	1
Enter Total	3

10. Composite Scoring (Principals)

Created Monday, June 25, 2012

Updated Tuesday, August 07, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

**Other Measures of Effectiveness
(60 points)**

**Overall
Composite Score**

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	57-58.9
Developing	50-56.9
Ineffective	0-49.9

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (60 points)

Overall Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

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Updated Friday, August 31, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/145597-Df0w3Xx5v6/Principal improvement Plan Form.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process:

1. Final and overall performance ratings of "ineffective" and "developing" are the only ratings subject to appeal. Principals who receive a final and overall rating of "highly effective," or "effective" shall not be permitted to appeal their rating.

2. Within five (5) calendar days of the receipt of a principal's annual evaluation, the principal may request, in writing, review by a joint APPR Review Committee (JARC). The JARC shall be comprised of two (2) members appointed by the MVAA President and two

(2) members appointed by the Superintendent of Schools. The individual who had initially evaluated the principal shall be ineligible to sit on the Committee.

3. The appeal writing shall articulate in detail the basis of the appeal to the JARC. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. As set forth in Section 3012-c of the Education Law, the evaluated teacher may only challenge:

- the substance of the annual professional performance review;*
- the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;*
- the school district's adherence to the regulations of the commissioner; and*
- the school district's issuance and/or implementation of the terms of the principal improvement plan*

4. Within five (5) calendar days of receipt of the appeal, the JARC shall render a determination, in writing, respecting the appeal. Said determination shall be forwarded to the original evaluator and/or the Superintendent of Schools.

5. Within five (5) calendar days of the receipt of a decision by the JARC, the principal may request, in writing, a final and binding review by the Superintendent of Schools.

6. Within fifteen (15) business days of receipt of the appeal, the Superintendent of Schools shall render a final and binding determination, in writing, respecting the appeal. During said time period the Superintendent shall be authorized, but not required, to consult with the evaluator concerning any and all aspects of the evaluation and evaluation process prior to rendering his/her determination. The determination of the Superintendent of Schools shall not be grievable, arbitrable, nor reviewable in any other forum except as outlined in the below Grievance and Arbitration Rights section.

7. Non-tenured principals shall be permitted to appeal their performance ratings to the JARC and/or the Superintendent of Schools in accordance with sub-paragraphs 1-6. The determination of the Superintendent of Schools shall not be grievable, arbitrable, nor reviewable in any other forum. The filing of an appeal pursuant to this appeals procedure shall have no bearing upon and shall in no way limit and/or impair the Board's unfettered right to terminate non-tenured principals in accordance with applicable law and the applicable provisions of the parties' CBA, unless the termination determination is based solely upon the APPR performance composite score. In such event, the school district shall be required to await completion of the appeal process before making said determination. In all other instances, the timelines for the termination of a non-tenured principal set forth in Education Law Section 3031 shall supersede the timelines set forth in this appeals procedure such that pending appeals shall be deemed withdrawn to the extent a response is due, at any stage, subsequent to the non-tenured principal's termination date and no additional salary shall be paid to the non-tenured principal as a result of filing an appeal under this procedure.

GRIEVANCE AND ARBITRATION RIGHTS

1. Principals who receive a rating of "ineffective" and who believe that the District failed to comply with any locally negotiated evaluation procedures and who disagree with the Superintendent's determination in the prior appeals stage shall be afforded grievance and binding arbitration rights in accordance with the collective bargaining agreement.

2. The parties herewith acknowledge that the evaluated principal may only grieve and arbitrate the school district's compliance with any locally negotiated procedures. No appeals may be brought to grievance and arbitration for any other reason. The parties herewith further acknowledge that "locally negotiated procedures" shall be defined in accordance with Education Law Section 3012-c and applicable Regulations of the Commissioner. In the event said statutes/regulations fail to define and/or fully define "locally negotiated procedures" then it shall be defined in the same manner as "evaluation procedures" have been defined by the Public Employment Relations Board pursuant to the Taylor Law. Once said procedures have been negotiated, the parties shall identify the specific procedures that will be subject to the process set forth in this sub-section.

3. Non-tenured principals shall not be afforded grievance and binding arbitration rights with respect to any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of a principal improvement plan.

AUTHORITY OF ARBITRATOR

Other than appeals brought by principals receiving an ineffective rating asserting that the District failed to comply with any locally negotiated procedures as set forth above, any arbitrator appointed pursuant to this contract shall be wholly without authority to consider, apply or interpret any provision of the District's APPR Plan, Section 3012-c of the Education Law, or any Regulation of the Commissioner of Education arising under Section 3012-c of the Education Law, or a dispute arising thereunder.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

There shall be training in good practice for the conducting of evaluations provided by the District to all administrators who perform such evaluations such as: observations, end of the year evaluations, and teacher improvement plans (TIP).

b. Training may be provided by the District during the school year on staff development days, at least two ½ day professional development sessions, and during the 20 days of administrator employment outside of the school year.

c. Resources for evaluation models may be provided by the New York State Education Department's Guidance on New York State's Annual Professional Performance Review Law and Regulations document.

d. The District will ensure that all evaluators will meet the requirements outlined in the NYSED's Guidance on the NYS's APPR Law and Regulations document through training through Southern Westchester BOCES.

e. The District will certify that all administrators who evaluate teachers have received appropriate training in the following:

- *New York State Teaching Standards and ISSLC Standards*
- *Evidence-based observation*
- *Application and use of Student Growth Percentile and Value Added Growth Model data*
- *Application and use of the State-approved teacher or principal rubrics*
- *Application and use of any assessment tools used to evaluate teachers and principals*
- *Application and use of State-approved locally selected measures of student achievement*
- *Use of Statewide instructional Reporting System*
- *Scoring methodology used to evaluate teachers and principals*
- *Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.*

f. The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: analysis of evidence; periodic comparisons of assessments; case studies, and/or annual calibration sessions across evaluators.

g. Annual recertification will be required of all lead evaluators and will be accomplished through successful completion of ongoing BOCES and or NYSED recertification training.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Monday, June 25, 2012

Updated Tuesday, September 04, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/145635-3Uqgn5g9Iu/SCAN0022.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.

APPR Portal : SECTION 2.11 CHART 2a

Level	Growth	Measures of student
Ineffective	Results are well-below state average for similar students (or district goals if no state test).	0-2
Developing	Results are below state average for similar students (or district goals if no state test).	3-8
Effective	Results meet state average for similar students (or district goals if no state test).	9-17
Highly Effective	Results are well-above state average for similar students (or district goals if no state test).	18-20

APPR Portal : SECTION 2.11 CHART 2b

Chart 2b: HEDI Rating Criteria for SLO’s Using “Other Comparable Measures”

Quantified and differentiated based on student baseline Rating Points	Ineffective (0-2)	Developing (3-8)	Effective (9-17)	Highly Effective (18-20)
% of students whose progress meets expectations	0-29%	30-54%	55-79%	80%+

APPR Portal : SECTION 2.11 :Chart 2c: HEDI Scoring Bands for 20 points based on Comparable Growth Measure

_Rating	Percent – Target Met	Overall Point Value
Highly Effective	94-100	20
Highly Effective	87-93	19
Highly Effective	80-86	18
Effective	77-79	17
Effective	74-76	16
Effective	70-73	15
Effective	66-69	14
Effective	63-65	13
Effective	61-62	12
Effective	59-60	11
Effective	57-58	10
Effective	55-56	9
Developing	50-54	8
Developing	46-49	7
Developing	42-45	6
Developing	38-41	5
Developing	34—37	4
Developing	30-33	3
Ineffective	20-29	2
Ineffective	1-19	1
Ineffective	0	0

APPR PORTAL: SECTION 3.3

Chart 3a: HEDI Rating Criteria for Local 15%

Quantified and differentiated based on student Achievement of proficiency target	Ineffective (0-2)	Developing (3-7)	Effective (8-13)	Highly Effective (14-15)
% of students whose progress meets expectations	0-19%	20-49%	50-85%	86%+

HEDI Bands for Local 15%

Rating	*Percent Proficiency	Overall Value
Highly Effective	93-100	15
Highly Effective	86-92	14
Effective	80-85	13
Effective	74-79	12
Effective	68-73	11
Effective	62-67	10
Effective	56-61	9
Effective	50-55	8
Developing	44-49	7
Developing	38-43	6
Developing	32-37	5
Developing	26-31	4
Developing	20-25	3
Ineffective	10-19	2
Ineffective	1-9	1
Ineffective	0	0

*Proficient = a grade of 70 or above or the equivalent of 3 out of 4 on a 4-point rubric

APPR PORTAL: SECTION 3.13

Chart 3c: HEDI Rating Criteria for Local 20%

Quantified and differentiated based on student Achievement of proficiency target	Ineffective (0-2)	Developing (3-8)	Effective (9-17)	Highly Effective (18-20)
% of students whose progress meets expectations	0-19%	20-49%	50-85%	86%+

HEDI Bands for Local 20%

Rating	*Percent Proficiency	Overall Value
Highly Effective	96-100	20
Highly Effective	91-95	19
Highly Effective	86-90	18
Effective	82-85	17
Effective	78-81	16
Effective	74-77	15
Effective	70-73	14
Effective	66-69	13
Effective	62-65	12
Effective	58-61	11
Effective	54-57	10
Effective	50-53	9
Developing	45-49	8
Developing	40-44	7
Developing	35-39	6
Developing	30-34	5
Developing	25-29	4
Developing	20-24	3
Ineffective	10-19	2
Ineffective	1-9	1
Ineffective	0	0

*Proficient = a grade of 70 or above or the equivalent of 3 out of 4 on a 4-point rubric

Conversion Flow Chart

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
	Determine Relative Value of Each Domain (hypo--to be negotiated)	Determine Relative Value of Each SubDomain as part of the Domain (hypo--to be negotiated)	Evaluator Gives Every Teacher a Rating of 1-4 in Each Subdomain (4=HE, 3=E, 2=D, 1=I) HYPO	Weigh Subdomain Scores	Total Domain Score	Weigh Total Domain Score and Compute Total	Negotiate HEDI Bands	Negotiate Conversion Chart	
Domain 1: Planning and Preparation	19%						H=59-60	Average Rubric Score	Conversion Score
A. Knowledge of Content and Pedagogy		15%		0			E=57-58	1	0
B. Knowledge of Students		15%		0			D=50-56	1.008	1
C. Setting Instructional Outcomes		25%		0			I=0-49	1.017	2
D. Knowledge of Resources		10%		0				1.025	3
E. Designing Coherent Instruction		20%		0				1.033	4
F. Designing Student Assessments		15%		0				1.042	5
		100%			0	0		1.05	6
Domain 2: Classroom Environment	23%							1.058	7
A. Respect and Rapport		25%		0				1.067	8
B. Culture for Learning		25%		0				1.075	9
C. Managing Classroom Procedures		20%		0				1.083	10
D. Managing Student Behavior		20%		0				1.092	11
E. Organizing Physical Spaces		10%		0				1.1	12
		100%			0	0		1.108	13
Domain 3: Instruction	28%							1.115	14
A. Communicating with Students		20%		0				1.123	15
B. Questioning/Prompts and Discussion		20%		0				1.131	16
C. Engaging Students in Learning		25%		0				1.138	17
D. Using Assessment in Instruction		20%		0				1.146	18
E. Using Flexibility and Responsiveness		15%		0				1.154	19
		100%			0	0		1.162	20
Domain 4: Teaching	30%							1.169	21
A. Reflecting on Teaching		15%		0				1.177	22
B. Maintaining Accurate Records		15%		0				1.185	23
C. Communicating with Families		15%		0				1.192	24
D. Participating in a Professional Community		15%		0				1.2	25
E. Growing and Developing Professionally		20%		0				1.208	26
F. Showing Professionalism		20%		0				1.217	27
		100%			0	0		1.225	28
Domain: Other*						0		1.233	29
Total	100%			Evaluation Score		0		1.242	30
Note 1: Remember the evaluation component must be at least 31 of the 60 points or 50% of the rubric								1.25	31
								1.258	32

**MOUNT VERNON CITY SCHOOL DISTRICT
FORM #6: TEACHING IMPROVEMENT PLAN (TIP)--TEACHER/ADMINISTRATOR CONFERENCE FORM**

Name of Teacher _____ Tenure Area _____ School _____

Name of Evaluator _____ Subject/Grade Level(s) _____ Date _____

As a result of unsatisfactory performance in four or more components of the APPR's eight categories, the building principal has designated the above-named teacher for a TIP. The following component(s) have been identified for intensive administrative support and teacher professional development. Please note: Additional sheets may be added as needed.

Category: _____ Component: _____

Goal(s) _____

ACTIVITIES/STRATEGIES FOR IMPROVEMENT	SUPPORT/RESOURCES NEEDED	EXPECTED OUTCOMES	EVIDENCE OF SUCCESS	TIMELINE

Category: _____ Component: _____

Goal(s) _____

ACTIVITIES/STRATEGIES FOR IMPROVEMENT	SUPPORT/RESOURCES NEEDED	EXPECTED OUTCOMES	EVIDENCE OF SUCCESS	TIMELINE

Category: _____ Component: _____

Goal(s) _____

ACTIVITIES/STRATEGIES FOR IMPROVEMENT	SUPPORT/RESOURCES NEEDED	EXPECTED OUTCOMES	EVIDENCE OF SUCCESS	TIMELINE

Category: _____ Component: _____

Goal(s) _____

ACTIVITIES/STRATEGIES FOR IMPROVEMENT	SUPPORT/RESOURCES NEEDED	EXPECTED OUTCOMES	EVIDENCE OF SUCCESS	TIMELINE

_____ Plan confirmed _____ Date

_____ Plan complete _____ Date

APPR PORTAL: SECTION 8.1

Chart : HEDI Rating Criteria for Local 15%

Quantified and differentiated based on student Achievement of proficiency target	Ineffective (0-2)	Developing (3-7)	Effective (8-13)	Highly Effective (14-15)
% of students whose progress meets expectations	0-19%	20-49%	50-85%	86%+

HEDI Bands for Local 15%

Rating	*Percent Proficiency	Overall Value
Highly Effective	93-100	15
Highly Effective	86-92	14
Effective	80-85	13
Effective	74-79	12
Effective	68-73	11
Effective	62-67	10
Effective	56-61	9
Effective	50-55	8
Developing	44-49	7
Developing	38-43	6
Developing	32-37	5
Developing	26-31	4
Developing	20-25	3
Ineffective	10-19	2
Ineffective	1-9	1
Ineffective	0	0

*Proficient = a grade of 70 or above or the equivalent of 3 out of 4 on a 4-point rubric

APPR PORTAL: SECTION 8.2

Chart : HEDI Rating Criteria for Local 20%

Quantified and differentiated based on student Achievement of proficiency target	Ineffective (0-2)	Developing (3-8)	Effective (9-17)	Highly Effective (18-20)
% of students whose progress meets expectations	0-19%	20-49%	50-85%	86%+

HEDI Bands for Local 20%

Rating	*Percent Proficiency	Overall Value
Highly Effective	96-100	20
Highly Effective	91-95	19
Highly Effective	86-90	18
Effective	82-85	17
Effective	78-81	16
Effective	74-77	15
Effective	70-73	14
Effective	66-69	13
Effective	62-65	12
Effective	58-61	11
Effective	54-57	10
Effective	50-53	9
Developing	45-49	8
Developing	40-44	7
Developing	35-39	6
Developing	30-34	5
Developing	25-29	4
Developing	20-24	3
Ineffective	10-19	2
Ineffective	1-9	1
Ineffective	0	0

*Proficient = a grade of 70 or above or the equivalent of 3 out of 4 on a 4-point rubric

MVSD PRINCIPAL RUBRIC Conversion to 60 Point Scale

Directions:

1. Enter the principal's scores in the eighteen orange blocks in Column 3. 4= Highly Effective, 3= Effective, etc
2. Read the calculated rubric score in the purple block (bottom of column 6)
3. Find the matching rubric score in column 8
4. Slide to the right: column 9 gives you the 60 pt score.

		Col 1	Col 2	Col 3	Col 4	Col 5	Col 6		Col 7	Col 8	Col 9
		Relative Value of Each Domain	Relative Value of Each SubDomain as part of the Domain	Evaluator Gives Every Principal a Rating of 1-4 in Each Subdomain (4=HE, 3=E, 2=D, 1=I)	Weighted Subdomain Scores	Total Domain Score	Weighted Total Domain Score and Compute Total		Negotiated HEDI Bands	Negotiated Conversion Chart	
										Average Rubric Score	MVSD Conversion Score
Domain1: Shared Vision of learning		16.7%							H=59-60		
	A. Culture		0.5000	4	2				E=57-58.9	1	0.0
	B. Sustainability		0.5000	4	2				D=50-56.9	1.1	8.2
			1.0000			4.0	0.7		I=0-49.9	1.2	16.3
Domain 2: School Culture and Instructional Program		16.7%	1.0000							1.3	24.5
	A. Culture		0.2000	3	0.6					1.4	32.7
	B. Instructional Program		0.2000	3	0.6					1.5	40.8
	C. Capacity Building		0.2000	3	0.6					1.6	49.0
	D. Sustainability		0.2000	3	0.6					1.7	50.0
	E. Strategic Planning Process		0.2000	3	0.6					1.8	50.7
			1.0000			3.0	0.5			1.9	51.3
Domain 3: Safe, Efficient, Effective Learning Environment		16.7%								2	52.0
	A. Capacity Building		0.2500	4	1					2.1	52.7
	B. Culture		0.2500	4	1					2.2	53.3
	C. Sustainability		0.2500	4	1					2.3	54.0

	D. Instructional Program		0.2500	4	1				2.4	54.7
			1.0000			4.0	0.7		2.5	55.3
Domain 4: Community		16.7%							2.6	56.0
	A. Strategic Planning		0.3333	3	0.99999				2.7	57.0
	B. Culture		0.3333	3	0.99999				2.8	57.1
	C. Sustainability		0.3333	3	0.99999				2.9	57.3
			1.0000			3.0	0.5		3	57.4
Domain 5: Integrity, fairness, Ethics		16.7%							3.1	57.5
	A. Sustainability		0.5000	4	2				3.2	57.6
	B. Culture		0.5000	4	2				3.3	57.8
			1.0000			4.0	0.7		3.4	57.9
Domain 6: Political, Social, Economic, Legal and Cultural Context		16.7%							3.5	58.0
	A. Sustainability		0.5000	3	1.5				3.6	59.0
	B. Culture		0.5000	4	2				3.7	59.3
			1.0000			3.5	0.6		3.8	59.5
Other*		0.0%					0.0		3.9	59.8
Total		100.0%			Evaluation Score		3.6		4	60.0

APPENDIX

Mount Vernon City School District

Principal Improvement Plan (PIP)

Principal: _____

School: _____

Supervising Administrator: _____

Areas of Improvement (a clear description of the specific behavior(s) which are in need of improvement.)

Statement of the Goals (A statement reflecting how the specific behavior will change (how it will look) in order to be deemed acceptable. This will include a description of types of data to be used.)

Activities (The principal and supervising administrator will jointly list a description of those activities in which the principal will engage to address the areas in need of improvement.)

Supervisor's Responsibilities (Actions the supervisor will take in order to assist the principal in achieving the goals of this PIP.)

Resources (The principal and supervising administrator will jointly list resources, available district materials, workshops, etc. to help improve the principal's practice.)

Indicators of Success (The principal and supervising administrator will mutually agree upon tangible or visible indicators of success.)

Timeline (The principal and supervising administrator will establish a time line for improvement for the process and a date(s) for the follow-up site visits. The principal will present documentation and evidence of improvement in the designated area at this time. Additional observations/meetings will take place as needed.)

Principal Signature: _____

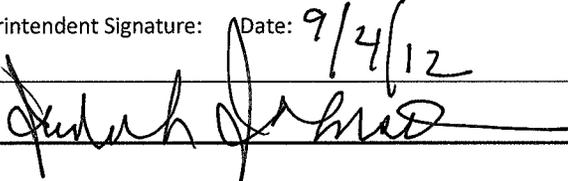
Date: _____

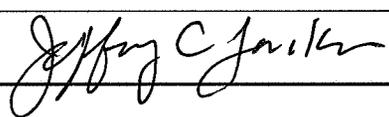
PIP Administrator Signature: _____

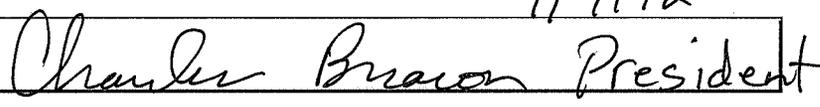
Date: _____

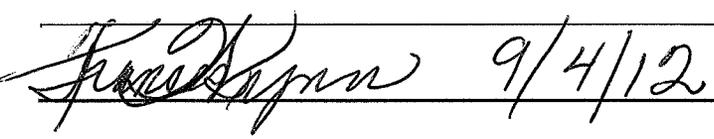
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

Signatures, dates

Superintendent Signature: Date: 9/4/12


Teachers Union President Signature: Date:
 9/4/12

Administrative Union President Signature: Date: 9/4/12
 President

Board of Education President Signature: Date:
 9/4/12

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

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

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

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

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