



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

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

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

October 1, 2012

Terrence Clark, Superintendent  
Bethpage Union Free School District  
10 Cherry Avenue  
Bethpage, NY 11714

Dear Superintendent Clark:

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

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

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

Thank you again for your hard work.

Sincerely,

  
John B. King Jr.  
Commissioner

Attachment

c: Thomas Rogers

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

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

# Annual Professional Performance Reviews: 2012-13

Created Thursday, May 24, 2012

Updated Saturday, September 22, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 280521030000

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

*280521030000*

#### 1.2) School District Name: BETHPAGE UFSD

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

*BETHPAGE UFSD*

#### 1.3) School Improvement Grant (SIG) Districts Only

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

*(No response)*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Thursday, May 24, 2012

Updated Saturday, September 22, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress Primary Grades ELA
1	State-approved 3rd party assessment	Measures of Academic Progress Primary Grades ELA
2	State-approved 3rd party assessment	Measures of Academic Progress Primary Grades ELA

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	The points for the ELA subcomponents will be arrived at by adding together the number of points awarded for the percentage
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	of students making growth and the percentage of students meeting the target growth. This sum will then be divided by two to arrive at the ELA subcomponent score which will have a maximum value of 20 points. The same process will be completed to arrive at the subcomponent score for mathematics. It will also have a maximum value of 20 points. To arrive at the local assessment score, the two subcomponent scores will be added together and then divided by 2. This will have a maximum value of 20 points. For Grade 3 Bethpage will use the state assessment as the post-assessment in the SLO. A pretest will be administered in the beginning of the year and growth targets will be determined based on historical data and specific individual performance on the pre-test. Please see the attached 2.11 State Growth-Comparable Charts.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a large majority of students will demonstrate growth and meet target growth in the area of math as evaluated by the results of the MAP assessments by NWEA.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a majority of students will demonstrate growth and meet target growth in the area of math as evaluated by the results of the MAP assessments by NWEA.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, some students will demonstrate growth and meet target growth in the area of math as evaluated by the results of the MAP assessments by NWEA.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, few students will demonstrate growth and meet target growth in the area of math as evaluated by the results of the MAP assessments by NWEA.

### 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	State-approved 3rd party assessment	Measures of Academic Progress Primary Grades Math
1	State-approved 3rd party assessment	Measures of Academic Progress Primary Grades Math
2	State-approved 3rd party assessment	Measures of Academic Progress Primary Grades Math
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The points for the ELA subcomponents will be arrived at by adding together the number of points awarded for the percentage of students making growth and the percentage of students meeting the target growth. This sum will then be divided by two to arrive at the ELA subcomponent score which will have a
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maximum value of 20 points. The same process will be completed to arrive at the subcomponent score for mathematics. It will also have a maximum value of 20 points. To arrive at the local assessment score, the two subcomponent scores will be added together and then divided by 2. This will have a maximum value of 20 points. For Grade 3 Bethpage will use the state assessment as the post-assessment in the SLO. A pretest will be administered in the beginning of the year and growth targets will be determined based on historical data and specific individual performance on the pre-test. Please see the attached 2.11 State Growth-Comparable Charts.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Based on the District's goals and priorities, a large majority of students will demonstrate growth and meet target growth in the area of math as evaluated by the results of the MAP assessments by NWEA.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Based on the District's goals and priorities, a majority of students will demonstrate growth and meet target growth in the area of math as evaluated by the results of the MAP assessments by NWEA.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Based on the District's goals and priorities, some students will demonstrate growth and meet target growth in the area of math as evaluated by the results of the MAP assessments by NWEA.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

Based on the District's goals and priorities, few students will demonstrate growth and meet target growth in the area of math as evaluated by the results of the MAP assessments by NWEA.

## 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	Bethpage Grade 6 Science Test 1
7	District, regional or BOCES-developed assessment	Bethpage Grade 7 Science Test 1
	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.

Please see the attached 2.11 State Growth-Comparable Charts.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Student performance on the end of year assessment far exceeded target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Highly Effective range if 91-100% of students meet the

	established performance target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Student performance on the end of year assessment met established target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Effective range if 55-90% of students meet the established performance target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Student performance on the end of year assessment was below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Developing range if 20-54% of students meet the established performance target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Student performance on the end of year assessment was significantly below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Ineffective range if 0-19% of students meet the established performance target.

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Bethpage Grade 6 Social Studies Test 1
7	District, regional or BOCES-developed assessment	Bethpage Grade 7 Social Studies Test 1
8	District, regional or BOCES-developed assessment	Bethpage Grade 8 Social Studies Test 1

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.	Please see the attached 2.11 State Growth-Comparable Charts.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Student performance on the end of year assessment far exceeded target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Highly Effective range if 91-100% of students meet the established performance target.
Effective (9 - 17 points) Results meet District goals for similar students.	Student performance on the end of year assessment met established target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Effective range if 55-90% of students meet the established performance target.
Developing (3 - 8 points) Results are below District goals for similar students.	Student performance on the end of year assessment was below target goals which were based on historical data and individual

student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Developing range if 20-54% of students meet the established performance target.

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

Student performance on the end of year assessment was significantly below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Ineffective range if 0-19% of students meet the established performance target.

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Bethpage Global I 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.

Please see the attached 2.11 State Growth-Comparable Charts.

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

Student performance on the end of year assessment far exceeded target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Highly Effective range if 91-100% of students meet the established performance target.

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

Student performance on the end of year assessment met established target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Effective range if 55-90% of students meet the established performance target.

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

Student performance on the end of year assessment was below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be

in the Developing range if 20-54% of students meet the established performance target.

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

Student performance on the end of year assessment was significantly below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Ineffective range if 0-19% of students meet the established performance target.

## 2.7) High School Science Regents Courses

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

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

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

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

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

Please see the attached 2.11 State Growth-Comparable Charts.

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

Student performance on the end of year assessment far exceeded target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Highly Effective range if 91-100% of students meet the established performance target.

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

Student performance on the end of year assessment met established target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Effective range if 55-90% of students meet the established performance target.

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

Student performance on the end of year assessment was below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Developing range if 20-54% of students meet the established performance target.

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

Student performance on the end of year assessment was significantly below target goals which were based on historical

data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Ineffective range if 0-19% of students meet the established performance target.

## 2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Please see the attached 2.11 State Growth-Comparable Charts.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Student performance on the end of year assessment far exceeded target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Highly Effective range if 91-100% of students meet the established performance target.
Effective (9 - 17 points) Results meet District goals for similar students.	Student performance on the end of year assessment met established target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Effective range if 55-90% of students meet the established performance target.
Developing (3 - 8 points) Results are below District goals for similar students.	Student performance on the end of year assessment was below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Developing range if 20-54% of students meet the established performance target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Student performance on the end of year assessment was significantly below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Ineffective range if 0-19% of students meet the established performance target.

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Bethpage Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Bethpage Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	ELA Regents Exam

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Please see the attached 2.11 State Growth-Comparable Charts.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Student performance on the end of year assessment far exceeded target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Highly Effective range if 91-100% of students meet the established performance target.
Effective (9 - 17 points) Results meet District goals for similar students.	Student performance on the end of year assessment met established target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Effective range if 55-90% of students meet the established performance target.
Developing (3 - 8 points) Results are below District goals for similar students.	Student performance on the end of year assessment was below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Developing range if 20-54% of students meet the established performance target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Student performance on the end of year assessment was significantly below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Ineffective range if 0-19% of students meet the established performance target.

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
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Government	District, Regional or BOCES-developed	Bethpage Government Growth Model Assessment 1
Economics	District, Regional or BOCES-developed	Bethpage Economics Growth Model Assessment 1
Senior Seminar	District, Regional or BOCES-developed	Bethpage Senior Seminar Growth Model Assessment 1
Physical Education HS	District, Regional or BOCES-developed	Bethpage Physical Education Growth Model Assessment 1
Aerobics	District, Regional or BOCES-developed	Bethpage Aerobics Growth Model Assessment 1
Health HS	District, Regional or BOCES-developed	Bethpage Health Growth Model Assessment 1
Digital World	District, Regional or BOCES-developed	Bethpage Digital World Growth Model Assessment 1
Precalculus	District, Regional or BOCES-developed	Bethpage Precalculus Growth Model Assessment 1
Statistics	District, Regional or BOCES-developed	Bethpage Statistics Growth Model Assessment 1
SCALE English	District, Regional or BOCES-developed	Bethpage SCALE English Growth Model Assessment 1
Forensics	District, Regional or BOCES-developed	Bethpage Forensics Growth Model Assessment 1
Science Research HS	District, Regional or BOCES-developed	Bethpage Science Research Growth Model Assessment 1
Spanish HS	District, Regional or BOCES-developed	Bethpage Spanish Growth Model Assessment 1
Italian HS	District, Regional or BOCES-developed	Bethpage Italian Growth Model Assessment 1
French HS	District, Regional or BOCES-developed	Bethpage French Growth Model Assessment 1
Chorus HS	District, Regional or BOCES-developed	Bethpage Chorus Growth Model Assessment 1
Chorale HS	District, Regional or BOCES-developed	Bethpage Chorale Growth Model Assessment 1
Band HS	District, Regional or BOCES-developed	Bethpage Band Growth Model Assessment 1
Studio Art HS	District, Regional or BOCES-developed	Bethpage Studio Art Growth Model Assessment 1

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.

Please see the attached 2.11 State Growth-Comparable Charts.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Student performance on the end of year assessment far exceeded target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Highly Effective range if 91-100% of students meet the established performance target.
Effective (9 - 17 points) Results meet District goals for similar students.	Student performance on the end of year assessment met established target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Effective range if 55-90% of students meet the established performance target.
Developing (3 - 8 points) Results are below District goals for similar students.	Student performance on the end of year assessment was below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Developing range if 20-54% of students meet the established performance target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Student performance on the end of year assessment was significantly below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Ineffective range if 0-19% of students meet the established performance target.

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

*assets/survey-uploads/5364/132921-avH4IQNZMh/Bethpage 2.1 All Other Courses SLO\_2.doc*

## 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/5364/132921-TXEttx9bQW/2.11 State Growth-Comparable Charts.doc*

## 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.

*Does not apply.*

## 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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	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 Thursday, May 24, 2012

Updated Saturday, September 22, 2012

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#### Page 1

#### Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress ELA
5	4) State-approved 3rd party assessments	Measures of Academic Progress ELA
6	4) State-approved 3rd party assessments	Measures of Academic Progress ELA
7	4) State-approved 3rd party assessments	Measures of Academic Progress ELA
8	4) State-approved 3rd party assessments	Measures of Academic Progress ELA

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The points for the ELA subcomponents will be arrived at by adding together the number of points awarded for the percentage of students making growth and the percentage of students meeting the target growth. This sum will then be divided by two to arrive at the ELA subcomponent score which will have a maximum value of 15 points. The same process will be completed to arrive at the subcomponent score for mathematics. It will also have a maximum value of 15 points. To arrive at the local assessment score, the two subcomponent scores will be added together and then divided by 2. This will have a maximum value of 15 points.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate growth and meet target growth in the area of math as evaluated by the results of the MAP assessments by NWEA.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate growth and meet target growth in the area of math as evaluated by the results of the MAP assessments by NWEA.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students will demonstrate growth and meet target growth in the area of math as evaluated by the results of the MAP assessments by NWEA.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate growth and meet target growth in the area of math as evaluated by the results of the MAP assessments by NWEA.

### 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	4) State-approved 3rd party assessments	Measures of Academic Progress Math
5	4) State-approved 3rd party assessments	Measures of Academic Progress Math
6	4) State-approved 3rd party assessments	Measures of Academic Progress Math
7	4) State-approved 3rd party assessments	Measures of Academic Progress Math
8	4) State-approved 3rd party assessments	Measures of Academic Progress Math

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.*

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>The points for the ELA subcomponents will be arrived at by adding together the number of points awarded for the percentage of students making growth and the percentage of students meeting the target growth. This sum will then be divided by two to arrive at the ELA subcomponent score which will have a maximum value of 15 points. The same process will be completed to arrive at the subcomponent score for mathematics. It will also have a maximum value of 15 points. To arrive at the local assessment score, the two subcomponent scores will be added together and then divided by 2. This will have a maximum value of 15 points.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on the District's goals and priorities, a large majority of students will demonstrate growth and meet target growth in the area of math as evaluated by the results of the MAP assessments by NWEA.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on the District's goals and priorities, a majority of students will demonstrate growth and meet target growth in the area of math as evaluated by the results of the MAP assessments by NWEA.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on the District's goals and priorities, some students will demonstrate growth and meet target growth in the area of math as evaluated by the results of the MAP assessments by NWEA.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on the District's goals and priorities, few students will demonstrate growth and meet target growth in the area of math as evaluated by the results of the MAP assessments by NWEA.</p>

### 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/5139/132960-rhJdBgDruP/Local Measures Teachers 15 Points.doc*

## 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	Bethpage Grade K ELA Assessment
1	5) District, regional, or BOCES–developed assessments	Bethpage Grade 1 ELA Assessment
2	5) District, regional, or BOCES–developed assessments	Bethpage Grade 2 ELA Assessment
3	5) District, regional, or BOCES–developed assessments	Bethpage Grade 3 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see the attached Bethpage HEDI Chart for Local Measures
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment far exceeded target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Highly Effective range if 91-100% of students meet the established performance target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment met established target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Effective range if 55-90% of students meet the established performance target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment was below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Developing range if 20-54% of students meet the established performance target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment was significantly below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Ineffective range if 0-19% of students meet the established performance target.

### 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	Bethpage Grade K Math Assessment
1	5) District, regional, or BOCES–developed assessments	Bethpage Grade 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	Bethpage Grade 2 Math Assessment
3	5) District, regional, or BOCES–developed assessments	Bethpage Grade 3 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see the attached Bethpage HEDI Chart for Local Measures
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment far exceeded target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Highly Effective range if 91-100% of students meet the established performance target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment met established target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Effective range if 55-90% of students meet the established performance target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment was below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Developing range if 20-54% of students meet the established performance target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment was significantly below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Ineffective range if 0-19% of students meet the established performance target.

### 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	Bethpage Grade 6 Science Test 2
7	5) District, regional, or BOCES–developed assessments	Bethpage Grade 7 Science Test 2
8	5) District, regional, or BOCES–developed assessments	Bethpage Grade 8 Science Test 2

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.	Please see the attached Bethpage HEDI Chart for Local Measures
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment far exceeded target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Highly Effective range if 91-100% of students meet the established performance target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment met established target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Effective range if 55-90% of students meet the established performance target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment was below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Developing range if 20-54% of students meet the established performance target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment was significantly below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Ineffective range if 0-19% of students meet the established performance target.

### 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	Bethpage Grade 6 Social Studies Test 2
7	5) District, regional, or BOCES–developed assessments	Bethpage Grade 7 Social Studies Test 2
8	5) District, regional, or BOCES–developed assessments	Bethpage Grade 8 Social Studies Test 2

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.	Please see the attached Bethpage HEDI Chart for Local Measures
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment far exceeded target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Highly Effective range if 91-100% of students meet the

	established performance target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment met established target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Effective range if 55-90% of students meet the established performance target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment was below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Developing range if 20-54% of students meet the established performance target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment was significantly below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Ineffective range if 0-19% of students meet the established performance target.

### 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	Bethpage Global I Test 2
Global 2	5) District, regional, or BOCES-developed assessments	Bethpage Global II Assessment
American History	5) District, regional, or BOCES-developed assessments	Bethpage American History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see the attached Bethpage HEDI Chart for Local Measures
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment far exceeded target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Highly Effective range if 91-100% of students meet the

	established performance target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment met established target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Effective range if 55-90% of students meet the established performance target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment was below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Developing range if 20-54% of students meet the established performance target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment was significantly below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Ineffective range if 0-19% of students meet the established performance target.

### 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	Bethpage Living Environment Assessment
Earth Science	5) District, regional, or BOCES-developed assessments	Bethpage Earth Science Assessment
Chemistry	5) District, regional, or BOCES-developed assessments	Bethpage Chemistry Assessment
Physics	5) District, regional, or BOCES-developed assessments	Bethpage Physics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see the attached Bethpage HEDI Chart for Local Measures
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment far exceeded target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be

in the Highly Effective range if 91-100% of students meet the established performance target.

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

Student performance on the end of year assessment met established target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Effective range if 55-90% of students meet the established performance target.

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

Student performance on the end of year assessment was below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Developing range if 20-54% of students meet the established performance target.

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

Student performance on the end of year assessment was significantly below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Ineffective range if 0-19% of students meet the established performance target.

### 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	Bethpage Algebra I Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Bethpage Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Bethpage Algebra II Assessment

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

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

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

Please see the attached Bethpage HEDI Chart for Local Measures

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

Student performance on the end of year assessment far exceeded target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Highly Effective range if 91-100% of students meet the

established performance target.

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

Student performance on the end of year assessment met established target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Effective range if 55-90% of students meet the established performance target.

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

Student performance on the end of year assessment was below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Developing range if 20-54% of students meet the established performance target.

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

Student performance on the end of year assessment was significantly below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Ineffective range if 0-19% of students meet the established performance target.

### 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	Bethpage Grade 9 ELA Test 2
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Bethpage Grade 10 ELA Test 2
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Bethpage Grade 11 ELA Assessment

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

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

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

Please see the attached Bethpage HEDI Chart for Local Measures

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

Student performance on the end of year assessment far exceeded target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Highly Effective range if 91-100% of students meet the established performance target.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment met established target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Effective range if 55-90% of students meet the established performance target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment was below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Developing range if 20-54% of students meet the established performance target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment was significantly below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Ineffective range if 0-19% of students meet the established performance target.

### 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
Government	5) District/regional/BOCES-developed	Bethpage Government Assessment 2
Economics	5) District/regional/BOCES-developed	Bethpage Economics Assessment 2
Senior Seminar	5) District/regional/BOCES-developed	Bethpage Senior Seminar Assessment 2
Physical Education HS	5) District/regional/BOCES-developed	Bethpage Physical Education Assessment 2
Aerobics HS	5) District/regional/BOCES-developed	Bethpage Aerobics Assessment 2
Health HS	5) District/regional/BOCES-developed	Bethpage Health Assessment 2
Digital World	5) District/regional/BOCES-developed	Bethpage Digital World Assessment 2
Precalculus	5) District/regional/BOCES-developed	Bethpage Precalculus Assessment 2
Statistics	5) District/regional/BOCES-developed	Bethpage Statistics Assessment 2
SCALE English	5) District/regional/BOCES-developed	Bethpage SCALE Assessment 2
Forensics	5) District/regional/BOCES-developed	Bethpage Forensics Assessment 2
Science Research HS	5) District/regional/BOCES-developed	Bethpage Science Research Assessment 2
Spanish HS	5) District/regional/BOCES-developed	Bethpage Spanish Assessment 2
Italian HS	5) District/regional/BOCES-developed	Bethpage Italian Assessment 2
French HS	5) District/regional/BOCES-developed	Bethpage French Assessment 2
Chorus HS	5) District/regional/BOCES-developed	Bethpage Chorus Assessment 2
Chorale HS	5) District/regional/BOCES-developed	Bethpage Chorale Assessment 2
Band HS	5) District/regional/BOCES-developed	Bethpage Band Assessment 2

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.	Please see the attached Bethpage HEDI Chart for Local Measures
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment far exceeded target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Highly Effective range if 91-100% of students meet the established performance target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment met established target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Effective range if 55-90% of students meet the established performance target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment was below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Developing range if 20-54% of students meet the established performance target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year assessment was significantly below target goals which were based on historical data and individual student performance on pre-assessments administered at the beginning of the school year. A teacher's growth score will be in the Ineffective range if 0-19% of students meet the established performance target.

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)

[assets/survey-uploads/5139/132960-Rp00l6pk1T/Bethpage 3.12 All Other Courses Local Measures\\_3.doc](#)

### 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/5139/132960-y92vNseFa4/Bethpage HEDI Band Local Measures 8-27-12.doc](#)

### 3.14) Locally Developed Controls

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

*The District and the Local Bargaining Unit have agreed that targets will be set on an individual student basis based on historical data when available and the results of pre-assessments administered in September.*

### 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 and the Local Bargaining Unit have agreed that for educators with more than one multiple local measure we will use the model exhibited in various published state examples when calculating a single HEDI rating. The measures will each earn a score from 0-15 or 0-20 points as applicable which the District will weigh proportionately based on the number of students in each local measure.*

*For the Comparable Growth Index being used with the MAP Assessments, to combine multiple locally selected measures, we will take a population-weighted average of the measures. We will independently calculate the HEDI score for each separate subject area CGI for a teacher, then do a population weighted average of the separate HEDI scores across the CGI measures.*

### 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 Thursday, May 24, 2012

Updated Saturday, September 22, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching (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]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

*The District and Local Bargaining Unit have agreed to use the four domains of Danielson's Framework for Teaching 2011 for the entire 60 points of the APPR reflecting "Other Measures." The entire 60 points will be based on multiple evidence-based observations. The faculty has had extensive training and exposure to Danielson and we implemented Danielson 2011 for the 2011-12 school year with great success. Prior to that we had used an earlier version of Danielson for observations.*

#### Scoring

*In the aggregate, Domain One (Planning) is valued at 10 points. Domain Two (Classroom Environment) is valued at 10 points. Domain Three (Instruction) is valued at 25 points. Domain Four (Professional Responsibilities) is valued at 15 points. This model allows us to implement all seven of New York State Teaching Standards.*

*Probationary Teachers*

*Probationary teachers will have no less than four formal observations (as per longstanding Board policy) and one shorter observation. In order to assess the seven New York State Teaching Standards and to fully implement the four domains of Danielson, an evidence-based end of year professional dialogue between teacher and principal will be based on Danielson Domain Four (Professional Responsibilities). Expressed as a mathematical formula, the 60 points for probationary teachers are calculated as:*

*[[Observation 1 ((Domain One 0-10) + (Domain Two 0-10) + (Domain Three 0-20)) + [Observation 2 ((Domain One 0-10) + (Domain Two 0-10) + (Domain Three 0-20))] + [Observation 3 ((Domain One 0-10) + (Domain Two 0-10) + (Domain Three 0-20))] + [Observation 4 ((Domain One 0-10) + (Domain Two 0-10) + (Domain Three 0-20))] ] /4 + Observation 5 (Domain Three 0-5) + Domain Four Evidence-Based Dialogue 0-15 = maximum of 60 points (with HEDI bands below).*

*Tenured Teachers*

*Tenured teachers will have no less than one formal observation (as per longstanding Board policy) and one shorter observation. In order to assess the seven New York State Teaching Standards and to fully implement the four domains of Danielson, an evidence-based end of year professional dialogue between teacher and principal will be based on Danielson Domain Four (Professional Responsibilities). Expressed as a mathematical formula, the 60 points for tenured teachers is calculated as:*

*Observation 1 (Domain One 0-10) + (Domain Two 0-10) + (Domain Three 0-20) + Observation 2 (Domain Three 0-5) + Domain Four Evidence-Based Dialogue 0-15 = maximum of 60 points (with HEDI bands below).*

*The District retains the right to conduct additional observations for any teacher (probationary or tenured) beyond the minimum listed here and to adjust the formula based on the total number of observations administered.*

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

*(No response)*

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.

Our process uses evidence-based observation of classroom practices, and examines teachers in terms of a teacher's classroom behavior, consistent with our rubric reflecting the Danielson Framework for Teaching, Based on that rubric, a highly effective teacher has extensive knowledge of content and pedagogy, reflects on his/her practice, makes sure to know all the students and their learning styles and differentiates based on individual student needs utilizing a wide variety of resources, creates a classroom atmosphere of respect among students, conveys high expectations for learning, articulates a clear vision, cognitively engages all students via questions and finds students actively formulating their own questions and assessment is seamless and integrated and students self-assess and monitor their own progress.

Effective: Overall performance and results meet NYS Teaching Standards.

An effective teacher has solid knowledge of content and pedagogy, reflects on his/her practices, is aware of students needs and differentiates for groups using different resources, has a clear structure, creates a classroom that is generally caring and respectful and interactions between students is generally polite, high expectations are the norm, learning is accessible to all students, teacher scaffolds instruction and differentiates via questioning successfully engaging most students and assessment is used regularly.

Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A developing teacher is familiar with the content and pedagogy, inconsistently reflects on his/her practices, while aware of needs and differences among students lacks the ability to consistently differentiate and tends to teach to the whole group, is aware but does not fully understand the implications of individual student needs, has moderate expectations for students, interactions are generally appropriate but may reflect occasional inconsistencies, demonstrates inconsistent implementation of the standards of conduct, often teaches via monologue with little interaction among students, questions are of a simple level and engage only a few students, assessment is sporadic at best.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	An ineffective teacher makes content errors and exhibits little knowledge of pedagogy, rarely reflects on instructional practice, fails to understand child development, does not understand the unique nature of individual students, has low expectations with no rigor, has one style of teaching and that is not designed to engage students, exhibits negative interactions with students, has no standards of conduct, asks low cognitive questions in rapid succession, there is little or no ongoing assessment.

Provide the ranges for the 60-point scoring bands.

Highly Effective	55-60
Effective	45-54
Developing	36-44
Ineffective	0-35

#### 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	4
4.6) Observations of Probationary Teachers   Informal/Short	1
4.6) Observations of Probationary Teachers   Enter Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
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Informal/Short	0
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Will formal/long observations of probationary teachers be done in person, by video, or both?

- 
- In Person
- 

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

- 
- In Person
- 

### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Thursday, May 24, 2012

Updated Saturday, September 22, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

##### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	55-60
Effective	45-54
Developing	36-44
Ineffective	0-35

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 Thursday, May 24, 2012

Updated Saturday, September 22, 2012

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### Page 1

#### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

#### 6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/133022-Df0w3Xx5v6/TIP Form.pdf>

#### 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:

*Teachers receiving a rating of Developing or Ineffective may appeal the evaluation to the Superintendent of Schools.*

*Appeal procedures must describe, inter alia, procedures for teachers to challenge the issuance and/or implementation of the terms of an improvement plan. Education Law §3012-c(5).*

*The Bethpage Congress of Teachers collective bargaining agreement reads:*

*The parties will continue to meet to discuss observations, evaluations and teacher improvement plan procedures as required by Education Law Section 3012(c). The resolution of the issues discussed by the parties shall be in writing, be placed within the appropriate paragraphs of this collective bargaining agreement, and this writing shall constitute compliance with the requirements of Education Law Section 3012(c).*

*The content and substance of the annual evaluation may be appealed to the Superintendent of Schools or his/her designee. Such appeal must be submitted in writing within fourteen (14) days of the receipt of the evaluation which shall set forth the nature of the objection to the substance of the evaluation. The decision of the Superintendent or his/her designee shall be in writing and served upon the teacher within fourteen (14) days of receipt of the appeal. This decision shall be final and binding and not subject to the grievance procedures of this contract, or reviewable in any court or administrative proceeding, or any other forum.*

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

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

*The Bethpage Union Free School District is committed to providing extensive training to all evaluators and ensuring we attain inter-rater reliability. Towards that goal, we have:*

*Retained Dr. Michael Radlick of Learning Visions Technology of Albany to attend the many sessions in Albany and Utica on evidence-based teacher evaluations. Dr. Radlick became our turnkey trainer and held multiple workshops in Bethpage that were attended by all the Bethpage Administrative staff. All the SED presentations and videos were used by Dr. Radlick in his training here in the district. Dr. Radlick monitored the quality of observations and the evidence being used to support evaluations.*

*The Superintendent, Assistant Superintendent for Instruction and Technology, Principals and Academic Directors attended multiple workshops held either in Albany or locally at Nassau BOCES. They assisted Dr. Radlick in the various training sessions for the Bethpage Administrators.*

*The District's Administrators attended meetings every two weeks throughout the course of the 2011-12 school year and APPR updates and discussions were held at all 20 meetings.*

*The District subscribed to Teachscape's online training program for Charlotte Danielson's Framework for Teaching. Teachscape is one of the SED approved vendors for rubric and training. All evaluators went through their approved online training course. As of April 2012 all the District Administrators responsible for building evaluations passed the rigorous 6 hour Teachscape exam after taking the rigorous 20 hour course.*

*The Bethpage Board of Education reviewed all coursework and certified the district administrators as lead evaluators.*

*The district will continue to monitor APPR developments and to ensure that the Administrators are up to date on all changes in legislation. The district subscribes to LEAF for tabletop exercises to be used on an ongoing basis. Administrators will attend ongoing basis workshops on observation and inter-rater reliability provided by a combination of Nassau BOCES, LEAF, NYS Council of School Superintendents, Teachscape and Learning Visions.*

*We will continue our practice of having pairs of administrators conduct joint observations to ensure inter-rater reliability. All lead evaluators will be recertified yearly and all new lead evaluators will receive the full training as required by law.*

*Teachers and administrators received extensive training in data analysis directly from the Northwest Evaluation Association.*

## 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

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• Checked

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## 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	Checked

the last school day of the school year for which the teacher or principal is being measured.	
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 Thursday, May 24, 2012

Updated Saturday, September 22, 2012

## Page 1

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Does not apply.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Does not apply.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Does not apply.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Does not apply.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Does not apply.

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

*(No response)*

### 7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future,

any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

*Not applicable.*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Thursday, May 24, 2012

Updated Saturday, September 22, 2012

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## Page 1

### Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress Primary Grades ELA
K-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress Primary Grades Math
K-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress ELA
K-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress Math
6-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress ELA
6-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress Math

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For building principals of schools containing grades K-5 and 6-8, the local assessment score will be arrived at as follows: The ELA subcomponent score will be arrived at by adding the points awarded for the percentage of students making growth and the percentage of students meeting target growth This sum will then be divided by two to arrive at the ELA subcomponent score which will have a maximum value of 15 points. The same process will be completed to arrive at the subcomponent score for mathematics. It will also have a maximum value of 15 points. To arrive at the local assessment score, the two subcomponent scores will be added together and then divided by</p>
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2. This will have a maximum value of 15 points.

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

Based on the District's goals and priorities, a large majority of students in the school will demonstrate growth and meet target growth in the area of language arts and mathematics as evaluated by the results of the MAP assessments by NWEA.

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

Based on the District's goals and priorities, a majority of students in the school will demonstrate growth and meet target growth in the area of language arts and mathematics as evaluated by the results of the MAP assessments by NWEA.

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

Based on the District's goals and priorities, some students in the school will demonstrate growth and meet target growth in the area of language arts and mathematics as evaluated by the results of the MAP assessments by NWEA.

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

Based on the District's goals and priorities, few students in the school will demonstrate growth and meet target growth in the area of language arts and mathematics as evaluated by the results of the MAP assessments by NWEA.

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/5366/133055-qBFVOWF7fC/Principals K-8 Charts for NWEA.doc*

## 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
9-12	(f) % of students with advanced Regents or honors	Regents Diploma Rate/Advanced Regents Diploma Rate

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	See attachment on Bethpage HS HEDI for Local Measure.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance on the end of year metric (Regents Diploma with Advanced Designation) far exceeded target goals which were based on historical data. Significant growth was

evident.

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

Student performance on the end of year metric (Regents Diploma with Advanced Designation) met established target goals which were based on historical data. Anticipated growth was evident.

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

Student performance on the end of year metric (Regents Diploma with Advanced Designation) was below target goals which were based on historical data. Anticipated growth was not evident in accordance with target goals.

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

Student performance on the end of year metric (Regents Diploma with Advanced Designation) was significantly below target goals which were based on historical data. Anticipated growth was not evident and significant regression was evident.

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/5366/133055-T8MIGWUVm1/Bethpage HS Principal HEDI for Local Measures\\_1.doc](#)

### 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.

*Not applicable.*

### 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.

*Not applicable.*

### 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 Thursday, May 24, 2012

Updated Saturday, September 22, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Marshall's Principal Evaluation Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

### 9.4) Sources of Evidence (if applicable)

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

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

### 9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

### 9.6) Assurances

Please check all of the boxes below:

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

## 9.7) Process for Assigning Points and Determining HEDI Ratings

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

*The District and Local Bargaining Unit have agreed to use the six domains of Kim Marshall for the entire 60 points. The entire 60 points will be based on evidence-based evaluations. The Principals have had training and exposure to Marshall and we implemented Marshall for the 2011-12 school year with success.*

*In the aggregate, Domain A (Diagnosis and Planning) is valued at 10 points. Domain B (Priority Management and Communication) is valued at 10 points. Domain C (Curriculum and Data) is valued at 10 points. Domain D (Supervision, Evaluation and Professional Development) is valued at 10 points. Domain E (Discipline and Parent Involvement) is valued at 10 points. Domain F (Management and External Relations) is valued at 10 points. This model allows us to implement all the ISLLC 2008 Standards.*

*Expressed as a mathematical formula, the this translates to:*

*Domain A (0-10 points) + Domain B (0-10 points) + Domain C (0-10 points) + Domain D (0-10 points) + Domain E (0-10 points) + Domain F (0-10 points) = 60 points (with HEDI bands below).*

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

*(No response)*

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

Highly Effective: Overall performance and results exceed standards.	A highly effective principal has strong leadership skills, fosters a sense of responsibility among all stakeholders, plans relentlessly, communicates goals and seeks feedback, engages staff in a review of data to promote continuous improvement, ensures staff has access to high quality resources, builds trust and respect with staff and uses that to further building collaboration, is constantly visible in classrooms and provides immediate feedback, recruits and retains high quality staff members, creates a schedule that maximizes student learning and building resources, makes families feel welcome and valued, and makes sure to do all necessary to maximize student growth.
Effective: Overall performance and results meet standards.	An effective principal successfully motivates staff members and tackles low expectations, plans for the short term, communicates goals, regularly reaches out to others for feedback, reviews data with teams and monitors data, visits classrooms and provides timely feedback, recruits effective teachers, Praises student achievement and works to

	build school spirit, regularly communicates with parents, creates a schedule that allows for teacher collaboration.
Developing: Overall performance and results need improvement in order to meet standards.	A developing principal meets with like-minded staff members, presents plans without vision, plans for the immediate, does not make building goals clear, refers to data rather than analyze it, does not engage staff in professional development and announces plans rather than collaboratively building plans with staff, gets distracted by small items and is unable to be visible as a result, communicates when necessary, creates a schedule with flaws where student achievement is not the top priority.
Ineffective: Overall performance and results do not meet standards.	Works alone, accepts student achievement for what it is, is easily discouraged by staff resistance, lacks plan or vision for the future, communicates and collaborates only in crisis, fails to provide appropriate data to staff, leaves teachers on their own, has a sloppy hiring practice, inconsistently applies rules, little or no effort to reach out to parents, is not visible at all and creates schedule with serious flaws.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	45-54
Developing	36-44
Ineffective	0-35

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Thursday, May 24, 2012

Updated Saturday, September 22, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

Highly Effective	55-60
Effective	45-54
Developing	36-44
Ineffective	0-35

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Thursday, May 24, 2012

Updated Saturday, September 22, 2012

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/133069-Df0w3Xx5v6/PIP Form.pdf>

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*The parties agree that as to the appeals procedure referred to in Education Law Section 3012(c), the following constitutes compliance with the statute:*

*a. Appeals shall be limited to those evaluations which have resulted in a rating of Ineffective or Developing.*

*b. Within five (5) school days of the receipt of an annual evaluation providing a rating as set forth in Subparagraph (a) above, an administrator may appeal the annual evaluation to the Superintendent of Schools or his/her designee. The appeal shall be in writing*

and shall articulate in detail the basis of the appeal and the Administrator shall provide evidence supporting such appeal. Appeals shall be limited to:

1. the substance of the annual professional performance review;
2. the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law;
3. the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures;
4. the school district's issuance and/or implementation of the terms of the administrator's improvement plan;
5. any issue not raised in the written appeal shall be deemed waived; and
6. notwithstanding item (5) above, procedural issues shall be subject to this contract's grievance procedure.

c. Within five (5) school days of receipt of the appeal, the Superintendent of Schools or his/her designee shall schedule a meeting with the Administrator appealing their respective evaluation, should the Administrator request such a meeting in the written appeal. Within five (5) school days of receipt of the written appeal or the meeting with the Administrator, whichever is later, the Superintendent or his/her designee shall render a written determination with respect thereto.

d. The determination of the Superintendent of Schools or his/her designee as to the substance of the evaluation shall not be grievable, arbitrable, nor reviewable in any other forum. However, nothing contained herein shall prevent an Administrator from challenging the substance of an evaluation within the context of a proceeding pursuant to Education Law 3020-a.

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

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

*The Superintendent attended all the required training as provided by the State Education Department, Nassau BOCES and LEAF with regard to Principal Evaluation training. We also subscribe to the ongoing LEAF service for continued supplemental materials including videos and tabletop simulations which we have done with our Principals. All of our Principals have also attended numerous training sessions provided by Nassau BOCES on Principal Evaluation.*

*We will continue to use Nassau BOCES and LEAF as our primary providers for training in this area. All of the District Principals are attending workshops over the summer on the role of the Principals in today's educational setting.*

*Each Principal has received additional training in data analysis. That training is ongoing and extensive and has been provided by the Nassau BOCES Data Warehouse team as well as the four days of training they attended on data reports/analysis provided directly by the Northwest Evaluation Association.*

*The district will continue to monitor APPR developments and to ensure that the Administrators are up to date on all changes in legislation. The district subscribes to LEAF for tabletop exercises to be used on an ongoing basis. Administrators will attend workshops on an ongoing basis regarding the application of the Marshall rubric to ensure inter-rater reliability. Those workshops are provided by a combination of Nassau BOCES, LEAF and NYS Council of School Superintendents.*

*All lead evaluators will be recertified yearly and all new lead evaluators will receive the full rigorous training as required by law as provided by Nassau BOCES, LEAF and NYS Council of School Superintendents.*

*This training will include the following Requirements for Lead Evaluators/Evaluators:*

- 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 practice 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; and
- Specific considerations in evaluating teachers and principals of English language learners ("ELLS") and students with disabilities.

*The District will work with the Nassau BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Thursday, May 24, 2012

Updated Saturday, September 22, 2012

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### 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/5581/133078-3Uqgn5g9Iu/Bethpage Signatures 9-21-12.pdf](assets/survey-uploads/5581/133078-3Uqgn5g9Iu/Bethpage%20Signatures%209-21-12.pdf)

#### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

**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" .**

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
Sculpture HS	District/regional/BOCES-developed	Bethpage Sculpture Growth Model Assessment 1
Digital Photo HS	District/regional/BOCES-developed	Bethpage Digital Photo Growth Model Assessment 1
Accounting HS	District/regional/BOCES-developed	Bethpage Accounting Growth Model Assessment 1
Child Study HS	District/regional/BOCES-developed	Bethpage Child Study Growth Model Assessment 1
AP World History	District/regional/BOCES-developed	Bethpage AP World Growth Model Assessment 1
AP US History	District/regional/BOCES-developed	Bethpage AP US History Growth Model Assessment 1
AP Physics	District/regional/BOCES-developed	Bethpage AP Physics Growth Model Assessment 1
AP Government	District/regional/BOCES-developed	Bethpage AP Government Growth Model Assessment 1
AP Language	District/regional/BOCES-developed	Bethpage AP Language Growth Model Assessment 1
Academic Exploration MS	District/regional/BOCES-developed	Bethpage Academic Exploration Growth Model Assessment 1
Art 6	District/regional/BOCES-developed	Bethpage Art 6 Growth Model Assessment 1
Art 7	District/regional/BOCES-developed	Bethpage Art 7 Growth Model Assessment 1
Art 8	District/regional/BOCES-developed	Bethpage Art 8 Growth Model Assessment 1
English Lit. 6	District/regional/BOCES-developed	Bethpage English Literature 6 Growth Model Assessment 1
English Comm. 6	District/regional/BOCES-developed	Bethpage English Communication 6 Growth Model Assessment 1
English Comm. 7	District/regional/BOCES-developed	Bethpage English Communication 6 Growth Model Assessment 1
English Comm. 8	District/regional/BOCES-developed	Bethpage English Communication 8 Growth Model Assessment 1
Reading 6	District/regional/BOCES-developed	Bethpage Reading 6 Growth Model Assessment 1
Reading 7	District/regional/BOCES-developed	Bethpage Reading 7 Growth Model Assessment 1

Reading 8	District/regional/BOCES-developed	Bethpage Reading 8 GM Assess. 1
FACS 7	District/regional/BOCES-developed	Bethpage FACS 7 Growth Model Assessment 1
FACS 8	District/regional/BOCES-developed	Bethpage FACS 8 Growth Model Assessment 1
Technology-Micro 6	District/regional/BOCES-developed	Bethpage Micro 6 Growth Model Assessment 1
Computer Analysis 7	District/regional/BOCES-developed	Bethpage Computer Analysis 7 Growth Model Assessment 1
Web Design 8	District/regional/BOCES-developed	Bethpage Web Design 8 Growth Model Assessment 1
Technology 7	District/regional/BOCES-developed	Bethpage Technology 7 Growth Model Assessment 1
Technology 8	District/regional/BOCES-developed	Bethpage Technology 8 Growth Model Assessment 1
Spanish 7	District/regional/BOCES-developed	Bethpage Spanish 7 Growth Model Assessment 1
Spanish 8	District/regional/BOCES-developed	Bethpage Spanish 8 Growth Model Assessment 1
Italian 7	District/regional/BOCES-developed	Bethpage Italian 7 Growth Model Assessment 1
Italian 8	District/regional/BOCES-developed	Bethpage Italian 8 Growth Model Assessment 1
French 7	District/regional/BOCES-developed	Bethpage French 7 Growth Model Assessment 1
French 8	District/regional/BOCES-developed	Bethpage French 8 Growth Model Assessment 1
Band 6	District/regional/BOCES-developed	Bethpage Band 6 Growth Model Assessment 1
Chorus 6	District/regional/BOCES-developed	Bethpage Chorus 6 Growth Model Assessment 1
Music Appreciation 6	District/regional/BOCES-developed	Bethpage Music Appreciation 6 Growth Model Assessment 1
Orchestra 6	District/regional/BOCES-developed	Bethpage Orchestra 6 Growth Model Assessment 1
Band 7	District/regional/BOCES-developed	Bethpage Band 7 Growth Model Assessment 1
Chorus 7	District/regional/BOCES-developed	Bethpage Chorus 7 Growth Model Assessment 1
Music Appreciation 7	District/regional/BOCES-developed	Bethpage Music Appreciation 7 Growth Model Assessment 1
Orchestra 7	District/regional/BOCES-developed	Bethpage Orchestra 7 Growth Model Assessment 1
Physical Education 6	District/regional/BOCES-developed	Bethpage PE 6 Growth Model Assessment 1
Physical Education 7	District/regional/BOCES-developed	Bethpage PE 7 Growth Model





**Teachers' State Growth/Comparable Measure  
Assessment Using MAP**

Percentage of Students Making Growth Fall to Spring on MAP or MAP for Primary

Percentage Points	ELA Points	Math Points
91-100%	10	10
81-90%	9	9
71-80%	8	8
61-70%	7	7
51-60%	6	6
41-50%	5	5
31-40%	4	4
21-30%	3	3
11-20%	2	2
5-10%	1	1
0-4%	0	0

Percentage of Students Meeting Target Growth – Fall to Spring on MAP or MAP for Primary

Percentage Points	ELA Points	Math Points
91-100%	10	10
81-90%	9	9
71-80%	8	8
61-70%	7	7
51-60%	6	6
41-50%	5	5
31-40%	4	4
21-30%	3	3
11-20%	2	2
5-10%	1	1
0-4%	0	0

## Bethpage HEDI Band for SLOs

<b>HEDI Scoring</b>	<p><i>How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?</i></p> <p>The District and Local Bargaining Unit have agreed that Student Learning Objectives will use an anchor point of 13 (midway point in the Effective Category). The anticipated target of 13 as an Effective Measure will be calculated in the fall and based on:</p> <ul style="list-style-type: none"> <li>• Historical Data where available and appropriate</li> <li>• Pre-assessment data gathered in September based on individual student performance</li> </ul> <p>Below are the point values to be assigned for the percentage of students meeting target goals.</p>																				
	<b>HIGHLY EFFECTIVE</b>			<b>EFFECTIVE</b>									<b>DEVELOPING</b>					<b>INEFFECTIVE</b>			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	98-100%	94-97%	91-93%	88-90%	85-87%	82-84%	78-81%	74-77%	69-73%	66-68%	61-65%	55-60%	50-54%	45-49%	40-44%	32-39%	25-31%	20-24%	15-19%	10-14%	0-9%

**Teachers Local Assessment Points – Grades K-8  
For Teachers in Grades K-8**

**Percentage of students making growth fall to spring – ELA or Mathematics**

<b>Percentage</b>	<b>Points</b>
94-100%	15
87-93%	14
80-86%	13
73-79%	12
66-72%	11
59-65%	10
52-58%	9
45-51%	8
38-44%	7
31-37%	6
24-30%	5
17-23%	4
10-16%	3
5-9%	2
2-4%	1
0-1%	0

**Percentage of students meeting target growth fall to spring – ELA or Mathematics**

<b>Percentage</b>	<b>Points</b>
94-100%	15
87-93%	14
80-86%	13
73-79%	12
66-72%	11
59-65%	10
52-58%	9
45-51%	8
38-44%	7
31-37%	6
24-30%	5
17-23%	4
10-16%	3
5-9%	2
2-4%	1
0-1%	0

**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.

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Sculpture HS	District/regional/BOCES-developed	Bethpage Sculpture Assessment 2
Digital Photo HS	District/regional/BOCES-developed	Bethpage Digital Photo Assessment 2
Accounting HS	District/regional/BOCES-developed	Bethpage Accounting Assessment 2
Child Study HS	District/regional/BOCES-developed	Bethpage Child Study Assessment 2
AP World History	District/regional/BOCES-developed	Bethpage AP World Assessment 2
AP US History	District/regional/BOCES-developed	Bethpage AP US Assessment 2
AP Physics	District/regional/BOCES-developed	Bethpage AP Physics Assessment 2
AP Government	District/regional/BOCES-developed	Bethpage AP Gov. Assessment 2
AP Language	District/regional/BOCES-developed	Bethpage AP Lang. Assessment 2
Academic Exploration MS	District/regional/BOCES-developed	Bethpage AE Assessment 2
Art 6	District/regional/BOCES-developed	Bethpage Art 6 Assessment 2
Art 7	District/regional/BOCES-developed	Bethpage Art 7 Assessment 2
Art 8	District/regional/BOCES-developed	Bethpage Art 8 Assessment 2
English Lit. 6	District/regional/BOCES-developed	Bethpage Eng. Lit. 6 Assessment 2
English Comm. 6	District/regional/BOCES-developed	Bethpage Eng. Comm.6 Assessment 2
English Comm. 7	District/regional/BOCES-developed	Bethpage Eng. Comm.6 Assessment 2
English Comm. 8	District/regional/BOCES-developed	Bethpage Eng. Comm.8 Assessment 2
Reading 6	District/regional/BOCES-developed	Bethpage Reading 6 Assessment 2
Reading 7	District/regional/BOCES-developed	Bethpage Reading 7 Assessment 2
Reading 8	District/regional/BOCES-developed	Bethpage Reading 8 Assessment 2
FACS 7	District/regional/BOCES-developed	Bethpage FACS 7 Assessment 2
FACS 8	District/regional/BOCES-developed	Bethpage FACS 8 Assessment 2
Technology-Micro 6	District/regional/BOCES-developed	Bethpage Micro 6 Assessment 2
Computer Analysis 7	District/regional/BOCES-developed	Bethpage Comp. Ana. 7 Assessment 2
Web Design 8	District/regional/BOCES-developed	Bethpage Web Des. 8 Assessment 2
Technology 7	District/regional/BOCES-developed	Bethpage Tech. 7 Assessment 2
Technology 8	District/regional/BOCES-developed	Bethpage Tech. 8 Assessment 2
Spanish 7	District/regional/BOCES-developed	Bethpage Spanish 7 Assessment 2
Spanish 8	District/regional/BOCES-developed	Bethpage Spanish 8 Assessment 2
Italian 7	District/regional/BOCES-developed	Bethpage Italian 7 Assessment 2
Italian 8	District/regional/BOCES-developed	Bethpage Italian 8 Assessment 2
French 7	District/regional/BOCES-developed	Bethpage French 7 Assessment 2
French 8	District/regional/BOCES-developed	Bethpage French 8 Assessment 2
Band 6	District/regional/BOCES-developed	Bethpage Band 6 Assessment 2




# Bethpage HEDI Band for Local Measures

## HEDI Scoring

How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?

The District and Local Bargaining Unit have agreed that Student Learning Objectives will use an anchor point of 13 (midway point in the Effective Category). The anticipated target of 13 as an Effective Measure will be calculated in the fall and based on:

- Historical Data where available and appropriate
- Pre-assessment data gathered in September based on individual student performance

Below are the point values to be assigned for the percentage of students meeting target goals.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100%	94-97%	91-93%	88-90%	85-87%	82-84%	78-81%	74-77%	69-73%	66-68%	61-65%	55-60%	50-54%	45-49%	40-44%	32-39%	25-31%	20-24%	15-19%	10-14%	0-9%

**Principals Local Assessment Points – Grades K-8  
For Principals in Grades K-8**

**Percentage of students making growth fall to spring – ELA or Mathematics**

<b>Percentage</b>	<b>Points</b>
94-100%	15
87-93%	14
80-86%	13
73-79%	12
66-72%	11
59-65%	10
52-58%	9
45-51%	8
38-44%	7
31-37%	6
24-30%	5
17-23%	4
10-16%	3
5-9%	2
2-4%	1
0-1%	0

**Percentage of students meeting target growth fall to spring – ELA or Mathematics**

<b>Percentage</b>	<b>Points</b>
94-100%	15
87-93%	14
80-86%	13
73-79%	12
66-72%	11
59-65%	10
52-58%	9
45-51%	8
38-44%	7
31-37%	6
24-30%	5
17-23%	4
10-16%	3
5-9%	2
2-4%	1
0-1%	0

## Bethpage High School Principal HEDI Band for Local Measures based on Regents Diploma with Advanced Designation

### HEDI Scoring

How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?

The District and Local Bargaining Unit have agreed that the High School Principal Student Learning Objective will be based on annual Regents Diploma Rate with Advanced Designation and will use an anchor point of 13 (midway point in the Effective Category). The anticipated target of 13 as an Effective Measure is based on:

- Historical Data where graduation data for Bethpage High School (**NOTE:** The Regents Diploma Rate with Advanced Designation for Bethpage High School in 2012 was 64%)
- Review of statewide and county-wide data
- *Highly effective = 69% or more of graduates will meet or exceed the target goal for the Regents Diploma with Advanced Designation.*
- *Effective = 60-68% of graduates will meet or exceed the target goal for the Regents Diploma with Advanced Designation.*
- *Developing = 54-59% of graduates will meet or exceed the target goal for the Regents Diploma with Advanced Designation.*
- *Ineffective = 53% or fewer graduates will meet or exceed the target goal for the Regents Diploma with Advanced Designation.*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
71%	70%	69%	68%	67%	66%	65%	64%	63%	62%	61%	60%	59%	58%	57%	56%	55%	54%	36-53%	18-35%	0-17%

# Bethpage Union Free School District

## PRINCIPAL IMPROVEMENT PLAN

School Year \_\_\_\_\_

Name of Principal: \_\_\_\_\_

School: \_\_\_\_\_

Areas in Need of Improvement:

Improvement Goal/Outcome:

Method(s) for Assessing Improvement:

Timeline for Achieving Improvement:

Differentiated Activities to Support Improvement:

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Bethpage Union Free School District

## TEACHER IMPROVEMENT PLAN

School Year \_\_\_\_\_

Name of Teacher: \_\_\_\_\_

School(s): \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Principal: \_\_\_\_\_

Areas in Need of Improvement:

Improvement Goal/Outcome:

Method(s) for Assessing Improvement:

Timeline for Achieving Improvement:

Differentiated Activities to Support Improvement:

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature: Date:

9/21/12



Teachers Union President Signature: Date:

Karen J. Thomas 9/21/12

Administrative Union President Signature: Date:

9/21/12



Board of Education President Signature: Date:

Scott J. Kelly 9/21/12