



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

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

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December 22, 2014

Revised-Expedited Assessment Material Change

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

Dear Superintendent Clark:

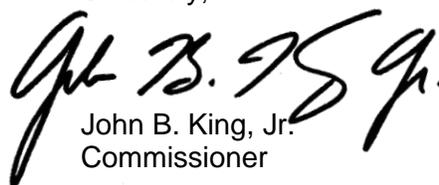
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) Expedited Assessment Material Change submission meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Robert Hanna

NOTES:

Only the material changes included in your Expedited Assessment Material Change request were reviewed. The remaining sections of your district's/BOCES' plan, as approved by the Commissioner on October 1, 2012, remain in effect. Therefore, it is the responsibility of the district/BOCES to ensure that the change(s) approved will not have any impact on the implementation of any other part of its approved plan.

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.

Name of school district or BOCES: Bethpage Union Free School District

Please check the applicable boxes below to indicate which portions of the APPR plan have been changed that relate to the elimination of unnecessary assessments on students.

Task 2. State Growth or Other Comparable Measures (Teachers)

2.2) Grades K-3 ELA

<input type="checkbox"/> Kindergarten ELA Assessment	<input type="checkbox"/> Grade 1 ELA Assessment
<input type="checkbox"/> Kindergarten ELA HEDI Process	<input type="checkbox"/> Grade 1 ELA HEDI Process
<input type="checkbox"/> Kindergarten ELA Assignment of Points	<input type="checkbox"/> Grade 1 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assessment	<input checked="" type="checkbox"/> Grade 3 ELA HEDI Process
<input type="checkbox"/> Grade 2 ELA HEDI Process	<input type="checkbox"/> Grade 3 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assignment of Points	

2.3) Grades K-3 Math

<input type="checkbox"/> Kindergarten Math Assessment	<input type="checkbox"/> Grade 1 Math Assessment
<input type="checkbox"/> Kindergarten Math HEDI Process	<input type="checkbox"/> Grade 1 Math HEDI Process
<input type="checkbox"/> Kindergarten Math Assignment of Points	<input type="checkbox"/> Grade 1 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assessment	<input checked="" type="checkbox"/> Grade 3 Math HEDI Process
<input type="checkbox"/> Grade 2 Math HEDI Process	<input type="checkbox"/> Grade 3 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assignment of Points	

2.4) Grades 6-8 Science

<input type="checkbox"/> Grade 6 Science Assessment	<input type="checkbox"/> Grade 7 Science Assessment
<input checked="" type="checkbox"/> Grade 6 Science HEDI Process	<input checked="" type="checkbox"/> Grade 7 Science HEDI Process
<input type="checkbox"/> Grade 6 Science Assignment of Points	<input type="checkbox"/> Grade 7 Science Assignment of Points
<input checked="" type="checkbox"/> Grade 8 Science HEDI Process	
<input type="checkbox"/> Grade 8 Science Assignment of Points	

2.5) Grades 6-8 Social Studies

<input type="checkbox"/> Grade 6 Social Studies Assessment	<input type="checkbox"/> Grade 7 Social Studies Assessment
<input checked="" type="checkbox"/> Grade 6 Social Studies HEDI Process	<input checked="" type="checkbox"/> Grade 7 Social Studies HEDI Process
<input type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input type="checkbox"/> Grade 8 Social Studies Assessment	
<input checked="" type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input type="checkbox"/> Grade 8 Social Studies Assignment of Points	

2.6) High School Social Studies Regents Courses

<input type="checkbox"/> Global 1 Assessment	<input checked="" type="checkbox"/> Global 2 HEDI Process
<input checked="" type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> Global 1 Assignment of Points	
<input checked="" type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

2.7) High School Science Regents Courses

<input checked="" type="checkbox"/> Living Environment HEDI Process	<input checked="" type="checkbox"/> Earth Science HEDI Process
<input type="checkbox"/> Living Environment Assignment of Points	<input type="checkbox"/> Earth Science Assignment of Points
<input checked="" type="checkbox"/> Chemistry HEDI Process	<input checked="" type="checkbox"/> Physics HEDI Process
<input type="checkbox"/> Chemistry Assignment of Points	<input type="checkbox"/> Physics Assignment of Points

2.8) High School Math Regents Courses

<input checked="" type="checkbox"/> Algebra 1 HEDI Process	<input checked="" type="checkbox"/> Geometry HEDI Process
<input type="checkbox"/> Algebra 1 Assignment of Points	<input type="checkbox"/> Geometry Assignment of Points
<input checked="" type="checkbox"/> Algebra 2 HEDI Process	
<input type="checkbox"/> Algebra 2 Assignment of Points	

2.9) High School English Language Arts

<input type="checkbox"/> Grade 9 ELA Assessment	<input type="checkbox"/> Grade 10 ELA Assessment
<input checked="" type="checkbox"/> Grade 9 ELA HEDI Process	<input checked="" type="checkbox"/> Grade 10 ELA HEDI Process
<input type="checkbox"/> Grade 9 ELA Assignment of Points	<input type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input checked="" type="checkbox"/> Grade 11 ELA HEDI Process	
<input type="checkbox"/> Grade 11 ELA Assignment of Points	

2.10) All Other Courses

<input type="checkbox"/> All other course(s) Assessment(s)
<input checked="" type="checkbox"/> All other course(s) HEDI Process
<input type="checkbox"/> All other course(s) Assignment of Points

2.11) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Task 3. Locally-Selected Measures (Teachers)

3.1) Grades 4-8 ELA

<input type="checkbox"/> Grade 4 ELA Assessment	<input type="checkbox"/> Grade 5 ELA Assessment
<input type="checkbox"/> Grade 4 ELA HEDI Process	<input type="checkbox"/> Grade 5 ELA HEDI Process
<input type="checkbox"/> Grade 4 ELA Assignment of Points	<input type="checkbox"/> Grade 5 ELA Assignment of Points
<input type="checkbox"/> Grade 6 ELA Assessment	<input type="checkbox"/> Grade 7 ELA Assessment
<input type="checkbox"/> Grade 6 ELA HEDI Process	<input type="checkbox"/> Grade 7 ELA HEDI Process
<input type="checkbox"/> Grade 6 ELA Assignment of Points	<input type="checkbox"/> Grade 7 ELA Assignment of Points
<input type="checkbox"/> Grade 8 ELA Assessment	
<input type="checkbox"/> Grade 8 ELA HEDI Process	
<input type="checkbox"/> Grade 8 ELA Assignment of Points	

3.2) Grades 4-8 Math

<input type="checkbox"/> Grade 4 Math Assessment	<input type="checkbox"/> Grade 5 Math Assessment
<input type="checkbox"/> Grade 4 Math HEDI Process	<input type="checkbox"/> Grade 5 Math HEDI Process
<input type="checkbox"/> Grade 4 Math Assignment of Points	<input type="checkbox"/> Grade 5 Math Assignment of Points
<input type="checkbox"/> Grade 6 Math Assessment	<input type="checkbox"/> Grade 7 Math Assessment
<input type="checkbox"/> Grade 6 Math HEDI Process	<input type="checkbox"/> Grade 7 Math HEDI Process
<input type="checkbox"/> Grade 6 Math Assignment of Points	<input type="checkbox"/> Grade 7 Math Assignment of Points
<input type="checkbox"/> Grade 8 Math Assessment	
<input type="checkbox"/> Grade 8 Math HEDI Process	
<input type="checkbox"/> Grade 8 Math Assignment of Points	

3.3) HEDI Table(s) or Graphic(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

3.4) Grades K-3 ELA

<input type="checkbox"/> Kindergarten ELA Assessment	<input type="checkbox"/> Grade 1 ELA Assessment
<input checked="" type="checkbox"/> Kindergarten ELA HEDI Process	<input checked="" type="checkbox"/> Grade 1 ELA HEDI Process
<input type="checkbox"/> Kindergarten ELA Assignment of Points	<input type="checkbox"/> Grade 1 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assessment	<input type="checkbox"/> Grade 3 ELA Assessment
<input checked="" type="checkbox"/> Grade 2 ELA HEDI Process	<input checked="" type="checkbox"/> Grade 3 ELA HEDI Process
<input type="checkbox"/> Grade 2 ELA Assignment of Points	<input type="checkbox"/> Grade 3 ELA Assignment of Points

3.5) Grades K-3 Math

<input type="checkbox"/> Kindergarten Math Assessment	<input type="checkbox"/> Grade 1 Math Assessment
<input checked="" type="checkbox"/> Kindergarten Math HEDI Process	<input checked="" type="checkbox"/> Grade 1 Math HEDI Process
<input type="checkbox"/> Kindergarten Math Assignment of Points	<input type="checkbox"/> Grade 1 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assessment	<input type="checkbox"/> Grade 3 Math Assessment
<input checked="" type="checkbox"/> Grade 2 Math HEDI Process	<input checked="" type="checkbox"/> Grade 3 Math HEDI Process
<input type="checkbox"/> Grade 2 Math Assignment of Points	<input type="checkbox"/> Grade 3 Math Assignment of Points

3.6) Grades 6-8 Science

<input type="checkbox"/> Grade 6 Science Assessment	<input type="checkbox"/> Grade 7 Science Assessment
<input checked="" type="checkbox"/> Grade 6 Science HEDI Process	<input checked="" type="checkbox"/> Grade 7 Science HEDI Process
<input type="checkbox"/> Grade 6 Science Assignment of Points	<input type="checkbox"/> Grade 7 Science Assignment of Points
<input type="checkbox"/> Grade 8 Science Assessment	
<input checked="" type="checkbox"/> Grade 8 Science HEDI Process	
<input type="checkbox"/> Grade 8 Science Assignment of Points	

3.7) Grades 6-8 Social Studies

<input type="checkbox"/> Grade 6 Social Studies Assessment	<input type="checkbox"/> Grade 7 Social Studies Assessment
<input checked="" type="checkbox"/> Grade 6 Social Studies HEDI Process	<input checked="" type="checkbox"/> Grade 7 Social Studies HEDI Process
<input type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input type="checkbox"/> Grade 8 Social Studies Assessment	
<input checked="" type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input type="checkbox"/> Grade 8 Social Studies Assignment of Points	

3.8) High School Social Studies Regents Courses

<input type="checkbox"/> Global 1 Assessment	<input type="checkbox"/> Global 2 Assessment
<input checked="" type="checkbox"/> Global 1 HEDI Process	<input checked="" type="checkbox"/> Global 2 HEDI Process
<input type="checkbox"/> Global 1 Assignment of Points	<input type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> American History Assessment	
<input checked="" type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

3.9) High School Science Regents Courses

<input type="checkbox"/> Living Environment Assessment	<input type="checkbox"/> Earth Science Assessment
<input checked="" type="checkbox"/> Living Environment HEDI Process	<input checked="" type="checkbox"/> Earth Science HEDI Process
<input type="checkbox"/> Living Environment Assignment of Points	<input type="checkbox"/> Earth Science Assignment of Points
<input type="checkbox"/> Chemistry Assessment	<input type="checkbox"/> Physics Assessment
<input checked="" type="checkbox"/> Chemistry HEDI Process	<input checked="" type="checkbox"/> Physics HEDI Process
<input type="checkbox"/> Chemistry Assignment of Points	<input type="checkbox"/> Physics Assignment of Points

3.10) High School Math Regents Courses

<input type="checkbox"/> Algebra 1 Assessment	<input type="checkbox"/> Geometry Assessment
<input checked="" type="checkbox"/> Algebra 1 HEDI Process	<input checked="" type="checkbox"/> Geometry HEDI Process
<input type="checkbox"/> Algebra 1 Assignment of Points	<input type="checkbox"/> Geometry Assignment of Points
<input type="checkbox"/> Algebra 2 Assessment	
<input checked="" type="checkbox"/> Algebra 2 HEDI Process	
<input type="checkbox"/> Algebra 2 Assignment of Points	

3.11) High School English Language Arts

<input type="checkbox"/> Grade 9 ELA Assessment	<input type="checkbox"/> Grade 10 ELA Assessment
<input checked="" type="checkbox"/> Grade 9 ELA HEDI Process	<input checked="" type="checkbox"/> Grade 10 ELA HEDI Process
<input type="checkbox"/> Grade 9 ELA Assignment of Points	<input type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input checked="" type="checkbox"/> Grade 11 ELA HEDI Process	
<input type="checkbox"/> Grade 11 ELA Assignment of Points	

3.12) All Other Courses

<input type="checkbox"/> All other course(s) Assessment(s)
<input checked="" type="checkbox"/> All other course(s) HEDI Process
<input type="checkbox"/> All other course(s) Assignment of Points

3.13) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Task 7. State Growth or Other Comparable Measures (Principals)

7.3) Students Learning Objectives as Comparable Growth Measures (20 points)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

7.3) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Task 8. Locally-Selected Measures (Principals)

8.1) Locally Selected Measures of Student Achievement for Principals With an Approved Value-Added Measure (15 points) (20 points until Value-Added is implemented)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.1) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.2) Locally Selected Measures of Student Achievement for All Other Principals (20 points)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.2) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

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

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

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

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

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

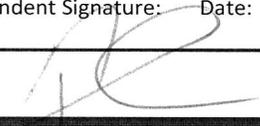
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

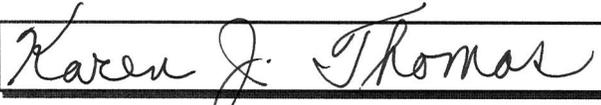
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent 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 statute, regulations 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
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Signatures, dates

Superintendent Signature: Date: 12/18/14

 [Redacted Signature Box]

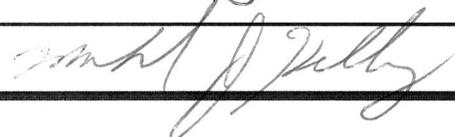
Teachers Union President Signature: Date:

 12/19/14 [Redacted Signature Box]

Administrative Union President Signature: Date:

 12/18/14 [Redacted Signature Box]

Board of Education President Signature: Date:

 12/19/14 [Redacted Signature Box]

For APPR plans submitted to the Commissioner on or after March 2, 2014 for use in the 2014-15 school year and thereafter the school district or BOCES also makes the following specific assurance with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the Superintendent, District Superintendent or Chancellor attests that for the 2014-15 school year and thereafter the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade; and the amount of time devoted to test preparation using traditional standardized assessments under standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for the grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, performance assessments, formative assessments, and diagnostic assessments is not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability.

Superintendent / District Superintendent / Chancellor Signature: Date:

12/18/14



Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, August 21, 2014

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 considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 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) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Re-submission to address deficiencies

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

Created Tuesday, April 30, 2013

Updated Friday, December 12, 2014

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 where there is no State-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See Guidance for more detail on teachers with State-provided measures AND SLOs.)

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	ELA	Assessment
K	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress Primary Grades ELA
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress Primary Grades ELA
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	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 measuring student growth on the assessments listed for this Task.

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

The 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 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. Individual growth targets will be determined based on historical data. Teachers in conjunction with their immediate supervisors will determine the individual student targets. Please see the attached 2.11 State Growth-Comparable Charts.

<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</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 ELA as evaluated by the results of the MAP assessments by NWEA for K-2 and the results of the Grade 3 ELA Assessment in the SLO for Grade 3. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</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 ELA as evaluated by the results of the MAP assessments by NWEA for K-2 and the results of the Grade 3 ELA Assessment in the SLO for Grade 3. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Based on the District's goals and priorities, some students will demonstrate growth and meet target growth in the area of ELA as evaluated by the results of the MAP assessments by NWEA for K-2 and the results of the Grade 3 ELA Assessment in the SLO for Grade 3. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Based on the District's goals and priorities, few students will demonstrate growth and meet target growth in the area of ELA as evaluated by the results of the MAP assessments by NWEA for K-2 and the results of the Grade 3 ELA Assessment in the SLO for Grade 3. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>

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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Math	Assessment
K	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress Primary Grades Math
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress Primary Grades Math
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	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 measuring student growth on the assessments listed for this Task.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The 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 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/or growth targets will be determined based on historical data. Teachers in conjunction with their immediate supervisors will determine the individual student targets. Please see the attached 2.11 State Growth-Comparable Charts.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</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 for K-2 and the results of the Grade 3 Math Assessment in the SLO for Grade 3. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</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 for K-2 and the results of the Grade 3 Math Assessment in the SLO for Grade 3. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</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 for K-2 and the results of the Grade 3 Math Assessment in the SLO for Grade 3. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</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 for K-2 and the results of the Grade 3 Math Assessment in the SLO for Grade 3. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>

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

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Please see the attached 2.11 State Growth-Comparable Charts.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Student performance on the end of year assessment far exceeded target goals which were based on historical data and/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Student performance on the end of year assessment met established target goals which were based on historical data and/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Student performance on the end of year assessment was below target goals which were based on historical data and/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Student performance on the end of year assessment was significantly below target goals which were based on historical data and/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>

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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.
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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.
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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.
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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.
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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.
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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.
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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.
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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.
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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.
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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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/or 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 targets. Students will be administered both the Common Core and 2005 Learning Standards Regents as long as both are available with the higher score counting towards their target. Once the 2005 Learning Standards Regents is no longer available, students will be administered the Common Core Regents only. Teachers in conjunction with their immediate supervisors will determine the individual student targets.
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/or 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 targets. Students will be administered both the Common Core and 2005 Learning Standards Regents as long as both are available with the higher score counting towards their target. Once the 2005 Learning Standards Regents is no longer available, students will be administered the Common Core Regents only. Teachers in conjunction with their immediate supervisors will determine the individual student targets.
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/or 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 targets. Students will be administered both the Common Core and 2005 Learning Standards Regents

as long as both are available with the higher score counting towards their target. Once the 2005 Learning Standards Regents is no longer available, students will be administered the Common Core Regents only. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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/or 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 targets. Students will be administered both the Common Core and 2005 Learning Standards Regents as long as both are available with the higher score counting towards their target. Once the 2005 Learning Standards Regents is no longer available, students will be administered the Common Core Regents only. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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 measuring student growth on the assessments listed for this Task.

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

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

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/or 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 targets. Students will be administered the Bethpage Grade 9 ELA Assessment, the Bethpage Grade 10 ELA Assessment and in grade 11 administered both the Common Core and 2005 Learning

Standards Regents as long as both are available with the higher score counting towards their target. Once the 2005 Learning Standards Regents is no longer available, students will be administered the Common Core Regents only. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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/or 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 targets. Students will be administered the Bethpage Grade 9 ELA Assessment, the Bethpage Grade 10 ELA Assessment and in grade 11 administered both the Common Core and 2005 Learning Standards Regents as long as both are available with the higher score counting towards their target. Once the 2005 Learning Standards Regents is no longer available, students will be administered the Common Core Regents only. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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/or 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 targets. Students will be administered the Bethpage Grade 9 ELA Assessment, the Bethpage Grade 10 ELA Assessment and in grade 11 administered both the Common Core and 2005 Learning Standards Regents as long as both are available with the higher score counting towards their target. Once the 2005 Learning Standards Regents is no longer available, students will be administered the Common Core Regents only. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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/or 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 targets. Students will be administered the Bethpage Grade 9 ELA Assessment, the Bethpage Grade 10 ELA Assessment and in grade 11 administered both the Common Core and 2005 Learning Standards Regents as long as both are available with the higher score counting towards their target. Once the 2005 Learning Standards Regents is no longer available, students will be administered the Common Core Regents only. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 5th drop-down option applies to grades K-2.

Course(s) or Subject(s)	Option	Assessment
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 measuring student growth on the assessments listed for this Task.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Please see the attached 2.11 State Growth-Comparable Charts.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Student performance on the end of year assessment far exceeded target goals which were based on historical data and/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Student performance on the end of year assessment met established target goals which were based on historical data and/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Student performance on the end of year assessment was below target goals which were based on historical data and/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Student performance on the end of year assessment was significantly below target goals which were based on historical data and/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>

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

[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/12186/1538055-TXEttx9bQW/Bethpage HEDI Band SLO and State Growth Measure 11-24-14.doc](#)

2.12) Locally Developed Controls

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

incentives associated with the controls or adjustments.

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

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: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances	Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances	Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances	Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances	Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
2.14) Assurances	Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
2.14) Assurances	Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, November 24, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	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.

<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. Teachers in conjunction with their</p>
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immediate supervisors will determine the individual student targets.

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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	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.

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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.
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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.
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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	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

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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES-developed assessments	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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES-developed assessments	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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.
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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.
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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.
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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.
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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.
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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.
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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	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.

NOTE: As applicable, for Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Please see the attached Bethpage HEDI Chart for Local Measures</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Student performance on the end of year assessment far exceeded target goals which were based on historical data and/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Student performance on the end of year assessment met established target goals which were based on historical data and/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Student performance on the end of year assessment was below target goals which were based on historical data and/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Student performance on the end of year assessment was significantly below target goals which were based on historical data and/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES-developed assessments	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.

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents in addition to the Common Core English Regents, or just the latter, and how the HEDI process will be adjusted accordingly.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Please see the attached Bethpage HEDI Chart for Local Measures</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Student performance on the end of year assessment far exceeded target goals which were based on historical data and/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Student performance on the end of year assessment met established target goals which were based on historical data and/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Student performance on the end of year assessment was below target goals which were based on historical data and/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Student performance on the end of year assessment was significantly below target goals which were based on historical data and/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.</p>

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and

drop-down option #8 applies to grades K-2.

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
Studio Art HS	5) District/regional/BOCES–developed	Bethpage Studio Art 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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.
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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.
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/or 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. Teachers in conjunction with their immediate supervisors will determine the individual student targets.

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/12149/1538056-y92vNseFa4/Bethpage HEDI Band Local Measures 11-24-14.doc

3.14) Locally Developed Controls

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

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
3.16) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
3.16) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, August 21, 2014

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.)

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
Second Rubric, if applicable	(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 by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
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, label accordingly, and combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

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:

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

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:

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

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

Formal/Long	4
Informal/Short	1
Enter Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

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

Overall
Composite Score

Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/133022-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 of Lead Evaluators and Evaluators and Certification of Lead Evaluators

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

The 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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

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

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

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

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

K-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

State assessments, required if one exists

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

List of State-approved 3rd party assessments

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

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 4th drop-down option applies to grades K-2.

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. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	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 assigning points to a principal's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

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

Not applicable.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked

7.6) Assurances -- Comparable Growth Measures | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Checked

8. Local Measures (Principals)

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

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

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

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

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

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

- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
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/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

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
8.5) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
8.5) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, August 21, 2014

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric Rubric	Marshall's Principal Evaluation Rubric
---	--

Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

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

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	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 updated, this list will be updated within the drop-down menu of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

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)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

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

Overall
Composite Score

Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/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 of Lead Evaluators and Evaluators and Certification of Lead Evaluators

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

The Superintendent 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 Friday, October 31, 2014

Updated Monday, November 03, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/1847859-3Uqgn5g9Iu/9-21-12 Signature Page_2.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" .

Course(s) or Subject(s)	Option	Assessment
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 Assessment 1

Bethpage HEDI Band for SLOs

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 and/or
- Pre-assessment data gathered in September based on individual student performance
- Teachers in conjunction with their immediate supervisors will determine the individual student targets

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%

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

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

Percentage	Points
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

Percentage	Points
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.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
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

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 and/or
- Pre-assessment data gathered in September based on individual student performance
- Teachers in conjunction with their immediate supervisors will determine the individual student targets

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%

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: _____

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

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

Percentage	Points
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

Percentage	Points
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: _____

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:

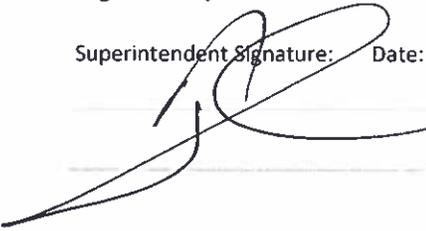
- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next 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:

 9/21/12