



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

Acting Commissioner of Education
89 Washington Avenue, Room 111
Albany, New York 12234

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

May 26, 2015

Revised-Expedited Assessment Material Change

Patricia Sullivan-Kriss, Superintendent of Schools
Hauppauge Public Schools
495 Hoffman Lane, PO Box 6006
Hauppauge, NY 11788

Dear Superintendent Sullivan-Kriss:

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,

Elizabeth R. Berlin
Acting Commissioner

Attachment

c: Dean T. Lucera

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 August 23, 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.

EXPEDITED MATERIAL CHANGE FORM

Directions:

The following certification form is for use by school districts/BOCES that request to make a material change to their approved Annual Professional Performance Review (APPR) plan that relates solely to the elimination of unnecessary student assessments as described in Section 30-2.3(a)(2) of the Rules of the Board of Regents. For more information please see <http://www.regents.nysed.gov/meetings/2014/February2014/214p12heal.pdf>.

Districts/BOCES that wish to submit material changes to their approved APPR plan for use in the current school year must complete and submit this form to EducatorEval (educatoreval@mail.nysed.gov) *no later than March 1*. Please note that the Department will not accept late submissions of this form. **Please type “Expedited Assessment Material Change” in the subject line of your email to ensure an expedited review of your material change request.**

The superintendent, district superintendent, or chancellor of each school district/BOCES must provide a written explanation of the changes to their approved APPR plan in addition to the required certification below---that no other material changes have been made to other portions of the APPR plan. In the form below, please identify the relevant Task(s) (2, 3, 7, and/or 8), as listed in the APPR Portal, that will be impacted by your requested material change. In each sub-task, please also indicate if changes were made to the selected assessment, HEDI process, and/or assignment of points.

The Department shall complete the review of properly and completely submitted material changes ***within 10 business days of submission***. In order to be considered properly and completely submitted, the submission must include this form with all appropriate signatures and dates and a corresponding submission in the APPR Portal (as described above) that meets the requirements of Education Law §3012-c and Subpart 30-2 of the Board of Regents. If a plan is reviewed and rejected by the Department because it was not properly and completely submitted or for any other reason, the 10 business day requirement for an expedited review does not apply until a new, properly and completely submitted material change is submitted for approval.

Please note that the Department will only review the Task(s) and sub-task(s) indicated in this certification form and no other portion of the APPR plan will be reviewed by the Department for compliance with Education Law §3012-c. Therefore, it is the responsibility of the district/BOCES to assure that the changes requested will not have an impact on the implementation of any other part of their approved APPR plan since the Department will not be reviewing the remaining portions of the approved APPR plan for compliance with Education Law §3012-c. The Department recommends that school districts/BOCES consult with their local counsel before submitting this certification form and any changes to their currently approved plan in the APPR Portal.

Name of school district or BOCES: Hauppauge UFSD

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

2.3) Grades K-3 Math

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

2.4) Grades 6-8 Science

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

2.5) Grades 6-8 Social Studies

<input checked="" type="checkbox"/> Grade 6 Social Studies Assessment	<input checked="" 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 checked="" type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input checked="" type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input type="checkbox"/> Grade 8 Social Studies Assessment	
<input 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 type="checkbox"/> Global 2 HEDI Process
<input type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> Global 1 Assignment of Points	
<input type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

2.7) High School Science Regents Courses

<input type="checkbox"/> Living Environment HEDI Process	<input 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 HEDI Process	<input 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 type="checkbox"/> Algebra 1 HEDI Process	<input 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 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 type="checkbox"/> Grade 9 ELA HEDI Process	<input 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 type="checkbox"/> Grade 11 ELA HEDI Process	
<input type="checkbox"/> Grade 11 ELA Assignment of Points	

2.10) All Other Courses

<input checked="" type="checkbox"/> All other course(s) Assessment(s)
<input checked="" type="checkbox"/> All other course(s) HEDI Process
<input checked="" 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 checked="" 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 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 type="checkbox"/> Grade 3 ELA Assessment
<input type="checkbox"/> Grade 2 ELA HEDI Process	<input 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 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 type="checkbox"/> Grade 3 Math Assessment
<input type="checkbox"/> Grade 2 Math HEDI Process	<input 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 type="checkbox"/> Grade 6 Science HEDI Process	<input 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 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 type="checkbox"/> Grade 6 Social Studies HEDI Process	<input 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 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 type="checkbox"/> Global 1 HEDI Process	<input 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 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 type="checkbox"/> Living Environment HEDI Process	<input 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 type="checkbox"/> Chemistry HEDI Process	<input 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 type="checkbox"/> Algebra 1 HEDI Process	<input 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 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 type="checkbox"/> Grade 9 ELA HEDI Process	<input 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 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 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

Statement of Assurances

By signing this document, the superintendent, district superintendent, or chancellor, the president of the board of education and the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this expedited material change and the previously approved APPR plan and/or approved material changes constitute the district's or BOCES' complete Annual Professional Performance Review (APPR) plan, that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining, and that such APPR plan complies with all of 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 district or BOCES and its collective bargaining agent(s), where applicable, also assure 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 the district's or BOCES' complete APPR 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 district's or BOCES APPR plan, including any approved material changes; 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 or BOCES and its collective bargaining agent(s), where applicable, also make the following specific assurances with respect to their APPR plan:

- Assure that the material changes indicated in this form are in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining,
- Assure that the district's or BOCES' request for an expedited review of their APPR plan is only for material changes related to the elimination of unnecessary assessments in the Tasks identified by the district or BOCES in this form and that no other Tasks of the district's or BOCES' approved APPR plan have been changed.
- Assure that any material changes approved by the Commissioner as part of this expedited review shall constitute part of the school district's or BOCES' currently approved APPR plan.
- Assure 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.
- Assure that the district's or BOCES' entire approved APPR plan, including any approved material change, will be posted on the district or BOCES website within 10 days after it is approved by the Commissioner.
- Assure that the district's or BOCES' request for an expedited material change will not prevent, conflict, or interfere with any existing collective bargaining agreement and/or full implementation of the APPR plan currently approved by the Department in any way or the described timeframes for submission of data in Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. This includes, but is not limited to, that results will be provided and 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's or building principal's performance is being measured.

- Assure that the district or BOCES understands that the Department will only review, in an expedited fashion, the material changes described on this assurance form and that no other portion of the APPR plan will be reviewed as part of this material change request, by the Department for compliance with Education Law §3012-c and understands that the Commissioner reserves the right to revoke his/her approval of these material changes at any time if the Department determines that additional changes were made to the plan, other than those identified by the district or BOCES in this form.
- Assure that the district or BOCES will continue to fully implement the currently approved APPR plan and will not have collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent that would prevent, conflict, or interfere with full implementation of the APPR plan.
- 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 the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations.
- Assure that the district or BOCES understands that the use of an expedited material change does not preclude the Department from conducting annual monitoring regarding the implementation of the requested change or of its entire approved APPR plan pursuant to the regulations.
- Assure that any material change to the APPR plan relating to assessment use will align with the applicable HEDI description(s) and uploaded document(s) for the given Task.

Signatures, Dates

Superintendent Signature: Date:

Patricia Sullivan-Lewis 5/13/15

Teachers Union President Signature: Date:

[Signature] 5/6/2015

Administrative Union President Signature: Date:

Doreen Grech 5/12/2015

Board of Education President Signature: Date:

[Signature] 5/7/15

Effective May 10, 2014, the school district or BOCES also makes the following specific assurances 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 certify 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 such grade.
- The amount of time devoted to test preparation under traditional 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 such grade.
- Time devoted to teacher administered classroom quizzes or exams, portfolio reviews or performance assessments, formative and diagnostic assessments, including but not limited to assessments used for diagnostic screening required by Education Law §3208(5), shall not be counted toward the aforementioned limits. 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; assessments that are otherwise required to be administered by federal law; and/or assessments used for diagnostic or formative purposes.

Superintendent / District Superintendent / Chancellor Signature: Date:

<i>Kathleen Sullivan-Kiss</i>	<i>5/13/15</i>
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Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Friday, February 27, 2015

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 580506030000

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

580506030000

1.2) School District Name: HAUPPAUGE UFSD

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

HAUPPAUGE 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: 04/30/2013

Last updated: 05/01/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

While most teachers of 4-8 Common Branch, ELA and Math will have State-provided measures, some may teach other courses 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:

Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
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	School-or BOCES-wide, group or team results based on State assessments	5th Grade Building NYS ELA Assessment
1	School-or BOCES-wide, group or team results based on State assessments	5th Grade Building NYS ELA Assessment
2	School-or BOCES-wide, group or team results based on State assessments	5th Grade Building NYS ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For grade 3 scores will be based on percentages of students meeting their individual growth target. Targets will be set by district administration using baseline data. Teachers K-2 will be using the buildings State provided growth score for the assessments listed above. The District reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth. For grades K-2 after value added is implemented the 25-20 point conversion chart uploaded in 2.11 will be used.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	At least 85 % of teachers' students reach the targeted growth level
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	At least 70-84% of teachers' students reach the targeted growth level

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	At least 55-69% of teachers' students reach the targeted growth level
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Less than 55% of teachers' students reach the targeted growth level

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	School-or BOCES-wide, group or team results based on State assessments	5th Grade Building NYS ELA Assessment
1	School-or BOCES-wide, group or team results based on State assessments	5th Grade Building NYS ELA Assessment
2	School-or BOCES-wide, group or team results based on State assessments	5th Grade Building NYS ELA Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For grade 3 scores will be based on percentages of students meeting their individual growth target. Targets will be set by district administration using baseline data. Teachers K-2 will be using the buildings State provided growth score for the assessments listed above. The District reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth. For grades K-2 after value added is implemented the 25-20 point conversion chart uploaded in 2.11 will be used.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	At least 85 % of teachers' students reach the targeted growth level
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	At least 70-84% of teachers' students reach the targeted growth level
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	At least 55-69% of teachers' students reach the targeted growth level
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Less than 55% of teachers' students reach the targeted growth level

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	School- or BOCES-wide, group or team results based on State assessments	8th Grade NYS ELA Assessment
7	School- or BOCES-wide, group or team results based on State assessments	8th Grade NYS ELA Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For grade 8 scores will be based on percentages of students meeting their individual growth target. Targets will be set by district administration using baseline data. Teachers in grades 6 and 7 will be using the buildings State provided growth score for the assessments listed above. The District reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth. For grades 6 and 7 after value added is implemented the 25-20 point conversion chart uploaded in 2.11 will be used.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	At least 85% of teachers' students reach the targeted growth level
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	At least 70-84% of teachers' students reach the targeted growth level
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	At least 55-69% of teachers' students reach the targeted growth level
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Less than 55% of teachers' students reach the targeted growth level

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	School- or BOCES-wide, group or team results based on State assessments	8th Grade NYS ELA Assessment
7	School- or BOCES-wide, group or team results based on State assessments	8th Grade NYS ELA Assessment
8	District, regional or BOCES-developed assessment	Hauppauge Developed Grade 8 Social Studies Exam

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.	For grade 8 scores will be based on percentages of students meeting their individual growth target. Targets will be set by district administration using baseline data. Teachers of grades 6 and 7 will be using the buildings State provided growth score for the assessments listed above. The District reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth. For grades 6 and 7 after value added is implemented the 25-20 point conversion chart uploaded in 2.11 will be used.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	At least 85 % of teachers' students reach the targeted growth level
Effective (9 - 17 points) Results meet District goals for similar students.	At least 70-84% of teachers' students reach the targeted growth level
Developing (3 - 8 points) Results are below District goals for similar students.	At least 55-69% of teachers' students reach the targeted growth level
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 55% of teachers' students reach the targeted growth level

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	Hauppauge Developed Global 1 Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The scores will be based on percentages of students meeting their individual growth target. Targets will be set by district administration using baseline data. The District reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	At least 85 % of teachers' students reach the targeted growth level
Effective (9 - 17 points) Results meet District goals for similar students.	At least 70-84% of teachers' students reach the targeted growth level
Developing (3 - 8 points) Results are below District goals for similar students.	At least 55-69% of teachers' students reach the targeted growth level
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 55% of teachers' students reach the targeted growth level

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The scores will be based on percentages of students meeting their individual growth target. Targets will be set by district administration using baseline data. The District reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	At least 85 % of teachers' students reach the targeted growth level
Effective (9 - 17 points) Results meet District goals for similar students.	At least 70-84% of teachers' students reach the targeted growth level
Developing (3 - 8 points) Results are below District goals for similar students.	At least 55-69% of teachers' students reach the targeted growth level
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 55% of teachers' students reach the targeted growth level

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.	The scores will be based on percentages of students meeting their individual growth target. Targets will be set by district administration using baseline data. The District reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth. In Common Core Algebra courses only the Common Core Algebra Regents will be administered. When both the Common Core Regents Exam and the 2005 Standards Exams are offered; the district may administer both Regents Exams but will administer the Common Core Regents per NYSED Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for APPR purposes so long as permitted by SED
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	At least 85 % of teachers' students reach the targeted growth level
Effective (9 - 17 points) Results meet District goals for similar students.	At least 70-84% of teachers' students reach the targeted growth level
Developing (3 - 8 points) Results are below District goals for similar students.	At least 55-69% of teachers' students reach the targeted growth level
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 55% of teachers' students reach the targeted growth level

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	Hauppauge Developed Grade 9 ELA Exam
Grade 10 ELA	District, regional or BOCES-developed assessment	Hauppauge Developed Grade 10 ELA Exam
Grade 11 ELA	Regents assessment	English Regents

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	The scores will be based on percentages of students meeting their individual growth target. Targets will be set by district administration using baseline data. The District reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth. When both the Common Core Regents Exam and the 2005 Standards Exams are offered; the district may administer both Regents Exams but will administer the Common Core Regents per NYSED Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for APPR purposes so long as permitted by SED
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	At least 85 % of teachers' students reach the targeted growth level
Effective (9 - 17 points) Results meet District goals for similar students.	At least 70-84% of teachers' students reach the targeted growth level
Developing (3 - 8 points) Results are below District goals for similar students.	At least 55-69% of teachers' students reach the targeted growth level
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 55% of teachers' students reach the targeted growth level

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
	Elementary Physical Education K-5	School/BOCES-wide/group/team results based on State	5th Grade NYS ELA Assessment
	Elementary General Music Grades K-5	School/BOCES-wide/group/team results based on State	5th Grade NYS ELA Assessment
	Elementary FLES K-5	School/BOCES-wide/group/team results based on State	5th Grade NYS ELA Assessment
	Grade 6-8 General Music	School/BOCES-wide/group/team results based on State	8th Grade NYS ELA Assessment
	Grade 6-8 Band/Chorus/Orchestra	School/BOCES-wide/group/team results based on State	8th Grade NYS ELA Assessment
	Grades 6-8 Physical Education	School/BOCES-wide/group/team results based on State	8th Grade NYS ELA Assessment
	Health Grades 6-8	School/BOCES-wide/group/team results based on State	8th Grade NYS ELA Assessment
	Grades 3-5 Band, Orchestra and Chorus	School/BOCES-wide/group/team results based on State	5th Grade NYS ELA Assessment
	Grades 4-8 ELA/Math	State Assessment	NYS Grades 4-8 ELA and Math
	Family and Consumer Science Grades 6-8	School/BOCES-wide/group/team results based on State	8th Grade NYS ELA Assessment
	Grade 6 Robotics	School/BOCES-wide/group/team results based on State	8th Grade NYS ELA Assessment
	Computers Grades 6-8	School/BOCES-wide/group/team results based on State	8th Grade NYS ELA Assessment
	Elementary Art K-5	School/BOCES-wide/group/team results based on State	5th Grade NYS ELA Assessment
	Art Grades 6-8	School/BOCES-wide/group/team results based on State	8th Grade NYS ELA Assessment

	LOTE- French/German/Spanish Grades 6-8	School/BOCES-wide/group/team results based on State	8th Grade NYS ELA Assessment
	Writers Workshop/Public Speaking Grades 6-8	School/BOCES-wide/group/team results based on State	8th Grade NYS ELA Assessment
	Technology Grades 6-8	School/BOCES-wide/group/team results based on State	8th Grade NYS ELA Assessment
	Library Grades 6-8	School/BOCES-wide/group/team results based on State	8th Grade NYS ELA Assessment
	Elementary Library K-5	School/BOCES-wide/group/team results based on State	5th Grade NYS ELA Assessment

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	For courses using district developed assessments scores will be based on percentages of students meeting their individual growth target. Targets will be set by district administration using baseline data. For courses using school-wide measures, teachers will be using buildings State provided growth score for the assessments listed above. The District reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth. For courses using school-wide measures after value added is implemented the 25-20 point conversion chart uploaded in 2.11 will be used. Note: Grades 4-8 ELA and Math are listed in task 2.10 as a back-up SLO
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	At least 85 % of teachers' students reach the targeted growth level
Effective (9 - 17 points) Results meet District goals for similar students.	At least 70-84% of teachers' students reach the targeted growth level
Developing (3 - 8 points) Results are below District goals for similar students.	At least 55-69% of teachers' students reach the targeted growth level
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 55% of teachers' students reach the targeted growth level

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. \(MS Word\)](#)

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/2877281-avH4IQNZMh/Copy%20of%202722514-Elective%20Courses%202%2010_4.xlsx

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/2877281-TXEttx9bQW/SLO%20Point%20Charts.docx>

2.12) Locally Developed Controls

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

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

NA

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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
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

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 Friday, February 27, 2015

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	Star Reading Enterprise
5	4) State-approved 3rd party assessments	Star Reading Enterprise
6	4) State-approved 3rd party assessments	Star Reading Enterprise
7	5) District, regional, or BOCES–developed assessments	Hauppauge Developed Grade 7 ELA Exam
8	5) District, regional, or BOCES–developed assessments	Hauppauge Developed Grade 8 ELA Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Comparison of student growth to national benchmark of 3rd party assessment for grade 4-6. Third party vendor will convert scores for the district on 0-15. For grades 7-8 scores will be based on the percentage of students reaching the targeted achievement level on the final exam. The targeted achievement level will be based on prior historical data. See table 3.3 for conversion.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student growth is well above national benchmark

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student growth meets the national benchmark
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student growth is below the national benchmark
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student growth is well below the national benchmark

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	Star Math Enterprise
5	4) State-approved 3rd party assessments	Star Math Enterprise
6	4) State-approved 3rd party assessments	Star Math Enterprise
7	4) State-approved 3rd party assessments	Star Math Enterprise
8	4) State-approved 3rd party assessments	Star Math Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Comparison of student growth to national benchmark of 3rd party assessment. Third party vendor will convert scores for the district on 0-15
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student growth is well above national benchmark
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student growth meets the national benchmark
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student growth is below the national benchmark
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student growth is well below the national benchmark

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/5139/128029-rhJdBgDruP/Local 20% 3.3).docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the 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	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Star Early Literacy Enterprise
1	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Star Reading Enterprise
2	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Star Reading Enterprise
3	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Star Reading Enterprise

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

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

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.	Comparison of student growth to national benchmark of 3rd party assessment. Third party vendor will convert scores for the district on 0-20
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student growth is well above national benchmark
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student growth meets the national benchmark
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student growth is below the national benchmark
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student growth is well below the national benchmark

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	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Star Math Enterprise
1	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Star Math Enterprise
2	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Star Math Enterprise
3	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Star Math Enterprise

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

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

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.	Comparison of student growth to national benchmark of 3rd party assessment. Third party vendor will convert scores for the district on 0-20
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student growth is well above the national benchmark
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student growth meets the national benchmark
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Student growth is below the national benchmark
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student growth is well below the national benchmark

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	Not applicable	Common Branch
7	5) District, regional, or BOCES–developed assessments	Hauppauge Developed Grade 7 Science Exam
8	5) District, regional, or BOCES–developed assessments	Hauppauge Developed Grade 8 Science Exam

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.	Scores will be based on percentage of students achieving the target achievement level, which will be specific to each grade and course according to prior historical data.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	At least 85% of the teachers' students reach the targeted achievement level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	At least 70-84% of the teachers' students reach the targeted achievement level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	At least 55-69% of the teachers' students reach the targeted achievement level.

grade/subject.

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

Less than 55% of the teachers' students reach the targeted achievement level.

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	Not applicable	Common Branch
7	5) District, regional, or BOCES-developed assessments	Hauppauge Developed Grade 7 Social Studies Exam
8	5) District, regional, or BOCES-developed assessments	Hauppauge Developed Grade 8 Social Studies Exam

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.	Scores will be based on percentage of students achieving the target achievement level, which will be specific to each grade and course according to prior historical data.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	At least 85% of the teachers' students reach the targeted achievement level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	At least 70-84% of the teachers' students reach the targeted achievement level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	At least 55-69% of the teachers' students reach the targeted achievement level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 55% of the teachers' students reach the targeted achievement level.

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
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Global 1	5) District, regional, or BOCES–developed assessments	Hauppauge Developed Global 1 Exam
Global 2	5) District, regional, or BOCES–developed assessments	Hauppauge Developed Global 2 Exam
American History	5) District, regional, or BOCES–developed assessments	Hauppauge Developed American History Exam

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.	Scores will be based on percentage of students achieving the target achievement level, which will be specific to each grade and course according to prior historical data.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	At least 85% of the teachers' students reach the targeted achievement level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	At least 70-84% of the teachers' students reach the targeted achievement level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	At least 55-69% of the teachers' students reach the targeted achievement level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 55% of the teachers' students reach the targeted achievement level.

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	Hauppauge Developed Living Environment Exam
Earth Science	5) District, regional, or BOCES–developed assessments	Hauppauge Developed Earth Science Exam
Chemistry	5) District, regional, or BOCES–developed assessments	Hauppauge Developed Chemistry Exam
Physics	5) District, regional, or BOCES–developed assessments	Hauppauge Developed Physics Exam

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.	Scores will be based on percentage of students achieving the target achievement level, which will be specific to each grade and course according to prior historical data.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	At least 85% of the teachers' students reach the targeted achievement level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Developing at least 55-69% of the teachers' students reach the targeted achievement level.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Effective at least 70-84% of the teachers' students reach the targeted achievement level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 55% of the teachers' students reach the targeted achievement level.

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	Hauppauge Developed Algebra 1 Exam
Geometry	5) District, regional, or BOCES–developed assessments	Hauppauge Developed Geometry Exam
Algebra 2	5) District, regional, or BOCES–developed assessments	Hauppauge Developed Algebra 2 Exam

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.

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.	Scores will be based on percentage of students achieving the target achievement level, which will be specific to each grade and course according to prior historical data.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	At least 85% of the teachers' students reach the targeted achievement level based upon the sum of the 3 assessments
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	At least 70-84% of the teachers' students reach the targeted achievement level based upon the sum of the 3 assessments
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	At least 55-69% of the teachers' students reach the targeted achievement level based upon the sum of the 3 assessments
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 55% of the teachers' students reach the targeted achievement level based upon the sum of the 3 assessments

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	Hauppauge Developed Grade 9 ELA Exam
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Hauppauge Developed Grade 10 ELA Exam
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Hauppauge Developed Grade 11 ELA Exam

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.

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.	Scores will be based on percentage of students achieving the target achievement level, which will be specific to each grade and course according to prior historical data.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	At least 85% of the teachers' students reach the targeted achievement level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	At least 70-84% of the teachers' students reach the targeted achievement level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	At least 55-69% of the teachers' students reach the targeted achievement level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 55% of the teachers' students reach the targeted achievement level.

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
Elementary Physical Education	5) District/regional/BOCES–developed	Hauppauge Developed Grade 5 PE Exam
Elementary Music Grade K	5) District/regional/BOCES–developed	Hauppauge Developed Elementary Music K Exam
Elementary Music Grade 1	5) District/regional/BOCES–developed	Hauppauge Developed Elementary Music Grade 1 Exam
Elementary Music Grade 2	5) District/regional/BOCES–developed	Hauppauge Developed Elementary Music Grade 2 Exam
Elementary Music Grade 3	5) District/regional/BOCES–developed	Hauppauge Developed Elementary Music Grade 3 Exam
Elementary Music Grade 4	5) District/regional/BOCES–developed	Hauppauge Developed Elementary Music Grade 4 Exam
Elementary Music Grade 5	5) District/regional/BOCES–developed	Hauppauge Developed Elementary Music Grade 5 Exam
Grade 4 Instrumental Music Band	5) District/regional/BOCES–developed	Hauppauge Developed Grade 4 Instrumental Music Band Exam
Grade 5 Instrumental Music Band	5) District/regional/BOCES–developed	Hauppauge Developed Grade 5 Instrumental Music Band Exam
Grade 3 Instrumental Music Orchestra	5) District/regional/BOCES–developed	Hauppauge Developed Grade 3 Instrumental Music Orchestra Exam
Grade 4-5 Instrumental Music Orchestra	5) District/regional/BOCES–developed	Hauppauge Developed Grade 4-5 Instrumental Music Orchestra Exam
Grade 3 Performance Music Chorus	5) District/regional/BOCES–developed	Hauppauge Developed Grade 3 Performance Music Chorus Exam
Grade 4-5 Performance Music Chorus	5) District/regional/BOCES–developed	Hauppauge Developed Grade 4-5 Performance Music Chorus Exam
Elementary Art K	5) District/regional/BOCES–developed	Hauppauge Developed Elementary Art K Exam
Elementary Art Grade 1	5) District/regional/BOCES–developed	Hauppauge Developed Elementary Art 1 Exam
Elementary Art Grade 2	5) District/regional/BOCES–developed	Hauppauge Developed Elementary Art 2 Exam
Elementary Art Grade 3	5) District/regional/BOCES–developed	Hauppauge Developed Elementary Art 3 Exam
Elementary Art Grade 4	5) District/regional/BOCES–developed	Hauppauge Developed Elementary Art 4 Exam
Elementary Art Grade 5	5) District/regional/BOCES–developed	Hauppauge Developed Elementary Art 5 Exam

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.	Scores will be based on percentage of students achieving the target achievement level, which will be specific to each grade and course according to prior historical data.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	At least 85% of the teachers' students reach the targeted achievement level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	At least 70-84% of the teachers' students reach the targeted achievement level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	At least 55-69% of the teachers' students reach the targeted achievement level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 55% of the teachers' students reach the targeted achievement level.

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/5139/128029-Rp00l6pk1T/Elective Courses 3.12_2.xlsx

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/128029-y92vNseFa4/Local 20 Teachers.docx

3.14) Locally Developed Controls

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

Not Applicable

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.

For Common Branch teachers (Grades K-6) the district will use an average of the 3rd party assessment results. All other teachers will have a single locally selected measure.

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)

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4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list. (Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

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

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, 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)
[SurveyTools.4] My Student Survey, LLC’s Survey of Teacher Practice (STeP) survey for use in grades 3-12	(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 observation/evaluation process will result in a total of 0-60 points for each teacher. The process is differentiated for probationary and tenured teachers. The multiple measures within the 60 points will consist of announced and unannounced observations and Professional Portfolio Assessment. All NYS Learning Standards will be evaluated each year. Please see the attached file point allocations.

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

assets/survey-uploads/5091/131116-eka9yMJ855/Section 4.5.pdf

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.	Exemplary, above average performance is achieved in delivering instruction, managing classroom environment, planning, preparation professional responsibilities
Effective: Overall performance and results meet NYS Teaching Standards.	Effective. average performance is achieved in delivering instruction, managing classroom environment, planning, preparation professional responsibilities
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Below average performance is achieved in delivering instruction, managing classroom environment, planning, preparation professional responsibilities
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Unsatisfactory performance is achieved in delivering instruction, managing classroom environment, planning, preparation professional responsibilities

Provide the ranges for the 60-point scoring bands.

Highly Effective	54-60
Effective	36-53
Developing	27-35
Ineffective	0-26

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	3
Informal/Short	1
Enter Total	4

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	54-60
Effective	36-53
Developing	27-35
Ineffective	0-26

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/5265/131140-Df0w3Xx5v6/TIP and meeting summary 6.2).doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPR Appeal Procedures

A. Purpose

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly

qualified and effective work force. The appeal procedure shall provide for the timely and expeditious resolution of the appeal. All non-tenured teachers, in their last year of probation, and tenured teachers identified in Section B below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

B. APPR Rating Subject to the Appeal Procedure

Any unit member aggrieved by an APPR rating of “ineffective” may challenge that APPR.

In accordance with Education Law §3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.

C. Grounds for an Appeal: A teacher who has received an “ineffective” may file an appeal challenging the APPR based upon one or more of the following grounds:

- (1) The substance of the Annual Professional Performance Review;
- (2) The district’s failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations;
- (3) The district’s failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;
- (4) The district’s failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-c.

D. Appeal Procedure

Step 1

The appeal shall be submitted in writing to the Superintendent of Schools no later than ten (10) business days after the teacher has received the Comprehensive Summative Evaluation. The appeal shall articulate in detail the basis of the appeal. The teacher may also submit documents or materials relevant to the appeal.

Step 2

Within 10 business days of the receipt of the appeal, the Superintendent of Schools shall render an initial determination, in writing, respecting the appeal to the teacher initiating the appeal. In the event the Superintendent of Schools’ initial determination sustains the rating of “ineffective”, the teacher may submit the appeal for review by an “outside educational expert” no later than ten (10) business days of the date when the teacher receives the Superintendent of Schools’ initial determination. (The fee of the expert shall be paid by the District in a reasonable amount to be established.) All documents or materials submitted by the teacher as part of Step 1 shall be forwarded by the Superintendent to the reviewing “outside educational expert.”

Step 3

The “outside educational expert” shall be chosen from a list of such persons mutually selected by the parties. Panel members shall be limited to retired central office administrators, retired Superintendents of Schools, and education college professors. Panel members shall be assigned on a rotating basis. The “outside educational expert” shall issue his/her recommendation to the Superintendent and appellant within 10 business days of receipt of the appeal papers.

Step 4

Within 10 business days of the receipt of the recommendation of the “outside educational expert,” the Superintendent shall render a final determination regarding the appeal in writing to the appellant and the Association’s president. The determination of the Superintendent of Schools shall be final and shall not be grievable, arbitrable, or reviewable in any other forum. Notwithstanding the foregoing, the affected teacher shall be permitted to introduce the recommendation of the “outside educational expert” and/or supporting documents submitted by the teacher to the “outside educational expert”, as a defense in any Education Law 3020-a proceeding. However, the failure of either party to abide by the above agreed upon process shall be subject to the grievance procedure contained in the parties’ collective bargaining agreement.

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.

Training in Performance Evaluation

The District will ensure that all lead evaluators and evaluators are properly trained and certified, as necessary, to complete an individual's performance review. Evaluator training has been and will continue to be conducted by Eastern Suffolk BOCES. Lead evaluator training has been and will continue to be conducted in accordance with the certification requirements per the Commissioner's regulations. This training will include the following:

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

The Board of Education will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of evaluators.

The Superintendent or her designee will ensure that lead evaluators participate in annual training and are recertified on an annual basis. Eastern Suffolk BOCES will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or recertification, as applicable, shall not conduct or complete evaluations.

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

For the 2012-2013 school year, all evaluators shall be appropriately trained and certified by September 1, 2012.

The District will further endeavor to provide ongoing training for teachers on how to best use data to inform instruction.

Hauppauge Public Schools has been using the Danielson Rubric for teacher performance for the past 4 years. All administrators have been extensively trained on site by Danielson staff developer Candi McKay. In addition, the district has purchase the TEACHSCAPE program in which administrators have the availability to have on-going group or individual training on specific modules.

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.	The district will use the HEDI process decided by the state. The district will use the State Growth Scores.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Results are well above state average for similar students
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet state average for similar students
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below state average for similar students

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

Results are well below state average for similar students

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.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

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
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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
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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	Star Reading and Math
6-8	(d) measures used by district for teacher evaluation	Grade 6 Star Reading and Math
9-12	(h) students' progress toward graduation	5 year Graduation 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.	<p>Grades K-5 Star ELA and Math; Star will provide 0-15 conversion for school wide results</p> <p>Grade 6-8; Grade 6 Star ELA and Math will provide 0-15 conversion for school wide results</p> <p>Grades 9-12; 5 Year Graduation rates will be averaged and converted into 0-15 based upon percentage of students graduating</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Grades K-5 -The school wide student growth is well above the national benchmark for 3rd party assessments</p> <p>Grades 6-8; Grade 6 school wide student growth is well above the national benchmark for 3rd party assessment</p> <p>Grades 9-12; 5 year graduation rate at least 98%</p>
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Grades K-5 - The school wide student growth meets the average for national benchmark for 3rd party assessment</p> <p>Grades 6-8; Grade 6 school wide student growth meets the national benchmark for 3rd party assessment</p>

Grades 9-12; 5 year Graduation rate at least 92-97%

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

Grades K-5 -The school wide student growth is below the national benchmark for 3rd party assessments
Grades 6-8; Grade 6 school wide student growth is below the national benchmark for 3rd party assessment
Grades 9-12; 5 year Graduation rate at least 82-91%

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

6Grades K-5 -The school wide student growth is well below the national benchmark for 3rd party assessments
Grades 6-8; Grade 6 school wide student growth is well below the national benchmark for 3rd party assessment
Grades 9-12; 5 year Graduation rate less that 82%

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)

[assets/survey-uploads/5366/128020-8o9AH60arN/15% Locally selected Principial 8.1.docx](#)

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)

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
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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.	NA
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

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.

(No response)

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.

(No response)

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)

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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	Multidimensional Principal Performance Rubric
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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 observation process will result in a total of 0-60 points for each Principal. The process is differentiated for probationary and tenured Principals. Multiple measures will consist of school visit and portfolio of school documents. The total rating scale for both probationary and tenured Principals is attached.

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

assets/survey-uploads/5143/140271-pMADJ4gk6R/Other 60% plan.docx

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

Highly Effective: Overall performance and results exceed standards.	Exemplary performance in setting a vision for learning, goals, instructional program,evaluation of programs,creating a safe environment,and fostering collaboration among staff and community
Effective: Overall performance and results meet standards.	Effective performance in setting a vision for learning, goals, instructional program,evaluation of programs,creating a safe environment,and fostering collaboration among staff and community
Developing: Overall performance and results need improvement in order to meet standards.	Less than effectiveperformance in setting a vision for learning, goals, instructional program,evaluation of programs,creating a safe environment,and fostering collaboration among staff and community
Ineffective: Overall performance and results do not meet standards.	Unsatisfactory performance in setting a vision for learning, goals, instructional program,evaluation of programs,creating a safe environment,and fostering collaboration among staff and community

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60
Effective	36-53
Developing	27-35
Ineffective	0-26

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	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

Tenured Principals

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

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	54-60
Effective	36-53
Developing	27-35
Ineffective	0-26

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/5276/140273-Df0w3Xx5v6/PIP and meeting summary.doc

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:

Hauppauge Public Schools
APPR Appeals

Principals

1. By September 1 of the following school year, each administrator shall receive his/her final APPR evaluation, including his/her Composite Effectiveness Score. Within ten (10) business days of the receipt of an administrator's final APPR evaluation, the administrator may request, in writing, review by the Superintendent of Schools or his/her designee.
2. The appeal writing shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. The grounds for the appeal shall be limited to those articulated in Education Law §3012-c.
3. Within ten (10) business days of receipt of the appeal, the Superintendent of Schools or his/her designee shall acknowledge, in writing, the validity of the appeal according to Education Law §3012-c and shall render a determination, in writing, respecting the appeal.
4. In the event of a second ineffective evaluation in a row, the affected administrator may elect review of the Superintendent's determination, which shall be deemed an initial determination, by two outside experts who will be chosen from two separate lists of such experts. One list will be those outside experts to be chosen by the District, and one list will be those outside experts to be chosen by the Association. The initial lists shall be identified in a separate writing between the parties. The composition of the lists shall be reviewed annually beginning on July 1, 2013. The experts shall be selected in rotating order; if an expert is unavailable, the next listed expert will be chosen. The cost of expert review shall be borne by the District. The experts may recommend a modification of the PIP, or a modification of the rating, along with his/her rationale for the same. Expert review shall be completed within ten (10) business days of delivery of the written request for review to the experts. No hearing shall be held and the review shall be based solely upon the original appeal, the Superintendent's initial determination, supporting papers submitted by the administrator and/or a response to the appeal by the administrator's evaluator. The experts' written review recommendations shall be transmitted to the Superintendent and appellant upon completion. Unless mutually agreed upon by the experts to submit one recommendation, each expert will submit his/her own recommendation.
5. The Superintendent shall consider the written review recommendation of the panelist and shall issue a final written decision within ten days thereof. The determination of the Superintendent of Schools, or his/her designee, shall be final and shall not be grievable, arbitrable, nor reviewable in any other forum; however, the failure of either party to abide by the above agreed upon process shall be subject to the grievance procedure. (The parties acknowledge that nothing herein shall prevent a unit member from offering into evidence the written review recommendation(s) of the outside experts appointed pursuant to this subdivision in the context of a 3020-a discharge proceeding based on a "pattern of ineffective teaching or performance" or "pedagogical incompetence.")
6. An overall performance rating of "ineffective" on the annual evaluation is the only rating subject to appeal. Administrators who receive a rating of "highly effective" or "effective" or "developing" shall not be permitted to appeal their rating. Tenured administrators who are rated effective, highly effective or developing may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the administrator's personnel file. Such response shall be filed within ten (10) business days of the administrator's receipt of the APPR evaluation.
7. Non-tenured administrators in their first or second year of probation shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of a principal improvement plan. Probationary administrators who are rated ineffective, effective, highly effective or developing may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the administrator's personnel file. Such response shall be filed within ten (10) business days of the administrator's receipt of the APPR evaluation.
8. It is understood that the APPR plan is a "living document" intended to meet all statutory and regulatory requirements for APPR Plans. The District and Association shall review the APPR plan annually unless mutually agreed otherwise. Any necessary revisions required by law or regulations or upon the mutual agreement of the parties shall be accomplished through collective bargaining.

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.

Training in Performance Evaluation

The District will ensure that all lead evaluators and evaluators are properly trained and certified, as necessary, to complete an individual's performance review. Evaluator training has been and will continue to be conducted by Eastern Suffolk BOCES. Lead evaluator training has been and will continue to be conducted in accordance with the certification requirements per the Commissioner's regulations. This training will include the following:

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

The Board of Education will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of evaluators.

The Superintendent or her designee will ensure that lead evaluators participate in annual training and are recertified on an annual basis. Eastern Suffolk BOCES will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or recertification, as applicable, shall not conduct or complete evaluations.

The District is now establishing a process to ensure that lead evaluators maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators. For the 2012-2013 school year, all evaluators shall be appropriately trained and certified by September 1, 2012.

The District will further endeavor to provide ongoing training for teachers on how to best use data to inform instruction.

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 Tuesday, April 30, 2013

Updated Friday, February 27, 2015

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/5581/140274-3Uqgn5g9Iu/Certification APPR.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

<i>COURSES</i>	<i>OPTION</i>	<i>ASSESSMENT</i>
BUSINESS		
Accounting	District, Regional BOCES Developed	Hauppauge Developed Accounting Final Exam
Career and Financial Management	District, Regional BOCES Developed	Hauppauge Developed Career and Financial Management Final Exam
College Accounting	District, Regional BOCES Developed	Hauppauge Developed College Accounting Final Exam
College Business Law	District, Regional BOCES Developed	Hauppauge Developed College Business Law Final Exam
College Marketing	District, Regional BOCES Developed	Hauppauge Developed College Marketing Final Exam
College Sports and Entertainment Marketing	District, Regional BOCES Developed	Hauppauge Developed College Sports and Entertainment Marketing Final Exam
Fashion Apparel and Accessories	District, Regional BOCES Developed	Hauppauge Developed Fashion Apparel and Accessories Final Exam
Fashion Marketing	District, Regional BOCES Developed	Hauppauge Developed Fashion Marketing Final Exam
IB Business Management	District, Regional BOCES Developed	Hauppauge Developed IB Business Management Final Exam
Microsoft Computer Applications	District, Regional BOCES Developed	Hauppauge Developed Microsoft Computer Applications Final Exam
Advanced Microsoft Computer Applications	District, Regional BOCES Developed	Hauppauge Developed Advanced Microsoft Computer Applications Final Exam
Wall Street and Beyond	District, Regional BOCES Developed	Hauppauge Developed Wall Street and Beyond Final Exam
Web Wizards	District, Regional BOCES Developed	Hauppauge Developed Web Wizards Final Exam
Advanced Web Wizards	District, Regional BOCES Developed	Hauppauge Developed Advanced Web Wizards Final Exam
General Education Work Experience Program	District, Regional BOCES Developed	Hauppauge Developed General Education Work Experience Program Final Exam

2.10) ALL OTHER COURSES

<i>COURSES</i>	<i>OPTION</i>	<i>ASSESSMENT</i>
ENGLISH LANGUAGE ARTS		
AP Language and Composition	District, Regional BOCES Developed	Hauppauge Developed AP Language and Composition Final Exam
Humanities 12	District, Regional BOCES Developed	Hauppauge Developed Humanities Grade 12 Final Exam
Film Studies	District, Regional BOCES Developed	Hauppauge Developed Film Studies Final Exam
College Freshman English	District, Regional BOCES Developed	Hauppauge Developed College Freshman English Final Exam
Creative Writing	District, Regional BOCES Developed	Hauppauge Developed Creative Writing Final Exam
Journalism I	District, Regional BOCES Developed	Hauppauge Developed Journalism I Final Exam
Journalism II	District, Regional BOCES Developed	Hauppauge Developed Journalism II Final Exam
FINE AND PERFORMING ARTS		
Studio in Art	District, Regional BOCES Developed	Hauppauge Developed Studio in Art Final Exam
Studio in Media	District, Regional BOCES Developed	Hauppauge Developed Studio in Media Final Exam
AP Studio in Art	District, Regional BOCES Developed	Hauppauge Developed AP Studio in Art Final Exam
Drawing	District, Regional BOCES Developed	Hauppauge Developed Drawing Final Exam
Advanced Drawing	District, Regional BOCES Developed	Hauppauge Developed Advanced Drawing Final Exam
Painting	District, Regional BOCES Developed	Hauppauge Developed Painting Final Exam
Advanced Painting	District, Regional BOCES Developed	Hauppauge Developed Advanced Painting Final Exam
Cartooning	District, Regional BOCES Developed	Hauppauge Developed Cartooning Final Exam

2.10) ALL OTHER COURSES

<i>COURSES</i>	<i>OPTION</i>	<i>ASSESSMENT</i>
Advanced Cartooning	District, Regional BOCES Developed	Hauppauge Developed Advanced Cartooning Final Exam
Computer Graphics	District, Regional BOCES Developed	Hauppauge Developed Computer Graphics Final Exam
Advanced Computer Graphics	District, Regional BOCES Developed	Hauppauge Developed Advanced Computer Graphics Final Exam
Fashion Illustration	District, Regional BOCES Developed	Hauppauge Developed Fashion Illustration Final Exam
Advanced Fashion Illustration	District, Regional BOCES Developed	Hauppauge Developed Advanced Fashion Illustration Final Exam
Interior Design	District, Regional BOCES Developed	Hauppauge Developed Interior Design Final Exam
Honors Portfolio Development	District, Regional BOCES Developed	Hauppauge Developed Honors Portfolio Development Final Exam
Sculpture	District, Regional BOCES Developed	Hauppauge Developed Sculpture Final Exam
TV Production/Visual Communications I	District, Regional BOCES Developed	Hauppauge Developed TV Production/Visual Communications I Final Exam
TV Production/Visual Communications II	District, Regional BOCES Developed	Hauppauge Developed TV Production/Visual Communications II Final Exam
Television Broadcast	District, Regional BOCES Developed	Hauppauge Developed Television Broadcast Final Exam
Digital Photography	District, Regional BOCES Developed	Hauppauge Developed Digital Photography Final Exam
Advanced Digital Photography	District, Regional BOCES Developed	Hauppauge Developed Advanced Digital Photography Final Exam
Video as a Film Art	District, Regional BOCES Developed	Hauppauge Developed Video as a Film Art Final Exam
Advanced Video as a Film Art	District, Regional BOCES Developed	Hauppauge Developed Advanced Video as a Film Art Final Exam
IB Film HL	District, Regional BOCES Developed	Hauppauge Developed IB Film HL Final Exam
IB Visual Arts HL	District, Regional BOCES Developed	Hauppauge Developed IB Visual Arts HL Final Exam

2.10) ALL OTHER COURSES

<i>COURSES</i>	<i>OPTION</i>	<i>ASSESSMENT</i>
Honors Concert Band	District, Regional BOCES Developed	Hauppauge Developed Honors Concert Band Final Exam
Concert Band	District, Regional BOCES Developed	Hauppauge Developed Concert Band Final Exam
Treble Choir	District, Regional BOCES Developed	Hauppauge Developed Treble Choir Final Exam
Concert Chorus	District, Regional BOCES Developed	Hauppauge Developed Concert Chorus Final Exam
Honors Chamber Singers	District, Regional BOCES Developed	Hauppauge Developed Honors Chamber Singers Final Exam
Concert Orchestra	District, Regional BOCES Developed	Hauppauge Developed Concert Orchestra Final Exam
Music Theory I	District, Regional BOCES Developed	Hauppauge Developed Music Theory I Final Exam
Honors Music Theory II	District, Regional BOCES Developed	Hauppauge Developed Honors Music Theory II Final Exam
AP Music Theory	District, Regional BOCES Developed	Hauppauge Developed AP Music Theory Final Exam
Introduction to Theatre	District, Regional BOCES Developed	Hauppauge Developed Introduction to Theatre Final Exam
Acting Ensemble	District, Regional BOCES Developed	Hauppauge Developed Acting Ensemble Final Exam
Advanced Acting Ensemble	District, Regional BOCES Developed	Hauppauge Developed Advanced Acting Ensemble Final Exam
Music Recording Technology	District, Regional BOCES Developed	Hauppauge Developed Music Recording Technology Final Exam
Dance I	District, Regional BOCES Developed	Hauppauge Developed Dance I Final Exam
Dance II	District, Regional BOCES Developed	Hauppauge Developed Dance II Final Exam
Musical Theatre	District, Regional BOCES Developed	Hauppauge Developed Musical Theatre Final Exam
Honors Chamber Orchestra	District, Regional BOCES Developed	Hauppauge Developed Honors Chamber Orchestra Final Exam

2.10) ALL OTHER COURSES

<i>COURSES</i>	<i>OPTION</i>	<i>ASSESSMENT</i>
Honors Wind Ensemble	District, Regional BOCES Developed	Hauppauge Developed Honors Wind Ensemble Final Exam
IB Theatre HL	District, Regional BOCES Developed	Hauppauge Developed IB Theatre HL Final Exam
LOTE	District, Regional BOCES Developed	Hauppauge Developed
Level 2 French 9	District, Regional BOCES Developed	Hauppauge Developed Level 2 French 9 Final Exam
Level 2 German 9	District, Regional BOCES Developed	Hauppauge Developed Level 2 German 9 Final Exam
Level 2 Spanish 9	District, Regional BOCES Developed	Hauppauge Developed Level 2 Spanish 9 Final Exam
Level 2 Honors French 9	District, Regional BOCES Developed	Hauppauge Developed Level 2 Honors French 9 Final Exam
Level 2 Honors German 9	District, Regional BOCES Developed	Hauppauge Developed Level 2 Honors German 9 Final Exam
Level 2 Honors Spanish 9	District, Regional BOCES Developed	Hauppauge Developed Level 2 Honors Spanish 9 Final Exam
Level 3 French 10	District, Regional BOCES Developed	Hauppauge Developed Level 3 French 10 Final Exam
Level 3 German 10	District, Regional BOCES Developed	Hauppauge Developed Level 3 German 10 Final Exam
Level 3 Spanish 10	District, Regional BOCES Developed	Hauppauge Developed Level 3 Spanish 10 Final Exam
Level 3 Honors French 10	District, Regional BOCES Developed	Hauppauge Developed Level 3 Honors French 10 Final Exam
Level 3 Honors German 10	District, Regional BOCES Developed	Hauppauge Developed Level 3 Honors German 10 Final Exam
Level 3 Honors Spanish 10	District, Regional BOCES Developed	Hauppauge Developed Level 3 Honors Spanish 10 Final Exam
Level 4 French 11	District, Regional BOCES Developed	Hauppauge Developed Level 4 French 11 Final Exam
Level 4 German 11	District, Regional BOCES Developed	Hauppauge Developed Level 4 German 11 Final Exam

2.10) ALL OTHER COURSES

<i>COURSES</i>	<i>OPTION</i>	<i>ASSESSMENT</i>
Level 4 Spanish 11	District, Regional BOCES Developed	Hauppauge Developed Level 4 Spanish 11 Final Exam
Level 4 Honors French 11	District, Regional BOCES Developed	Hauppauge Developed Level 4 Honors French 11 Final Exam
Level 4 Honors German 11	District, Regional BOCES Developed	Hauppauge Developed Level 4 Honors German 11 Final Exam
Level 4 Honors Spanish 11	District, Regional BOCES Developed	Hauppauge Developed Level 4 Honors Spanish 11 Final Exam
Level 5 French 12	District, Regional BOCES Developed	Hauppauge Developed Level 5 French 12 Final Exam
Level 5 German 12	District, Regional BOCES Developed	Hauppauge Developed Level 5 German 12 Final Exam
Level 5 Spanish 12	District, Regional BOCES Developed	Hauppauge Developed Level 5 Spanish 12 Final Exam
AP French 12	District, Regional BOCES Developed	Hauppauge Developed AP French 12 Final Exam
AP German 12	District, Regional BOCES Developed	Hauppauge Developed AP German 12 Final Exam
AP Spanish 12	District, Regional BOCES Developed	Hauppauge Developed AP Spanish 12 Final Exam
IB 1 French 11	District, Regional BOCES Developed	Hauppauge Developed IB 1 French 11 Final Exam
IB 1 German 11	District, Regional BOCES Developed	Hauppauge Developed IB 1 German 11 Final Exam
IB 1 Spanish 11	District, Regional BOCES Developed	Hauppauge Developed IB 1 Spanish 11 Final Exam
Honors German 1 10-12 mixed	District, Regional BOCES Developed	Hauppauge Developed Honors German 1 10-12 mixed Final Exam
HS Spanish 1 1B 9-12 mixed	District, Regional BOCES Developed	Hauppauge Developed HS Spanish 1 1B 9-12 mixed Final Exam
MATH		
AP Calculus	District, Regional BOCES Developed	Hauppauge Developed AP Calculus Final Exam

2.10) ALL OTHER COURSES

<i>COURSES</i>	<i>OPTION</i>	<i>ASSESSMENT</i>
AP Statistics	District, Regional BOCES Developed	Hauppauge Developed AP Statistics Final Exam
Applied Mathematics	District, Regional BOCES Developed	Hauppauge Developed Applied Mathematics Final Exam
College Calculus	District, Regional BOCES Developed	Hauppauge Developed College Calculus Final Exam
Honors Intro Calculus	District, Regional BOCES Developed	Hauppauge Developed Honors Intro Calculus Final Exam
Intermediate Algebra	District, Regional BOCES Developed	Hauppauge Developed Intermediate Algebra Final Exam
Pre Calculus	District, Regional BOCES Developed	Hauppauge Developed Pre Calculus Final Exam
IB Math SL	District, Regional BOCES Developed	Hauppauge Developed IB Math SL Final Exam

2.10) ALL OTHER COURSES

<i>COURSES</i>	<i>OPTION</i>	<i>ASSESSMENT</i>
PHYSICAL EDUCATION, HEALTH, FACS		
HS Physical Education 9	District, Regional BOCES Developed	Hauppauge Developed HS Physical Education 9 Final Exam
HS Physical Education 10	District, Regional BOCES Developed	Hauppauge Developed HS Physical Education 10 Final Exam
HS Physical Education 11	District, Regional BOCES Developed	Hauppauge Developed HS Physical Education 11 Final Exam
HS Physical Education 12	District, Regional BOCES Developed	Hauppauge Developed HS Physical Education 12 Final Exam
HS Health 9	District, Regional BOCES Developed	Hauppauge Developed HS Health 9 Final Exam
SCIENCE		
AP Physics C	District, Regional BOCES Developed	Hauppauge Developed AP Physics C Final Exam
AP Environmental Science	District, Regional BOCES Developed	Hauppauge Developed AP Environmental Science Final Exam
Forensic Science	District, Regional BOCES Developed	Hauppauge Developed Forensic Science Final Exam
Environmental Studies	District, Regional BOCES Developed	Hauppauge Developed Environmental Studies Final Exam
Oceanography	District, Regional BOCES Developed	Hauppauge Developed Oceanography Final Exam
Astronomy	District, Regional BOCES Developed	Hauppauge Developed Astronomy Final Exam
Science Research	District, Regional BOCES Developed	Hauppauge Developed Science Research Final Exam
SOCIAL STUDIES		
Global History I	District, Regional BOCES Developed	Hauppauge Developed Global History I Final Exam
AP World History I	District, Regional BOCES Developed	Hauppauge Developed AP World History I Final Exam
IB Theory of Knowledge	District, Regional BOCES Developed	Hauppauge Developed IB Theory of Knowledge Final Exam

2.10) ALL OTHER COURSES

<i>COURSES</i>	<i>OPTION</i>	<i>ASSESSMENT</i>
Economics	District, Regional BOCES Developed	Hauppauge Developed Economics Final Exam
Participation in Government (PIG)	District, Regional BOCES Developed	Hauppauge Developed Participation in Government (PIG) Final Exam
AP Government	District, Regional BOCES Developed	Hauppauge Developed AP Government Final Exam Final Exam
College Sociology	District, Regional BOCES Developed	Hauppauge Developed College Sociology Final Exam
College Psychology	District, Regional BOCES Developed	Hauppauge Developed College Psychology Final Exam
Criminal Justice	District, Regional BOCES Developed	Hauppauge Developed Criminal Justice Final Exam
Everyday Law	District, Regional BOCES Developed	Hauppauge Developed Everyday Law Final Exam
History Through Film	District, Regional BOCES Developed	Hauppauge Developed History Through Film Final Exam
Pop Culture	District, Regional BOCES Developed	Hauppauge Developed Pop Culture Final Exam
TECHNOLOGY		
Communication Systems	District, Regional BOCES Developed	Hauppauge Developed Communication Systems Final Exam
Materials Processing I	District, Regional BOCES Developed	Hauppauge Developed Materials Processing I Final Exam
Materials Processing II	District, Regional BOCES Developed	Hauppauge Developed Materials Processing II Final Exam
Architectural Drawing I	District, Regional BOCES Developed	Hauppauge Developed Architectural Drawing I Final Exam
Architectural Drawing II	District, Regional BOCES Developed	Hauppauge Developed Architectural Drawing II Final Exam
Design and Drawing for Production	District, Regional BOCES Developed	Hauppauge Developed Design and Drawing for Production Final Exam
World of Technology	District, Regional BOCES Developed	Hauppauge Developed World of Technology Final Exam

2.10) ALL OTHER COURSES

<i>COURSES</i>	<i>OPTION</i>	<i>ASSESSMENT</i>
Principles of Engineering	District, Regional BOCES Developed	Hauppauge Developed Principles of Engineering Final Exam
Robotics I	District, Regional BOCES Developed	Hauppauge Developed Robotics I Final Exam
Robotics II	District, Regional BOCES Developed	Hauppauge Developed Robotics II Final Exam
Introduction to Occupations	District, Regional BOCES Developed	Hauppauge Developed Introduction to Occupations Final Exam
Computer Aided Design I	District, Regional BOCES Developed	Hauppauge Developed Computer Aided Design I Final Exam
Computer Aided Design II	District, Regional BOCES Developed	Hauppauge Developed Computer Aided Design II Final Exam

Hauppauge Public Schools

20% Student Learning Objectives (0-20 points)

Ineffective 0-54 0-2		Developing 55-69 3-8		Effective 70-84 9-17		Highly Effective 85-100 18-20	
0	0-39	3	55	9	70	18	85-89
1	40-49	4	56-57	10	71	19	90-94
2	50-54	5	58-60	11	72	20	95-100
		6	61-63	12	73-74		
		7	64-66	13	75-76		
		8	67-69	14	77-78		
				15	79-80		
				16	81-82		
				17	83-84		

25 Point Conversion Chart

Highly Effective	25	20
	24	20
	23	19
	22	18
Effective	21	17
	20	17
	19	16
	18	16
	17	15
	16	15
	15	14
	14	13
	13	12
	12	11
	11	10
10	9	
Developing	9	8
	8	8
	7	7
	6	6
	5	5
	4	4
	3	3
Ineffective	2	2
	1	1
	0	0

Hauppauge Public Schools

3.3)

20% LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT (0-20 points)

Ineffective 0-54 0-2		Developing 55-69 3-8		Effective 70-84 9-17		Highly Effective 85-100 18-20	
0	0-39	3	55	9	70	18	85-89
1	40-49	4	56-57	10	71	19	90-94
2	50-54	5	58-60	11	72	20	95-100
		6	61-63	12	73-74		
		7	64-66	13	75-76		
		8	67-69	14	77-78		
				15	79-80		
				16	81-82		
				17	83-84		

If SED has an approved value added measure for grade 4-8 ELA and Math, the District and HTA will determine the scoring conversion on a 0-15 scale. (Where a 3rd party assessment is used the 3rd party vendor will provide the district with a conversion chart)

3.12) ALL OTHER COURSES

<i>COURSES</i>	<i>LOCALLY SELECTED MEASURES</i>	<i>ASSESSMENT</i>
BUSINESS		
Accounting	District, Regional BOCES Developed	Hauppauge Developed Accounting Final Exam
Career and Financial Management	District, Regional BOCES Developed	Hauppauge Developed Career and Financial Management Final Exam
College Accounting	District, Regional BOCES Developed	Hauppauge Developed College Accounting Final Exam
College Business Law	District, Regional BOCES Developed	Hauppauge Developed College Business Law Final Exam
College Marketing	District, Regional BOCES Developed	Hauppauge Developed College Marketing Final Exam
College Sports and Entertainment Marketing	District, Regional BOCES Developed	Hauppauge Developed College Sports and Entertainment Marketing Final Exam
Fashion Apparel and Accessories	District, Regional BOCES Developed	Hauppauge Developed Fashion Apparel and Accessories Final Exam
Fashion Marketing	District, Regional BOCES Developed	Hauppauge Developed Fashion Marketing Final Exam
IB Business Management	District, Regional BOCES Developed	Hauppauge Developed IB Business Management Final Exam
Microsoft Computer Applications	District, Regional BOCES Developed	Hauppauge Developed Microsoft Computer Applications Final Exam
Advanced Microsoft Computer Applications	District, Regional BOCES Developed	Hauppauge Developed Advanced Microsoft Computer Applications Final Exam
Wall Street and Beyond	District, Regional BOCES Developed	Hauppauge Developed Wall Street and Beyond Final Exam
Web Wizards	District, Regional BOCES Developed	Hauppauge Developed Web Wizards Final Exam
Advanced Web Wizards	District, Regional BOCES Developed	Hauppauge Developed Advanced Web Wizards Final Exam
General Education Work Experience Program	District, Regional BOCES Developed	Hauppauge Developed General Education Work Experience Program Final Exam

3.12) ALL OTHER COURSES

<i>COURSES</i>	<i>LOCALLY SELECTED MEASURES</i>	<i>ASSESSMENT</i>
ENGLISH LANGUAGE ARTS		
AP Literature and Composition	District, Regional BOCES Developed	Hauppauge Developed AP Literature and Composition Final Exam
AP Language and Composition	District, Regional BOCES Developed	Hauppauge Developed AP Language and Composition Final Exam
Humanities 12	District, Regional BOCES Developed	Hauppauge Developed Humanities Grade 12 Final Exam
Film Studies	District, Regional BOCES Developed	Hauppauge Developed Film Studies Final Exam
College Freshman English	District, Regional BOCES Developed	Hauppauge Developed College Freshman English Final Exam
Creative Writing	District, Regional BOCES Developed	Hauppauge Developed Creative Writing Final Exam
Journalism I	District, Regional BOCES Developed	Hauppauge Developed Journalism I Final Exam
Journalism II	District, Regional BOCES Developed	Hauppauge Developed Journalism II Final Exam
FINE AND PERFORMING ARTS		
Studio in Art	District, Regional BOCES Developed	Hauppauge Developed Studio in Art Final Exam
Studio in Media	District, Regional BOCES Developed	Hauppauge Developed Studio in Media Final Exam
AP Studio in Art	District, Regional BOCES Developed	Hauppauge Developed AP Studio in Art Final Exam
Drawing	District, Regional BOCES Developed	Hauppauge Developed Drawing Final Exam
Advanced Drawing	District, Regional BOCES Developed	Hauppauge Developed Advanced Drawing Final Exam
Painting	District, Regional BOCES Developed	Hauppauge Developed Painting Final Exam
Advanced Painting	District, Regional BOCES Developed	Hauppauge Developed Advanced Painting Final Exam
Cartooning	District, Regional BOCES Developed	Hauppauge Developed Cartooning Final Exam
Advanced Cartooning	District, Regional BOCES Developed	Hauppauge Developed Advanced Cartooning Final Exam
Computer Graphics	District, Regional BOCES Developed	Hauppauge Developed Computer Graphics Final Exam

3.12) ALL OTHER COURSES

<i>COURSES</i>	<i>LOCALLY SELECTED MEASURES</i>	<i>ASSESSMENT</i>
Advanced Computer Graphics	District, Regional BOCES Developed	Hauppauge Developed Advanced Computer Graphics Final Exam
Fashion Illustration	District, Regional BOCES Developed	Hauppauge Developed Fashion Illustration Final Exam
Advanced Fashion Illustration	District, Regional BOCES Developed	Hauppauge Developed Advanced Fashion Illustration Final Exam
Interior Design	District, Regional BOCES Developed	Hauppauge Developed Interior Design Final Exam
Honors Portfolio Development	District, Regional BOCES Developed	Hauppauge Developed Honors Portfolio Development Final Exam
Sculpture	District, Regional BOCES Developed	Hauppauge Developed Sculpture Final Exam
TV Production/Visual Communications I	District, Regional BOCES Developed	Hauppauge Developed TV Production/Visual Communications I Final Exam
TV Production/Visual Communications II	District, Regional BOCES Developed	Hauppauge Developed TV Production/Visual Communications II Final Exam
Television Broadcast	District, Regional BOCES Developed	Hauppauge Developed Television Broadcast Final Exam
Digital Photography	District, Regional BOCES Developed	Hauppauge Developed Digital Photography Final Exam
Advanced Digital Photography	District, Regional BOCES Developed	Hauppauge Developed Advanced Digital Photography Final Exam
Video as a Film Art	District, Regional BOCES Developed	Hauppauge Developed Video as a Film Art Final Exam
Advanced Video as a Film Art	District, Regional BOCES Developed	Hauppauge Developed Advanced Video as a Film Art Final Exam
IB Film HL	District, Regional BOCES Developed	Hauppauge Developed IB Film HL Final Exam
IB Visual Arts HL	District, Regional BOCES Developed	Hauppauge Developed IB Visual Arts HL Final Exam
Honors Concert Band	District, Regional BOCES Developed	Hauppauge Developed Honors Concert Band Final Exam
Concert Band	District, Regional BOCES Developed	Hauppauge Developed Concert Band Final Exam
Treble Choir	District, Regional BOCES Developed	Hauppauge Developed Treble Choir Final Exam

3.12) ALL OTHER COURSES

<i>COURSES</i>	<i>LOCALLY SELECTED MEASURES</i>	<i>ASSESSMENT</i>
Concert Chorus	District, Regional BOCES Developed	Hauppauge Developed Concert Chorus Final Exam
Honors Chamber Singers	District, Regional BOCES Developed	Hauppauge Developed Honors Chamber Singers Final Exam
Concert Orchestra	District, Regional BOCES Developed	Hauppauge Developed Concert Orchestra Final Exam
Music Theory I	District, Regional BOCES Developed	Hauppauge Developed Music Theory I Final Exam
Honors Music Theory II	District, Regional BOCES Developed	Hauppauge Developed Honors Music Theory II Final Exam
AP Music Theory	District, Regional BOCES Developed	Hauppauge Developed AP Music Theory Final Exam
Introduction to Theatre	District, Regional BOCES Developed	Hauppauge Developed Introduction to Theatre Final Exam
Acting Ensemble	District, Regional BOCES Developed	Hauppauge Developed Acting Ensemble Final Exam
Advanced Acting Ensemble	District, Regional BOCES Developed	Hauppauge Developed Advanced Acting Ensemble Final Exam
Music Recording Technology	District, Regional BOCES Developed	Hauppauge Developed Music Recording Technology Final Exam
Dance I	District, Regional BOCES Developed	Hauppauge Developed Dance I Final Exam
Dance II	District, Regional BOCES Developed	Hauppauge Developed Dance II Final Exam
Musical Theatre	District, Regional BOCES Developed	Hauppauge Developed Musical Theatre Final Exam
Honors Chamber Orchestra	District, Regional BOCES Developed	Hauppauge Developed Honors Chamber Orchestra Final Exam
Honors Wind Ensemble	District, Regional BOCES Developed	Hauppauge Developed Honors Wind Ensemble Final Exam
IB Theatre HL	District, Regional BOCES Developed	Hauppauge Developed IB Theatre HL Final Exam
LOTE		
French 6	District, Regional BOCES Developed	Hauppauge Developed French 6 Final Exam
German 6	District, Regional BOCES Developed	Hauppauge Developed German 6 Final Exam

3.12) ALL OTHER COURSES

<i>COURSES</i>	<i>LOCALLY SELECTED MEASURES</i>	<i>ASSESSMENT</i>
Spanish 6	District, Regional BOCES Developed	Hauppauge Developed Spanish 6 Final Exam
French 7	District, Regional BOCES Developed	Hauppauge Developed French 7 Final Exam
German 7	District, Regional BOCES Developed	Hauppauge Developed German 7 Final Exam
Spanish 7	District, Regional BOCES Developed	Hauppauge Developed Spanish 7 Final Exam
French 8	District, Regional BOCES Developed	Hauppauge Developed French 8 Final Exam
German 8	District, Regional BOCES Developed	Hauppauge Developed German 8 Final Exam
Spanish 8	District, Regional BOCES Developed	Hauppauge Developed Spanish 8 Final Exam
Level 2 French 9	District, Regional BOCES Developed	Hauppauge Developed Level 2 French 9 Final Exam
Level 2 German 9	District, Regional BOCES Developed	Hauppauge Developed Level 2 German 9 Final Exam
Level 2 Spanish 9	District, Regional BOCES Developed	Hauppauge Developed Level 2 Spanish 9 Final Exam
Level 2 Honors French 9	District, Regional BOCES Developed	Hauppauge Developed Level 2 Honors French 9 Final Exam
Level 2 Honors German 9	District, Regional BOCES Developed	Hauppauge Developed Level 2 Honors German 9 Final Exam
Level 2 Honors Spanish 9	District, Regional BOCES Developed	Hauppauge Developed Level 2 Honors Spanish 9 Final Exam
Level 3 French 10	District, Regional BOCES Developed	Hauppauge Developed Level 3 French 10 Final Exam
Level 3 German 10	District, Regional BOCES Developed	Hauppauge Developed Level 3 German 10 Final Exam
Level 3 Spanish 10	District, Regional BOCES Developed	Hauppauge Developed Level 3 Spanish 10 Final Exam
Level 3 Honors French 10	District, Regional BOCES Developed	Hauppauge Developed Level 3 Honors French 10 Final Exam
Level 3 Honors German 10	District, Regional BOCES Developed	Hauppauge Developed Level 3 Honors German 10 Final Exam

3.12) ALL OTHER COURSES

<i>COURSES</i>	<i>LOCALLY SELECTED MEASURES</i>	<i>ASSESSMENT</i>
Level 3 Honors Spanish 10	District, Regional BOCES Developed	Hauppauge Developed Level 3 Honors Spanish 10 Final Exam
Level 4 French 11	District, Regional BOCES Developed	Hauppauge Developed Level 4 French 11 Final Exam
Level 4 German 11	District, Regional BOCES Developed	Hauppauge Developed Level 4 German 11 Final Exam
Level 4 Spanish 11	District, Regional BOCES Developed	Hauppauge Developed Level 4 Spanish 11 Final Exam
Level 4 Honors French 11	District, Regional BOCES Developed	Hauppauge Developed Level 4 Honors French 11 Final Exam
Level 4 Honors German 11	District, Regional BOCES Developed	Hauppauge Developed Level 4 Honors German 11 Final Exam
Level 4 Honors Spanish 11	District, Regional BOCES Developed	Hauppauge Developed Level 4 Honors Spanish 11 Final Exam
Level 5 French 12	District, Regional BOCES Developed	Hauppauge Developed Level 5 French 12 Final Exam
Level 5 German 12	District, Regional BOCES Developed	Hauppauge Developed Level 5 German 12 Final Exam
Level 5 Spanish 12	District, Regional BOCES Developed	Hauppauge Developed Level 5 Spanish 12 Final Exam
AP French 12	District, Regional BOCES Developed	Hauppauge Developed AP French 12 Final Exam
AP German 12	District, Regional BOCES Developed	Hauppauge Developed AP German 12 Final Exam
AP Spanish 12	District, Regional BOCES Developed	Hauppauge Developed AP Spanish 12 Final Exam
IB 1 French 11	District, Regional BOCES Developed	Hauppauge Developed IB 1 French 11 Final Exam
IB 1 German 11	District, Regional BOCES Developed	Hauppauge Developed IB 1 German 11 Final Exam
IB 1 Spanish 11	District, Regional BOCES Developed	Hauppauge Developed IB 1 Spanish 11 Final Exam
Honors German 1 10-12 mixed	District, Regional BOCES Developed	Hauppauge Developed Honors German 1 10-12 mixed Final Exam
HS Spanish 1 1B 9-12 mixed	District, Regional BOCES Developed	Hauppauge Developed HS Spanish 1 1B 9-12 mixed Final Exam
MATH		

3.12) ALL OTHER COURSES

<i>COURSES</i>	<i>LOCALLY SELECTED MEASURES</i>	<i>ASSESSMENT</i>
AP Calculus	District, Regional BOCES Developed	Hauppauge Developed AP Calculus Final Exam
AP Statistics	District, Regional BOCES Developed	Hauppauge Developed AP Statistics Final Exam
Applied Mathematics	District, Regional BOCES Developed	Hauppauge Developed Applied Mathematics Final Exam
College Calculus	District, Regional BOCES Developed	Hauppauge Developed College Calculus Final Exam
Honors Intro Calculus	District, Regional BOCES Developed	Hauppauge Developed Honors Intro Calculus Final Exam
Intermediate Algebra	District, Regional BOCES Developed	Hauppauge Developed Intermediate Algebra Final Exam
Pre Calculus	District, Regional BOCES Developed	Hauppauge Developed Pre Calculus Final Exam
IB Math SL	District, Regional BOCES Developed	Hauppauge Developed IB Math SL Final Exam
PHYSICAL EDUCATION, HEALTH, FACS	District, Regional BOCES Developed	Hauppauge Developed
MS Physical Education 6	District, Regional BOCES Developed	Hauppauge Developed MS Physical Education 6 Final Exam
MS Physical Education 7	District, Regional BOCES Developed	Hauppauge Developed MS Physical Education 7 Final Exam
MS Physical Education 8	District, Regional BOCES Developed	Hauppauge Developed MS Physical Education 8 Final Exam
HS Physical Education 9	District, Regional BOCES Developed	Hauppauge Developed HS Physical Education 9 Final Exam
HS Physical Education 10	District, Regional BOCES Developed	Hauppauge Developed HS Physical Education 10 Final Exam
HS Physical Education 11	District, Regional BOCES Developed	Hauppauge Developed HS Physical Education 11 Final Exam
HS Physical Education 12	District, Regional BOCES Developed	Hauppauge Developed HS Physical Education 12 Final Exam
MS Health 6	District, Regional BOCES Developed	Hauppauge Developed MS Health 6 Final Exam
MS Health 7	District, Regional BOCES Developed	Hauppauge Developed MS Health 7 Final Exam

3.12) ALL OTHER COURSES

<i>COURSES</i>	<i>LOCALLY SELECTED MEASURES</i>	<i>ASSESSMENT</i>
MS Health 8	District, Regional BOCES Developed	Hauppauge Developed MS Health 8 Final Exam
HS Health 9	District, Regional BOCES Developed	Hauppauge Developed HS Health 9 Final Exam
MS FACS 6	District, Regional BOCES Developed	Hauppauge Developed MS FACS 6 Final Exam
MS FACS 7	District, Regional BOCES Developed	Hauppauge Developed MS FACS 7 Final Exam
MS FACS 8	District, Regional BOCES Developed	Hauppauge Developed MS FACS 8 Final Exam

3.12) ALL OTHER COURSES

<i>COURSES</i>	<i>LOCALLY SELECTED MEASURES</i>	<i>ASSESSMENT</i>
SCIENCE		
AP Physics C	District, Regional BOCES Developed	Hauppauge Developed AP Physics C Final Exam
AP Environmental Science	District, Regional BOCES Developed	Hauppauge Developed AP Environmental Science Final Exam
Forensic Science	District, Regional BOCES Developed	Hauppauge Developed Forensic Science Final Exam
Environmental Studies	District, Regional BOCES Developed	Hauppauge Developed Environmental Studies Final Exam
Oceanography	District, Regional BOCES Developed	Hauppauge Developed Oceanography Final Exam
Astronomy	District, Regional BOCES Developed	Hauppauge Developed Astronomy Final Exam
Science Research	District, Regional BOCES Developed	Hauppauge Developed Science Research Final Exam
SOCIAL STUDIES		
Global History I	District, Regional BOCES Developed	Hauppauge Developed Global History I Final Exam
AP World History I	District, Regional BOCES Developed	Hauppauge Developed AP World History I Final Exam
IB Theory of Knowledge	District, Regional BOCES Developed	Hauppauge Developed IB Theory of Knowledge Final Exam
Economics	District, Regional BOCES Developed	Hauppauge Developed Economics Final Exam
Participation in Government (PIG)	District, Regional BOCES Developed	Hauppauge Developed Participation in Government (PIG) Final Exam
AP Government	District, Regional BOCES Developed	Hauppauge Developed AP Government Final Exam Final Exam
College Sociology	District, Regional BOCES Developed	Hauppauge Developed College Sociology Final Exam
College Psychology	District, Regional BOCES Developed	Hauppauge Developed College Psychology Final Exam
Criminal Justice	District, Regional BOCES Developed	Hauppauge Developed Criminal Justice Final Exam
Everyday Law	District, Regional BOCES Developed	Hauppauge Developed Everyday Law Final Exam

3.12) ALL OTHER COURSES

<i>COURSES</i>	<i>LOCALLY SELECTED MEASURES</i>	<i>ASSESSMENT</i>
History Through Film	District, Regional BOCES Developed	Hauppauge Developed History Through Film Final Exam
Pop Culture	District, Regional BOCES Developed	Hauppauge Developed Pop Culture Final Exam
TECHNOLOGY		
Technology Education 7	District, Regional BOCES Developed	Hauppauge Developed Technology Education 7 Final Exam
Technology Education 8	District, Regional BOCES Developed	Hauppauge Developed Technology Education 8 Final Exam
Communication Systems	District, Regional BOCES Developed	Hauppauge Developed Communication Systems Final Exam
Materials Processing I	District, Regional BOCES Developed	Hauppauge Developed Materials Processing I Final Exam
Materials Processing II	District, Regional BOCES Developed	Hauppauge Developed Materials Processing II Final Exam
Architectural Drawing I	District, Regional BOCES Developed	Hauppauge Developed Architectural Drawing I Final Exam
Architectural Drawing II	District, Regional BOCES Developed	Hauppauge Developed Architectural Drawing II Final Exam
Design and Drawing for Production	District, Regional BOCES Developed	Hauppauge Developed Design and Drawing for Production Final Exam
World of Technology	District, Regional BOCES Developed	Hauppauge Developed World of Technology Final Exam
Principles of Engineering	District, Regional BOCES Developed	Hauppauge Developed Principles of Engineering Final Exam
Robotics I	District, Regional BOCES Developed	Hauppauge Developed Robotics I Final Exam
Robotics II	District, Regional BOCES Developed	Hauppauge Developed Robotics II Final Exam
Introduction to Occupations	District, Regional BOCES Developed	Hauppauge Developed Introduction to Occupations Final Exam
Computer Aided Design I	District, Regional BOCES Developed	Hauppauge Developed Computer Aided Design I Final Exam
Computer Aided Design II	District, Regional BOCES Developed	Hauppauge Developed Computer Aided Design II Final Exam

Hauppauge Public Schools

20% LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT (0-20 points)

Ineffective 0-54 0-2		Developing 55-69 3-8		Effective 70-84 9-17		Highly Effective 85-100 18-20	
0	0-39	3	55	9	70	18	85-89
1	40-49	4	56-57	10	71	19	90-94
2	50-54	5	58-60	11	72	20	95-100
		6	61-63	12	73-74		
		7	64-66	13	75-76		
		8	67-69	14	77-78		
				15	79-80		
				16	81-82		
				17	83-84		

Hauppauge Public Schools

Annual Professional Performance Review Plan July 2012

Section 4.5

**Hauppauge Public Schools
Annual Professional Performance Review (APPR)**

Probationary Teacher (Other 60 points)

OTHER 60 POINTS (0-60 points)

Ineffective	Developing	Effective	Highly Effective
0-26 points	27-35 points	36-53 points	54-60 points

4 Observations (three announced/one unannounced, 0-10 points each)

Ineffective	Developing	Effective	Highly Effective
0-3 points	4-5 points	6-8 points	9-10 points

Announced Observation (three/year)

*2 components per observation (0-10 points)

*Standards 1, 2, 3, 4 & 5/Domains 1, 2 & 3

Each component will be rated on the following scale:

Ineffective	Developing	Effective	Highly Effective
1 point	1.75 points	3.25 points	4 points

Pre-Observation Form: 0-1 point

Post-Observation Form: 0-1 point

Unannounced Observation (one/year)

*2 components per observation (0-10 points)

*Standard 3, 4 & 5/Domain 2 & 3

*Minimum of 20 minutes

Each component will be rated on the following scale:

Ineffective	Developing	Effective	Highly Effective
1.5 points	2.25 points	3.25 points	4 points

Post-Observation Form: 0-2 points

Professional Portfolio

*Due on or before May 15th

*0-20 points

Ineffective	Developing	Effective	Highly Effective
0-8 points	9-11 points	12-17 points	18-20 points

**Hauppauge Public Schools
Annual Professional Performance Review (APPR)**

Tenured Teacher (Other 60 points)

OTHER 60 POINTS (0-60 points)

Ineffective	Developing	Effective	Highly Effective
0-26 points	27-35 points	36-53 points	54-60 points

2 Observations (one announced/one unannounced, 0-20 points each)

Ineffective	Developing	Effective	Highly Effective
0-8 points	9-11 points	12-17 points	18-20 points

Announced Observation (one/year)

*2 components per observation (0-16 points)

*Standards 3 & 5/Domain 3

Each component will be rated on the following scale:

Ineffective	Developing	Effective	Highly Effective
2 points	3.5 points	6.5 points	8 points

Pre-Observation Form: 0-2 points

Post-Observation Form: 0-2 points

Unannounced Observation (one/year)

*2 components per observation (0-18 points)

*Standard 4/Domain 2

*Minimum of 20 minutes

Each component will be rated on the following scale:

Ineffective	Developing	Effective	Highly Effective
2.5 points	4 points	7 points	9 points

Post-Observation Form: 0-2 points

Professional Portfolio

*Due on or before May 15th

*0-20 points

Ineffective	Developing	Effective	Highly Effective
0-8 points	9-11 points	12-17 points	18-20 points

**HAUPPAUGE PUBLIC SCHOOLS
Teacher Improvement Plan**

Teacher: _____
Position: _____
Building: _____
School Year: _____
Administrator(s): _____

I. Areas in need of improvement according to NYSED Teaching Standards:

II. Statement of goals:

III. Differentiated intervention strategies to support improvement:

IV. Identification of additional resources to assist and support the teacher:

V. Examples of artifacts and evidence to determine if adequate improvement has been made in the required areas outlined within the plan:

VI. Timelines for accomplishing recommendations of the plan:

Teacher

Date

HTA Representative

Date

Administrator(s)

Date

Assistant Superintendent for Personnel and Administration

Date

Hauppauge Public Schools

Annual Professional Performance Review (APPR)

Probationary and Tenured Principals (Other 60%)

Multi-Dimensional Principal Performance Rubric

OTHER 60 POINTS (0-60 points)

Ineffective	Developing	Effective	Highly Effective
0-26 points	27-35 points	36-53 points	54-60 points

Tenured Principal (Other 60 points)

3 Domains (mutually agreed upon Principal and Supervisor)

3 School Visit (one announced, one unannounced, one mutually decided 0-12 points each)

Ineffective	Developing	Effective	Highly Effective
0-6 points	5-7 points	8-11 points	10-12 points

Probationary Principal (Other 60 points)

3 Domains (mutually agreed upon Principal and Supervisor)

4 School Visits (one announced, one unannounced, 2 mutually decided (0-9 points each)

Ineffective	Developing	Effective	Highly Effective
0-4 points	5-6 points	6-7 points	8-9 points

Professional Portfolio Probationary and Tenured Principal

3 Domains (mutually agreed upon Principal and Supervisor)

*Due on or before Memorial Day

*0-8 points per Domain totaling 24 points

Ineffective	Developing	Effective	Highly Effective
0-2 points	4-3 points	5-6 points	7-8 points

**HAUPPAUGE PUBLIC SCHOOLS
Principal Improvement Plan**

Administrator: _____
Position: _____
Building: _____
School Year: _____
Central Office
Administrator(s): _____

I. Areas in need of improvement according to ISLLC Standards:

II. Statement of goals:

III. Differentiated intervention strategies to support improvement:

IV. Identification of additional resources to assist and support the administrator:

V. Examples of artifacts and evidence to determine if adequate improvement has been made in the required areas outlined within the plan:

VI. Timelines for accomplishing recommendations of the plan:

Administrator

Date

HAAP Representative

Date

Assistant Superintendent for Personnel and Administration

Date

Superintendent of Schools

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:

Patricia Sullivan-Kriss 8/17/12

Teachers Union President Signature: Date:

Fred Patrulli 8/17/12

Administrative Union President Signature: Date:

Josephine Gellert 8/17/2012

Board of Education President Signature: Date:

Geraldine L. Richto 8/17/2012