



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

Commissioner of Education
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August 20, 2015

Revised

Susan A. Schnebel, Superintendent
Islip Union Free School District
215 Main St.
Islip, NY 11751

Dear Superintendent Schnebel:

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

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

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

Thank you again for your hard work.

Sincerely,

MaryEllen Elia
Commissioner

Attachment

c: Dean T. Lucera

NOTE:

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

Annual Professional Performance Reviews

Created Wednesday, October 22, 2014

Updated Thursday, January 29, 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 : 580502020000

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

580502020000

1.2) School District Name: ISLIP UFSD

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

ISLIP 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.

Submission of material changes to an approved APPR plan

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

Created: 10/22/2014

Last updated: 08/10/2015

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	District, regional, or BOCES-developed assessment	Islip UFSD teacher created grade K ELA assessment
1	District, regional, or BOCES-developed assessment	Islip UFSD teacher created grade ELA 1 assessment
2	District, regional, or BOCES-developed assessment	Islip UFSD teacher created grade ELA 2 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.	<p>Using student scores provided by the district developed fall assessment, the District expectation is that on the spring assessment, students will meet the individually-set growth targets.</p> <p>The same SLO will be used for each grades K, 1, and 2, in each building.</p> <p>For students in the third grade taking the state ELA assessment, students will grow to the target level of one to four on the state assessment, which will be set individually based upon students' prior academic data and inventory.</p> <p>The individual growth targets will be set collaboratively between the teacher and the building principal and approved by the Assistant Superintendent of Curriculum and Instruction.</p> <p>The chart in Task 2.11 represents the percentage of students meeting the SLO target and the HEDI conversion.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	100 to 75% of students will meet the SLO target as referenced above.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	74 to 64% of students will meet the SLO target as referenced above.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	63 to 51% of students will meet the SLO target as referenced above.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	50 to 0% of students will meet the SLO target as referenced above.

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	District, regional, or BOCES-developed assessment	Islip UFSD teacher created Math grade K assessment
1	District, regional, or BOCES-developed assessment	Islip UFSD teacher created Math grade 1 assessment
2	District, regional, or BOCES-developed assessment	Islip UFSD teacher created Math grade 2 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.	<p>Using student scores provided by the district developed fall assessment, the District expectation is that on the spring assessment, students will meet the individually -set growth targets.</p> <p>The same SLO will be used for each grade, K, 1, and 2, in each building. For students in the third grade taking the Math state assessment, students will grow to the target level of one to four on the state assessment, which will be set individually based upon students' prior academic data and inventory.</p> <p>The individual growth targets will be set collaboratively between the teacher and the building principal and approved by the Assistant Superintendent of Curriculum and Instruction.</p> <p>The chart in Task 2.11 represents the percentage of students meeting the SLO target and the HEDI conversion.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	100 to 75% of students will meet the SLO target as referenced above.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	74 to 64% of students will meet the SLO target as referenced above.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	63 to 51% of students will meet the SLO target as referenced above.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	50 to 0% of students will meet the SLO target as referenced above.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Islip UFSD developed grade 6 science final
7	District, regional or BOCES-developed assessment	Islip UFSD developed grade 7 science final

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.</p> <p>Students' pretest scores will be compared to the final assessment score (for students taking the state assessment, the seventh grade final assessment will be used as their baseline data and will be compared to their state assessment score).</p> <p>Students will grow to the target level on the summative (or state) assessment which will be set individually based upon students' pretest scores or historical data.</p> <p>In the event a student has no grade 7 final science assessment score, available baseline data will be used to set the individual growth target.</p> <p>Should less than 50% of a teacher's grade 8 Science students take the Earth Science Regent, the 50% rule will still be applied and the targets will be set based on the NYS grade 8 Science assessment.</p> <p>Note: About 50% of grade 8 students do not take the 8th Grade State Science Assessment. They take the Earth Science Regent.</p> <p>The individual growth targets will be set collaboratively between the teacher and the building principal and approved by the Assistant Superintendent of Curriculum and Instruction.</p> <p>The chart in Task 2.11 represents the percentage of students meeting the SLO target and the HEDI conversion.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>100 to 75% of students will meet the SLO target as referenced above.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>74 to 64% of students will meet the SLO target as referenced above.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>63 to 51% of students will meet the SLO target as referenced above.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>50 to 0% of students will meet the SLO target as referenced above.</p>

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Islip UFSD developed grade 6 social studies final assessment.
7	District, regional or BOCES-developed assessment	Islip UFSD developed grade 7 social studies final assessment.
8	District, regional or BOCES-developed assessment	Islip UFSD developed grade 8 social studies final assessment.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.</p> <p>Students' pretest scores will be compared to the final assessment score.</p> <p>Students will grow to the target level on the summative (or state) assessment which will be set individually based upon students' pretest scores.</p> <p>The individual growth targets will be set collaboratively between the teacher and the building principal and approved by the Assistant Superintendent of Curriculum and Instruction.</p> <p>The chart in Task 2.11 represents the percentage of students meeting the SLO target and the HEDI conversion.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	100 to 75% of students will meet the SLO target as referenced above.
Effective (9 - 17 points) Results meet District goals for similar students.	74 to 64% of students will meet the SLO target as referenced above.
Developing (3 - 8 points) Results are below District goals for similar students.	63 to 51% of students will meet the SLO target as referenced above.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	50 to 0% of students will meet the SLO target as referenced above.

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	Islip UFSD developed Global 1 final assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.</p> <p>The BOCES school projector tool will be used to determine target levels and/or ranges using baseline data. Students will grow to the target level and/or range on the summative (or state) assessment which will be set individually based upon students' target score.</p> <p>The individual growth targets will be set by the BOCES school projector tool and reviewed by the department chairpersons and the building principal and approved by the Assistant Superintendent of Curriculum and Instruction.</p> <p>The chart in Task 2.11 represents the percentage of students meeting the SLO target and the HEDI conversion.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	100 to 75% of students will meet the SLO target as referenced above.
Effective (9 - 17 points) Results meet District goals for similar students.	74 to 64% of students will meet the SLO target as referenced above.
Developing (3 - 8 points) Results are below District goals for similar students.	63 to 51% of students will meet the SLO target as referenced above.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	50 to 0% of students will meet the SLO target as referenced above.

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.</p> <p>Students' pretest scores will be compared to the final assessment score (for students taking a science regents for the first time, their science state assessment will be used as their pre-test score).</p> <p>Students will grow to the target level on the summative (or state) assessment which will be set individually based upon students' previous scores.</p> <p>The individual growth targets will be set collaboratively between the teacher, the department chair, and the building principal and approved by the Assistant Superintendent of Curriculum and Instruction.</p> <p>The chart in Task 2.11 represents the percentage of students meeting the SLO target and the HEDI conversion.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>100 to 75% of students will meet the SLO target as referenced above.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>74 to 64% of students will meet the SLO target as referenced above.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>63 to 51% of students will meet the SLO target as referenced above.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>50 to 0% of students will meet the SLO target as referenced above.</p>

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The BOCES school projector tool will be used to determine individual growth target levels for students taking Algebra 1, Geometry and Trigonometry.</p> <p>The individual student growth targets will be set by the BOCES school projector tool using baseline data. The targets will be reviewed by the department chairperson, the building principal, the teacher, and the Assistant Superintendent for Curriculum and Instruction and approved by the Assistant Superintendent for Curriculum and Instruction.</p> <p>HEDI points will be awarded based on the percentage of students meeting the targets in each class.</p> <p>Algebra I students in the 2005 standard courses, will take the Integrated Algebra I Regents, as long as permitted by NYSED.</p> <p>Common Core Math students will take the CCS Algebra Regents, per NYSED guidelines.</p> <p>Geometry students in Common Core classes, will take both the 2005 standard Algebra I Regents and the Common Core Regents, and the higher of the two scores will be used for APPR purposes as long as permitted by NYSED.</p> <p>The chart in Task 2.11 represents the percentage of students meeting the SLO target and the HEDI conversion.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>100 to 75% of students will meet the SLO target as referenced above.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>74 to 64% of students will meet the SLO target as referenced above.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>63 to 51% of students will meet the SLO target as referenced above.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>50 to 0% of students will meet the SLO target as referenced above.</p>

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	Islip UFSD developed grade 9 ELA final assessment.
Grade 10 ELA	District, regional or BOCES-developed assessment	Islip UFSD developed grade 10 ELA final assessment.
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regent Exam and/or NYS Common Core 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.</p> <p>For grade 11 ELA, when both the NYS Comprehensive English Regent Exam and the NYS Common Core English Regent Exam are administered, the higher of the two scores will be used, as long as permitted by NYSED.</p> <p>The BOCES school projector tool will be used to determine target levels using baseline data.</p> <p>Students will grow to the target level on the summative (or state) assessment which will be set individually based upon students' target score.</p> <p>The individual growth targets will be set by the BOCES school projector tool.</p> <p>The individual growth targets set by the BOCES school projector tool are reviewed by the teacher, the department chair, and the building principal, and approved by the Assistant Superintendent for Curriculum and Instruction.</p> <p>The chart in Task 2.11 represents the percentage of students meeting the SLO target and the HEDI conversion.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>100 to 75% of students will meet the SLO target as referenced above.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>74 to 64% of students will meet the SLO target as referenced above.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>63 to 51% of students will meet the SLO target as referenced above.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>50 to 0% of students will meet the SLO target as referenced above.</p>

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
	All other secondary Math courses	District, Regional or BOCES-developed	Islip UFSD developed grade and subject specific final assessment.
	All other secondary ELA courses	District, Regional or BOCES-developed	Islip UFSD developed grade and subject specific final assessment.
	All other secondary Science courses	District, Regional or BOCES-developed	Islip UFSD developed grade and subject specific final assessment.
	All other secondary Social Studies courses	District, Regional or BOCES-developed	Islip UFSD developed grade and subject specific final assessment.

	All other secondary Technology courses	District, Regional or BOCES-developed	Islip UFSD developed grade and subject specific final assessment.
	All Art Courses	District, Regional or BOCES-developed	Islip UFSD developed grade and subject specific final assessment.
	All Music Courses	District, Regional or BOCES-developed	Islip UFSD developed grade and subject specific final assessment.
	All PE and Health Courses	District, Regional or BOCES-developed	Islip UFSD developed grade and subject specific final assessment.
	All secondary Business Courses	District, Regional or BOCES-developed	Islip UFSD developed grade and subject specific final assessment.
	All ENL	State Assessment	New York State English as a Second Language Achievement Test (NYSESLAT)
	Library - Grade 6	District, Regional or BOCES-developed	Islip UFSD developed grade and subject specific final assessment.
	Library - Grade 9	District, Regional or BOCES-developed	Islip UFSD developed grade and subject specific final assessment.
	All secondary Family and Consumer Science Courses	District, Regional or BOCES-developed	Islip UFSD developed grade and subject specific final assessment.
	Foreign Language - Grades 7, 9, 10, 12	District, Regional or BOCES-developed	Islip UFSD developed grade and subject specific final assessment.
	Foreign Language - Grades 8 and 11	District, Regional or BOCES-developed	Long Island Foreign Language Assessment Consortium developed FLAC assessment Checkpoint A and Checkpoint B
	Reading Grades K and 1	District, Regional or BOCES-developed	Islip UFSD developed grade and subject specific final assessment.
	Reading Grades 3 - 8	State Assessment	NYS ELA grade specific state assessment.
	Reading - Grade 2	District, Regional or BOCES-developed	Islip UFSD developed grade and subject specific final assessment.
	Grade 4 - 8 ELA and Math teachers who do not receive a state provided growth score.	State Assessment	NYS grade 4-8 Ela or Math 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.</p> <p>Students' pretest scores will be compared to the final assessment score (for students taking the state assessment, their pretest score will be compared to their state assessment score).</p> <p>Students will grow to the target level on the summative (state or regent) assessment which will be set individually based upon students' pretest scores.</p> <p>The individual growth targets will be set collaboratively between the teacher, the department chair, when applicable, and the building principal and approved by the Assistant Superintendent for Curriculum and Instruction.</p> <p>The district expectation is that on the spring assessment, students will meet the individual growth targets.</p> <p>The individual growth targets represent the number of points by which each student's score will increase from the fall assessment to the spring assessment.</p> <p>The individual growth targets will be set collaboratively between the teacher and the building principal and approved by the Assistant Superintendent of Curriculum and Instruction.</p> <p>The chart, Task 2.11(a) represents the percentage of students meeting the SLO target and the HEDI conversion.</p> <p>The chart, Task 2.11(b) represents the percentage of students in self contained classes meeting the SLO target and the HEDI conversion</p> <p>The chart, Task 2.11 (c) represents the percentage of students meeting the SLO target and the HEDI conversion for classes with 16 or fewer.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>100 to 75% of students will meet the SLO target as referenced above.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>74 to 64% of students will meet the SLO target as referenced above.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>63 to 51% of students will meet the SLO target as referenced above.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>50 to 0% of students will meet the SLO target as referenced above.</p>

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/1780425-avH4IQNZMh/Form%202%2010%20%207%2027%2015%20%20self%20contained.docx>

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/12186/1780425-TXEtX9bQW/Chart%202.11%208%2010%2015.doc>

2.12) Locally Developed Controls

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

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

(No response)

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: 10/23/2014

Last updated: 08/17/2015

For guidance on the Locally Selected Measures subcomponent, see NYSED APPR Guidance sections E, 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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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	6(ii) School wide measure computed locally	Islip UFSD developed grade 5 ELA final assessment.
5	6(ii) School wide measure computed locally	Islip UFSD developed grade 5 ELA final assessment.
6	6(ii) School wide measure computed locally	Islip UFSD developed Writing Component of ELA grade 8 Final
7	6(ii) School wide measure computed locally	Islip UFSD developed Writing Component of ELA grade 8 Final
8	6(ii) School wide measure computed locally	Islip UFSD developed Writing Component of ELA grade 8 Final

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.	<p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.</p> <p>For grades 4 and 5, achievement will be based on the school wide measure of the grade 5 writing assessment.</p> <p>For grades 6 through 8, achievement will be a school wide measure based on the eighth grade writing assessment.</p> <p>The district expectation is that 70% will score 70% or higher on the final district developed assessment.</p> <p>See Table 3.3a and 3.3b Table 3.3a represents the percentage of students who meet or exceed the local target and details how points are awarded based on a 20 point scale. Table 3.3b represents the percentage of students who meet or exceed the local target and details how points will be awarded based on the 15 point Value Added Model (VAM) scale and implemented when the VAM scale is approved by NYSED.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached upload.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached upload.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached upload.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached upload.

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	6(ii) School wide measure computed locally	Islip UFSD developed grade 4 MATH final assessment.
5	6(ii) School wide measure computed locally	Islip UFSD developed grade 4 MATH final assessment.
6	6(ii) School wide measure computed locally	Islip UFSD developed Writing Component of ELA grade 8 Final
7	6(ii) School wide measure computed locally	Islip UFSD developed Writing Component of ELA grade 8 Final
8	6(ii) School wide measure computed locally	Islip UFSD developed Writing Component of ELA grade 8 Final

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.</p> <p>For grades 4 and 5, achievement will be based on the grade 4 district developed math final assessment.</p> <p>For grades 6 through 8, achievement will be a school wide measure based on the eighth grade writing assessment.</p> <p>The district expectation is that 70% will score 70% or higher on the final district developed assessment.</p> <p>See Table 3.3a and 3.3b Table 3.3a represents the percentage of students who meet or exceed the local target and details how points are awarded based on a 20 point scale. Table 3.3b represents the percentage of students who meet or exceed the local target and details how points will be awarded based on the 15 point Value Added Model (VAM) scale and implemented when the VAM scale is approved by NYSED.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attached upload.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attached upload.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attached upload.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attached upload.</p>

3.3) HEDI Tables or Graphics

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/1788623-rhJdBqDruP/Table%203.3%20a%20and%203.3%20b.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	5) District, regional, or BOCES–developed assessments	Islip UFSD teacher created grade ELA K assessment
1	5) District, regional, or BOCES–developed assessments	Islip UFSD teacher created grade ELA 1 assessment
2	5) District, regional, or BOCES–developed assessments	Islip UFSD teacher created grade ELA 2 assessment
3	5) District, regional, or BOCES–developed assessments	Islip UFSD developed grade 3 ELA final.

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.	<p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.</p> <p>For Kindergarten and grade 1 achievement will be measured on a grade level district developed final assessment.</p> <p>For grades 2 and 3, achievement will be measured on a district developed final assessment.</p> <p>The District expectation is that 70% of the teacher's students will score 70% or higher on the final assessment.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100 to 75% of students will achieve 70% or higher. .
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74 to 64% of students will achieve 70% or higher.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	63 to 51% of students will achieve 70% or higher.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50 to 0% of students will achieve 70% or higher.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	District developed grade MATH K assessment
1	5) District, regional, or BOCES–developed assessments	District developed grade MATH 1 assessment
2	5) District, regional, or BOCES–developed assessments	District developed grade MATH 2 assessment
3	5) District, regional, or BOCES–developed assessments	District developed grade 3 Math final.

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.	<p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.</p> <p>For Kindergarten and grade 1 achievement will be measured on a grade specific district developed final assessment.</p> <p>For grades 2 and 3, achievement will be measured on a district developed final assessment.</p> <p>The District expectation is that 70% of the teacher's students will score 70% or higher on the final assessment.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100 to 75% of students will achieve 70% or higher.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74 to 64% of students will achieve 70% or higher.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	63 to 51% of students will achieve 70% or higher.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50 to 0% of students will achieve 70% or higher.

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	6(ii) School wide measure computed locally	Islip UFSD developed Writing Component of ELA grade 8 Final
7	6(ii) School wide measure computed locally	Islip UFSD developed Writing Component of ELA grade 8 Final
8	6(ii) School wide measure computed locally	Islip UFSD developed Writing Component of ELA grade 8 Final

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.	<p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.</p> <p>Achievement will be a school wide measure based on the eighth grade writing assessment.</p> <p>The District expectation is that 70% of the students taking the final assessment will score 70% or higher</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100 to 75% of students will achieve 70% or higher.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74 to 64% of students will achieve 70% or higher.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	63 to 51% of students will achieve 70% or higher.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50 to 0% of students will achieve 70% or higher.

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	6(ii) School wide measure computed locally	Islip UFSD developed Writing Component of ELA grade 8 Final
7	6(ii) School wide measure computed locally	Islip UFSD developed Writing Component of ELA grade 8 Final
8	6(ii) School wide measure computed locally	Islip UFSD developed Writing Component of ELA grade 8 Final

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.	<p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.</p> <p>Achievement will be a school wide measure based on the eighth grade writing assessment.</p> <p>The District expectation is that 70% of the students taking the final assessment will score 70% or higher.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100 to 75% of students will achieve 70% or higher.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74 to 64% of students will achieve 70% or higher.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	63 to 51% of students will achieve 70% or higher.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50 to 0% of students will achieve 70% or higher.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam and/or the Common Core Regents Exam
Global 2	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam and/or the Common Core Regents Exam
American History	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam and/or the Common Core Regents 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.	<p>The NYS Comprehensive ELA Regents and/or the CCS Regents assessment will be used.</p> <p>Achievement will be a school wide measure based on the results of the NYS Comprehensive ELA or the CCS Regents assessment. When both the Common Core Regents Exam and the 2005 Standards Regents Exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS 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 teacher evaluations so long as allowed by SED.</p> <p>The District expectation is that 70% of the students taking the final assessment will score 70 or higher.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100 to 75% of students will achieve 70 or higher.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74 to 64% of students will achieve 70 or higher.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	63 to 51% of students will achieve 70 or higher.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50 to 0% of students will achieve 70 or higher. .

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	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam and/or the Common Core Regents Exam
Earth Science	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam and/or the Common Core Regents Exam

Chemistry	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam and/or the Common Core Regents Exam
Physics	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam and/or the Common Core Regents 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.	Achievement will be a school wide measure based on the results of the NYS Comprehensive ELA or the CCS Regents assessment. When both the Common Core Regents Exam and the 2005 Standards Regents Exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS 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 teacher evaluations so long as allowed by SED. The District expectation is that 70% of the students taking the final assessment will score 70 or higher.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100 to 75% of students will achieve 70 or higher.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74 to 64% of students will achieve 70 or higher.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	63 to 51% of students will achieve 70 or higher.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50 to 0% of students will achieve 70 or higher.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam and/or the Common Core Regents Exam
Geometry	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam and/or the Common Core Regents Exam
Algebra 2	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam and/or the Common Core Regents 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.	<p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.</p> <p>Achievement will be a school wide measure based on the results of the NYS Comprehensive ELA or the CCS Regents assessment.</p> <p>When both the NYS Comprehensive English Regent Exam and the NYS Common Core English Regent Exam are administered, the higher of the two scores will be used.</p> <p>This process will be used as long as permitted by NYSED.</p> <p>The District expectation is that 70% of the students taking the final assessment will score 70 or higher.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100 to 75% of students will achieve 70 or higher.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74 to 64% of students will achieve 70 or higher.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	63 to 51% of students will achieve 70 or higher.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50 to 0% of students will achieve 70 or higher.

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	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam and/or the Common Core Regents Exam
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam and/or the Common Core Regents Exam
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam and/or the Common Core Regents 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.</p> <p>Achievement will be a school wide measure based on the results of the NYS Comprehensive ELA or the CCS Regents assessment.</p> <p>For grade 11 ELA, when both the NYS Comprehensive English Regent Exam and the NYS Common Core English Regent Exam are administered, the higher of the two scores will be used. This process will be used as long as permitted by NYSED.</p> <p>The District expectation is that 70% of the students taking the final assessment will score 70 or higher.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>100 to 75% of students will achieve 70 or higher.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>74 to 64% of students will achieve 70 or higher.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>63 to 51% of students will achieve 70 or higher.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>50 to 0% of students will achieve 70 or higher.</p>

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Art K-1	5) District/regional/BOCES-developed	Islip UFSD developed grade and subject specific final assessment.
	Music K-1	5) District/regional/BOCES-developed	Islip UFSD developed grade and subject specific final assessment.
	PE k-1	5) District/regional/BOCES-developed	Islip UFSD developed grade and subject specific final assessment.
	Library Grade 6	5) District/regional/BOCES-developed	Islip UFSD developed grade and subject specific final assessment.
	Library Grade 9	5) District/regional/BOCES-developed	Islip UFSD developed grade and subject specific final assessment.
	Reading K-1	5) District/regional/BOCES-developed	Islip UFSD developed grade and subject specific final assessment.
	Reading 2-5	6(ii) School wide measure computed locally	Islip UFSD school wide measure of the grade 5 writing assessment.

	ENL K-5	5) District/regional/BOCES–developed	Islip UFSD developed grade and subject specific final assessment.
	All other Courses 6-8	6(ii) School wide measure computed locally	Islip UFSD developed Writing Component of ELA grade 8 Final
	All other Courses 9-12	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam and/or Common Core Regents Exam
	Art 2-5	6(ii) School wide measure computed locally	Islip UFSD school wide measure of the grade 5 writing assessment.
	Music 2-5	6(ii) School wide measure computed locally	Islip UFSD school wide measure of the grade 5 writing assessment.
	PE 2-5	6(ii) School wide measure computed locally	Islip UFSD school wide measure of the grade 5 writing assessment.

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Achievement will be measured on the final assessment for each course.</p> <p>For students in all other courses grade 6-8 achievement will be based on a school wide measure based on the eighth grade writing assessment.</p> <p>For students in Art 2-5 the school wide grade 5 writing assessment will be measured by each elementary school's score.</p> <p>For students in PE 2-5 the school wide grade 5 writing assessment will be measured by each elementary school's score.</p> <p>For students in Music 2-5 the school wide grade 5 writing assessment will be measured by each elementary school's score.</p> <p>For students in Reading PE 2-5 the school wide grade 5 writing assessment will be measured by each elementary school's score.</p> <p>For students in all other courses grades 9 through 12, achievement will be a school wide measure based on the results of the NYS Comprehensive ELA or the CCS Regents assessment.</p> <p>When both the NYS Comprehensive English Regent Exam and the NYS Common Core English Regent Exam are administered, the higher of the two scores will be used. This process will be used as long as permitted by NYSED.</p> <p>The District expectation is that 70% of the students taking the final assessment will score 70 or 70% or higher as applicable.</p>
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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.	100 to 75% of students will achieve 70 or 70% or higher, as applicable.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74 to 64% of students will achieve 70 or 70% or higher, as applicable.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	63 to 51% of students will achieve 70 or 70% or higher, as applicable.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50 to 0% of students will achieve 70 or 70% or higher, as applicable.

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

(No response)

3.13) HEDI Tables or Graphics

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

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/1788623-y92vNseFa4/Task%203.13%20\(a\)%203.13%20\(b\)%203.13%20\(c\)%207%2027%2015.docx](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/1788623-y92vNseFa4/Task%203.13%20(a)%203.13%20(b)%203.13%20(c)%207%2027%2015.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.

Please note that the conversion tables represent the 20 point allocation and the 15 point allocation if the Value Added Model is used.

For classes, including special populations, whose class sizes are 16 or fewer Task 3.13. (c) will be used.

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.

Each local measure will be weighted proportionality based on the number of students included in each course.

The scores from the two local measures will average into one overall component score to determine the overall HEID score for the teacher.

3.16) Assurances

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
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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
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 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
Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
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
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
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
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

4. Other Measures of Effectiveness (Teachers)

Created: 12/02/2014

Last updated: 06/15/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H 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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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.)

Rubric	NYSUT Teacher Practice Rubric
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Second Rubric, if applicable	(No response)
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4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)

Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)
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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:

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(No response)
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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.

Tripod Early Elementary Student Perception Survey K-2	(No response)
Tripod Elementary Student Perception Survey 3-5	(No response)
Tripod Secondary Student Perception Survey	(No response)
District Variance	(No response)
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:

Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
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.

Each standard will be assessed on a 1-4 rating based on the rubric (1 – ineffective, 2 – developing, 3 – effective, 4 – highly effective). The 1-4 ratings for each standard will then be combined according to the following formula:

Announced Observations – Measures Standards 1-5

Each of the 5 applicable standards will have a 1-4 rating. Those five ratings of 1-4 will then be averaged, so that announced observations have a total overall score of 1-4. An element not observed in the observation shall not be counted within the average of the standards. This overall score will be multiplied by 0.34 (representing 20/60 points; rounded from 0.333 so that all weightings that apply to the 60 percent score, when added together, are equal to one).

The announced observation is frame around standards 1 through 5 of the NYS Teaching Standards and the NYSUT Rubric, which are also aligned with District goals. Each standard is holistically scored based on the pre-observation, observation, and post-observation data.

Unannounced Observations – Measures Standards 3-5

Each of the 3 applicable standards will have a 1-4 rating. Those three ratings of 1-4 will then be averaged, so that unannounced observations have a total overall score of 1-4.

The unannounced observation is frame around standards 3 through 5 of the NYS Teaching Standards and the NYSUT Rubric, which are also aligned with District goals. Each standard is holistically scored based on the observation and post-observation data.

An element not observed in the observation shall not be counted within the average of the standards. This overall score will be multiplied by 0.2 (representing 12/60 points).

Therefore, with the above weights applied, the sum of the announced and unannounced observations will account for 32 out of the 60 possible points.

Meeting the Standard VI (Professional Growth) and Standard VII (Professional Responsibilities) of the NYSUT rubric, accounts for the additional 28 points.

The four 1-4 weighted scores (one for announced observations, one for unannounced observations, one for standard 6 artifacts, and one for standard 7 artifacts) will then be added together and converted into a 0-60 scale as set forth in the attached conversation chart.

The rubric score listed on the chart is the minimum score necessary to achieve the corresponding HEDI point value.

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/2115567-eka9yMJ855/2561262-Addendum%20C%2060%%20conversion%20chart.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 NYS Teaching Standards.

Exemplary performance is achieved in delivering instruction, managing classroom environment, planning, preparation, professional responsibilities.

Effective: Overall performance and results meet NYS Teaching Standards.	Effective 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	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	2
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?

Responses Selected:

In Person

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

Responses Selected:

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?

Responses Selected:

In Person

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

Responses Selected:

In Person

5. Composite Scoring (Teachers)

Created Tuesday, December 02, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

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

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created: 12/02/2014

Last updated: 06/23/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Teacher Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). 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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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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
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.

```
<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12193/2116175-Df0w3Xx5v6/Appendix%20E%20TIP_1.doc">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12193/2116175-Df0w3Xx5v6/Appendix%20E%20TIP_1.doc</a>
```

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:

```
6.3 Appeals Process  
APPENDIX F  
TEACHER APPEAL PROCESS
```

APPR Subject to Appeal Procedure

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.

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- Any tenured unit member aggrieved by an APPR rating of either “ineffective” or “developing” may file an appeal.
- 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;
- The District’s failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;
- The District’s failure to issue, implement the terms, and/or follow the procedures of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-c.

Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed, in writing, within fifteen (15) work days after the teacher has received his/her evaluation or Teacher Improvement Plan (TIP). Written notification of the appeal shall be provided to the Superintendent of Schools or his/her designee.

Supervising Administrator’s Written Response to Appeal

Within fifteen (15) work days of receipt of an appeal, the supervising administrator must submit a detailed written response. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

Decisions on Appeal

Step 1: Conference with the Supervising Administrator

Within ten (10) working days, the bargaining unit member shall, upon request, be entitled to an Association representative being present. The conference which shall take place within ten (10) working days of the request, shall be an informal meeting wherein the authoring administrator and the employee are able to discuss the evaluation and the areas of dispute. If the bargaining unit member is not satisfied with the outcome, he/she may proceed to the second step. The second step shall be initiated by the teacher notifying the Superintendent in writing, within ten (10) work days of the conclusion of the conference.

Step 2: Superintendent’s Decision

Within ten (10) work days, occurring during the school year including summer recess, of receipt of the appeal, the Superintendent or his/her designee shall render an initial determination, in writing, respecting the appeal. The third step shall be initiated by the unit member notifying the Superintendent in writing, within ten (10) work days if Step 2 is denied.

Step 3: Outside Expert

The teacher may elect review of the appeal papers by one outside expert who will be chosen from a panel of three persons, mutually agreed upon by the Islip Union Free School District and the Islip Teachers’ Association. The panel composition shall be reviewed annually beginning on July 1st of each year. The outside experts shall be selected in rotating order; if an outside expert is unavailable, the next listed outside expert will be chosen. For a developing or ineffective rating, the cost of the outside expert review shall be incurred by the District.

Recommendation from Outside Expert

The outside expert will review the appeal and make recommendations regarding any modifications with his/her rationale for the same. The outside expert's review shall be completed within ten (10) work days of delivery of the written request for review to the panel member. 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 teacher and/or a response to the appeal by the teacher's evaluator. The outside expert's written recommendation shall be sent to the Superintendent and appellant upon completion. The Superintendent shall consider the written review recommendation of the outside expert and shall issue a written decision with ten (10) work days thereof. The determination of the Superintendent, or his/her designee, shall be final and shall not be grieved, arbitral, 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.

An overall performance rating of "ineffective" or "developing" on the annual evaluation are the only ratings subject to appeal. Teachers, who receive a rating of "highly effective" or "effective" shall not be permitted to appeal their rating. Tenured teachers who are rated effective or highly effective may elect to submit a written response to their overall rating.

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 initial training for lead evaluators will be a minimum of three (3) days.
- Recertification of lead evaluators will be a minimum of one (1) day.

The Superintendent or his/her designee 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 his/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 has established 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 each school year, all evaluators shall be appropriately trained and certified by October of that school year. Evaluators hired after October of the respective school year, will be trained as lead evaluators within thirty (30) days of hire.

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

6.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:

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

Assure that the district will maintain inter-rater reliability of evaluators over time.

Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

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

Created: 12/02/2014

Last updated: 07/09/2015

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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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):

	2-5
	6-8
	9-12
	(No response)

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

Please check the boxes below:

Assure that the value-added growth score(s) 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

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
	K-1	District, regional, or BOCES-developed	Islip UFSD created ELA and Math grade level assessments.
	2-5	State assessment	NYS Grades 3 through 5 ELA and Math Assessments
	6-8	State assessment	NYS Grades 6 through 8 ELA and Math Assessments
	9-12	State assessment	NYS Algebra I Regents; NYS ELA Regents, All applicable NYS Regents Assessments

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.

The district will utilize the State-provided growth score for the above listed principals. If such score represents less than 30% of the students supervised by the principal, the district will set SLOs for the largest course(s) in the building until at least 30% of students are covered.

For the 2-5 principals, this will start with grade 3. Where such courses end in a State assessment, that assessment will be used with the SLO. The State-provided score will then be weighted proportionately with the SLO result(s) for a final HEDI score. The SLO process will be as follows: based upon baseline data, the principal in collaboration with the superintendent will set individual growth targets for each student.

The superintendent will approve all targets. The principal will receive a HEDI score based upon the percent of students reaching their targets.

For Math: Algebra I students in the 2005 standard courses, will take the Integrated Algebra I Regents, as long as permitted by NYSED.

Common Core Math students will take the CCS Algebra Regents, per NYSED guidelines.

Geometry students in Common Core classes, will take both the 2005 standard Algebra I Regents and the Common Core Regents, and the higher of the two scores will be used for APPR purposes as long as permitted by NYSED.

For grade 11 ELA, when both the NYS Comprehensive English Regent Exam and the NYS Common Core English Regent Exam are administered, the higher of the two scores will be used. This process will be used as long as permitted by NYSED.

The growth targets will be set collaboratively between the principal and the Assistant Superintendent for Curriculum and Instruction and approved by the Assistant Superintendent of Curriculum and Instruction.

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

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

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

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

See attached upload.

See attached upload.

See attached upload.

See attached upload.

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12156/2116299-lha0DogRNw/7.3%20%20SLO%20Conversion%20Chart.doc>

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:

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 procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
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
Assure that it is possible for a principal 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

8. Local Measures (Principals)

Created: 12/02/2014

Last updated: 08/10/2015

For guidance on locally selected measures of student achievement or growth, see NYSED APPR Guidance sections E, 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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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
	2-5	(d) measures used by district for teacher evaluation	Islip UFSD created Grade 5 Writing assessments.
	6-8	(d) measures used by district for teacher evaluation	Islip UFSD created Grade 8 Writing Assessment
	9-12	(g) % achieving specific level on Regents or alternatives	NYS Comprehensive English Regents Exam and/or NYS Common Core Regents Exam - Current Cohort

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For grades 2 through 5, achievement will be based on the school wide measure of the grade 5 writing assessment.</p> <p>Achievement will be measured on the building-wide final assessment for each building.</p> <p>For grades 6 through 8, achievement will be a school wide measure based on the eighth grade writing assessment.</p> <p>For grades 2-5, grades 6-8, and grades 9-12 building principals, the local measures on will be measured on the percentage of students in each building meeting the target of 70% or 70 or higher as applicable on the assessments listed above.</p> <p>For grade 11 ELA, when both the NYS Comprehensive English Regent Exam and the NYS Common Core English Regent Exam are administered, the higher of the two scores will be used. This process will be used as long as permitted by NYSED.</p> <p>Achievement will be measured on the building-wide final assessment for each building.</p> <p>The district expectation is that 70% of the students will achieve 70 or 70% or higher on the final assessment.</p> <p>See attached table.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attached upload.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attached upload.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attached upload.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attached upload.</p>

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

(No response)

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/2116815-qBFVOWF71C/Table%208.1%20a%20and%208.1%20b%206%2015%2015.doc>

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	K-1	(d) measures used by district for teacher evaluation	Islip UFSD created grade level assessments.

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	<p>The local measure is based upon achievement of a locally developed school wide assessment.</p> <p>Achievement will be measured on the final assessment for each building.</p> <p>The district expectation is that 70% of the students will achieve meet or exceed their individual growth targets.</p> <p>The targets are set in collaboration with the building principal and the Assistant Superintendent for Curriculum and Instruction and approved by the Assistant Superintendent for Curriculum and Instruction.</p> <p>See attached Table.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75-100% will meet the local target.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64-74% will meet the local target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-63% will meet the local target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-50% will meet the local target.

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/2116815-T8MIGWUVm1/Table%208.1%20a%20and%208.1%20b%207%2027%2015.doc>

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
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
Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
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
Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
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
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
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
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
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

Created: 12/02/2014

Last updated: 06/23/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H 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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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.

Rubric	Multidimensional Principal Performance Rubric
Second rubric (if applicable)	(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

Structured feedback from teachers using a State-approved tool	(No response)
Structured feedback from students using a State-approved tool	(No response)
Structured feedback from families using a State-approved tool	(No response)
School visits by other trained evaluators	(No response)
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:

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(No response)
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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)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
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
Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
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.

Domains 1-6 will be weighted at 0.133 (this reflects 8/60 points for each domain). The goal setting domain will be weighted at 0.2 (this reflects 12/60 points for this domain). This will result in a total rubric score of 1-4 which will be converted into a 0-60 score based on the attached chart.

For each domain, the points are awarded holistically.

The score is a result of each domain rating, multiplied by the weighted factor. Scores are then tallied and assigned to an average rubric score.

The rubric score listed on the chart is the minimum score necessary to achieve the corresponding HEDI point value.

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.

https://NYSED-

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 programs, evaluation of programs, creating a safe environment fostering collaboration among staff and community.
Effective: Overall performance and results meet standards.	Effective performance in setting a vision for learning goals, instructional programs, evaluation of programs, creating a safe environment fostering collaboration among staff and community.
Developing: Overall performance and results need improvement in order to meet standards.	Less than effective performance in setting a vision for learning goals, instructional programs, evaluation of programs, creating a safe environment 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 programs, evaluation of programs, creating a safe environment fostering collaboration among staff and community.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created: 12/02/2014

Last updated: 07/09/2015

For guidance on Composite Scoring, see NYSED APPR Guidance section 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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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	59-60
Effective	57-58
Developing	50-56

Ineffective	0-49
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10.2) The scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

Where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	22-25	14-15	Ranges determined locally--see above	91-100
Effective	10-21	8-13		75-90
Developing	3-9	3-7		65-74
Ineffective	0-2	0-2		0-64

11. Additional Requirements - Principals

Created: 12/02/2014

Last updated: 06/15/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Principal Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). 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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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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
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.

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<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12168/2117707-Df0w3Xx5v6/Principal%20Improvement%20Plan%20APPR%20Application.doc">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12168/2117707-Df0w3Xx5v6/Principal%20Improvement%20Plan%20APPR%20Application.doc</a>
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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:

APPEAL PROCESS

Challenges; Appeals are limited to those identified by Education Law §3012-c, as follows:

- The substance of the annual professional performance review;
- The District's adherence to the standards and methodologies required for such reviews;
- The adherence to the Commissioner's regulations; as applicable to such reviews;
- Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- The District's issuance and/or implementation of the terms of the principal improvement plan.

More Than One Appeal: A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specifically within such appeal. Any grounds not raised shall be deemed waived.

Time Frame: All appeals shall be filed in writing.

- An appeal of a performance review must be filed not later than fifteen (15) work days of the date when the principal receives his/her final and complete annual professional performance review.
- If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) work days of issuance of such plan.
- An appeal of the implementation plan shall be within fifteen (15) work days of the failure of the District to implement any component of the plan.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the Superintendent upon written request, however, the parties agree that in no case shall the extension of time prevent the timely and expeditious resolution of the appeal.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the District upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

Time Frame for District Response: Within fifteen (15) work days of receipt of an appeal, the District must submit a detailed written response to the appeal.

- The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the District's response.
- Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the District in the deliberations related to the resolution of the appeal.
- The principal initiating the appeal shall receive a copy of the response filed by the District, and all additional information submitted with the response, at the same time the District files its response.

Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

Decision Process: Within ten (10) work days of the District's response, a panel will be convened.

- The panel will be comprised of two (2) Islip Association of School Administrators (IASA) members designated by the IASA, neither of whom will be from the building of the appellant, and one Central Office Administrator who will be designated by the Superintendent, not the evaluator.
- Within ten (10) calendar days, the panel will make a recommendation to the Superintendent.
- Within ten (10) calendar days, the Superintendent will make a decision. The decision of the Superintendent is final.

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

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

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended New York State Education Department ("NYSED") model certification process.

Training for new evaluators will represent a minimum of four (4) days. Recertification of evaluators will represent a minimum for one(1) day.

The District will ensure that all evaluators are trained as lead evaluators. 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.

Evaluator training will occur regionally in cooperation with Eastern Suffolk BOCES. Training will be conducted by Eastern Suffolk BOCES Network Team personnel and/or other personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED. Evaluators will be recertified on a periodic basis, to be determined by the District.

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

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

- New York State Teaching Standards and ISSLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student achievement

- Use of Statewide instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of ELLS and students with disabilities

Responsibilities

Lead Evaluators will train and certify other evaluators in the District based on the same model.

Timing

For the 2014-2015 school year and thereafter, all lead evaluators and other evaluators shall be appropriately trained and certified by October of each school year or thirty (30) days after appointment.

Re-Certification and Updated Timing

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

11.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:	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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
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11.6) Assurances -- Principals

Please check all of the boxes below:

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
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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

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: 08/10/2015

Last updated: 08/19/2015

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/4028750-3Uqgn5g9lu/APPR%20signature%20page%208%2018%2015.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.

Form 2.10 - All Other Courses

Course(s) or Subject(s)	Option	Assessment
<p>Self-Contained Mixed Elementary ELA</p>	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> Grades 3 and up: State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State <input type="radio"/> Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	<p>Islip UFSD teacher created self-contained ELA assessment</p>
<p>Self-Contained Mixed Elementary MATH</p>	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> Grades 3 and up: State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State <input type="radio"/> Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	<p>Islip UFSD teacher created self-contained Math assessment</p>
<p>Self-Contained Mixed Middle Grades 6-8 MATH</p>	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> Grades 3 and up: State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State <input type="radio"/> Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	<p>Islip UFSD teacher created self-contained Math assessment</p>

<p>Self-Contained Mixed Middle Grades 6-8 ELA</p>	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> Grades 3 and up: State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State <input type="radio"/> Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements 	<p>Islip UFSD teacher created self-contained ELA assessment</p>

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	<p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.</p> <p>Students’ pretest scores will be compared to the final assessment score (for students taking the state assessment, their pretest score will be compared to their state assessment score).</p> <p>Students will grow to the target level on the summative (state or regent) assessment which will be set individually based upon students’ pretest scores.</p>
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	<p>The individual growth targets will be set collaboratively between the teacher, the department chair, when applicable, and the building principal and approved by the Assistant Superintendent for Curriculum and Instruction.</p> <p>The district expectation is that on the spring assessment, students will meet the individual growth targets.</p> <p>The individual growth targets represent the number of points by which each student's score will increase from the fall assessment to the spring assessment.</p> <p>The chart, Task 2.11 (c) represents the percentage of students meeting the SLO target and the HEDI conversion for classes with 16 or fewer.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached upload.
Effective (9 - 17 points) Results meet District goals for similar students.	See attached upload.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached upload.
Ineffective (0 - 2 points) Results are	See attached upload.

well-below District goals for similar students.	
---	--

Task 2.11 (a) SLO Conversion Chart

This chart represents the percentage of students who meet or exceed the SLO target.

HE 20-18 100-75		E 17-9 74-64		D 8-3 63-51		I 2-0 50-0	
100-90	20	74-73	17	63-61	8	50-46	2
80-89	19	72	16	60-59	7	45-38	1
75-79	18	71	15	58-57	6	37-0	0
		70	14	56-55	5		
		69	13	54-53	4		
		68	12	52-51	3		
		67	11				
		66	10				
		65-64	9				
For ALL grades and courses in this category							

Table 2.11 (b) SLO Conversion Chart

HE 100-76 20-18		E 75-50 17-9		D 49-30 8-3		I 29-0 2-0	
100-90	20	75-73	17	49-46	8	29-16	2
89-81	19	72-69	16	45-42	7	15-6	1
80-76	18	68-66	15	41-38	6	5-0	0
		65-63	14	37-34	5		
		62-60	13	33-31	4		
		59-57	12	30	3		
		56-54	11				
For ALL grades and courses in this category		53-52	10	Students in Self-Contained Classes			
		51-50	9				

Task 2.11 (c) Small Class Sizes –

For classes, including special populations, whose class sizes are 16 or fewer.

This chart represents the percentage of students who meet or exceed the local target in classes, including special populations, whose class sizes are 16 or fewer.

HE 20-18		E 17-9		D 8-3		I 2-0	
100-95	20	84-82	17	69-65	8	49-29	2
94-90	19	81-79	16	64-60	7	28-15	1
89-85	18	78-76	15	59-54	6	14-0	0
		75	14	53-52	5		
		74	13	51	4		
		73	12	50	3		
		72	11				
		71	10				
		70	9				
For ALL grades and courses in this category where class size is 16 or fewer							

***PLEASE NOTE:** All teachers of the same grade and subject will use the same HEDI process and same HEDI chart.

Task 3.3(a) Local Conversion Chart (20 points)

This chart represents the percentage of students who meet or exceed the local target.

HE 20-18		E 17-9		D 8-3		I 2-0	
100-90	20	74-73	17	63-61	8	50-46	2
80-89	19	72	16	60-59	7	45-38	1
75-79	18	71	15	58-57	6	37-0	0
		70	14	56-55	5		
		69	13	54-53	4		
		68	12	52-51	3		
		67	11				
		66	10				
		65-64	9				
For ALL grades and courses in this category							

Table 3.3 (b) Local Conversion Chart (15 points - VAM)

This chart represents the percentage of students who meet or exceed the SLO target.

HE 100-83 15-14		E 82-60 13-8		D 59-45 7-3		I 44-0 2-0	
100-92	15	82-78	13	59-55	7	44-40	2
91-83	14	77-73	12	54-50	6	39-35	1
		72-69	11	49-48	5	34-0	0
		68-65	10	47-46	4		
		64-61	9	45	3		
		60	8				
For ALL grades and courses in this category				To be used when Value Added Model (VAM) is approved.			

Task 3.13 (a) Local Conversion Chart (20 points)

This chart represents the percentage of students who meet or exceed the local target.

HE 20-18		E 17-9		D 8-3		I 2-0	
100-90	20	74-73	17	63-61	8	50-46	2
80-89	19	72	16	60-59	7	45-38	1
75-79	18	71	15	58-57	6	37-0	0
		70	14	56-55	5		
		69	13	54-53	4		
		68	12	52-51	3		
		67	11				
		66	10				
		65-64	9				
For ALL grades and courses in this category							

Table 3.13 (b) Local Conversion Chart (15 points - VAM)

This chart represents the percentage of students who meet or exceed the local target.

HE 100-83 15-14		E 82-60 13-8		D 59-45 7-3		I 44-0 2-0	
100-92	15	82-78	13	59-55	7	44-40	2
91-83	14	77-73	12	54-50	6	39-35	1
		72-69	11	49-48	5	34-0	0
		68-65	10	47-46	4		
		64-61	9	45	3		
		60	8				
For ALL grades and courses in this category				To be used when Value Added Model (VAM) is approved.			

Task 3.13 (c) Small Class Sizes –

For classes, including special populations, whose class sizes are 16 or fewer.

This chart represents the percentage of students who meet or exceed the local target in classes, including special populations, whose class sizes are 16 or fewer.

ALL TEACHERS AND CLASSES OF THE SAME GRADE LEVEL AND SUBJECT WILL USE THE SAME CHART.

HE 20-18		E 17-9		D 8-3		I 2-0	
100-95	20	84-82	17	69-65	8	49-29	2
94-90	19	81-79	16	64-60	7	28-15	1
89-85	18	78-76	15	59-54	6	14-0	0
		75	14	53-52	5		
		74	13	51	4		
		73	12	50	3		
		72	11				
		71	10				
		70	9				
For ALL grades and courses in this category where class size is 16 or fewer							

Detailed Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45

1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		57
2.9		57
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		59
3.8		60
3.9		60
4		60

Islip School District
TIP
Teacher Improvement Plan

This form is to be used when a teacher achieves a developing or an ineffective summative rating.

Teacher's Name _____ Date _____

Subject/Grade _____ School _____

1. Area(s) of improvement

2. Recommendations

3. Anticipated timeframe (scheduled meetings)

4. Expectations

5. Resources and/or guidance

6. Goals

7. Record of meetings, observations, conferences, support activities, professional development, mentoring etc. related to improving teacher performance.

Activity	Date	Note

7. Signatures of teacher, principal, and supervisor where applicable.

Position	Name	Signature	Date
Teacher			
Principal			
Supervisor			
ITA Representative			

Islip School District
TIP
Teacher Improvement Plan

This form is to be used when the Teacher Improvement Plan is completed.

Teacher's Name _____ Date _____

Building _____ Level _____

Was the desired outcome(s) achieved?

Yes _____

No _____

Comments:

Position	Name	Signature	Date
Teacher			
Supervisor			
ITA Representative			

Task 7.3 SLO Conversion Chart

This chart represents the percentage of students who meet or exceed the SLO target.

HE 20-18		E 17-9		D 8-3		I 2-0	
100-90	20	74-73	17	63-61	8	50-46	2
80-89	19	72	16	60-59	7	45-38	1
75-79	18	71	15	58-57	6	37-0	0
		70	14	56-55	5		
		69	13	54-53	4		
		68	12	52-51	3		
		67	11				
		66	10				
		65-64	9				
For ALL grades and courses in this category							

Table 8.1 (a) Local Conversion Chart - Principals

This chart represents the percentage of students who meet or exceed their local target.

HE 20-18		E 17-9		D 8-3		I 2-0	
100-90	20	74-73	17	63-61	8	50-46	2
80-89	19	72	16	60-59	7	45-38	1
75-79	18	71	15	58-57	6	37-0	0
		70	14	56-55	5		
		69	13	54-53	4		
		68	12	52-51	3		
		67	11				
		66	10				
		65-64	9				
For ALL grades and courses in this category							

Table 8.1 (b) Local Conversion Chart (15 points - VAM)

This chart represents the percentage of students who meet or exceed the SLO target.

HE 100-83 15-14		E 82-60 13-8		D 59-45 7-3		I 44-0 2-0	
100-92	15	82-78	13	59-55	7	44-40	2
91-83	14	77-73	12	54-50	6	39-35	1
		72-69	11	49-48	5	34-0	0
		68-65	10	47-46	4		
		64-61	9	45	3		
		60	8				
For ALL grades and courses in this category				To be used when Value Added Model (VAM) is approved.			

Table 8.1 (a) Local Conversion Chart - Principals

This chart represents the percentage of students who meet or exceed their local target.

HE 20-18		E 17-9		D 8-3		I 2-0	
100-90	20	74-73	17	63-61	8	50-46	2
80-89	19	72	16	60-59	7	45-38	1
75-79	18	71	15	58-57	6	37-0	0
		70	14	56-55	5		
		69	13	54-53	4		
		68	12	52-51	3		
		67	11				
		66	10				
		65-64	9				
For ALL grades and courses in this category							

Table 8.1 (b) Local Conversion Chart (15 points - VAM)

This chart represents the percentage of students who meet or exceed the SLO target.

HE 100-83 15-14		E 82-60 13-8		D 59-45 7-3		I 44-0 2-0	
100-92	15	82-78	13	59-55	7	44-40	2
91-83	14	77-73	12	54-50	6	39-35	1
		72-69	11	49-48	5	34-0	0
		68-65	10	47-46	4		
		64-61	9	45	3		
		60	8				
For ALL grades and courses in this category				To be used when Value Added Model (VAM) is approved.			

Appendix I Conversion Scale MPPR

Domain	Rating				%tage	Score
1	4	3	2	1	0.133	
2	4	3	2	1	0.133	
3	4	3	2	1	0.133	
4	4	3	2	1	0.133	
5	4	3	2	1	0.133	
6	4	3	2	1	0.133	
7	4	3	2	1	0.2	

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33

Appendix I Conversion Scale MPPR

1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		57
2.9		58
3.0		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		59
3.8		60
3.9		60
4		60

Principal Improvement Plan (PIP) (Appendix I)

Principal Improvement Plan (PIP)

A PIP is to provide guidance and assistance to principals deemed in need of improvement.

A rating of ineffective or developing on the annual evaluation will identify the principal as in need of improvement and an improvement plan designed to support and correct identified areas for improvement must be developed.

The improvement plan is to be implemented no later than ten (10) work days after the start of a school year. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that:

1. Identifies areas for improvement that resulted in the ineffective or developing assessment
2. Specifies improvement goals/outcomes/recommendations
3. Specifies improvement action steps/activities/recommendations
4. Provides an appropriate time line for achieving improvement
5. Includes resources to achieve goal
6. Affords meeting opportunities to assess progress. A minimum of two meetings are to be scheduled throughout the school year
 - The meeting dates are to be arranged in collaboration with the supervisor and the principal with the recommendation that one be conducted during December and one during March
 - Any party may request an additional meeting to review progress
 - A written summary of feedback on progress shall be given within ten (10) work days of each meeting
7. Provides clear targets for assessment which may include but is not limited to data, evidence, reflection
8. Includes a final assessment indicating progress made with an opportunity for comments by the principal

Islip School District PIP

Principal Improvement Plan

This form is to be used when a principal achieves a developing or an ineffective summative rating.

Principal's Name	Date
Building	Level

Area(s) for Improvement				
Timeline				
Improvement Goal(s)		Recommended Evidence		
Recommendations				
Action Steps/Activities	Steps/Activities	Recommended Evidence		
Recommended Resources		Provided by:		
Dates of Plan/Progress Meetings	Plan Meeting	First Progress Meeting	Second Progress Meeting	Other

Assessment Summary: The Supervisor will provide a summary report of progress meetings.

Summative Report: At the conclusion of the timeline for the improvement plan, a summative report will be completed. The report is to be signed by the supervisor and the principal and placed in the principal's personnel file.

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

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

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

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

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

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

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

- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Signatures, dates

Superintendent Signature: Date:

Jessie A. Schreiber 8/18/15

Teachers Union President Signature: Date:

Gary T. Hernandez 8/18/15

Administrative Union President Signature: Date:

[Signature] 8/18/15

Board of Education President Signature: Date:

R. P. [Signature] 8/18/15

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

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

Superintendent / District Superintendent / Chancellor Signature: Date:

 