



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

Commissioner of Education
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December 11, 2012

Thomas L. Rogers, Superintendent
Western Suffolk BOCES
507 Deer Park Rd.
PO Box 8007
Albany, New York 12234

Dear Superintendent Rogers:

I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a condition of approval, you are required to provide us with your APPR plan including the performance 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.

analyze data supplied by districts, BOCES, and/or schools and may drive a corrective action plan if there are unacceptably low correlation results between the student growth subcomponent and any 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 student achieves college and career readiness.

Thank you again for your hard work

Sincerely,

John B. King, Jr.

John B. King, Jr.
John B. King, Jr.
Commissioner

Attachment

NOTES: If your district/BOCES has provided for value-added measures (15 points vs. 20 points

configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES's APPR, submitting and value-added measures are

its APPR accordingly.

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 24, 2012

Updated Monday, December 10, 2012

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Disclaimers

The Department will review the contents of each school district's or BOCES' APPR plan as submitted using this online form, including

the plan's alignment with the state standards with Education Improvement 2012 and subject 20.2 of the Code of

Virginia Regulations, Department approval does not imply endorsement or assurance of the plan's effectiveness or success

of the 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 and are not reviewed or approved by the Department. However, the

Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review

of the plan.

If the Department reasonably believes through investigation or otherwise that statements made in this APPR plan are not true or

accurate, the Department may request further information from the school district or BOCES, as necessary, as part of its review

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1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number: 590200000000

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

1.2) School District: WESTERN SUFFOLK BOCES

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

WESTERN SUFFOLK BOCES

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

1.5) Assurances | Assure that the content of this form represents the district/BOCES' entire APPR plan and that the APPR plan is in compliance with Education Law §5012-c and Subpart 50-2 of the Rules of the Board of Regents

1.5) Assurances | Assure that this APPR plan will be posted on the district or BOCES website by September 10, or within 10 days after approval, whichever is later

1.5) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval

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

By submitting to address a complaint...

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

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

Annual (2012-13)

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

Created Wednesday, October 03, 2012 . . .

Updated Monday, December 10, 2012 . . .

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

Teachers in grades 4-8 Common Branch ELA and Math will receive a state-provided growth score. This score will incorporate student academic history, compared to summary achievement scores and may use special considerations for students with disabilities, English language learners, students in poverty, and, in the future, on other student characteristics.

While most teachers of 4-8 Common Branch ELA and Math will have state-provided measures, some may teach other courses in which they will not receive a growth score from the State. Teachers with 0 - 40% of their courses covered by state-provided measures 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 state-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDL subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

2.1) Assurances | Assure that the value-added growth score provided by NYSED will be used if applicable.

2.1) Assurances | Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13. Checked

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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.)

courses associated at 2010-11 with Regents exams or, in the future, with other state assessments, the ratings must be used as the evidence of student learning within the SLO.

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

Please note: if your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 212-216, then you should "X" that row out from the document by hand. For example, if you have common branch teachers who also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, but SI On the district or BOCES does not have certain grades, the district does not offer a specific subject at

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 REGIONAL-developed 7th grade Social Studies assessment

2.2) Grades K-3 ELA

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

Grade	ELA	Assessment
K	School- or BOCES-wide, group or team results based on State assessments	NYS Grade 3 ELA Exam

3	State assessment	3rd Grade State Assessment
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For K-3 ELA, describe the district adapted system for the level of performance required for each HEDL rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process

The SLOs for Grades K-3 ELA will utilize the NYS 3rd

and administrators which will be based on prior academic

performance will be the baseline and will be compared to

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

A teacher will be rated highly effective if 95% or greater of the students meet the growth target. See scale 2.11 table 1.

Effective (9 - 17 points) Results meet state average for

A teacher will be rated effective if 52% to 94% of the

Developing (3 - 8 points) Results are below state average

A teacher will be rated developing if 18% to 51% of the

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

students meet the growth target. See scale 2.11 table 1.

2.3) Grades K-3 Math

the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	Math	Assessment
K	School- or BOCES-wide, group or team results based on State assessments	NYS Grade 3 Math Exam
1	School- or BOCES-wide, group or team results based on State assessments	NYS Grade 3 Math Exam
2	School- or BOCES-wide, group or team results based on State assessments	NYS Grade 3 Math Exam
	Math	Assessment
2	State assessment	3rd Grade State Assessment

For Grades K-3 Math, describe the district adopted expectations for the level of performance required for each HEDL rating category

Growth Measures subcomponent. Include any district-determined expectations for student performance.

for assigning HEDL categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

growth of the students within the program. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20 points. See scale 2.11 table 1.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 95% or greater of the students meet the growth target. See scale 2.11 table 1.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 50% to 94% of students meet the growth target. See scale 2.11 table 1.
Developing (2 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 18% to 51% of the students meet the growth target. See scale 2.11 table 1.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 17% of the students meet the growth target. See scale 2.11 table 1.

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	not applicable	not applicable
7	Not applicable	not applicable

Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these not applicable grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.

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

Developing (2 - 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).

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.

6	Not applicable	not applicable
7	Not applicable	not applicable

category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the

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.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students. not applicable

Effective (9 - 17 points) Results meet District goals for similar students. not applicable

Developing (3 - 8 points) Results are below District goals for similar students. not applicable

Ineffective (0 - 2 points) Results are well below District goals for similar students. not applicable

2.6) High School Social Studies Regents Courses

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	NYS GLocal 2 Regents Exam
	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

High School Social Studies Regents Courses describe the district adopted expectations for the level of performance required for

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

The SLOs for Social Studies regents courses will utilize the Global 2 and American History Regents Assessment. Growth targets will be set by teachers and administrators

will be the baseline and will be compared to the results of the Global 2 and American History Regents Assessment to determine growth of the students within each program

be converted to a scale score of 0 to 20 points. See scale 2.11.11.1

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

Teachers will be rated effective if 50% to 94% of the students meet the growth target. See scale 2.11 table 1.

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

Teachers will be rated developing if 18% to 51% of the students meet the growth target. See scale 2.11 table 1.

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

Teachers will be rated ineffective if 0% to 17% of the students meet the growth target. See scale 2.11 table 1.

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 assessment 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
Earth Science	Regents Assessment
Chemistry	Not applicable
Physics	Not applicable

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 current state growth measures. Include any district-determined expectations for student performance.

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

The SLOs for Science regents courses will utilize the Living Environment and Earth Science Regents Assessment. Growth targets will be set by teachers and administrators which will be based on prior academic

within each program. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20 points. See scale 2.11 table 1.

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

Teachers will be rated highly effective if 95% or greater of their students reach the growth target. See scale 2.11 table 1.

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

Teachers will be rated effective if 50% to 94% of the students meet their growth target. See scale 2.11 table 1.

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

Teachers will be rated ineffective if 0% to 17% of the students meet the growth target. See scale 2.11 table 1.

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.

Algebra 1	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

Use this box if needed to describe the general process. The SI Os for Math regents courses will utilize the Algebra 1 training category and the process for assigning points to teachers based on six regents assessment questions which will be based on prior academic performance of students throughout the division. This prior performance will be the baseline and will be compared to the results of the Algebra 1, Algebra 2, and Geometry Regents Assessment to determine growth of the students within each program. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20 points. See scale 2.11 table 1.

Highly Effective (10 - 20 points) Results are well above District goals for similar students.	Teachers will be rated highly effective if 95% or more of the students meet the growth target. See scale 2.11 table 1.
Effective (7 - 9 points) Results meet District goals for similar students.	Teachers will be rated effective if 52% to 94% of the students meet the growth target. See scale 2.11 table 1.
Developing (3 - 6 points) Results are below District goals for similar students.	Teachers will be rated developing if 18% to 51% of the students meet the growth target. See scale 2.11 table 1.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will be rated ineffective if 0% to 17% of the students meet the growth target. See scale 2.11 table 1.

2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SI Os 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 2.0 (0, 10, and/or 11) and the English Regents assessment in at least one grade in Task 2.1 (1, 2, and/or 3).

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 Western Suffolk BOCES CTE developed English 9 Summative assessment
Grade 10 ELA	District, regional or BOCES-developed assessment Western Suffolk BOCES CTE developed English 10 summative assessment
Grade 11 ELA	Regents assessment English Regents Comprehensive Exam

For High School English Language Arts describe the district expectations for the level of performance required for each HEDL rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances.

Use this box, if needed, to describe the general process for assigning HEDL categories for these grades/subjects in this subcomponent. If needed, you may specify a table.

The SLOs for High School English courses will utilize the Western Suffolk ROCFS CTE developed English 9

the English Regents Comprehensive Exam Growth

will be based on prior academic performance of students within each class. This prior performance will be the baseline and will be compared to the results of the

the English Comprehensive Regents Assessment to determine the growth of each individual student. The percentage of students meeting the growth target will be

2.11 table 2.

Highly Effective (40-70 points) District goals for similar students:

Teachers will be rated highly effective if 86% or greater of their students reach their individual growth target. See scale 2.11 table 2.

similar students. 2.11 table 2.

students reach their individual growth target. See scale 2.11 table 2.

2.11 table 2.

2.11 table 2.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Trigonometry/Algebra	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed Trigonometry/Algebra Summative Assessment
English Grade 9	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed English Grade 9 Summative Assessment
English Grade 10	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed English Grade 10 Summative Assessment
English Grade 11	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed English Grade 11 Summative Assessment
English Grade 12	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed English Grade 12 Summative Assessment

Forensic Science	District, Regional or BOCES-developed	Western Suffolk BOCES CTE Developed Forensic Science Summative Assessment
Informal Geometry	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed Informal Geometry Summative Assessment
Security	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed Homeland Security Summative Assessment
Mystery Literature	District, Regional or BOCES-developed	Western Suffolk BOCES CTE Developed Mystery Literature Summative Assessment
Pre-Algebra	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed Pre-Algebra Summative Assessment
Technology	District, Regional or BOCES-developed	Western Suffolk BOCES CTE Developed technology summative assessment
Creative Art Drawing	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed Creative Art Drawing Summative Assessment
Algebra Lab	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed algebra lab summative assessment
Applied Math	District, Regional or BOCES-developed	Western Suffolk BOCES CTE Developed Applied Math Summative Assessment
Business	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed Business Summative Assessment
Earth Science Lab	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed earth science lab summative assessment
ELA Lab	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed ELA lab summative assessment
Global Studies Lab	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed Global Studies lab summative assessment
Health Education	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed health education summative assessment
Living Environment Lab	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed living environment lab summative assessment

For all other courses, an assessment will be developed and used to determine the level of performance required for each HEDT rating category and the process for assigning points to teachers based on SLU results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLUs for all other courses within the Division of Career and Technical Education will utilize the Western Suffolk BOCES CTE developed Summative Assessment for each individual course. Growth targets will be set by teachers and administrators which will be based on prior academic performance of students within each class. This prior performance will be the baseline and will be compared to the results of the Summative Assessment for each course to determine the growth of each individual student. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20 points. See scale 2.11 table 2.
Highly Effective (18-20 points) Results are well above District goals for similar students.	Teachers will be rated highly effective if 92.86% or greater of their students reach their individual growth target. See scale 2.11 table 2.

Effective (0 - 17 points) Results meet District goals for similar students.

Teachers will be rated effective if 60-71% to 92-85% of students reach their individual growth target. See scale 2.11 table 2.

Developing (0 - 8 points) Results are below District goals for similar students.

Teachers will be rated developing if 20-49% to 50-70% of students reach their individual growth target. See scale 2.11 table 2.

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

Teachers will be rated ineffective if 0% to 20-25% or 26-30% of students reach their individual growth target. See scale 2.11 table 2.

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

[assets/survey-uploads/5364/187460_mH410M7Mh/Form 2.10 All other courses_final.pdf](#)

2.11) HEDI Tables or Graphics

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

[assets/survey-uploads/5364/187469-TXEttx9bQW/2.11.pdf](#)

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth measures. Be prepared to include such measures, and any associated considerations that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Other student, classroom, and school level considerations for Comparable Growth Measures are those used in State Growth measures, which

When setting growth targets for students within a student learning objective teachers and administrators looked at up to three years of

2.13) Teachers with more than one growth measure

2.13) Teachers with more than one growth measure

If educators have more than one state provided growth measure, these measures will be combined into one HEDI rating

with state provided state and local measures (e.g., state math courses, grade math courses.)

If educators have more than one SLO for comparable growth for a State-provided growth measure and an SLO for comparable students in each SLO.

2.14) Assurances

Please check all of the boxes below:

transparent and only those used for State Growth will be used for comparable Growth measures on underrepresented students in accordance with applicable civil rights laws.	Checked
are included and may not be excluded.	
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by CED. https://ced.courts.ca.gov/teachers-leaders/role/home.html	Checked
2.14) Assurances Assure that past academic performance and baseline academic data for students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HFBI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

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 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) or the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments (or the percentage of a teacher's students earning the advanced performance level (four) on the 2nd grade ELA or math State assessments)

be determined locally

- 2) A teacher-specific achievement level (e.g. proficient) on the State assessment or an alternative examination 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

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-approved 3rd party assessment that measures 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-approved 3rd party or district, regional or ROCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

Grade	Locally Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grade 3-8 ELA Assessments
5	6(ii) School wide measure computed locally	NYS Grade 3-8 ELA Assessments
6	6(ii) School wide measure computed locally	NYS Grade 3-8 ELA Assessments
7	6(ii) School wide measure computed locally	NYS Grade 3-8 ELA Assessments
8	6(ii) School wide measure computed locally	NYS Grade 3-8 ELA Assessments

For Grades 4-8 ELA, describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn a rating of highly effective in a scoring table consistent with regulations and assurances.

Use this box, if needed, to describe the general process for assessing LEPL categories for these grade/subjects in this subsection. If needed, you may upload a table or graphic at 3.3, below.

Western Suffolk BOCES Division of Special Education will use the Grade 3-8 ELA state testing results in a measure that is different from the measure used for growth. Based on historical data provided in the nyStart System, Western Suffolk BOCES used the nyStart provided "mean" scores.

NYSTP. Based on the review of three years of data, the average mean was calculated to be used as a target to measure achievement. The achievement target goal is for the building/program to meet the average mean score of from last year. The program/building's ability to meet the for all teachers who do receive a SPG/see chart 3.3 table

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject
chart 3.3 table 1.

A teacher who does receive a SPG will be rated highly effective if the building/program's average scale score is 3 points or greater than last year's average scale score. See

Effective (8-10 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

A teacher who does receive a SPG will be rated effective if the building/program's average scale score is 2 points or greater than last year's average scale score. See chart 3.3 table 1.

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

A teacher who does receive a SPG will be rated developing if the building/program's average scale score is 1 point or greater than last year's average scale score. See chart 3.3 table 1.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.
See chart 3.3 table 1.

A teacher who does receive a SPG will be rated ineffective if the building/program's average scale score is 0 points or less than last year's average scale score. See chart 3.3 table 1.

3.2) Grades 4-8 Math

Fill in the information boxes below, select the assessment that will be used in the locally-selected measure for the grade/subject listed.

	Locally-Selected Measure from List of Approved Measures	Assessment
5	6(iii) School wide measure computed locally	NYS Grade 3-8 Math Assessments
6	6(ii) School wide measure computed locally	NYS Grade 3-8 Math Assessments
7	6(ii) School wide measure computed locally	NYS Grade 3-8 Math Assessments
8	6(ii) School wide measure computed locally	NYS Grade 3-8 Math Assessments

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 in each category 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>Western Suffolk BOCES Division of Special Education will use the Grade 3-8 Math state testing results in a measure that is different from the measure used for growth. Based on historical data provided in the nyStart System, Western Suffolk BOCES used the nyStart provided "mean" scores to compare historical data for students participating in the NYSTP. Based on the review of three years of data, the average mean was calculated to be used as a target to measure achievement. The achievement target goal is for the building/program to meet the average mean score or come within 2 points less than the average mean score from last year. The program/building's ability to meet the average mean score will be converted to a scale of 0-15</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>1). A teacher who does receive a SPG will be rated highly effective if the building/program's average scale score is 3 points or greater than last year's average scale score. See chart 3.3 table 1.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher who does receive a SPG will be rated effective if the building/program's average scale score is between a average scale score. See chart 3.3 table 1.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. average scale score. See chart 3.3 table 1.</p>	<p>A teacher who does receive a SPG will be rated developing if the building/program's average scale score is between a range of 6 to 10 points below last year's</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. average scale score. See chart 3.3 table 1.</p>	<p>A teacher who does receive a SPG will be rated ineffective if the building/program's average scale score is See chart 3.3 table 1.</p>

3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using a source or tool's general description to explain a general process for assigning HEDI categories, make certain to include the graphic, table, or chart that is used to explain the process.

assets/survey-uploads/5139/187612-rhJdBgDruP/Section 3 Chart 3.3 Table 1.doc

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally on such assessments/examinations compared to those students' level of performance on such assessments/examinations or the previous school year; or an increase in the percentage of a teacher's students attaining 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) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above....

3) 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....

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 State approved student growth score covering all students in the school that took the State assessment in ELA or Math in Grades K-3 or 4-6....

6) A 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

Then name the specific assessment, listing the full name of the assessment.

N	6(i) School-wide measure computed locally	NYS Grade 3-6 ELA Assessments
1	6(ii) School-wide measure computed locally	NYS Grade 3-6 ELA Assessments
2	6(iii) School-wide measure computed locally	NYS Grade 3-6 ELA Assessments
3	6(iv) School-wide measure computed locally	NYS Grade 3-6 ELA Assessments

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.

<p>Use this box, if needed, to describe the general process for the locally selected measure for the grade/subject listed graphic at 3.13, below.</p>	<p>Western Suffolk BOCES Division of Special Education will use the Grade 3-6 ELA state testing results in a measure on historical data provided in the NY State System, Western Suffolk BOCES used the system provided "mean" target to compare historical data for students participating in the NYSTP. Based on the review of three years of data, the average mean was calculated to be used as a target to measure achievement. The achievement target goal is for the building/program to meet the average mean score or come within 2 points less than the average mean score from last year. The program/building's ability to meet the average mean score will be converted to a scale of 0-20 for all teachers (see chart 3.13 table 1).</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>A teacher will be rated highly effective if the building/program's average scale score is 5 points or greater than last years average scale score. See chart 3.13 table 1.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. See chart 3.13 table 1.</p>	<p>A teacher will be rated effective if the building/program's average scale score is between a range of 4 points greater and 6 points below last years average scale score.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated developing if the building/program's average scale score is between a range of 7 points to 12 points below last years average scale score. See chart 3.13 table 1.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated ineffective if the building/program's average scale score is 13 points or more below last years average scale score. See chart 3.13 table 1.</p>

3.5) Grades K-3 Math

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

Locally-Selected Measure from List of Approved Measures	Assessment
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For Grades K-3 Math, describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn an effective rating. You may use any measures and the progress or assurance systems within local agencies that address the possibility for a teacher to earn an effective rating. Do not use any measures or assurance systems.

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 computing the HEDI assurance ratings for each teacher

This subassessment, if needed, you may include a table or chart that is different from the measure used for growth. Based on the assurance, if needed, you may include a table or chart that is different from the measure used for growth.

that is different from the measure used for growth. Based on the assurance, if needed, you may include a table or chart that is different from the measure used for growth.

To compare national data for students participating in the NYSED Based on the review of three years of data, the

score within 2 points less than the average mean score from last year. The program/building's ability to meet the average mean score will be converted to a scale of 0-20 for all teachers (see chart 3.13 table 1).

Majority Effective (16-20 points) results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

A teacher will be rated majority effective if the building/program's average scale score is 5 points or greater than last year's average scale score. See chart 3.13 table 1.

3.13 table 1.

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

A teacher will be rated effective if the building/program's average scale score is between a range of 4 points greater and 6 points below last year's average scale score. See chart 3.13 table 1.

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

A teacher will be rated developing if the building/program's average scale score is between a range of 7 points to 12 points below last year's average scale score. See chart 3.13 table 1.

3.13 table 1.

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

A teacher will be rated ineffective if the building/program's average scale score is 13 points or more below last year's average scale score. See chart 3.13 table 1.

3.0) Grades 6-8 SCIENCE

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	not applicable
7	Not applicable	not applicable

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.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. not applicable

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. not applicable

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. not applicable

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. not applicable

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	not applicable
7	Not applicable	not applicable
8	Not applicable	not applicable

For Grades 6-8 Social Studies: describe the district adopted expectations for the level of growth or achievement needed 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.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. not applicable

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. not applicable

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. not applicable

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. not applicable

3.8) High School Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, using 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	All NYS Regents
Global 2	6(iii) Schoolwide measure computed locally	All NYS Regents

For each school/subject, describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn any of the four TLELT 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.

Make sure you include the state and district-adopted expectations for the level of growth or achievement needed for a teacher to earn any of the four TLELT 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 listed to the left of each box.

Use this box, if needed, to describe the general process	Western Suffolk BOCES Division of Special Education will
graphic at 3.13, below.	teachers and administrators and based on prior academic history. This prior performance will be the baseline and will be compared to the results of the students six high school regents exams. Teachers will receive a score based on the ability of the students within the same
	converted to a scale score of 0 to 20 points. See chart 3.13 table 2
District- or BOCES-adopted expectations for growth or achievement for grade/subject.	the students reach their achievement target. See chart 3.13 table 2
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	teachers will be rated effective if between 70% and 100% of the students reach their achievement target. See chart 3.13 table 2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated developing if between 18% and 69% of the students reach their achievement target. See chart 3.13 table 2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated ineffective if between 0% and 17% of the students reach their achievement target. See chart 3.13 table 2

3.9) High School Science

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

Living Environment	6(iii) School-wide measure computed locally	All NYS Regents
Earth Science	6(ii) School-wide measure computed locally	All NYS Regents
Physics	Not applicable	not applicable

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: you do not need to describe HEDI, it is already defined in the test 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 course or period. If needed you may upload a table or graphic at 3.13, below.

Western Suffolk BOCES Division of Special Education will utilize all six high school regents exams to evaluate all high school teachers. Achievement targets were set by teachers and administrators and based on prior academic performance. This score will be the baseline and will be used to set achievement targets for the regents exams. Teachers will receive a score based on the ability of the students within the same building/program to meet the achievement target. The achievement target is set as at least 76% of all students taking the exams will meet their achievement target. The

Highly Effective (16-20 points) Results are well above BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated highly effective if 95% or more of the students reach their achievement targets. See chart 3.13 table 2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated developing if between 10% and 50% of the students reach the achievement targets. See chart 3.13 table 2
Effective (10 - 14 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated effective if between 51% and 94% of the students reach the achievement targets. See chart 3.13 table 2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated ineffective if between 0% and 17% of the students reach the achievement target. See chart 3.13 table 2

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	All NYS Regents
Geometry	6(ii) School wide measure computed locally	All NYS Regents

For High School Math, describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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.

Western Suffolk BOCES-Division of Special Education will utilize all six high school regents exams to evaluate all high school teachers. Achievement targets were set by teachers and administrators and based on prior academic history. This prior performance will be the baseline and will regents exams. Teachers will receive a score based on the ability of the students within the same achievement target is set as at least 76% of all students taking the exams will meet their achievement target. The percentage of students meeting the target will be converted to a scale score of 0 to 20 points. See chart 3.13 table 2

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. Teachers will be rated highly effective if 95% or more of the students reach their achievement targets. See chart 3.13 table 2

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. Teachers will be rated effective if between 52% and 94% of the students reach the achievement targets. See chart 3.13 table 2

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. Teachers will be rated developing if between 18% and Chart 3.13 table 2

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. Teachers will be rated ineffective if between 0% and 17% of the students reach the achievement targets. See chart 3.13 table 2

3.11) High School English Language Arts

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

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

Locally-Selected Measure from List of Approved Measures

Assessment

FLA Assessment

Grade 10 ELA 7) Student Learning Objectives

Western Suffolk BOCES CTE Developed Grade 10 ELA Assessment

Grade 11 ELA 7) Student Learning Objectives

Western Suffolk BOCES CTE Developed Grade 11 ELA Assessment

For High School English Language Arts, use a numeric descriptor that describes 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 ensure 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.

SLO's were created for all teachers in the Division of Career and Technical Education within Western Suffolk BOCES. Teachers and administrators reviewed historical performance data of the students within each program. Achievement targets were set by teachers and administrators. Baseline data was established from the

established by individual student performance on a previous English regents exam that was administered at the beginning of the school year. The achievement target is set at a level that 70% of all students will achieve. Of students meeting the achievement target will be converted to a scale score of 0 to 20. See scale score at chart 3.13 table 3.

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

Teachers will be rated highly effective if between 91.43% and 100% of their students reach the achievement target.

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

Teachers will be rated effective if between 50.00% and 91.43% of their students reach the achievement target.

See scale score at chart 3.13 table 3.

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

Teachers will be rated developing if between 17.62% and 50.00% of their students reach the achievement target.

See scale score at chart 3.13 table 3.

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

Teachers will be rated ineffective if between 0% and 17.62% of their students reach the achievement target.

See scale score at chart 3.13 table 3.

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

Course(s) or Subject(s)	Locally Selected Measure from List of Approved Measures	Assessment
		Western Suffolk BOCES CTE developed Trigonometry/Algebra Assessment
Business math	7) Student Learning Objectives	Western Suffolk BOCES CTE developed Business Math Assessment
Economics	7) Student Learning Objectives	Western Suffolk BOCES CTE developed Economics other Assessment
Earth Science	7) Student Learning Objectives	Science Assessment
English 12	7) Student Learning Objectives	Western Suffolk BOCES CTE developed English grade 12 Assessment
Forensic Science	7) Student Learning Objectives	Western Suffolk BOCES CTE developed Forensic Science Assessment
Homeland Security	7) Student Learning Objectives	Western Suffolk BOCES CTE developed Homeland Security Assessment
Mystery Literature	7) Student Learning Objectives	Western Suffolk BOCES CTE developed Mystery Literature Assessment
Pre-Algebra	7) Student Learning Objectives	Western Suffolk BOCES CTE developed Pre-Algebra Assessment
		Western Suffolk BOCES CTE developed Technology Assessment
Applied Math	7) Student Learning Objectives	Western Suffolk BOCES CTE developed Applied Math Assessment
Applied Science	7) Student Learning Objectives	Western Suffolk BOCES CTE developed Applied Science Assessment
Earth Science Lab	7) Student Learning Objectives	Western Suffolk BOCES CTE developed Earth Science Lab Assessment
FLA Lab	7) Student Learning Objectives	Western Suffolk BOCES CTE developed FLA Lab Assessment
Global Studies Lab	7) Student Learning Objectives	Western Suffolk BOCES CTE developed Global Studies Lab Assessment
Health Education	7) Student Learning Objectives	Western Suffolk BOCES CTE developed health education assessment
Environment lab		environment lab assessment

possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDD 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

SLO's were created for all teachers in the Division of Career and Technical Education within Western Suffolk

performance data of the students within each program. Achievement targets were set by teachers and administrators. Baseline data was established from the Western Suffolk BOCES CTE developed Pre Assessments. Achievement targets will be measured by the Western Suffolk BOCES Summative Assessment for each course. The achievement target is set that at least 70% of all students will achieve 65 or better on the

scale score of 0 to 20. See scale score at chart 3.13 table 3.

Highly Effective (18 - 20 points) Results are well above achievement for grade/subject.

Teachers will be rated highly effective if between 91.43%

See scale score at chart 3.13 table 3.

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

Teachers will be rated effective if between 52.86% and

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

Teachers will be rated developing if between 17.62% and

52.86% of their students reach the achievement target. See scale score at chart 3.13 table 3.

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

Teachers will be rated ineffective if between 0% and 17.62% of their students reach the achievement target.

See scale score at chart 3.13 table 3.

If you need additional space, upload a copy of "Form 3.12: All Other Courses" as an attachment for review. Click here for a

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, upload each table or graphic into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

<assets/survey-uploads/5139/187612-y92vNseFa4/Section 3-Chart 3.13.pdf>

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including these controls or adjustments, and the rationale for including these controls or adjustments.

When setting achievement targets for students within a student learning objective teachers and administrators looked at up to three years of

the varying disabilities of all students.

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures 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 teachers with more than 1 SLO.

For all responses, you will need to explain how you will ensure that the scores from the locally selected measures are combined according to the number of students reflected and then combined to equal one composite score as suggested in the NYS SLO guidance documents.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Wednesday, October 03, 2012

Updated Monday, December 10, 2012

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4.1) Teacher Practice Rubric

Select a teacher practice rubric from the menu of State-approved rubrics to assess performance based on NYS Teaching Standards. If

The "second rubric" space is required for districts that have chosen an observation-only rubric (check off "Observation-Only" from the menu)

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

Danielson's Framework for Teaching

4.2) Points Within Other Measures

State the number of points 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 APPK form only provides one space for assigning points within other measures for teachers. If you district/BOCES prefers to assign points in multiple units, please state the number of units in which you assign points as an addendum to this form.

Is the following points assignment applicable to all teachers?

Yes

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

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]

One or more observation(s) by trained independent evaluators (No response)

Observations by trained in-school peer teachers

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 28

If the above points assignment is not for "all teachers" fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, combine them into a single file and upload as an additional file to the NYSED portal.

Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

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" below:

(No response)

If the district plans to use one or more of the following surveys of P-12 students from the menu of State-approved surveys, please check all that apply. If your district has been granted a variance by NYSED through the variance process, select "district variance"

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

For assigning points and determining HEDI ratings using the teacher practice rubric and/or any additional instruments used in the district, include an applicable description of the process for assigning points and determining HEDI ratings.

The ASCD Framework for Teaching rubric will be utilized. Teachers will be evaluated in all 22 components of each of the 4 Domains. observation and 28 points will be based on other locally negotiated measures of effectiveness. All decimals will be rounded up to the next number in the 60 point total.

- 1a Knowledge of Content and Pedagogy
- 1b Knowledge of Content and Pedagogical Practices
- 1c Knowledge of Instructional Strategies
- 1d Knowledge of Resources

1e Designing Coherent Instruction

1f Designing Student Assessments

Domain 2 The Classroom Environment

2a Creating an Environment of Respect and Rapport

2b Establishing a Culture for Learning

2c Managing Classroom Procedures

2d Managing Student Behavior

2e Organizing Physical Space

Domain 3 Instruction

3a Communicating with Students

3b Using Questioning and Discussion Techniques

3c Engaging Students in Learning

3d Using Assessment in Instruction

3e Demonstrating Flexibility and Responsiveness

Domain 4 Professional Responsibilities

4a/4b Reflecting on Teaching/Maintaining Accurate Records

4c Communicating with Families

4d Participating in a Professional Community

4e Growing and Developing Professionally

4f Showing Professionalism

The ratings will be based primarily upon the classroom observation process including pre and post observation meetings.

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

assets/survey-uploads/50911107632-cha0-M1855/Chart 4.5.pdf

Describe the level of performance required for each of the HERDI rating categories, consistent with the narrative descriptions in the regulations for the other measures subcomponent. Also describe how the points are assigned.

Highly Effective: Overall performance and results exceed NYS Teaching Standards. Teachers will be rated highly effective based on their ability to demonstrate a mastery level of knowledge of the teaching standards. This will earn an effectiveness score of 50 to 60.

Effective: Overall performance and results meet NYS Teaching Standards. This will earn an effectiveness score of 35-49. Teachers will be rated effective based on their ability to demonstrate proficient knowledge of the teaching standards. This will earn an effectiveness score of 35-49.

Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards. Teachers will be rated developing based on their ability to demonstrate a developing level of knowledge of the teaching standards. This will earn an effectiveness score of 25 to 34.

Ineffective: Overall performance and results do not meet NYS Teaching Standards. Teachers will be rated ineffective based on their inability to demonstrate a basic level of knowledge of the teaching standards. This will earn an effectiveness score of 0 to 24.

Provide the ranges for the 60-point scoring bands.

Highly Effective	50-60
Effective	35-49
Developing	25-34
Ineffective	0-24

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 curriculum does not include a particular type of observation.

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2, if your curriculum does not include a particular type of observation.

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
-------------	---

Informal/Short	0
----------------	---

Independent evaluators

Formal/Long	0
-------------	---

Informal/Short	0
----------------	---

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

- In Person
-

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

- In Person
-

5. Composite Scoring (Teachers)

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Undated Friday, November 30, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

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.

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.

By the 2012-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories.

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

(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

inserting or BOCES negotiated HEDL scoring ranges for the other five Cites of Effective Effort component (same as question 4.5), from 0 to 60 points

Highly Effective	50-60
Effective	35-49
Developing	25-34

Ineffective U-24

Measures for student growth will be:

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

6.1) Assurances -- Improvement Plans

Assure that teachers who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan (TIP) within 10 school days from the opening of classes in the school year following the performance year

Checked

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

6.2) Attachments -- Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. For a list of supported

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 methodology 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' assurance and/or implementation of the terms of any relevant collective bargaining agreement, pursuant to Education Law section 3012-c

Escrowed via procedure for appeals of annual performance evaluations with its attached in a timely and efficient way.

A teacher may initiate an appeal to the Assistant Director of the respective division if she or he has received a rating of Ineffective or Developing on his or her Final Annual Professional Performance Review (APPR) within five business days of receiving the rating.

Within ten business days after filing the appeal a meeting will be scheduled and conducted where the teacher will have an opportunity to present evidence to a committee comprised of a teacher, a member from the Teacher's Unit Executive Board, respective divisional

executive director, and the executive director of personnel.

Within five business days upon reviewing the presented evidence the committee will submit individual reports of their

The entire appeals process will be complete from start to finish within 25 business days. The process will be handled in a timely and expeditious manner.

The appeals process shall not impede the district's ability to deny the continuation of employment and/or the granting/denying of

probationary teachers in accordance with NYS regulations and in compliance with education law 3012c.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The principals will serve as the lead evaluators for the teachers in Western Suffolk BOCES. We have selected and received agreement with the Suffolk BOCES Equity Association to utilize the Danielson 2007 Framework for Teaching Rubric. As lead evaluators our principals will continue to participate in ongoing training that is offered regionally and internally. These sessions have targeted the key elements that are required for the certification as a lead evaluator. The district provides professional development to principals at its weekly administrative meetings and at several after school training sessions for all evaluators.

The district also has made a concerted effort to offer training in the area of evidence based observations. The district will continue to require lead evaluators to attend regional and internal training which will target the following elements that are required for certification as a lead evaluator: artifacts of teacher practices such as lesson plans; use of the state wide instructional reporting system; the generation of scores for each subcomponent of the composite effectiveness score, and the evaluation of teachers of English Language Learners and Students with Disabilities.

The district is conducting professional development for all principals and district administrator watches a video showing a classroom lesson and gathers evidence in the end of the video. The principals then watch the video and maintain student's rubric in evidence each other and their evaluation using the rubric. The district also provides simulation and discussion to teach principals to gather appropriate evidence and apply the rubric accurately and consistently. This data will be used to determine inter-rater reliability. Each principal will conduct walkthroughs and classroom observations with all building level administrators participating in the evaluation of teachers so that each observes the same classroom instruction, gathers evidence during the lesson and uses the rubric to

certify that each principal is highly qualified to be the lead evaluator for the teachers' evaluations. The Board will re-certify the lead evaluators each school year after reviewing the ongoing training they have received.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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 (rating) scale or any other instrument or instrument

including training in 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 principals, including but not limited to, structured portfolio reviews, student, parent, teacher and/or community survey by principals

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 rating and their subcomponent ratings

Checked

Please check all of the boxes below:

- 6.6) Assurances -- Teachers | Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured. Checked
- 6.6) Assurances -- Teachers | Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, or rating, at least with the next school year of the 30th day after the which the teacher or principal is being measured. Checked
- 6.6) Assurances -- Teachers | Assure that the APPR will be put on the district website by Checked

6.6) Assurances -- Teachers | Assure that the evaluation system will be used as a significant factor for employment decisions. Checked

6.6) Assurances -- Teachers | Assure that teachers will receive timely and constructive feedback as part of the evaluation process. Checked

6.6) Assurances -- Teachers | Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal. Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

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

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

or programs with any of the following subcomponent rating category and score from 0 to 25 points

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

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

	k-6
	6-8
	9-12
	6-12
	7-12
9-12	
	k-12

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

Please check the boxes below:

growth score provided by NYSED will be used, where applicable

7.2) Assurances -- State-Provided Measures of Student Growth | Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13

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

Learning Objectives will be the other comparable growth measure for principals in districts or programs to which the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13

program are covered by SLOs. District-determined assessments from the options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

First, list the school or program type this SLO applies to. Then, using the drop-down boxes below, please select the assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade,

INSERT SPECIFIC NAME OF REGIONAL-developed 7th grade Social Studies assessment.

School or Program Type	SLO with Assessment Option	Name of the Assessment
JEA Elementary K- 6	State assessment	NYSTP Grades 4- 6
Brennan Middle School 6-8	State assessment	NYSTP Grades 6-8
Brennan High School 9-12	State assessment	NYSTP Regents 9-12
JEA Jr/Sr High School 6-12	State assessment	NYSAA Grades 6- HS
JEA Alternative High School 7-12	State assessment	NYSTP Grades 7-8, Regents 9-12

Describe the instructional objectives for the level of performance required for each HEDI rating category and the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.

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.

SLOs will be used for any principal within the division. BOCES only if a SPG is not provided. The SLOs for all principals within the Division of Career and Technical Education will utilize the Western Suffolk BOCES CTE

be set by teachers and administrators which will be based on prior academic performance of students within each

be compared to the results of the Summative Assessment or the Regents Exam for each course to determine the

See scale 7.3 table 2.
The SLOs principals within the Division of Special Education will utilize the NYSTP results of all of the students. Growth targets will be set by teachers and

which will be based on prior academic performance or students throughout the division. This prior performance will be the baseline and will be compared to the results of

percentage of students meeting the growth target will

be converted to a scale score of 0 to 20 points. See scale 7.3 table 1.

Effective (15 - 20 points) Results are well above state average for similar students (or District goals if no state test).

Principals within the Division of Career and Technical Education will be rated highly effective if 92.86% or greater of the students reach their individual growth target. See scale 7.3 table 2.

Principals within the Division of Special Education will be rated highly effective if 95% or greater of the students meet the growth target. See scale 7.3 table 1.

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

Principals within the Division of Career and Technical Education will be rated effective if 60.71% to 92.85% of students reach their individual growth target. See scale 7.3 table 2.

Principals within the Division of Special Education will be rated effective if 52% to 94% of the students meet the growth target. See scale 7.3 table 1.

Developing (5 - 8 points) Results are below state average for similar students (or District goals if no state test).

Principals within the Division of Career and Technical Education will be rated developing if 20.24% to 60.70% of the students reach their individual growth target. See scale 7.3 table 2.

Principals within the Division of Special Education will be rated developing if 18% to 51% of the students meet the growth target. See scale 7.3 table 1.

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

Principals within the Division of Career and Technical Education will be rated ineffective if 0% to 20.23% of the students reach their individual growth target. See scale 7.3 table 2.

Principals within the Division of Special Education will be rated ineffective if 0% to 17% of the students meet the growth target. See scale 7.3 table 1.

If you are using tables or charts to explain your assessment results, please clearly label them, combine them into a single file, and upload that file here.

7.4) Special Considerations for Comparable Growth Measures

Describe any controls, or other special considerations that will be used to set targets for comparable growth measures. This includes, but is not limited to, 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 are those that are necessary to ensure that the growth measures are comparable across all students in the district. This includes, but is not limited to, adjusting for varying disabilities of all students.

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 single category and scored for the growth subcomponent according to a formula determined by the State (e.g., if a district has two state-provided K-8 schools with growth measures for ELA and Math grades 4-8.)

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures | Assure that appropriate controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.

7.6) Assurances -- Comparable Growth Measures | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.

7.6) Assurances -- Comparable Growth Measures | Assure that procedures for ensuring data accuracy and integrity are being utilized.

7.6) Assurances -- Comparable Growth Measures | Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs.
<http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html>

7.6) Assurances -- Comparable Growth Measures | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HFDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.

7.6) Assurances -- Comparable Growth Measures | Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.

7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.

8. Local Measures (Principals)

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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.

Please note: only one locally selected measure is required for principals in the same or similar programs or grade configurations, but

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 can prove comparability across the groups. If a district is choosing different measures for different groups of principals within the same or similar programs or

configurations, they must complete additional copies of this form and upload as attachments for review.

3.1. LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT OR GROWTH FOR PRINCIPALS WITH AN APPROVED VALUE-ADDED MEASURE (15 points)

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 and multiple measures. 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 growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level 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) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades

(f) number of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (minimum number of students or percentage of students on the examination, etc.), for principals employed in a senior high school grades (e.g., the percentage of students in the 2000 cohort that earned at least a 3 on an Advanced Placement examination since entry into the ninth grade)

(g) student progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade course completion rates or the percentage of students who pass the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Level	Selected Measure from List of Approved Assessment	Assessment
K-6	(d) measures used by district for teacher evaluation	NYSTP Grades 3-6
6-8	(d) measures used by district for teacher evaluation	NYSTP Grades 6-8
9-12	(d) measures used by district for teacher evaluation	NYSTP Grades 9-12
6-12	(d) measures used by district for teacher evaluation	NYSAA Grade 6-12
7-12	(d) measures used by district for teacher evaluation	NYSTP Grades 7-8

Describe the district adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI 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>Western Suffolk BOCES Division of Special Education will use the Grade 3-8 ELA state testing results in a measure that is different from the measure used for growth. Based on historical data provided in the nyStart System, Western Suffolk BOCES used the nyStart provided "mean" scores to compare historical data for students participating in the NYSTP. Based on the review of three years of data, the average mean was calculated to be used as a target to measure achievement. The achievement target goal is for the building/program to meet the average mean score or come within 2 points less than the average mean score</p>
--	--

from last year. The program/building's ability to meet the average mean score will be converted to a scale of 0-15 for all Principals who do receive a SPG (see chart 8.1 table

2. For all principals who do not receive a SPG (see chart

8.1 table 2)
1).

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

A principal who does receive a SPG will be rated highly effective if the building/program's average scale score is 3 points or greater than last years average scale score. See chart 8.1 table 1. For all principals who do not receive a SPG (see chart 8.1 table 2)

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

A principal who does receive a SPG will be rated effective if the building/program's average scale score is a range of 2 points greater and 5 points below last years average scale score. See chart 8.1 table 1. For all principals who do not receive a SPG / see chart 8.1 table

2)

Developing (6-7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

developing if the building/program's average scale score is between a range of 6 to 10 points below last years average scale score. See chart 8.1 table 1. For all principals who do not receive a SPG / see chart 8.1 table

principals who do not receive a SPG (see chart 8.1 table 2)

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

A principal who does receive a SPG will be rated ineffective if the building/program's average scale score is 11 points or more below last years average scale score

See chart 8.1 table 1. For all principals who not receive a SPG (see chart 8.1 table 2)

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)

(file response)

If you are using your file using graphics or other graphics, save graphics for preserving FULL graphics. Change file name and upload them into a single file, and upload that file here.

attachment uploads/52661197656_DEVOLVE740/Section 8 Chart & 1 Table 1.2.doc

LOCAL MEASURES FOR THE MEASUREMENT OF STUDENT ACHIEVEMENT - RANKABLE LOCAL PRINCIPALS (2012-2013)

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-7-8, 9-12, etc.) for each grade configuration, select a local measure from the menu.

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, include this portion of the form on additional pages (attach 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 (a percentage of students in the school whose performance levels on State assessments are proficient or advanced)

level (e.g., Level 1, Level 2)

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- and five-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 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, ACT, or in English employed in a school with high school grades (a) the percentage of students in the 2000 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) student graduation levels in a school with high school grades

(i) number of students who graduate with honors in a school with high school grades

(j) number of students who graduate with honors in a school with high school grades without a Value-Added measure for the State

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and

level of the assessment. For example, a regionally developed 7th grade Social Studies assessment would be written as follows: REGIONAL BOCES-DEVELOPED 7th grade Social Studies assessment

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
9-12	(i) Student Learning Objectives	NYSTP All HS Regents Assessments
6-12	(i) Student Learning Objectives	NYSAA 6- HS
7-12	(i) Student Learning Objectives	All NYS Regents Assessments
9-12	(i) Student Learning Objectives	All NYS Regents Assessments
9-12	(i) Student Learning Objectives	Western Suffolk BOCES-CTF - Developed Assessments
k-6	(i) Student Learning Objectives	NYSTP 3-6

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.

Notes: As with the HEDI boxes below, it is not acceptable to just restate the text descriptions from the regulations and/or assurances listed to the left of each box.

See the box, if needed, for describing the process for assigning HEDI categories. If needed, you may upload a table or graphic below.

Career and Technical Education within Western Suffolk BOCES. Teachers and administrators reviewed historical performance data of the students within each program

administrators. Baseline data was established from the

each course. The achievement target is set that at least 70% of all students will achieve 65 or better on the summative assessments. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. See scale score at chart 8.2 table 1.

All principals within the Division of Special Education will utilize all six high school recent exams to evaluate all

teachers and administrators and based on prior academic history. This prior performance will be the baseline and will

utilize all six high school recent exams to evaluate all teachers and administrators and based on prior academic history. This prior performance will be the baseline and will determine/program to meet the achievement target. The achievement target is set as at least 76% of all students taking the exams will meet their achievement target. The percentage of students meeting the target will be converted to a scale score of 0 to 20 points. See chart 8.2 table 2

Highly Effective (40 - 50 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject

Principals within the Division of Career and Technical Education will be rated highly effective if between 91.43% and 100% of their students reach the achievement target

See scale score at chart 8.2 table 1. Principals within the Division of Special Education will be rated highly effective if 95% or more of the students reach

their achievement targets. See chart 8.2 table 2

Effective (30 - 39 points) Results are above District- or BOCES-adopted expectations for growth or achievement for grade/subject

Education will be rated effective if between 52.86% and 91.43% of their students reach the achievement target.

See scale score at chart 8.2 table 1. Principals within the Division of Special Education will be rated effective if between 52% and 94% of the students reach the achievement targets. See chart

8.2 table 2

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

Principals within the division of Career and Technical Education will be rated developing if between 17.62% and 52.86% of their students reach the achievement target.

See scale score at chart 8.2 table 1. Principals within the Division of Special Education will be

See scale score at chart 8.2 table 1. Principals within the Division of Special Education will be

rated developing if between 18% and 51% of the students reach the achievement targets. See chart 8.2 table 2

0-2 points as applicable, into a single subcomponent HEDI category and score. See scale score at chart 8.2 table 1. Principals with the division of Special Education will be

Principals within the Division of Career and Technical Education will be rated ineffective if between 0% and 17.61% of their students reach the achievement target.

rated ineffective if between 0% and 17% of the students reach the achievement targets. See chart.

8.2 table 2

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)

[assets/survey-uploads/5366/187656-pi29aiX4bL/Section 8 Chart 8.2.pdf](#)

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

(No response)

8.3) Locally Developed Controls

Describe the district's process for identifying locally developed controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potential bias in the process of assignments.

Describe the district's process for combining multiple locally developed controls into a single subcomponent HEDI category and score. or 0-20 points as applicable, into a single subcomponent HEDI category and score. Each measure will have a minimum score, the scores will be weighted according to student population and combined to equal one score as suggested by the SLO guidance document.

8.5) Assurances

Please check all of the boxes below:

- 8.5) Assurances I Assure that the application of locally developed controls will be rigorous, fair, and transparent Check
- I assure that the application of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws. Check
- I assure that expelled students are included in accordance with policies for student assignment to schools and may not be excluded. Check

6.5) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized. Check

8.5) Assurances | Assure that the process for assigning points for locally selected measures will use the narrative procedures described in the regulations to ensure uniformity. Check

6.5) Assurances | Assure that it is possible for a principal to earn each point, including 6, for the locally selected measures subcomponent.

8.5) Assurances | Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district. Check

6.5) Assurances | In more than one type of locally selected measure is used for different aspects 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.

8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the state assessment or other comparable measures. Check

9. Other Measures of Effectiveness (Principals)

Created Wednesday, October 24, 2012

Updated Monday, December 10, 2012

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9.1) Principal Practice Rubric

Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

Enter 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 APP form only provides one space for

principals. Enter the points assignment for one group of principals below. For the other group(s) of principals, fill out copies of this

Is the following points assignment for all principals?

Yes

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

(No response)

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 31 of which must be from supervisor and at least one of which must be unannounced. [At least 31 points]

...and at least one of which must be unannounced. [At least 31 points]

of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)
--	---------------

9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
--	---------------

State-approved tool	
---------------------	--

9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(No response)
--	---------------

9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)
---	---------------

9.5) Survey Tool(s) (if applicable)

If you indicated above that 1 or more points will be assigned to regional or district approved survey tool measure, indicate the tool below:

(No response)

Principal Evaluation Triennial School Perception Survey for Teachers	(No response)
--	---------------

K-12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
---	---------------

K-12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
--	---------------

K-12 Insight Parent Survey for Principal Evaluation in New York	(No response)
---	---------------

K-12 Insight Teacher Survey for Principal Evaluation in New York	(No response)
--	---------------

9.6) Assurances

Please check all of the boxes below:

9.6) Assurances Assure that an ILEP 2020 Leadership Standards are assessed at least once time per year.	Checked
9.6) Assurances Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Checked
9.6) Assurances Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
9.6) Assurances Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district or BOCES.	Checked

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The following HEDI levels of performance denoted in the Multidimensional Building Principal Performance Rubric will be: Highly Effective; Effective; Developing; and Ineffective.

Describe the process for implementing the implementation of the teacher's evaluation process and various evidence of the MPPR.

The points accrued for each element in each domain/category will be tallied to obtain a total number of points for the domain/category.

be based on the following scoring ranges:

DOMAIN POINT ALLOCATION

- School Culture and Instructional Program 24 Points
- Safe, Efficient, and Effective Learning Environment 8 Points
- Communication with Stakeholders 4 Points
- Integrity, Fairness and Ethics 4 Points
- Political, Social Economic, Legal and Cultural Context 4 Points
- TOTAL 60 Points**

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 attach that file here.

assatechman-unloads/514320544-nMAD1d0k6R/Form 9.7.pdf

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

Highly Effective: Overall performance and results exceed standards.

A highly effective rating is achieved by demonstrating exemplary performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment;

community, integrity, fairness, ethics, and political, social, economic, legal and cultural context. The overall composite

points.

An effective rating is achieved by demonstrating strong performance in the following areas: creating a positive learning

economic, legal and cultural context. The overall composite score for a rating of effective will range from 40 to 54 points.

A rating of developing is achieved by demonstrating a need for

improvement in performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment;

An ineffective rating is achieved by poor performance in the

political, social, economic, legal and cultural context. The overall composite score for a rating of ineffective will range from 0 to 29 points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	40-54
Developing	30-39
Ineffective	0-29

9.8) School Visits

Enter the minimum number of school visits that will be done by each of the following evaluators. The minimum number of visits by supervisor is at least 1 and the total number of visits is at least 2, for every probationary administrator. If your district does not include visits by a trained administrator or independent evaluator, enter 0 in those boxes.

Probationary Principals

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

Tenured Principals

By supervisor	2
By trained administrator	0
Enter Total	2

10. Composite Scoring (Principals)

Created Wednesday, October 24, 2012

Updated Friday, November 30, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

Insert districts or LEAs designated HED scoring ranges for the Other Measures of Effectiveness Subcomponent (same as question 9.7), from 0 to 60 points -----

Highly Effective	55-60
Effective	40-54
Developing	30-39
Ineffective	0-29

10.21 The 2012-13 scoring ranges for principals for whom there is an approved value-added

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement -----

Other Measures of Effectiveness -----

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements -- Principals

Created Wednesday, October 03, 2012

Updated Monday, December 10, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

11.1) Assurances -- Improvement Plans | Assure that principals who receive a Developing or Ineffective rating will receive a Principal Improvement Plan (PIP) within 10 school days from the

Checked

11.1) Assurances -- Improvement Plans | Assure that PIP's shall include: identification of needed areas of improvement, a timeline for addressing improvement, and how improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas.

Checked

11.2) Additional Attachments to Principal Improvement Plans Forms

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

section 3012-c

(2) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as

under Education Law section 3012-c

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

The procedure applicable with following is that a principal who receives a rating of "Ineffective or Developing" will be afforded the right to appeal to a hearing panel. Within five (5) business days of receiving the full composite score the principal will file an appeal to the Divisional Executive Director who will notify the Executive business days from the date of the final evaluation that resulted in the "Ineffective or Developing" rating. The hearing panel will be comprised of two (2) Unit II representatives, the Executive Director of Personnel, and one (1) mutually agreed upon advisor (i.e.,

summary recommendations to the Deputy Superintendent within fifteen (15) business days from the conclusion of the hearing. The outcome of the Appeals Committee Review will yield individual written summary recommendations which are not a vote. The Deputy Superintendent shall have authority to uphold, rescind, or revise the building Principal's evaluation. Based on a review of the recommendations, the Deputy Superintendent will make a final recommendation to the Board of Education. This decision will be issued by the Deputy Superintendent in a meeting within thirty (30) business days of the hearing and shall be binding.

i. Western Suffolk BOCES will maintain a list of five (5) trained mutually agreed upon retired administrators. The list of retired administrators will be negotiated and revised annually. Administrators on this list will be subject to an orientation of up to two hours in the course of the remaining 30 days prior to their return to positions in a hearing will be born by Western Suffolk BOCES.

expeditious manner and will comply with Ed Law 3012-a

11.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators.

Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

division of Special Education and the Division of Career and Technical Education. All building supervisors have attended workshops

All principals and principal supervisors will attend workshops on the Multidimensional Principal Performance Rubric and the ISLE standards which will be used to evaluate all administrators. Principal supervisors will participate in ongoing professional development workshops which can be used to evaluate all administrators. Principals/supervisors will participate in ongoing professional development workshops at bi-weekly cabinet meetings as well as conferences throughout the year according to the needs of the supervising director.

The evidence of the training will be presented to the Board of Education who will certify that the assistant directors and executive school year after reviewing the ongoing trainings that have been provided.

11.5) Assurances -- Evaluators

Please check the boxes below.

Checked

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

(2) evidence based on research 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) the inclusion 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.

(7) use of the Statewide Instructional Reporting System

(8) the use of any other district-developed or commercially-purchased instruments used by the school district or BOCES to evaluate its teachers or principals rating and their subcomponent ratings

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

1.1.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

12. Joint Certification of APPR Plan

Created Monday, December 10, 2012

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12.11 Upload the Joint Certification of the APPR Plan

District Certification Form

[assets/survey-uploads/5581/274215-3Uqgn5g9Iu/APPR Cert Forms.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.