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Albany, New York 12234

E-mail: commissioner@mail.nysed.gov

Fax: (518) 473-4909

December 11, 2012 _____

Thomas L. Rogers, Superintendent Western Suffolk BOCES----507 Deer Park Rd. PO Box 8007

Dear Superintendent Rogers:

Indivialitations: (am inleased to inform voli first volit entitle Etolessichte Etertrimence

Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Compositores e Reduciones and has been admitied for the ISCL-ISC echnic bear. As a technical

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ี้สรรมีเสมีเวียร์ เมลเร็สเซ็นลี่เรียกรู้ขึ้นก็สมุมายังชับวิหาราง. ก็สภับ ก็เสเซกสกับกลางชับ สาขากเลนซะ เบางบนก approved approved APPR plan. your district/ROCES, must submit such material changes to us for approval.

Please see the attached notes for further information.

ำ "สาเล่างากเข้างัสเลารับอิดีเดีย อง บริเทณร์ เรอิงบธอ" ลกบายารถาบบราสกบ้ากลง อ้านอาร์สดบายและ ลดเบเบ เมลก ... วิเนียยว ยางอยหน้า นักยาวทานมอก อกออกเอาเอย เกิด อาจา สอาจาย ยางาวทาย เลื่อน เลื่อน เลื่อน เลื่อน เลื่อน เลื่อ

faungs snow little dinerentiation across educators and/of the lack of dinerentiation is not rustilled by equivalently consistent student acmevement results:

> The New York State Education Department and I look forward to continuing our work logether with the goal of ensuring that every school has world-class teducators in the classroom. en amedican de la contractiva de la co

student achieves college and career readiness.

Thank you again for your hard work

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 zorz-to 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 APRR submission and value-added measures are

its APPR accordingly.

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reference in your APPR have not been reviewed. However, the Department reserves the right to review ine uploaded allactiments at any time for consistency with your APPR form and/or to ensure

mây reject your APPR plan and/or require corrective action.

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	Annual Professional Performance Reviews: 2012-13
. ASSESSED SLO	Created Thursday, May 24, 2012
	<u>1</u>
	Disclaimers
To the state of th	The Department will review the contents of each school district's or BOCES' APPR plan as submitted using this online form, including
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Khe Dena	rment will hat fewence any attachments offer than those required in the omnie form. Any manhondif addomnents supplied by
	Statements and/or materials in such additional attachments have not been annoved and/or endorsed by the Denartment However the
	Department reported the request further information from the school district or ROCES, as a secret of its review
It the Dane	riment réagonably believes through investigation of otherwise that statements made in this APVK man are not true of
	A couracy of such statements.
	1. SCHOOL DISTRICT INFORMATION
	1.1) Calcal District DEDC Markon CO020000000
Aumonde <u>n er</u> ski	If this is not your BEDS Number, please enter the correct one helow-
* www.	
TEXT Sent	dof) Beirot Dionic Whater KN STEPC (ICCUS DOCTO
	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
UNIVERSE AND A	Prease their ที่ the district has applied for and or has been awarded any of the following (in applicable):

(No response)

1.5) Assurances

Please check all of the boxes below:

- an Checked ว่า เมื่อน (ค.ศ. 1951) ในการคายอน of this Agent soor groups the dight of the APPR Checked pian and interpretation of the APPR pian is in complication with Education caw รู้จือ iz-craniu รับอยุลกาจบ-z บเ 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 Checked September 10, or within 10 days after approval, whichever is later

The reside of attri-unless thin each in the summer of the inverse of the interest of the contract of the contr

17) le thic culmiccion for an annual or multi-vear 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

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maramente procederale gration and Gentinon Decision, 1924, and Malay W. 1950 with provide a ratio added gravity score. That some will be a superior and the second superior with the second superior and the second superior and the second superior and the superior and the second superior and the s

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, same may teach other courses in the contract of the

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012_13, the Provided the Provided House of the Provided House of

2.1) Assurances

Please check the boxes below:

where applicable.

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

STUDENT LEARNING ORIECTIVES 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.)

ourses associaced on zolo-11 will Kefelus Exstais of, in the lather, Walt diner state assessibling the tomovide didst be used as the evidence of student leaving within the SLO.

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District-	determined assessmer	nts from list of State-approved 3rd party assessments; or	
	District, regional or	BOCES-develoned assessments provided that it is rigorous and commarable	<u>: actoss</u> classrooms
<u>For</u> othe	er grades/subjects: d within the SLO:	istrict-determined assessments from ontions below may be used as evide	suce of equipme
	State assessments,	required if one exists	
	List of State-approv	ved 3rd party assessments	
<u>ិក្</u> តិទីសាល់ទ	District regional &	r ROCES developed accessments provided that it is rigorous and comparable	e agrace alacerooms
		nacemmentaline parage an equiporementatio.	
and the second		Taismen of BOCLS ages not nave graderstore represent teachers for one or allowers the second of the	
u <u>euna</u> cess;		oranch teachers also teach 6th grade science and/or social studies and therefore the districtions BOCES does not have cortain and conductive district does not have conducted and co	
Į Įįstriets ot	of the assessment. F	ouse a district regional of HTU AS-déveloned assessment must include the for example, a regionally-developed 7th grade Social Studies assessment wo QE RECLOND developed 7th grade Social Studies assessment	
	2.2) Grades K	-3 ELA	
R THE SECOND IN	the engoific according	n haves below, please first select the assessment that will be used for SLOs in voice below, please first select the assessment that will be used for SLOs ant listing the full name of the assessment. State assessments must be used only using the full name of the assessment state assessments must be used.	ior no giacostojecensica. Themame where emplocite
		ELA	Assessment
	К	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 3 ELA Exam
	DT Proposition	ar Booles wide: aroop or learn testins based on Grade	வுகை வக்க
	CONTRACTOR SAME	assessments	

3 State assessment...

3rd Grade State Assessment

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.

tiis <i>s</i> c	dicomognant, il naedėdi vou mav politad a tablé or — and adi	ministratics which will be based on order academic first to success the state of the second will be compared to
		the results of the NYS Grade 3 ELA exam to determine growth of the students within the program. The percentage of students meeting the growth target will be converted to
	Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District years if no state test).	A teacher will be rated highly effective if 95% or greater of the students meetine growth larget. See scale 2.11 lebia
	Effective (9 - 17 noints) Results meet state average for	A teacher will be rated effective if 52% to 94% or of the

Translave of Ething (Adequetry Appropriate) 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 energific assessment, licting the full name of the assessment. State assessments must be used where applicable

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	State geocoment	3rd Grada Stata Accacoment
	Math	Assessment

gyosesi ng mgagami gishak si ankanis nekelandi Si kareklina sainsisakat dha aridibanak sila aryawarek sindik c

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

u vijenėm minescinė ineciemeita dinocess: 'mae ocus nūrosabes nis mani volindže inecivos sisii tor assigning me or categories for these grades is differently grade want examination in largers will be set by teachers this subcomponent. If needed, you may upload a table or and administrators which will be based on prior academic graphic at 2.11, below. performance of students throughout the division. This prior nerformance will be the baseline and will be compared to

> 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.

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111 4 محمد پارس	Livehre etc all remains added to the mell shows	A. teerber vill he retectiveliedly offective it 95% or areater of me siddens meeting grown alique. Vee scale 2:1 is table
esse Wyse	Effective (0, 17 points) Results meet state average for similar students (or District goals if no state test)	A teacher will be rated effective if 52% to 94% of students — most the growth target. See scale 2.11 table 1
irnet	முறு வர்ந்து முற்றிக்கொண்டு இரு விரும் இரு வருள்ள பிரும் வருள்ள பிரும்	المركة من المكافئة به من المكافئة المك
·- •- •	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 thestudents meet-the-growth-target. See seale 2.44 table 4.

2.4) Grades 6-8 Science

T TEATTER I

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
ъ	Not applicable	пот аррпсаоте
7	Not applicable	not applicable

and the process for paraginar points to expenses success as 22 resume commences were representative as the comparative 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.

Trighty Checkve (10 - 20 points) ເປັນເຂົ້າໄດ້ ທີ່ ທີ່ ກັບໄດ້ເປັນ ຄົນເປັນ ຄົນການ ຄົນເປັນ ຄົນການ ເປັນ ຄົນການ ການ ພາຍການພວກ District goals if no state test).

<u> The state (2, 8 poists) Becults are below state average for similar students (an District coals if some applicable</u> no state test).

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District or points) not applicable or 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 Assessation cosmograph distinguish of all cosmos of the cosmographs and that will be used for SLOs for the grade/subject-listed. Then name

- NOS GOBNOSDIO

THEOREGIES SOME

Not applicable

not applicable

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

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.

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

pot applicable

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2.6) High School Social Studies Regents Courses

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

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

		Accaesmont
Global 1	School-/BOCES-wide group/team results based on State assessments	NYS GLobal 2 Regents Exam

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in

The SLOs for Social Studies regents courses will utilize the Global 2 and American History Regents Assessment

not applicable

Will be the baseline and will be compared to the results or the Global 2 and American History Recents Assessment

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

 Cheche	เรี<i>⊈า:</i>เรียดผู้มีเหลือเล่นไม่มีสะบได้เลยสอบได้ไ ด้ได้ค่-cools โดยเกละ similar-students	Tarsberg will be cated effective 14.52% to 94% of the students meet the growth target. See scale 2.11 table 1.
	Developing (3 - 8 points) Results are below District goals focsimilar students	Teachers will be rated developing if 18% to 51% of thestudents meet the growth target. See scale 2.11 table 1.
neffective	p to a gonto, i toodito and their accordance	S Will be lated inenective it Unity 1/76 Of the

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 Die spechic assessment dismixme mit nähle och e assessment, descus assessment man och ascu 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
เช่นขอ	Environmoi:		Andrea agreement
ren e.	Earth Science	Kegents Assessment	regents assessment
	Chemistry	Not applicable	Not applicable
	Physics	Not applicable	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 econductive Common la Casaret Moconto achomenanent. Include and district determined as nectations for student nerformance......

Use this box; if needed, to describe the general process. The SLOs for Science regents courses will utilize the for assigning HEDI categories for these grades/subjects in Living Environment and Earth Science Regents this subcomponent. If needed, you may upload a table or Assessment. Growth targets will be set by teachers and resource en en l'ambiel de la la

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

The state of the s

Highly Effective (48 - 20 points) Results are well above Teachers will be rated highly effective if 95% or greater of their students reach the growth target. See scale 2.11 table 1

goals for similar students.

District goals for similar students

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 ivote: Additional nigh school main courses hisy be used below in the "An Other Courses" section of his lorin.

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

Tax more ที่สูนที่รู้ประเทศได้เราที่สูง เครื่องการค่าและต่อ ต่องก็กล่องก็กล่องก็เกราะก็กล่องก็ครั้งกับกับกับกับ [MOL patric party and the process for assumme points to reconsist mason on a lar resum รับมีการเกล่า wan requision และต่องการและ | Large party | Taxanta Marking in America of Control of the Control of Taxanta (Control of Taxanta) | Taxanta (Control of Taxanta

Also this hav if needed to describe the general process. The SLOs for Math regents courses will utilize the Algebra

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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.

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Teachers will be cated effective if 52% to 94% of the

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

Teachers will be rated developing if 18% to 51% of the 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

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

Hoing the drop, down haves below please first select the assessment that will be used for SLOs for the grade/subject listed. Then name
the spacific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select.

the English Degants assessment in at least one grade in Task 2.0 (0, 10, and/or 11).

"ที่จัด: "ผู้นั้นที่จักสำคัญที่ จะท้องที่ นิกฐกิจก่างงินเจรจากกรุง ข้อที่จะเป็นต่น กับกับกับกับก็จะ อียนเบอก ออยกับการในกับ

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Western Suffolk BOCES CTE developed English 9 Summative assessment—
Grada 10 ELA	District, regional or BOCES developed	Maetern Suffolk BOCES CTF developed English 10
Grade 11 ELA	Regents assessment	English Regents Comprehensive Exam

THE THE PROPERTY CHAPTER CONTROL OF A STREET OF CONTROL OF A STREET ASSESSMENT OF A STREET OF A STREET AND A STREET ASSESSMENT OF A STREE The SLOs for High School English courses will utilize the Use this box, if needed, to describe the general process Western Suffolk ROCFS CTF developed Fnolish 9 .. for assiming HEDL categories for these grades/subjects in 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 2.11 table 2. Tarabara will be roted biable affective if a 2884 บางกับการณ์นิธีกิเราซลับกาเคยกากขยังนิสานาจพัก target. DISMC(ບູບລາອ ເບົາ Similar students. scale 2.11 table 2.

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similar students.

i Table Zi

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students reach their individual growth target. See scale

2.11 table 2.

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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"......

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	ehra		Trigonometry/Algebra Summative Assessment
1.5.5.000 (W.S.C.)	eran - Tredressalded	agares AC 1111 Perries Strange	The second secon
	·	BOCES-developed	Summative Assessment
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		New DOCES dualisated asset	Commative Assessment
Full skale taken	=== ::Tasänfildisens	ince To a constant	RANKE CENTRAL BERTHER STREET
		BOCES-developed	Assessment

BUCES-developed - 5, 10, 12 Summative Assessments -

	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
Lawaload Liumeiana	TOUTH WARE	DOCE daysland	Courtly Cummative Assessment
	Mystery Literature	District, Regional or BOCES-developed	Western Suffolk BOCES CTE Devleoped Mystery Literature Summative Assessment
Pre-Algebra	District, Regional or	Western Sunoik BOC BOCES-developed	Summative Assessment
· · · · · · · · · · · · · · · · · · ·	Technology	District, Regional or BOCES-developed	Western Suffolk BOCES CTE Developed technology summative assessment
<u></u>	Creative Art Drawing	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed Creative Art Drawing Summative Assessment
	Algebra Lab	District, Regional or BOCES dovelaged	Western Suffolk BOCES CTE developed algebra lab
	Applied Math	District, Regional or	Western Suffolk BOCES CTE Developed Applied Math
. ration of the	The second of th	BOCES-developed	summative Assessment
Lamb Science	ce Distroit Romonal-Ur Lab	Western Senonce of BOCES-developed	SES ET & Serverope a sommanika
	ELA LAb	District, Regional or BOCES-developed	WeWestern Suffolk-BOCES CTEstern Suffolk-BOCES CTE-developed-ELA lab-summative assessment
r = 1646130.00x4840	Giotrai Studies	District, Regional or BOCES-developed	Western Sulfolk BOSES GTE developed Clobal Studies lab summative assessment.
E =common and	Same a colonidia Totalinia	BOCES-developed	Wasters Suffalk ROCES CTE developed health educationsummative assessment
	Environment Lab	BSCE-developed	Chvironmont on summative accessment
rat Eo	ing category and the process for	assigning points to teachers bas commenced. Include any district	ed on SLU resints consistent with regulations and assurances in the determined expectations for student performance. The SLUs for all other courses within the Division of Corses and Taphalas Lidwards will will be the Western
ti	his subcomponent. If needed, graphic at 2.11, below.		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
			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 9 to 20 points. See scale 2.11 table 2.
	lighly 5"হহাতে /1৪ ন20 exints District goals for similar studen		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.

	.ர#ஹாடிக்,17.வள்க்கிகையிகளை 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.
TAVAION	nહાર કાંડાગામું છે મ્લેકમાંત્ર કેલ્સિકાઇપ્રાપ્ય કાંગ્યાના કાર્યો કાંડાના ક્લોગ્યા કાંડાના ક્લોગ્યા કાંડાના ક્લોગ્યા કાંડાના ક્લોગ્યા કાંડાના ક્લોગ્યા કાંડાના ક્લોગ્યા કાંડાના કલોગ્યા કલોગ્યા કાંડાના કલોગ્યા કલોગ્યા કલેગ્યા કલોગ્યા કલોગ્યા કલેગ્યા કલેગ	s พิตรอษาสเยตในโดยอย่ากันนำการประช่วฐ เป็งในวิชีพร้อ 50 70% of students reach their individual growth target. See scale 2.11 table 2.
Ineffectiv	e (0 - 2 points) Kesults are well-below Listrict. Leacner goals for similar students.	s พี่แก่ pe rared intenective กับรับรับรับรับการ คำกับ - f การแบบและกอนอาการอาการสมานนิยาฐการสมานนิยาฐการสมานนิยา 2.11 table 2.
	If you need additional space, upload a copy of "Form 2.10: All Oth downloadable copy of Form 2.10. (MS. Word)	er Courses" as an attachment for review. Click here for a
<i>ilanggunasi</i>	310 4112 - 10 4112 - 10 4112 - 10 4112 - 10 4112 - 10 4112	other courses final ndf
<u>, कि</u> नद्भादे से संस्थार	Z.Ti) HEDr rables of Grapmes	·-·····
	For questions 2.2 through 2.10 above, if you are using tables or oth categories, please combine all such tables or graphics into a single tand upload that file here	er graphies to explain your general process for assigning HEDI file, labeling each so it is clear which grades/subjects it applies to,
	assets/survey-uploads/5364/187469-TXEtxx9bQW/2.11.pdf	
	2.12) Locally Developed Controls Describe any adjustments, controls, or other special considerations In the property of the standards of the controls of the control of the controls of the control of the controls of the control of the control of the controls of the control of the con	that will be used in setting targets for Comparable Growthetherwill benezed townstieste, untowindant ablantation incentives
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The concepts	ndunic ories academic hiskory, oludonio venicamentale celunganicamento in celunganicam	chientive teachers and adminstrators looked at up to three years of

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PA Porking scale a state in	iransparent and only those used for State Growth พักษายองชาการบทเคยเลยตร รางกลากเอลอดเลย	
A TAS ASS		
ge	On underrepresented studente in accordance with applicable civil rights laws.	
	are included and may not be excluded.	ny province in a control of the dis-
	2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
	2.11) Assurances I Assure that district will develop SI On according to the rules established by	Checked
A Total Constant Constant	2.14) Assurances (Assure marpust ของอังหนึ่ง perion และจะสาร์ เครื่องสหัตร ของอังหนึ่ง ของอังหนึ่ง เรื่องเรื่อง students will be taken into account when developing an SLO.	OLINIA Checked
	2.14) Assurances Assure that the process for assigning points for SLOS for the Grown Subcomponent will use the narrative HFDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	- · · · · · · · · · · · · · · · · · · ·
	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 riger and comparability across classrooms.	-Checked

3. Local Measures (Teachers)

Created Wednesday, October 03, 2012

Page 1

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

Through 3.11, chaose 1966 apparator from me trop power that among the residence of the contract of the contrac

typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects

This many are the minimal white will involve a become in closely for some or the polytopes. The some of the measure in the same section where you identified the locally selected measure and

assessment.

may prefer to have more than one measure for all teachers within a grade/subject. Also note: Districts may use more than one commented than one measure for all teachers within a grade/subject. Also note: Districts may use more than one commented than one commented that one commented that one commented that one commented that the district/BOCES verifies commentally based commented that the district of the distri

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

Advances and England to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject.

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TO ALLY SELECTED MEASURES OF STUDENT A CHIEVEMENT FOR TEACHERS IN TURADES FOR WHACH THERE IS AN ALAST VALUE ALAST MEASURES (ALAST VALUE ALAST MEASURE) VALUE ALAST MEASURES (ALAST VALUE ALAST MEASURE) VALUE ALAST MEASURES (ALAST VALUE ALAST MEASURES)

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Une of more of the following types of total measures of stituem grown of utility veneral mility veneration will be a sentiment of whenever

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 lea a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade <u>ก็ได้สกัด สู่สกเส้าสุดสารายการค่า แนนกู้ อนุทราสุขอกุจจบุทลุษตราย ครามรองสุของสุของมรอง 2</u> The second of th be determined locally r The Cite Land of the Control of th described in subalance 1) or 2) of this clanes 4) Student growth or achievement computed in a manner determined locally based on a State-annroved 3rd narty assessment assessment that is rigorous and comparable across classrooms 6) A school-wide measure of either student growth or achievement based on either: 4-8; or -C-t-1-14 securit or achievement appunted in a manner determined locally based on a State State anniqued 3rd party or district regional or BOCFS developed assessment that is rigorous and comparable across classrooms. 3.1) Grades 4-8 ELA " Using the thop-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. keceny Gelected Microry from List of Approved Microry A(ii) School wide massure computed locally NYS Grade 3-8 FLA Assessments

6(ii) School wide measure computed locally

6(ii) School wide measure computed locally

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NYS Grade 3-8 ELA Assessments

NYS Grade 3-8 ELA Assessments

NIVE Crade 2 0 EL A Agendom

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

TO Conday A O DI A. denoting the district adented expectations for the level of growth or achievement readed for a tea AND THE REPORT OF THE PROPERTY teacher the cam any of the hours in a scottile tange. Consistent with regulations and assurances.

assurances listed to the left of each box.

Use this box, if needed, to describe the general process the section of UCD estagation for those grades for this first the section of the conservation adopting popular forested, you may replead to the local control of the measure area deserved to be a second to be graphic at 3.3, below.

Western Suffolk BOCES Division of Special Education willuna the Grade 2 & El A etate testina mento in a mass 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/organom to most the average most score or

from last year. The program/building's ability to meet the for all teachers who do receive a SDC/coe chart 9.9 table

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or ___achievement for oracle/sublect 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 noinis or oregies then last years sverage analysaurs. Que =

ารา ระบบค.ค.**ค.รั**รโดย ร่างเอาก็**อิกล์เกิดอย่างใหม่เกิดอย่าง**กระเรีย Trail and the company of the completion of the c

Constitution of the second out and the second of the secon average scale score. See chart 3.3 table 1.

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itainimus eenisti (ätityti onistoitoipenittiisiasia..... average scale score. See chart 3.3 table 1.

THE MEQUIVE TO - 2 DOMEST MESONS ARE WENT BELOW LISTING OF THE REACHES WITH DECERTED TO THE CONTROL OF THE REACHES WITH DECERTED TO THE WITH DECERTED TO BOCES-adopted expectations for growth or achievement zir olabersbures TO CONTROL OF THE CONTROL STREET STREET STREET STREET

ineffective if the building/program's average scale score is

See chart 3.3 table 1.

3.2) Grades 4-8 Math

History the gloop drawn boxes below select the assessment that will be used for the locally selected measure for the grade sale

·	Locally-Selected Measure from List of Approved Mea	
	6(ii) School wide measure computed Incally	
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 control to control to

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Western Suffolk BOCES Division of Special Educationwill 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
	1).
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	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 years average scale score. See chart 3.3 table 1.
Effective (8- 13 points) Results meet District- or	A teacher who does receive a SPG will be rated effective if the building/program's average scale score is between a
TRANSPORT OF THE REPORT OF THE PROPERTY OF THE	average scale score. See chart 3.3 table 1.
Dove!?ping (3 - 7 points). Begulte are below District- or BUCES-adopted expeciations for growling achievement. for grade/subject.	A teacher who does receive a SPG will be rated www.bywloping if the building/pregram's overage accle accre is between a range of 6 to 10 points below last years

inellective (U - Z pullits) nestitis are well below profite? of 2306563 desired expectations for growth or achievement.

_inoffertive if the huilding/program's average scale score is

See chart 3.3 table 1.

3.3) HEDI Tables or Graphics

the manufactors

average scale score. See chart 3.3 table 1.

For miesticks 3,1 and 5.Cabore, h Joh are illug sunna is mind grapach veraphine procedures no procedure consolar consola

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

TOCALLY SELECTED WEASURES UP 51 ODER PARMILVEMENTMENT EOR 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:
rgin Egisten i i	_ Measures based on:
- Durc	mange in paramente in a nature & similar of with deliner of specimes covered for this lander of the manage determined locally, on such
	assessments/examinations compared by most students. Text of performance of assessmental administrator of the compared by most students. The compared by the co
The state of the s	4.50 Millian
Processors and seasons.	the percentage of a touchest a students coming the advanced performance level (four) on the 4th oracle ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
Selfer Self-Self-Self-Self-Self-Self-Self-Self-	The Control of the Co
- paragrama - paragraman	Leternized Law Laf growth. The methodology to translate such growth into the State-established sub-commonent scoring ranges shall methodology to translate such growth into the State-established sub-commonent scoring ranges shall med browth.
19 19 19 19 19 19 19 19 19 19 19 19 19 1	on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
	4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
A Statemen	S) Student grouth or achievement commuted in a manner determined locally based on a district, regional or BOCES-developed
-pressum	me from the whoman a man the former by the second in the second an aither
-17 A State	(i) A Ctate and deal about growth source covering all students in the school that took the State assessment in ELA or Math in Grades
- Pages See	weis Mentendacide manure of the britomorth recobing menter manuel in a manuel detempined locally based on a State
. The decomposition	-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

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Trains us akin aster beauth bear bear incurs such and word the arill have adder the locally calented macroscope for the gradelectical incurs the same incurs to the contract t

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

07 _K 10. 67% A85	ony school-wide measure computed locary	^{৻৻৻৻৻৻৻৻৻৻৻৻৻৻৻৻৻৻৻৻৻৻৻৻৻৻৻৻৻৻৻৻৻৻৻৻}
i	6(ii) School-wide measure computed locally	NYS Grade 3-6 ELA Assessments
	Licenses Ship Convolation mountain our paid is saily	
		1970 O . 1 . 0 0 El A A

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 sategories and the process for assigning points within rating categories that easures it is possible for a second 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.

	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				
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	graphic aco. ro, pelow.	"บากก่อเอกเอล่าซ่อโล อุทยาล่อยสำหรับบาทุอิโลก อิทยาล่อยกัก "" - ในก็ปกับอิเวียเลื่องเราที่ เลืองที่สามาลายาล่อยสำหรับ เราที่			
Music com		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 hullding/program to meet the average mean score or			
		eema wilhin 2 noiste loss then the suerano 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).			
	Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	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.			
JACTANUAVET.'		A teacher will be rated effective if the building/program's			
coconec See cna	BUCES-adopted expectations for growin or acmevement setor (1010) art 3.13 table 1.	groator oud Spoints halou last pass average, scale score			
	Developing (3 - 8 points) Results are below District-or.	A teacher will be rated developing if the building/program's			
	BOCES-adopted expectations for growth or achievement for grade/subject.	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.			
Frankling ordered o	Ineffective (0 - 2 points) Results are well below District- or	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.			
	ior gradoradajooti				

3.5) Grades K-3 Math

Then name the energific accessment listing the full name of the assessment

Locally-Selected Measure from List of Approved Measures							
	Locally-Se	lected	Measure	e from L	ist of	Approved	j
	Measures	医阴道			Anne.		

Assessment

3.07 Grades 0-6 acience

Using the drop down boxes below, select the assessment that will be used for the locally-selected measure for the gradely hieral listed.

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

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

Hor Litages to -8 Science: describe and unsilicated the process for assigning points with reaching categories and the process for assigning points with rating categories and the process for assigning points with rating categories that chance in a position of a categories that chances in a position of a categories and a categories and a categories and a categories and a categories that chances in a position of a categories and a categories

Use this box, it needed, to describe the general process for assigning help categories for mese mor applicable 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... not applicable for growth or achievement for grade/subject.

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

Doveloping (2 % points) Results are helow District, or BOCES-adopted expectations for growth ____not applicable or achievement for grade/subject.

helfective (I - 2 mints) results are well selow District of ELCES mapped expectations for the applicable of ElCES mapped expec

3.7) Grades 6-8 Social Studies

antar orderious.

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

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

For Cracks of 8 Special Studies relevented the district adapted expectations for the level of growth or achievement needed for a teacher to a second state of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDL bears below, it is not acceptable to just reneat the text descriptions from the reculations and/or assumances listed to the left of each hox

Use this box, if needed, to describe the general process for assigning H≟DI categories for these—not applicable grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

SUBSCRIBER STREET TO THE STREET OF THE STREE

Effective (0 _ 17 nointe) Results meet District- or ROCES-adonfed expectations for growin or ______nor applicable

Oaveloping (3... 8 points) Results are helow District- or BOCES-adopted expectations for growthnot applicable or achievement for grade/subject.

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

3.8) High School Social Studies

rgue asomalateradditional kichaekaelescial etudise courses worke listed belau in the "All Other Courses" section of this form

	Locally-Selected Measure from List of Approved N	leasures Assessment
Global 1	6(ii) School wide measure computed locally	All NYS Regents
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องเกตเกาะสมอาเมษาการครั้ง โดยีก็กำนานจากก่อกจรักทุกการการและปล่องกว่าและและสมาชากกล่าวสมัยกำหายใหม่การการในสมา assurances listed to the left of each box.

graphic at 3.13, below.	teachers and adminstrators 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
	cunverted to a scale score of the 20 points, dee changes as 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
Enective (9 - 1) points) Results meet visinor or BOCES adopted expectations for growth or achievement for grade/subject.	of the students reach their achievement tarnet. See chart 3.13 table 2
Developing (3 - 8 points) Results are below District- or	Teachers will be rated developing if between 18% and
for grade/subject.	chart 3.13 table 2

BOCES-adopted expectations for growth or achievement --- of the students reach their achievement target. See shart---

3.13 table 2

2.0) Wich Cahool Calaman

for grade/subject.

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<u>ພາດ: =ແຮກ່ວ່າກໍດີເພື່ອກຳລັດ</u>		website complited locally	All NYS Renents
Earth Science	;e···-···	measure computed locally	All NYS_Regents
A SALAS			Title Capability (1977)
Physics	Not applicable		not applicable
analaridike dagaranga	of Science: describe the district-adopte <u>a UEDI</u> sotic a cotenocies and the cross any of the points in a scoring range, co	zse, for assianina naints vithin catina	n or achievement needed for a teacher to nategories that ensures it is nossible for a nces.
assurances liste	ed to the left of each box.		grasintians fram that sambetions and lor
for assigning	t, if needed, to describe the genera g HEDI categories for these grades passet 'ধিক ধেৰ' ক্ষুত্ৰতে ভাষাইব	s/subjects in utilize all six high s Le tehlo exambiab ceheal teache	OCES Division of Special Education chool regents exams to evaluate all continues were set by a set by the set
graphic at 3.	.13, below.	teachers and admi	nstrators and based on prior academ
		the ability of the stu building/program to achievement targe	achers will receive a score based on udents within the same o meet the achievement target. The t is set as at least 76% of all student vill meet their achelvement target. Th
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mater Books on a	iive (16-20 points) Results are well ເຂົາ ຂ່າງສ່າງຂ່າວກ່ອງ ໜູ່ ພ້າພາຍທີ່ ກ່າວ grade/subject:	above Toachero will be re	ted highly-offective if 95% or more o
achievernen Developing ((3 - 8 points) Kesuts are below Dis	the Subsect of the state of the	((GC) developing involves - 10 20 en er
achievernen Developing ((3 - 8 points) Kesuns are delow Dis	the Subsect of the state of the	ted highly effective if 85% or mere of their achievement terrets. Soo character acres of their a
ACTIVES OF ACTIVE OF ACTIVES OF ACTIVE OF ACTIVES OF ACTIVE OF A	To gradersubject. (3 - 8 points) Kesuns are delow Disconsister delow	chart 3.13 table 2	((GC) developing in botwoon-1070 and

Using the thop down toxes below, select the assessment that will be used for the legality calcuted measure for the grade/cubient listed

3,10) High School Math

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
		All NIVO Descrito

Ror High School Math: describe the district-adonted expectations for the level of growth or achievement needed for a teacher to earn L. C. L. TITTER Commence and the wearest tor become a weight warms when the mentione are not the content of the

ate in the contract the contract of the contra

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 ben if readed 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 ROCES Division of Special Education will utilize all six high school regents exams to evaluate all high achool teachers. Achievement tergets were set by teachers and adminstrators and based on prior academic history. This prior performance will be the baseline and will

regents exams. reachers win receive a score paser the ability of the students within the same AND SAFETY STATES OF THE SAFETY OF THE SAFET

achievement target is set as at least 76% of all students taking the exams will meet their acheivement 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

name in Pictics of ROCES adapted aspectations for arouth or the students reach their achievement targets. See chart achievement for grade/subject.

叫读hty Effestive (48--28-points) Paguite are until shove Teachers will be rated highly effective if 95% or more of 3.13 table 2

Effective (9 - 17 points) Results meet District- or 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

revention of the West Aliand Resident Transfer of the Property of the West Aliand Revention of the Property of the West Aliand Revention of the Property of th

Partings organiques or weather action was tor grade/subject.

son a served description and descriptions and have a terror with asset the activities as the contract terror and a server and the contract terror and for grade/subject.

theffective (0 - 2 points) Results are well-balaw District or Teachers will be rated inoffective if hetween 0% and 17% 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.

		Locally-Selected Measure from List of Approved Measures	Assessment
	/ A P A PARTY OF THE PARTY OF T	ATTERIOR AND	ASSECTATION TO A STATE THE WATER OF THE WATE
ΓΙΔΔ	ecacement		
	Grade 10 ELA	7) Student Learning Objectives	Western Suffolk BOCES CTE Developed Grade 10 ELA Assessment
	Grade 11 ELA	/) Student Learning ບນງອບແ ν es	Western Sunoik ชื่ออีโอ GTE Developed Grade 11 - ELA Assessment
For High	-รับสะเลยเรา เกราะเคลาสมร์ เนอบเบราเบาเรา เกราะเกราะเกราะเกราะเกราะเกราะเกราะเกราะ	alige Arrs, accounted no describe though in the control of the points in a scoring sange, a to earn any of the points in a scoring sange,	nted synerateions for the level of cornerth or achievement needed for a some for configuration points within sorting antagonics, that every as it is some is some it
	Note: when complete assurances listed to		e to just repeat the text descriptions from the regulations and/or
	for assigning HEI	eeded, to describe the general process DI categories for these grades/subjects in Int. If needed, you may upload a table or Delow.	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
<u>Colore</u> de la colore de la col			antablished busindy udal attidant norformance on a
			previous English regents exam that was administered at the beginning of the school year. The achievement target
(45 VSB) 대본숙인 (45 VSB) 대본숙인			
. 177. 179. 179. 179. 179. 179. 179. 179			
			students meeting the achievement target win be convened to a scale score of 0 to 20. See scale score at chart 3.13 table 3.
โตริกก็จะก	District or DOOF	18 - 20 points) Results are well above	Teachers will be rated highly effective if between 91.43%
uniques g	an'ny avordenavion	STATES	AND THE PROPERTY OF THE PROPER
itakansik Tarah	···· Lieche (9 \$47)	CONTROL NO CONTRACTOR OF THE STATE OF THE ST	04 100% - filtrain students reach the schipycment toract
	for grade/subject	-	See scale score at chart 3.13 table 3.
a sanka wa ikini .		B points) Results are below District- or expectations for growth or achievement.	Teachers will be rated developing if between 17.62% and 52.35% of their students reach the achievement target. See scale score at chart 3.13 table 3.
<u> </u>	THEORETO Y	pulits) Results are well below blands or	To a hore will be reted ineffective if between 0% and
	🖶 – proceedings (* 155)	and the contract of the contra	หลอง จึงเมืองเป็นที่ ที่การเจาที่เหมาะหลายกละการแกก (กละการ) เกษท : แนะสนาทาง การเสดอก การ สามออกจาก เกษตายการ การสุดสม
15 15- 3-2 7/8 63	್ಯಾಗ್ಗಳಿಸಬಹುದ್ದಾರ್ for grade/eublect		See scale score at chart 3.13 table 3.

3.12) All Other Courses

for grade/subject.

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

See scale score at chart 3.13 table 3.

rational designation of the second se		Server Se	Zanding de la
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	บันจากช่อง พาสตา	7 Oldoni Louring Objective	The state of the s
		ELS ROUTEN'S STUTISTICS CONTRACTORS	Dusiness Math Associated
i ve	Economics -	7) Student Learning Objectives	Western Suffolk BOCES CTE developed
L 100 CO	7. Sugoni Lorenna i u	and make the second street of the second	YST TO THE STATE OF THE STATE O
			Science Assessment
) -r-sacae_	English 10.	_7).Student Learning Chiectives	Western Suffolk BOCFS CTF developed
		7) Student Learning Chiectives	Western Suffilik BULES CITE developed
t englisher alah kara	e g. epitekki ki minini kinggara	200	Forensic Science Assessment
		and the second s	The state of the s
rseconeux.	TO COMMON BOWNING TO	and may country	KNOOCH TOWN
Line Zanananan		7) Student Learning Objectives	Wastern Suffolk BOCES CTF developed
ek 🚐 to 3 vormo engligen 😘	Security		Homeland Security Assessment
	Mystery Literature	7) Student Learning Objectives	Western Suffolk BOCES CTE developed
	Pre- Algebra	7) Student Learning Objectives	Western Suffolk BOCES CTE developed PreAlgebra Assessment
Total State of the second	to the second second		Technology Assessment
registration Langing to Antassas	Saletta	T _ 1	
receive man Agginga nakar kese	Applied Math	7) Student Learning Objectives	Western Suffolk BOCES GTE developed
A material and a second a second and a second a second and a second a second and a second and a second and a	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
"EI Ä J Ah		.ca ລາບແນ້ຮະຖຸ່ງເອີ່ງຂອງທ່	LAb Assessment
	Global Studies	7) Student Learning Objectives	Western Suffolk BOCES CTE developed GLobal Studies LAb Assessment
ealth Lhealth education a		it Loarning Objectives	jtt 2ftgoi¢£GC€2.r°1 ⊏roavaiobair
La Silvio	Tranvieni cean	- 	ersesseininisiseering Moogeografie
	Environment lah		environment lab assessment

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

whose which completing the Mind Poster below this was taken to just repeat the text descriptions from the regulations and low

igning armenemmentalistic appeared to the control of the control o

Or urace/subject.

Use this box, if needed, to describe the general process The think to make a continuous and the continuous a SLO's were created for all teachers in the Division of Career and Technical Education within Western Suffolk

estimates data of the students within each program

Line and the second second

Achievement targets were set by teachers and intrators Recoling data was astablished 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 hetter on the

nggang ta Tanggang di kacamatan kananan kananan kanan ka

THE SCHEDING BUILDING A

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

Tomy Eneclify 1:5 #20 por/18, 20 ocinto) Possilis are well above. Teachers will be rated highly effective if between 91.43%

N.

achievement for grade/subject.

<u>উট্টিড় উটোট উটোট বা লোকা তে: তে কেচ্ছেত</u> ত

Effective (9 - 17 points) Results meet District- or KNIL 5-accreted expectations of growing a statemental.

Teachers will be rated effective if between 52.86% and

rievending 13 - a pointst Lesops system as proposition of the BOCES-adopted expectations for growth or admevement

... Teachers will be rated developing if between 17.62% and DZ.0076 Ut then stockens record up or the ball See seale score at chart 3.13 table 3

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

Teachers will be rated ineffective if between 0% and 47 GAN, of their abudante roach the achievement ternet See scale score at chart 3.13 table 3....

If you need additional space, uplead a copy of "Form 3.12; All Other Courses" as an attachment for review. Click here for a inistratobios trus per omas 1527/1464/4466

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 The state of the s and upload that file here.

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

3.14) Locally Developed Control

Lescrine any aginstments, commons, or other special country 10. MOMOMBATION IN THE STATE OF THE controls or adjustments.

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

varying disbalilites of all students.

3.15) Teachers with More Than One Locally Selected Measure

into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for more started as hoth FAM, and Math. High Subcold was with more than 1 SLO.

For all tonglors with ward or combiner minimal screen in equal one step in the remaining and area we were the NYS SLO guidance according to the number of students reflected and than combined to equal one composite score as suggested in the NYS SLO guidance decouments.

3.16) Assurances

-5440000.

Please check all of the boxes below:

dc). Accurations I Assure that use of leavilly devoloped controls will not have a disparate impact.	Checked
n underrepresented students in accordance with any applicable civil rights laws.	·
:10) Assurances Assure that enrelled students in accordance with teacher of record policies re included and may not be excluded.	Checked
.16) Assurances Assure that procedures for eneuring data accuracy and integrity are being	Checked
A A war would want that the process for assigning points for locally eplected massures will	Checked
se the narrative HEDI descriptions described in the regulations to effectively differentiate ducators' performance in ways that improve student learning and instruction.	
്രിട്ട് Assurenses if Acoure that this pessible for an advisateato.com and point, including A for ne locally-selected measures subcomponent.	. Chackad
.16) Assurances Assure that locally-selected measures are rigorous and comparable across all lassrooms in the same grade/subject in the district.	Checked
.16) Assurances If more than one type of locally-selected measure is used for different groups நாரா என்னாக்கும் இது	Checked

Created Wadnesday October 02 2012	
Updated Monday, December 10, 2012	
Page 1	
4.1) Teacher Practice Rubric	
Select a teacher practice rubric from the menu of State-approved rubrics to assess performan	nce based on NYS Teaching Standards, If
Katu, austrophysiologiski ingenera, savanna vals, do en arman en flat venden menge sen en de en de en de en de Est française de en d	William Assessments
the "Second Kubric" space is required for districts mathlaye chescit an observantor only tubic (CEAN	EDVINA POR SUJANTANIA AMARAMANIA
the usure.)	ssroom teachers in a grade/subject across-
Danielson's Framework for Teaching	entropy the majority of the entropy of the second
4.2) Points Within Other Measures	
Sing Marin Committee of the Committee of	engline ours that the nainte total fil. If you
are not using a particular measure, enter U. This APPK form only provides one space for assigning points within the inclusive with the season was a supplied to the space of assigning points within the season was a supplied to the season within the season of the season was a supplied to the season within the season w	William Control of the Control of th
Is the following points assignment applicable to all teachers?	•
Yes and the second of the seco	
<u> </u>	's"):
ক্ষিত হৈছেৰ্যুগৰ্মন্ত কৰা কৰিছে কৰা কৰিছে কৰ প্ৰতিষ্ঠান কৰিছে কৰিছ	#
Multiple (at least two) classreem อัยระเงสเเอาส บัง pancipal of curier และเนอน ลอกกระ one of which must be unannounced [at least 31 points]	
One or more observation(s) by trained independent evaluators	(No response)
ไม่ระบังสแต่โร มีข้าเลและน้ำก็จะกับข้างออก เอยบกบาร	TO THE PROPERTY OF SECTION OF THE PROPERTY OF

Feedback from students using State-approved survey tool

Foodback from parents/caregivers using State-approved survey tool

Structured reviews of lesson plans, student portfolios and other teacher artifacts...

(No response)

(No response)

28...

TO 4 1	* 4 C H. 3f 4	1 0 £11 a 6 a addisia	mal convert fillians 4 2. De	ints Within Other Measures" for
Timme angone ได้กับการไหรรับกับกับได้เกิดได้	YOU THAT LAY BOD 50.5.8.018700	ing on some make assisting	_ 17 * 44* TO 3 1 C 124 (T. N. 14) C (NO. 11) 4 (14)	111114-11
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The state of the s	and the company of the contract of the contrac	ra izme zminimi maja minimi mini		iicy jicie joj gʻabillilogane e estis
Form 4.2 (MS Word)	}			

(No response)

4.3) Survey Tools (Kapplicable)

will include a state and the second of the last the last the last the last below:

(No response)

	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey_	(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
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
அதாகதாகளாக hassmannahilis uussible for arredaeator to earne အச்சமன், including එ. for the "other measures" subcomponent.	- Sheeked
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 HED! Ravingo

Township the translation of the control of the control of the control of the translation of the translation

The ASCD Expressive for Teaching rubric will be utilized Teachers will be evaluated in all 22 components of each of the 4 Domains.

The ASCD Expressive 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 effectivess.

All decimals will be rounded up to the next number in the 60 point total.

den i Adiminatana transport

1a Knowledge of Content and Pedagogy

courseamoldshortrinded or chitocher tableating die incidence tour

Id Knowledge of Resources

1e Designing Coherent Instruction If Designing Student Assessments Zaugun Domein ? The Clareroom Fynironment... 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 de Growing and Develoning Professionally 4f Showing Professionalism The ratings will be haved primarily most the classroom observation process including pre and post observation meetings. It Aon are neing tables of onig. Atabings to exhigit, four hyperasing near against home against the them, combine them into a single file, and upload that file here. asseisisui vey-upiouds/5091/197632-ekabylii 1855/Charl 4.5.pdf Descripe the level of the hominates refunication capital for each of the HEDI rating categories consistent with the narrative descriptions in the regunations for the other measures stocomponetic. Also accelere now the politic avenues of the contract of the assigned. Highly Exective: Ovekan penomante and researched the research of their LE LEGISTACION PLATE L'ACCEIN E CIRCULANGINEU ON MINNE NYS Teaching Standards. Effective: Overall performance and results meet NYS Teachers will be rated effective based on their ability to standards. This will earn an effectiveness score of 30-49. TO THE HEALTH HAVE THE PROPERTY OF THE STORE WILL STORE AND THE PROPERTY OF TH moroyement in order to meer in the reaching charloards. This will earn an effectiveness score of 25 to 34. neffective: Overall performance and results on not meet. Teachers will be rated menective based our ordinary to DEMIOSITATE A DASIC IEVELO, KNOWLEGGO ON THE TOROTHING NYS Teaching Standards. standards. This will earn an effectiveness score of 0 to 24 Provide the ranges for the 60-point scoring bands. 50-60 Highly Effective 35-49 Effective 25-34 Developing 0 - 24Ineffective

4.6) Observations of	Probationary	Teachers
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Enter the minimum number of observations of each type, making sore that the minimum number of observations of each type, making sore that the minimum number of observations of each type, making sore that the minimum number of observations of each type, making sore that the minimum number of observations of each type, making sore that the minimum number of observations of each type, making sore that the minimum number of observations of each type, making sore that the minimum number of observations of each type, making sore that the minimum number of observations of each type, making sore that the minimum number of observations of each type, in the contract of th ระที่ เป็นสามารถสามารถสามารถสามารถสามารถสามารถสามารถสามารถสามารถสามารถสามารถสามารถสามารถสามารถสามารถสามารถสามา With the atministration of the arrows of it your very representation of the control of the contr Ar augum Ry huilding principals or other trained administrators 4.6) Observations of Probationary Teachers | Formal/Long 4.6) Observations of Probationary Teachers | Informal/Short 3 4.6) Observations of Probationary Teachers | Enter Total By trained in-school peer teachers or other trained reviewers Formal/Long Informal/Chart Independent evaluators Formal/Long Informal/Short 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 cause on aliminathe minusum susceed to be exacting of each type, making sure that the number of observations "by building principal or other By building principals or other trained administrators 4.7) Observations of Tenured Teachers | Formal/Long... 4.7) Observations of Tenured Teachers | Informal/Short 2 4.7) Observations of Tenured Teachers | Total

By trained in-school peer teachers or other trained reviewers

Informal/Short	0	
ndependent evaluators		
Formal/Long	0	
Informal/Short	0	
Will formal/lang observations of tenured to	chers be done in person, by video, or both?	
• In Person		

In Person

5. Composite Scoring (Teachers)

Page 1

	Standards for Rating Categories
	Growth or Comparable Measures
	Locally-selected Measures of
· 6 26 0 610 0 600	growth or achievement
	Other Measures of Effectiveness
Toteacters I	าก็การสดอกราสาใหล่งเกา
I	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.
nate erve…	The Country of the Co
4.5	Results meet state average for similar socients (or District goals of no state test).
.ede.or.or.ede.	Results meet District- or BOCES-adopted expectations for student growth or achievement for grade/sadject.
	Overall performance and results meet NYS Teaching Standards.
	Developing
	Results are below state average for similar students (or District goals if no state test).
Finances	Roughts are heless. Dietriet, or BOCES, a lanted expectations, for student arough exachiavement for and elaubicets
	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).
No SERV E CONTRACT	Results are well below District, or ROCES adonted expectations for student prowth or achievement for grade/subject
	Overall performance and results do not meet NYS Teaching Standards.

ในประชาชิกสามารู้จางงาวกับจากหากสมาของจากอาสาขารที่สามาชิกสามาชิกสามาชิกสามาชิกสามาชิกสามาชิกสามาชิกสามาชิกสมบ 	
5.1) The 2012-13 scoring ranges for educators for whom there is no appro- measure of student growth will be:	wed Value-Added
<u></u>	
2012-13 where there is no Value-Added measure	
Growth or Comparable Measures	
Locally-selected Measures of	
growth or achievement	
ALMINARITY IN THE TYPE AND THE	
(ou points)	
Overall	
Composite Score	
Highly Effective	
18-20	
18-20	
Ranges determined locallysee below	
91-100	
Effective	
9-17	
9-17	
75-90	
Developing	
3-8	
3-8	
65-74	
Ineffective	
0-2	
0-2	
•	

insert ausgrict's tribilities nervi seddiff Tauges int the Cult-Alex Menternol Est sative apendra connected and anaetica. 4.5), from 0 to 60 points

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

3-9

neffective	U-24		•	
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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 locallysee above	/ e			
91-100				
Effective				
10-21				
8-13				
75-90				
Developing				

65-74

Ineffective

0-2

0-2

6. .	Additional	Requirements	- Teachers
-------------	------------	--------------	------------

Created Monday, October 01, 2012 Updated Friday, November 30, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

0.1) Assulances -- improvement rans

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

Charkad

| 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

The And Maket Stranger Transfer Immerican in the Blan 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

- 150 mm

LIFACALIANS DE LA CONTRACTION DELA CONTRACTION DE LA CONTRACTION DE LA CONTRACTION DEL CONTRACTION DE LA CONTRACTION DEL CONTRACTION DE LA CONTRACTION DE LA

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

(i) the substance of the annual professional performance review

spending details in the maches of the constraint of the standard and another defense serviced for much rections, present to Education I one services and months of the services of the service

The school dismots of DOCES assumes music improvements where the school dismot provided in the regulations of the school dismots of

The course the discussive presented that some statistical deposition and the discussive that the course of the discussive the

Developing on his or her Final Annual Professional Performance Review (APPR) within five business days of receiving the rating.

	Within five buisness days upon reviewing the presented evidence the committee will submit individual reports of their
ี้ * มีที่กับที่ใช้เกิดให้ท	m munifive indiness days upon reviewing the presented evidence in committee in the committ
Tuế chữ người ("	himing constants and the presentant and repute states and resident and the second and the second and the second and repute states and the second and the sec
	The enitre appeals process will be complete from start to finish within 25 buisness days. The process will be handled in a timely and expeditious manner.
- Prit/Injuore	The annuals process shall not impede the district's ability to deny the continuation of compownent and/or the granting/denying of
	probationary teachers in accordance with NYS regulations and in compliance with education law 3012c
ಸ್ಪಾಸ್ತ್ರಾ,	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.
TO BELLEVIA	The principals will serve as the lead evaluators for the teachers in Western Suffolk BOCES. We have selected and received agreement arithchallactory of the BOCES flead Acceptate will easily and internally and internally. As lead evaluators our principals will senticus to participate in orgaing training that is offered regionally and internally. These sessions have taxasted that are classically and internally 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 STREET	eHovilowindelseandus in instrumed afritationavithackeinistrationatalk townsome alkoinemaktine faransedan of the Man Vork Stata
<u>ૄ૾ૺૺૼૼૼૼૼૼૼૼૼૼૼૼૼૼૼૼૺૺૺૼૼૼૼૼૼૼૼૼૺૺૺૺૺૼૼૼૼૼ</u>	163 The State of t
e estado a partir de estado a ser a se	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
ministraturasi para karan	vernyadamness a new estimator on every entropy to decide a state of the control of the state wide and the control of the Danielson 2007, rubvic: artifacts of teacher practices such as lesson plans; use of the state wide
	Instructional reporting systems, the generation of scores for each stack amount of the composite effectiveness score, and the evaluation of teachers of Enolish Language Learners and Students with Disabilities.
idan kayare rok	alwarda over advancement, once abstract and intribits at confinition bic conducting westernianal development for all meinainale and district
The same contraction	rragnas sparauces una proces, ville venis de mantead end, enthus le bevenion, establistica, establistica, estab
- Indistriction	administrator warches a viaco snowing a crossover essential gament extenses in the extense and their evaluation university and their evaluation university and their evaluation university and their evaluation university.
	outies there the action its and internal and advisitate the exposed the extension the relation and the relat
	ellers in the consistent of the second stands of the second secon
in and delicati	evaluation of teachers so that each observes the same classroom instruction, gathers evidence during the lesson and uses the rubtic to
- distantist	evaluation of teachers so mai each observes the same cuissioom mountain, gainers evaluate cuiting tax tessar una mes merson coordinates of the control of th
	inim promotion min graphestan " (11) jappining (18) (18) (18) (18) (18) (18) (18) (18)
During TREATER IN 1995 STORY STORY STORY	certify that each principal is highly qualified to be the lead evaluator for the teachers' evaluations. The Board will re-certify the lead

6.5) Assurances -- Evaluators

Please check the boxes below:

Checked

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Ti andication and use of any assessment notes that the school matrice of the contraction	
to evaluate its teachers or principals	economicals
(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 pring Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and approximate received and the composite of the probability of the probabilit	plication and use of
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—————————————————————————————————————	
Please check all of the boxes below:	
6.6) Assurances — Teachers Assure the entire APPR plan will be completed for each reacher as scoon 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.	Treuked
	Checked
	Checked

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

	6.6) Assurances Teachers Assure that the evaluation system will be used as a significant Checked factor for employment decisions.
SECTION SECTIO	6.6) Assurances - Teachers Assure that teachers will receive timely and constructive feedback Checked as part of the evaluation process.
e same same same same same same same sam	6.6) Assurances - Teachers I Assure the district has appeal procedures that are consistent with Checked
	6.7) Assurances Data
	Please check ail of the boxes below:
i sāgamus	Including enrollment and attendance data, and any other student, teacher, school, course, and including enrollment in a format and timeline.
e comme	prescribed by the Commissioner. 6.7) Assurances Data Certify that the district provides an opportunity for every classroom Checked teacher to verify the subjects and/or student rosters assigned to them.
Tenana.	o.r/ Asstrances ு at the composite rating, as per NYSED requirements.

Page 1 Page 1 The process of the state of	I	Created Wednesday, October 03, 2012
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	_DIORISID	are covereur of Missill Cac. District determined errors ments from the continus below may be used as evidence of student learning.

State assessments, required y one exists	
District, regional, or BOCES-developed assessments that are rigorous a	nd 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 SI Os for the school/organ listed-Pivally, some the specific assessment listing the full name of the assessment. Districts or ROCES that intend to use a district regional or BUCES developed assessment must include the name, grade, JINSERT SPECIFIC NAME OF REGIONI-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
ette tit vit vit viusen eraken beer man e	VEA Allemative High School 7-12	State-acaecament	NVCTD Grades 7-8 Pagents 9-12

Theory of the matrix allows a carrelangue and the level of the number of

assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.

Use line box, in needed, to describe the process for the contraction will be ased for any principal sharm recommended. 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

See scale 7.3 table 2.

The SLOs principals within the Division of Special Education will utilize the NYSTP results of all of the tudonte. Groudh targate will ha eat hy taachare and

which will be based on prior academic penormance or students throughout the division. This prior performance

		be converted to a scale score of 0 to 20 points. See scale 7.3 table 1.
i i i i i i i i i i i i i i i i i i i	metinger for 20 pointer Resolut al-B well access	Respinate within the Division of Caroos and Inchaical
	state average for similar students (or District goals if no state test).	Education will be rated highly effective it 92.86% or greater
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rated his	ils within the Division of Special Education will be	
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	Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Principals with 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.
· poreside	மிருக்கும் சிழிக்கிறிகளில் வளிக்கியவிட்ட பயிறிகள for similar students (or District goals if no state test)	Education will be reted developing if 20.24% to 60.70% of students reach their individual growth target. See scale 7.3 table 2.
ráted de	als within the Division of Special Education will be eveloping if 18% to 51% of thesmeet the growth target. See scale 7.3 table 1.	And the second and an experience of the second and
(Jeneum	ve tro #2ช่บลฟูดี x ใจอดีเอโรโ Basults arovusil below stateอนุนา 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 students reach their individual growth target. See scale 7.3 table 2.
	effective IFO% to 17% of the students meet the	growth target. See scale 7.3 table 1.
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(e) student-growth or achievement on State assessments in ELA and/or M Language Learners in Grades 4-8	lath in Grades 4-8 for students with disabilities and English

8. Local Measures (Principals)

.(d), student performance on any or all of the distric	t-wide locally selected measures approved for use in	teacher evaluations

(C)-King 41.00 Aleksor wik vem ingga corow at a casabin mastoriut opis mainta des

with high school grades

หลังโทลเลิกเหลื โก๊เก็กลัก และเก็รเก็ตรายที่สังเก็บ อาลุสังเก็บสิ่งใหญ่ก็เลิกได้การเก็บได้ได้ให้สารสายเก็บเลิก

etc.), for principals employed in a school whit righ school grades (e.g., the percentage of students in the 2009 cel least a 3 on an Advanced Placement examination since entry into the ninth grade)

-.. vaname (h) of the transfer to used graduation in the school using strong predictive indicators including but not limited to 9th and/or 10th EINTESTER REMINISTRATION DE LE SECUE DE LE SECUE DE LA COMPANION DE LA COMPANI aredustion and/or students' processes in passing the number of requised Regents examinations for graduation, for principals employed in a school with high school grades

- 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
^40 	evaluation	, AIVETD Gradae 0.12
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
	evaluation ··	. —

Describe the district adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI and a second sec the points in a scoring range, consistent with regulations and assurances.

Note: the state of the UEDI have below it is not acceptable to just remost the text descriptions from the regulations and/or when Lumpteneg tust inter ourses verow, it is not acceptable to just represent the text descriptions from the regulations and/or assurances listed to the left of each box.

assigning HEDI categories. If needed, you may upload a table or graphic below.

The state of the s 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 re historical data for students participation 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 for all Prinicoals 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).
District- or BOCES-adopted expectations for growth or	effective if the building/program's average scale score is 3
	chart 8.1 table 1. For all principals who do not receive a
573 1655 June 6	
Effective (8- 13 points) Results meet District- or	A principal who does receive a SPG will be rated effective
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2)	Windiano, tum no no necessary a service a service and a se
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	developing if the building/program's average scale scere —— is between a range of 6 to 10 points below last years average scale score. See chart 8.1 table 1. For all
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Ineffective (0 - 2 points) Results are well below District- or	A prinicpal who does receive a SPG will be rated
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	Advanced Placement examination since entry into the ninth grade)	
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Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and Supplied in the secretary was a second to a regional a vertically developed 7th and a Social Studies accessment would be written as supplied to the second for the second fellows TWOFFT COLVIEW NAME OF THE HAVE LAND AND A THE STORY AND A NAME OF SECONDARY OF THE STORY OF THE STOR

	Configuration	Approved Measures	
	9-12	(i) Student Learning Objectives	NYSTP All HS Regents Assessments
		(i) Student Learning Objectives	NVSAA 6-45
	7-12	(i) Student Learning Objectives	All NYS Regents Assessments
	9-12	(i) Student Learning Objectives	All NYS Regents Assessments
- 62-5 3242 12 9		/il Student Learning Objectives	Western Suffolk BOCFS-GTF -
	- ···		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.

assurances tisted to the UEAL boxes helow this not acceptable to include each description from the reculations and low-

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 will be a second of Special Education will will be a second of Special Education will

teachers and adminstrators and based on prior academic

taking the exams will meet their acheivement 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

Principals within the Division of Career and Technical

District- or BOCES-adopted expectations for growth or

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

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ROCES adopted expectations for growth or achievement. Education will be rated effective if hetween 52 86% and includated address treatment agree.

See scale score at chart 8.2 table 1.

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Princiable 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 ROCES adopted expectations for growth or achievement

Principals within the division of Career and Technical .Education will be rated developing if between 17 62% and

See scale score at chart 8.2 table 1.

Litticipale autilit the pisipiolitol obecieur accessoriations

	rated developing if between 18% and 51% of the students reach the achievement targets. See_ chart 8.2 table 2
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See scale score at chart 8.2 table 1. Principals with the division of Special Education will be	
	rated ineffective if between 0% and 17% of the students
8,2 table 2	
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If you are using tables or other graphics to explain your proc them into a single file, and upload that file here.	ess for assigning HEDI categories, please clearly label them, combine
(No response)	
8.3) Locally Developed Controls	
nesume ally authennems devilmons to control special ten macial consider in manimine such factors, and the processes that was the user to mingal quimissor admissiments:	ations that will be used in setting targets for local measures, the rationale
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Describe the district's process for combining unitable (cent) vertices or 0-20 points as applicable, into a single subcomponent HE	nneutros sonos expunicano es principais, ento scoreo como como o como de la core.
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8.5) Assurances	
Please check all of the boxes below:	
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student assignment to schools and may not be excluded.

underrepresented students, in accordance with any applicable civil rights laws.

	e.5) Autoritances (Austria that presedures for ensuling data accuracy and inhagily are helity Chock utilized.
	Assurances i Assura inat ina process for assigning points for iocally selected measures will Check - เกือง (d.8.
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_	8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all Check principals in the same or similar programs or grade configurations across the district.
ENWESTERNOS	on passtrances in more man the type of iscally sciented moustrodiscondifiers of a literaction of the same or singles grade confineration or or or or or all that the measures are comparable based on the Standards of Educational and Psychological Testing.
•	8.5) Assurances I Assure that all locally-selected measures for a principal are different than anyCheck

	Created Wednesday, October 24, 2012 Updated Monday, December 10, 2012
	Page 1
	9.1) Principal Practice Rubric
	en and the state of the state o
- series	Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.
	The UCCOUNT RESERVED SPECIAL A district may not multiple publics on long as the come public(s) is used for all principals in the
. 22	same or similar programs or grade configurations across the district.
	Multidimensional Principal Performance Rubric
	(No response)
	9.2) Points Within Other Measures
Thanking nunstra	undicerch requirem (nuico et at mill le casi arche eschafthe following macyrae, makina que athat the painty total 60. If was are not an archigning any naints to the "amhitians and measurable goals", measure enter 0
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	and remains the native assistance assistance arous of arincipals below. For the other grounded of arincipals, fill out comies of this are also the supplied on the area of the supplied on the
	Is the following points assignment for all principals?
	Yes the state of the
	If you checked "no" above, fill in the group of principals covered
	(No response)

Broad assessment of principal leadership and management actions based on the practice rubric by the suppositors a trained administrator or a trained independent evaluator. This must incornorate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least T-MAN TO THE THE PROPERTY OF T

31 points)

The control of the co acala set collaboratively with principals and their superintendents or district superintendents

The Miles of the Mark States of the Property of the Control of the	รับและสมมารถประ
of Form 9.2. (MS Word)	
(No response)	•
9.3) Assurances Goals	
Please check the boxes below (if applicable):	
address the principal's communion to improving teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the	(No response)
principal on specific teacher effectiveness standards in the principal practice rubric.	
9.3) Acqueances Goals LAssure that any other goals it annicable, shall address quantifiable code in code as the achoelist carrier control of the student or teacher attendance).	(No response)
Townson State of Continues of C	
If any artificated above that any or more points will be assigned to the "ambitious and measurable goals" me	asure identify at least two
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and the state of t	-
9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
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K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York (No response)

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OISMUL VAITATION

9.6) Assurances

Please check all of the boxes below:

time per year.

Q.6) Assurances I Assure that the process for assigning points for the "other measures".

Checked

Subcomponent will use the management of the process for assigning points for the "other measures".

Checked

Subcomponent will use the management of the process for assigning points for the "other measures".

Q.6) Assurances I Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.

Q.6) Assurances I 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.

07) D. Dating Daints and Datamining I W. Datings

Describe 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 perfermance denoted in the Multidimensional Building Principal Performance Rubric will be Highly Effective: Effective: Developine: and Ineffective.

the MPPR.

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be based on the following scoring ranges: -DOMAIN POINT ALLOCATION

remarkative and between Lenguer V Points -

Safe, Efficient, and Effective Learning Environment & Points
Communication with Stakeholders 4 Points
Integrity, Fairness and Ethics-4 Points
Political, Social Economic, Legal and Cultural Context 4 Points
TOTAL 60 Points

rt von are using tables of order graphics to explain your process for assigning comis aircuric thander the virtual straight described and process of contents and antique the arm antique the contents are noted.

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Describe the level of performance required for each of the resortating categories, consistent within each HEDI category will be a secured 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;

- The state of the	Continuinty, intogrity, tallinoo, outloo, and politically cooled
	oconomic togal and cultural contaxt. The averall composite
	points.
Fig. 1: A all a factority and south most	An affective ration is achieved by domanstrating strong
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<u>1. даар</u> ыумамдынды жымынды, торуну жасыны тымын ымпыну,	economic, legal and cultural context. The overall composite
Douglasing Overall performance and regulto pend	A reting of developing is achieved by demonstrating a need for
	shared vision of learning; school culture and instructional
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HOVE THE TRANSPORT OF THE PROPERTY OF THE PROP	political, social, economic,
(political, social, economic,
Please provide the locally-negotiated 60 point scoring bands	
Highly Effective	
Effective	40-54
Developing	30-39
Inettective	U-29
9.8) School Visits	
The star the minimum annulus of sabaal xuada that will ha dina h	น <u>ออกไม หรื ทั้ง</u> ส ให้ไม่หนีที่เกลาอนซ์เนยเกิรก การน์เกเร onea เก็กก การ ภาษาเกษากราบได้เกร
Philes the final hand hander of section visits that the color by each of the color by each of the color with the color with the color of the color o	rust 1910 poor programmes and contress spinnis part is give
Probationary Principals	
By supervisor	Haria iya da 18 ku ku ku ku ka
D. turis al advantate de	
By trained administrator	0
By trained independent evaluator	

Tenured Principals

By trained administrator	0
	200 - 100 -
Enter Total	2

10. Composite Scoring (Principals)

Created Wednesday, October 24, 2012 Updated Friday, November 30, 2012

Page 1

	Standards for Rating Categories
	Growth or Comparable Measures
	Locally-selected Measures of
	growth or achievement
	Other Measures of Effectiveness
	(Teacher and Leader standards)
	Highly
	Effective
เดียร์บเราสาย	AGUS MANA MARIS AN SHITHER STRUCTURE FOR THE PROPERTY OF THE STRUCTURE AND ASSESSMENT OF THE S
	Results are well above District- or BOCES- adopted expectations for growth or achievement for grade/subject.
	Overall performance and results exceed ISLI C leadership standards
	Effective
	Results meet state average for similar students (or District goals if no state test).
et a proposition service :	Results meet District- or ROCES adopted expectations for growth or achievement for grade/subject
	Overall performance and results meet ISLLC leadership standards
	Developing
To Live I was a second	Desults are helow 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).
. Walker of the control of the contr	Banulis pro well below District or BACES adopted as notations for available are relieved and the problembing
l Úneralimer	ingrander para desiráls dicardinares de la Califernia de Santania de La Califernia de La Califernia de Califernia

10.1) The 2012-13 scoring ranges for principals for whom there is no approved a measure of student growth will be:	√alue-Added
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 locallysee below	
91-100	
Effective	
9-17	
9-17	
75-90	
Developing	
3-8	
3-8	
65-74	
Ineffective	
0-2	

the ball the tree at the	- 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1	
Effective	40-54	
Developing ···	30-39	

__neffective___

3-7

0-29

10.21 The 2012-13 scoring tallyes 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 locallysee above
91-100
Effective
10-21
8-13
75-90
Developing
3-9

65-74

Ineffective

0-2

0-2

11. Additional Requirements -- Principals

Created Wednesday, October 03, 2012

Page 1
14.1) Assumance Improvement Diona
Please check the boxes below.
11.1) Assurances Improvement Plans Assure that principals who receive a Developing or Checked Ineffective rating will receive a Principal Improvement Plan (PIP) within 10 school days from the
and the state of t
11.1) Assurances Improvement Plans Assure that PIP's shall include: Identification of needed Checked The provenient will be assessed, and, where appropriate, unjerentiated activities to support a principal of improvement in the second constant.
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The state of the s
11.3) Appeals Process.
Pursuant to Education Law section 3012-c, a principal may only shallenge the following in an appeal:
(1) the substance of the annual professional performance review
section 3012-c
177200 (2) the adherence to the reculations of the Commissioner and compliance with any emplicable locally negotiated procedures as well as
under Education Law section 3012-c
Lescribe the procedure for ensuring that appears of annual performance evaluations will be nancted in a functy and expeditions way:
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———————————————————————————————————

Doggo samuntiki inima sini si sissa sana in sana sana ka 22 kilo 22 kilo sana sana ini sana sana sana sana sana
summary recommendations to the Denuty Superintendent within fifteen (15) haviness days from the conclusion of the heaving. The remove superintendent
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.
administrators will be negotiated and revised annually. Administrators on this list will be subject to an orientation of up to two hours.
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de Francisco de la completa del la completa de la completa del la completa de la completa del la completa de la completa de la completa del la comp
axnaditious manner and will ramnh will Ed. I on 3012-0
11.47 Praining 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 set of
aibisión or Shecial Eddeanón una life División of Claver una Téculifical Eddeanón; nól bridonou supervisors dave antimica vorásdops
na pratique se alución rigerestanços correspondente mente, implició del con el sectorización en el construcción
All policionals and policional emanuteous will attend woodshops on the Multidimenolanal Robinstan Robinstanae Rubvic and the ISSLC.
workshops at bi-weekly cabinets meetings as well as conferences throughout the year according to the needs of the supervising director.
The evidence of the trainings will be researed to the Roard of Education who will cortificate a resistant divectors and executive Leave the latest and executive and exec
11.5) Assurances Evaluators
Please clieck 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

(3) application and use of the student growth percentile model and the value added growth woodel as defined in section 20.2.2 of this

Subpart

- १८५: वस्यकृत्यक २ ६ १:२५:४६२ १५:४	(A) amplication and use of the State-annroved teacher or nringinal mbrid(s) selected by the district or BOCES for use in evaluations including training on the effective application or such rubnes to observe a reacret or principal s practice.
en	effit: and institution and use after a construct to statist, the school district on 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.
	ที่เมื่อ และโดย ซากับรับบาทีการเก็บ เอาสังเรียกเป็นเหมือน ซาการและเก็บข้องข้องเก็บที่เหมือนได้เก็บได้เก็บได้เก อีกราชวัดสรายายยยยยย
L	(7) use of the Statewide Instructional Reporting System
ing som	rating and their subcomponent ratings
	(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities
	11.6) Assurances Principals
<u> </u>	Please shook all of the hover below:
- 1200A	salfantes = rancesas Prissine's le^enure th∩ netra ARRDe loa will be norreletad for gest winding. Checked `as soon as practicable, but in no case rater man september recinio serves year view onewing the school year for which the building principal's performance is being measured.
2 7770378	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.
	11.6) Assurances Principals Assure that the APPR will be put on the district website by Checked
e nennann	The factor for employment decisions. Checked
(ক্রিক্রার প্রত্ <u>র</u>	11.6) Assurances Principals Assure that principals will receive timely and constructive
<u></u>	11.6) Assurances Principals Assure the district has appeal procedures that are consistent with Checked the regulations and that they provide for the timely and expeditious resolution of an appeal.

11.7) Assurances -- Data

Please check all of the boxes below:

12. Joint Certification of APPR Plan

Created Monday, December 10, 2012

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File types supported for unloads	
PDF (preferred)	
Microsoft Office (.doc, .ppt, .xls)	
Microsoft Office 2007: Supported but not recommended (.doex, .pptx; .xlxx)	
Open Office (.odt, .ott)	
Images (.jpg, .gif)	
Other Formats (.html, .xhtml, .rtxt, .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.	