



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

Commissioner of Education
President of the University of the State of New York
89 Washington Ave., Room 111
Albany, New York 12234

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

February 7, 2013

Dean Lucera, Superintendent
Eastern Suffolk BOCES
201 Sunrise Highway
Patchogue, NY 11772

Dear Superintendent Lucera:

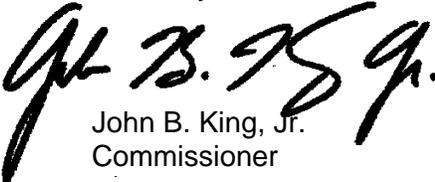
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

NOTES: If your district/BOCES has provided for value-added measures (15 points vs. 20 points scale and categorization of your district/BOCES's grade configurations) in your APPR and no value-added measures are approved by the Board of Regents for a grade/subject and/or grade configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES's APPR submission and value-added measures are approved for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly.

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 17, 2012

Updated Tuesday, January 22, 2013

1

Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 589100000000

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

589100000000

1.2) School District Name: EASTERN SUFFOLK BOCES

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

EASTERN 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.

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Friday, June 15, 2012

Updated Monday, February 04, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses in addition where there is no state-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See guidance for more detail on teachers with State-provided measures AND SLOs.)

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

2.1) Assurances Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
2.1) Assurances Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13.	Checked

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	The assignment of points will be done in such a way that it is possible for an educator to obtain any of the available
---	--

<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>points in the subcomponents, including 0. For general assessment students, the Measures of Academic Progress will be used as a pre-test and a post-test, except in grades where a state assessment will be used as the final examination. After the final examination or state assessment is administered and scored the percentage of students meeting their individualized growth targets shall be determined.</p> <p>Targets will be determined by the teacher, the principal and the Program Director.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>86% to 100% of students meet or exceed the targets for the course.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>71% to 85% of students meet or exceed the targets for the course.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>41% to 70% of students meet or exceed the targets for the course.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>40% or less of students meet or exceed the targets for the course.</p>

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The assignment of points will be done in such a way that it is possible for an educator to obtain any of the available points in the subcomponents, including 0. For general assessment students, the Measures of Academic Progress will be used as a pre-test and a post-test, except in grades where a state assessment will be used as the final examination. After the final examination or state assessment is administered and scored the percentage of students meeting their individualized growth targets shall be determined.</p> <p>Targets will be determined by the teacher, the principal and the Program Director.</p>
--	--

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	86% to 100% of students meet or exceed the targets for the course.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	71% to 85% of students meet or exceed the targets for the course.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	41% to 70% of students meet or exceed the targets for the course.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	40% or less of students meet or exceed the targets for the course.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Not applicable
7	Not applicable	Not applicable
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The assignment of points will be done in such a way that it is possible for an educator to obtain any of the available points in the subcomponents, including 0. For general assessment students, historical data will be used to determine baseline and targets for grades where a state assessment will be used as the final examination. After the state assessment is administered and scored the percentage of students meeting their individualized growth targets shall be determined. 6th through 8th grade courses are Common Branch, teachers will be assessed through Math and ELA assessments. Targets will be determined by the teacher, the principal and the Program Director.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	86% to 100% of students meet or exceed the targets for the course.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	71% to 85% of students meet or exceed the targets for the course.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	41% to 70% of students meet or exceed the targets for the course.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	40% or less of students meet or exceed the targets for the course.

test).

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	not applicable
7	Not applicable	not applicable
8	Not applicable	not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	6th through 8th grade courses are Common Branch, teachers will be assessed through Math and ELA assessments.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable
Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable
Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	Global 2 Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The assignment of points will be done in such a way that it is possible for an educator to obtain any of the available points in the subcomponents, including 0. For general assessment students, historical data will be used to determine baseline and targets for grades where a state assessment will be used as the final examination. After the state assessment is administered and scored the percentage of students meeting their individualized growth targets shall be determined. Targets will be determined by the teacher, the principal and the Program Director.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86% to 100% of students meet or exceed the targets for the course.
Effective (9 - 17 points) Results meet District goals for similar students.	71% to 85% of students meet or exceed the targets for the course.
Developing (3 - 8 points) Results are below District goals for similar students.	41% to 70% of students meet or exceed the targets for the course.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	40% or less of students meet or exceed the targets for the course.

2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	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 in the Comparable 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 grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The assignment of points will be done in such a way that it is possible for an educator to obtain any of the available points in the subcomponents, including 0. For general assessment students, historical data will be used to determine baseline and targets in grades where a state assessment will be used as the final examination. After the state assessment is administered and scored the percentage of students meeting their individualized growth targets shall be determined. Targets will be determined by the teacher, the principal
---	---

and the Program Director.
Chemistry and Physics courses are not offered in our programs so are not applicable here.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86% to 100% of students meet or exceed the targets for the course.
Effective (9 - 17 points) Results meet District goals for similar students.	71% to 85% of students meet or exceed the targets for the course.
Developing (3 - 8 points) Results are below District goals for similar students.	41% to 70% of students meet or exceed the targets for the course.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	40% or less of students meet or exceed the targets for the course.

2.8) High School Math Regents Courses

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

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

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

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

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

The assignment of points will be done in such a way that it is possible for an educator to obtain any of the available points in the subcomponents, including 0. For general assessment students, historical data will be used to determine baseline and targets in grades where a state assessment will be used as the final examination. After the state assessment is administered and scored the percentage of students meeting their individualized growth targets shall be determined. Targets will be determined by the teacher, the principal and the Program Director.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86% to 100% of students meet or exceed the targets for the course.
Effective (9 - 17 points) Results meet District goals for similar students.	71% to 85% of students meet or exceed the targets for the course.
Developing (3 - 8 points) Results are below District goals for similar students.	41% to 70% of students meet or exceed the targets for the course.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	40% or less of students meet or exceed the targets for the course.

2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	Measures of Academic Progress (ELA)
Grade 10 ELA	State approved 3rd party assessment	Measures of Academic Progress (ELA)
Grade 11 ELA	Regents assessment	Comprehensive Regents Exam

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The assignment of points will be done in such a way that it is possible for an educator to obtain any of the available points in the subcomponents, including 0. For general assessment students, the Measures of Academic Progress will be used as a pre-test and a post-test, except in grades where a state assessment will be used as the final examination. After the final examination or state assessment is administered and scored the percentage of students meeting their individualized growth targets shall be determined. Targets will be determined by the teacher, the principal and the Program Director.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86% to 100% of students meet or exceed the targets for the course
Effective (9 - 17 points) Results meet District goals for similar students.	71% to 85% of students meet or exceed the targets for the course
Developing (3 - 8 points) Results are below District goals for similar students.	41% to 70% of students meet or exceed the targets for the course
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	40% or less of students meet or exceed the targets for the course

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Physical Education	School/BOCES-wide/group/tam results based on State	NYS 4-8 ELA Assessment/NYS ELA Regents for high school
Music	School/BOCES-wide/group/tam results based on State	NYS 4-8 ELA Assessment/NYS ELA Regents for high school
Home and Careers	School/BOCES-wide/group/tam results based on State	NYS 6-8 ELA Assessments

Technology	School/BOCES-wide/group/term results based on State	NYS 6-8 ELA Assessments
Art	School/BOCES-wide/group/term results based on State	NYS 4-8 ELA Assessment/NYS ELA Regents for high school
LOTE	District, Regional or BOCES-developed	Foreign Language Association of Chairpersons and Supervisors grade/course specific Assessments
SWD NYSAA , K-12	State Assessment	NYSAA
All Other Courses not named	District, Regional or BOCES-developed	ESBOCES Developed grade and subject specific assessment
Autobody Repair and Refinishing	District, Regional or BOCES-developed	Eastern Suffolk BOCES Developed Career and Technical Education Autobody Repair and Refinishing Assessment
Automotive After Market Accessory	District, Regional or BOCES-developed	Eastern Suffolk BOCES Developed Career and Technical Education Automotive After Market Accessory Assessment
Automotive Technology	District, Regional or BOCES-developed	Eastern Suffolk BOCES Developed Career and Technical Education Automotive Technology Assessment
Aviation/Airframe Technology(FAA)	District, Regional or BOCES-developed	Eastern Suffolk BOCES Developed Career and Technical Education Aviation/Airframe Technology(FAA) Assessment
Aviation/Professional Pilot	District, Regional or BOCES-developed	Eastern Suffolk BOCES Developed Career and Technical Education Aviation/Professional Pilot Assessment
Barbering	District, Regional or BOCES-developed	Eastern Suffolk BOCES Developed Career and Technical Education Barbering Assessment
Carpentry/Residential Construction	District, Regional or BOCES-developed	Eastern Suffolk BOCES Developed Career and Technical Education Carpentry/Residential Construction Assessment
Certified Personal Training	District, Regional or BOCES-developed	Eastern Suffolk BOCES Developed Career and Technical Education Certified Personal Training Assessment
Clinical Medical Assisting	District, Regional or BOCES-developed	Eastern Suffolk BOCES Developed Career and Technical Education Clinical Medical Assisting Assessment
Computer Technology and Repair	District, Regional or BOCES-developed	Eastern Suffolk BOCES Developed Career and Technical Education Computer Technology and Repair Assessment
Cosmetology	District, Regional or BOCES-developed	Eastern Suffolk BOCES Developed Career and Technical Education Cosmetology Assessment
Culinary Arts/Restaurant Operations	District, Regional or BOCES-developed	Eastern Suffolk BOCES Developed Career and Technical Education Culinary Arts/Restaurant Operations Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	The assignment of points will be done in such a way that it is possible for an educator to obtain any of the available
---	--

<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>points in the subcomponents, including 0. The Eastern Suffolk BOCES Designed Assessment, Foreign Language Association Assessment or state assessment will be utilized as a summative assessment. After the summative assessment is scored the percentage of students meeting their individualized growth targets shall be determined. Targets will be determined by the teacher, the principal and the Program Director.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>For the Career and Technical Education Courses, 90% to 100% of students meet or exceed the targets for the course. For the Special Career Education Courses, 90% to 100% of students meet or exceed the targets for the course. For all other courses listed, 86% to 100% of students meet or exceed the targets for the course.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>For the Career and Technical Education Courses, 35% to 89% of students meet or exceed the targets for the course. For the Special Career Education Courses, 35% to 89% of students meet or exceed the targets for the course. For all other courses listed 71% to 85% of students meet or exceed the targets for the course.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>For the Career and Technical Education Courses, 11% to 34% of students meet or exceed the targets for the course. For the Special Career Education Courses, 12% to 34% of students meet or exceed the targets for the course. For all other courses listed 41% to 70% of students meet or exceed the targets for the course.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>For the Career and Technical Education Courses, 0% to 10% of students meet or exceed the targets for the course. For the Special Career Education Courses, 0% to 11% of students meet or exceed the targets for the course. For all other courses listed 40% or less of students meet or exceed the targets for the course.</p>

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

assets/survey-uploads/5364/142994-avH4IQNZMh/Form2_10_AllOtherCourses_revised_2.6.13.doc

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/142994-TXEttx9bQW/HEDI_Scales_15_and_20_points_and_CTE_and_SCE_revised_2.1.13_1.docx

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives

associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

The Agency is not using any, adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures.

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, June 19, 2012

Updated Monday, February 04, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment.

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

Using the drop-down boxes below, select the 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
4	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The process by which points are assigned in the subcomponents and the scoring ranges for the subcomponents are transparent and locally negotiated by our BOCES Educators of Eastern Suffolk APPR Committee. This ongoing committee will review the APPR at least annually. The assignment of points will be done in such a way that it is possible for an educator to obtain any of the available points in the subcomponents, including 0. The Measures of Academic Progress will be utilized as a summative assessment. After the summative assessment is administered and scored the percentage of students meeting individualized achievement targets will be determined. Targets will be set by teachers and principals working with Program Directors.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86% to 100% of students meet or exceed the targets for the course.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71% to 85% of students meet or exceed the targets for the course.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41% to 70% of students meet or exceed the targets for the course.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40% or less of the students meet or exceed the targets for the course.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>The process by which points are assigned in the subcomponents and the scoring ranges for the subcomponents are transparent and locally negotiated by our BOCES Educators of Eastern Suffolk APPR Committee. This ongoing committee will review the APPR at least annually. The assignment of points will be done in such a way that it is possible for an educator to obtain any of the available points in the subcomponents, including 0. The Measures of Academic Progress will be utilized as a summative assessment. After the summative assessment is administered and scored the percentage of students meeting individualized achievement targets will be determined. Targets will be set by teachers and principals working with Program Directors.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>86% to 100% of students meet or exceed the targets for the course.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>71% to 85% of students meet or exceed the targets for the course.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>41% to 70% of students meet or exceed the targets for the course.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>40% or less of the students meet or exceed the targets for the course.</p>

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/143978-rhJdBgDruP/HEDI Scales 15 and 20 points and CTE and SCE.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the 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
---	------------

K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The process by which points are assigned in the subcomponents and the scoring ranges for the subcomponents are transparent and locally negotiated by our BOCES Educators of Eastern Suffolk APPR Committee. This ongoing committee will review the APPR at least annually. The assignment of points will be done in such a way that it is possible for an educator to obtain any of the available points in the subcomponents, including 0. The Measures of Academic Progress will be utilized as a summative assessment. After the summative assessment is administered and scored the percentage of students meeting individualized achievement targets will be determined. Targets will be set by teachers and principals working with Program Directors.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86% to 100% of students meet or exceed the targets for the course.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71% to 85% of students meet or exceed the targets for the course.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41% to 70% of students meet or exceed the targets for the course.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40% of the students meet or exceed the targets for the course.

3.5) Grades K-3 Math

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

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

K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The process by which points are assigned in the subcomponents and the scoring ranges for the subcomponents are transparent and locally negotiated by our BOCES Educators of Eastern Suffolk APPR Committee. This ongoing committee will review the APPR at least annually. The assignment of points will be done in such a way that it is possible for an educator to obtain any of the available points in the subcomponents, including 0. The Measures of Academic Progress will be utilized as a summative assessment. After the summative assessment is administered and scored the percentage of students meeting individualized achievement targets will be determined. Targets will be set by teachers and principals working with Program Directors.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86% to 100% of students meet or exceed the targets for the course.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71% to 85% of students meet or exceed the targets for the course.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	41% to 70% of students meet or exceed the targets for the course.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40% or less of the students meet or exceed the targets for the course.

3.6) Grades 6-8 Science

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

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

7	Not applicable	Not applicable
8	Not applicable	Not applicable

For Grades 6-8 Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers included above are common branch and will be receiving their HEDI scores from ELA and Math
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

3.7) Grades 6-8 Social Studies

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

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

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers included above are common branch and will be receiving their HEDI scores from ELA and Math
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Global 2	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
American History	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The process by which points are assigned in the subcomponents and the scoring ranges for the subcomponents are transparent and locally negotiated by our BOCES Educators of Eastern Suffolk APPR Committee. This ongoing committee will review the APPR at least annually. The assignment of points will be done in such a way that it is possible for an educator to obtain any of the available points in the subcomponents, including 0. The Measures of Academic Progress (ELA) will be utilized as a summative assessment. After the summative assessment is administered and scored, the percentage of students meeting school wide benchmarks will be determined. Targets will be set by teachers and principals working with Program Directors.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	86% to 100% of students meet or exceed the targets for the course.

achievement for grade/subject.	
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71% to 85% of students meet or exceed the targets for the course.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41% to 70% of students meet or exceed the targets for the course.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40% or less of the students meet or exceed the targets for the course.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Earth Science	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Chemistry	Not applicable	N/A
Physics	Not applicable	N/A

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The process by which points are assigned in the subcomponents and the scoring ranges for the subcomponents are transparent and locally negotiated by our BOCES Educators of Eastern Suffolk APPR Committee. This ongoing committee will review the APPR at least annually. The assignment of points will be done in such a way that it is possible for an educator to obtain any of the available points in the subcomponents, including 0. The Measures of Academic Progress (ELA) will be utilized as a summative assessment. After the summative assessment is administered and scored, the percentage of students meeting school wide benchmarks will be determined. Targets will be set by teachers and principals working with Program Directors.
---	---

	Chemistry and Physics are not offered so these courses are not applicable.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86% to 100% of students meet or exceed the targets for the course.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71% to 85% of students meet or exceed the targets for the course.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41% to 70% of students meet or exceed the targets for the course.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40% or less of the students meet or exceed the targets for the course.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)
Geometry	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)
Algebra 2	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The process by which points are assigned in the subcomponents and the scoring ranges for the subcomponents are transparent and locally negotiated by our BOCES Educators of Eastern Suffolk APPR Committee. This ongoing committee will review the APPR at least annually. The assignment of points will be done in such a way that it is possible for an educator to obtain any of the available points in the subcomponents, including 0. The Measures of Academic Progress will be utilized as a summative assessment. After the summative assessment is administered and scored, the percentage of students meeting school wide benchmarks will be determined. Targets will be set by teachers and principals working with Program Directors.
---	---

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86% to 100% of students meet or exceed the targets for the course.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71% to 85% of students meet or exceed the targets for the course.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41% to 70% of students meet or exceed the targets for the course.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40% or less of the students meet or exceed the targets for the course.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Grade 10 ELA	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Grade 11 ELA	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The process by which points are assigned in the subcomponents and the scoring ranges for the subcomponents are transparent and locally negotiated by our BOCES Educators of Eastern Suffolk APPR Committee. This ongoing committee will review the APPR at least annually. The assignment of points will be done in such a way that it is possible for an educator to obtain any of the available points in the subcomponents, including 0. The Measures of Academic Progress will be utilized as a summative assessment. After the summative assessment is administered and scored, the percentage of students meeting school wide benchmarks will be determined. Targets will be set by teachers and principals working with Program Directors.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	86% to 100% of students meet or exceed the targets for the course.

achievement for grade/subject.		
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.		71% to 85% of students meet or exceed the targets for the course.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.		41% to 70% of students meet or exceed the targets for the course.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.		40% or less of the students meet or exceed the targets for the course.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Physical Education	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Music	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Home and Careers	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Technology	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Art	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
LOTE	5) District/regional/BOCES–developed	Eastern Suffolk BOCES developed 7-12 LOTE assessment
SWD NYSAA, K-12	5) District/regional/BOCES–developed	Eastern Suffolk BOCES developed SWD K-12 Assessment
All Other Courses not named	6(ii) School wide measure computed locally	Eastern Suffolk BOCES developed grade and subject specific assessment
All Career and Technical Education Courses	6(ii) School wide measure computed locally	All Eastern Suffolk BOCES developed Career and Technical Education Course Specific Assessments
All Special Career Education Courses	6(ii) School wide measure computed locally	All Eastern Suffolk BOCES Special Career Education Course Specific Assessments

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The process by which points are assigned in the subcomponents and the scoring ranges for the subcomponents are transparent and locally negotiated by our BOCES Educators of Eastern Suffolk APPR Committee. This ongoing committee will review the APPR at least annually. The assignment of points will be done in such a way that it is possible for an educator to obtain any of the available points in the subcomponents, including 0. The Eastern Suffolk BOCES Designed Assessment or approved third party assessment will be utilized as a summative assessment. After the summative assessment is administered and scored, the percentage of students meeting school wide benchmarks or individualized achievement targets will be determined.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>For Career and Technical Education courses 84% to 100% of students meet or exceed the targets for the program. For Special Career Education courses 90% to 100% of students meet or exceed the targets for the program. For all other courses, 86% to 100% of students meet or exceed the targets for the course.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For Career and Technical Education courses 35% to 89% of students meet or exceed the targets for the program. For Special Career Education courses 35% to 89% of students meet or exceed the targets for the program. For all other courses 71% to 85% of students meet or exceed the targets for the course.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For Career and Technical Education courses 11% to 34% of students meet or exceed the targets for the program. For Special Career Education courses 12% to 34% of students meet or exceed the targets for the program. For all other courses 41% to 70% of students meet or exceed the targets for the course.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For Career and Technical Education courses 0% to 10% of students meet or exceed the targets for the program. For Special Career Education courses 0% to 11% of students meet or exceed the targets for the program. For all other courses 40% or less of students meet or exceed the SLO target for the course.</p>

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

(No response)

3.13) HEDI Tables or Graphics

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

and upload that file here.

assets/survey-uploads/5139/143978-y92vNseFa4/HEDI Scales 15 and 20 points and CTE and SCE revised 2.1.13.docx

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

No adjustments, controls, or other special considerations will be used.

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

If educators have more than one locally selected measure, those measures will be combined into one HEDI rating and score for the local subcomponent. The measures will each earn a score which will be weighted proportionately.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, June 19, 2012

Updated Friday, February 01, 2013

Page 1

4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list.

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

NYSUT Teacher Practice Rubric (2012 Edition)

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teachers shall be evaluated on each standard of the rubric annually. At the conclusion of the school year, evaluators shall score each indicator observed as follows:

Ineffective 1

Developing 2

Effective 3

Highly Effective 4

The scores for each indicator under each element shall be totaled. Indicators not observed by the evaluator shall not be scored and are not included in the average. The total points earned will be divided by the total points possible to get a percentage of points earned. The total percentage of points earned is converted to the 0-60 point scale. (see attached) Percentage

indicated on chart reflects minimum value needed to get corresponding HEDI points.

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

assets/survey-uploads/5091/143980-eka9yMJ855/Copy of BEES APPR 60 Point Conversion Scale.xlsx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers who earn over 90% of the total possible points and have no 1's and 2's will fall into the highly effective range. However, if a teacher earns a score over 90% and has any 1's and 2's they will be in the Effective range and earn a HEDI score of 58 points.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers who earn between 71.5% to 89.9% of the total possible points will fall into the effective range
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers who earn between 69.5% to 71.4% of the total possible points will fall into the Developing range
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers who earn between 0%-69.4% of the total possible points will fall into the Ineffective range

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

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

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

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person
-

5. Composite Scoring (Teachers)

Created Friday, June 15, 2012

Updated Thursday, January 24, 2013

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

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

5.2) The 2012-13 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Friday, June 15, 2012

Updated Wednesday, January 30, 2013

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

assets/survey-uploads/5265/143105-Df0w3Xx5v6/Teacher TIP Plan.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

O. Appeals Procedure for Staff Members

Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers, as well as the issuance and implementation of improvement plans for staff members whose performance is assessed as either developing or ineffective.

To the extent that a staff member wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure, the specifics of which are to be locally negotiated pursuant to article XIV of the Civil Service Law.

This appeal procedure addresses a staff member's due process rights while ensuring that appeals are resolved in an expeditious manner. All such steps included herein and the resolution of the appeal will occur in a timely and expeditious manner.

APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

Appeals of annual professional performance reviews are limited to those that rate a staff member as Ineffective or Developing only.

WHAT MAY BE CHALLENGED IN AN APPEAL

- 1) The Board of Cooperative Educational Services' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;*
- 2) the adherence to the Commissioner's regulations, as applicable to such reviews;*
- 3) compliance with any locally negotiated procedures and/or application of annual professional performance reviews and*
- 4) The Board of Cooperative Educational Services' issuance and/or implementation of the terms of the Teacher Improvement Plan (TIP) under Education Law §3012-c.*

PROHIBITION AGAINST MORE THAN ONE APPEAL

A staff member may not file multiple appeals regarding the same performance review or Teacher Improvement Plan (TIP). All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF

In an appeal, the staff member has the burden of demonstrating clear, concise and compelling evidence that supports the right to appeal. The burden of establishing the facts upon which a staff member seeks resolution is the staff member's responsibility.

TIMEFRAME FOR FILING APPEALS

Performance Review Appeals:

All performance review appeals must be submitted in writing no later than 10 school days from the date when the staff member signs acknowledgement of receipt of their annual professional performance review. The failure to file an appeal within this timeframe shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal regarding a performance review, the staff member must submit a detailed written description of the specific areas of disagreement over his or her performance review and any additional documents or materials relevant to the appeal. The performance review being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. All appeals must be submitted directly to the Department of Human Resources and will be date stamped upon receipt. The Department of Human Resources will electronically notify the President of the BEES Unit, the evaluator, and the appropriate Administrative Council member upon receipt of the appeal. Receipt will be date stamped by the Department of Human Resources.

Teacher Improvement Plan Appeals:

If a staff member is challenging a Teacher Improvement Plan (TIP), appeals must be filed within 10 school days of receipt of such TIP. The failure to file an appeal within the timeframes listed above shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal regarding a TIP, the staff member must submit a detailed written description of the specific areas of disagreement and any additional documents or materials relevant to the appeal. The TIP being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. All appeals must be submitted directly to the Department of Human Resources and will be date stamped upon receipt. The Department of Human Resources will electronically notify the President of the BEES Unit, the evaluator, and the appropriate Administrative Council member upon receipt of an appeal. Receipt will be date stamped by the Department of Human Resources.

TIMEFRAME FOR BOCES RESPONSE

The Evaluator who issued the performance review must submit a detailed written response to the appeal to the Department of Human Resources within 10 business days of receipt of an appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the BOCES' response and are relevant to the resolution of the appeal. A failure to submit any and all information within the timeline indicated above will result in the appeal being moved on to the Decision Maker as is. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. Upon receipt of the evaluator's response, the Department of Human Resources will send the staff member initiating the appeal a copy of the response filed by the evaluator, and any and all additional information submitted with the response.

DECISION-MAKER ON APPEAL

The Department of Human Resources will forward all documentation regarding the Appeal to the designated decision maker within 5 business days.

A decision shall be rendered by the next level of supervision up to and including, but not beyond, the Chief Operating Officer or the Deputy Superintendent for Educational Services within 10 business days. An appeal may not be decided by the same individual who was responsible for making the final rating decision. In such a case, the Board of Education shall appoint another person to decide the appeal. This provision will sunset effective June 30, 2014. Intentions for continuation or modification of this appeal mechanism will have been agreed upon on or before June 30, 2014, or upon ratification of a successor contract.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 15 business days after the date upon which the evaluator filed his or her response. The decision shall be based on a written record, comprised of the staff member's appeal papers and any documentary evidence accompanying the appeal, as well as the evaluator's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on the specific issues raised in the staff member's appeal and submitted to the Department of Human Resources for distribution. A copy of the decision shall be provided to the staff member by certified mail. The decision will also be distributed electronically to the President of the BEES Unit and the Evaluator.

The Department of Human Resources will file the determination of the appeal in the staff members Human Resource file.

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.

All instructional program administrators with direct supervision over K-12 instructional programs will serve as lead evaluators for the teachers in Eastern Suffolk BOCES. We have selected and received agreement with the BOCES Educators of Eastern Suffolk to utilize the NYSUT 2012 Rubric.

As lead evaluators our administrators have been participating throughout the 2011-12 school year and will continue to participate into the future in ongoing training that is offered regionally and internally. These sessions have targeted the key elements that are required for the certification as a lead evaluator. In addition to the mandatory training to address the required components, the agency provides professional development to administrators at regularly scheduled administrative meetings, for an additional 5 days in the summer and at after school training sessions at least 4 times a year. All training is tracked through My Learning Plan. The agency has dedicated much of its time with administrative staff to enhancing their working knowledge of the Common Core Learning

Standards; the State Reporting System; the development of local assessments; and the use of growth and value added models. The agency also has made a concerted effort to offer training in the area of evidence based observations.

The agency will continue to require lead evaluators to attend regional and internal training which will target the following elements that are required for

certification as a lead evaluator: the Common Core Learning Standards; growth models for student achievement; evidence based observations; artifacts of teacher practices such as lesson plans; use of the state wide instructional reporting system; the generation of scores for each subcomponent of the composite effectiveness score; and the evaluation of teachers of English Language Learners and Students with Disabilities.

In order to enhance and ensure inter-rater reliability, the district is conducting professional development for all instructional administrators with the assistance of contracted professional developers through our Education and Information Support Services

Department. During this training ongoing emphasis on evidence based observations will occur with the use of practice videos, and structured feedback about consistency of scoring. The discussion focuses on similarities and differences to teach everyone to gather appropriate evidence and apply the rubric accurately and consistently.

Each evaluator will conduct walkthroughs and classroom observations with all building level administrators participating in the evaluation of teachers.

The evidence of all the training will be presented to the Board of Education who for certification that each evaluator is qualified to be the lead evaluator for the teachers' evaluations. The Board will re-certify the lead evaluators each school year after reviewing the ongoing training they have received.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, June 19, 2012

Updated Friday, February 01, 2013

Page 1

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

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

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

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

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

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13	Checked

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

First, list the school or program type this SLO applies to. Then, using the drop-down boxes below, please select the assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

Please remember that State assessments must be used with SLOs if applicable to the school or program type.

School or Program Type	SLO with Assessment Option	Name of the Assessment
Grades 9-12 Career and Technical Education Program	District, regional, or BOCES-developed	All ESBOCES Developed Career and Technical Education Assessments
Grades 9-12 Special Career Education	District, regional, or BOCES-developed	All ESBOCES Developed Special Career Education Assessments
Grade K-12 SWD (NYSAA)	State assessment	NYSAA
Grades K-8 SWD (NYSAA)	State assessment	NYSAA
Grades 7-12 SWD (NYSAA)	State assessment	NYSAA

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The process by which points are assigned in the subcomponents and the scoring ranges for the subcomponents are transparent and reviewed by our Administrative APPR Committee. This ongoing committee will review the APPR at least annually. The assignment of points will be done in such a way that it is possible for an administrator to obtain any of the available points in the subcomponents, including 0. Targets here will be determined by the Program Principal in consultation with the Department Director. After the final examinations are administered and scored, the percentage of students meeting their individualized growth targets shall be determined for each individual program. Targets will be set by the principals and the Program Director. All included programs have less than 30 percent of students taking state assessments.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	For the Career and Technical Education Courses, 90% to 100% of students meet or exceed the targets for the course.

For the Special Career Education Courses, 90% to 100% of students meet or exceed the targets for the course.
For all other programs, 86% to 100% of the students met their growth targets

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

For the Career and Technical Education Courses, 35% to 89% of students meet or exceed the targets for the course.
For the Special Career Education Courses, 35% to 89% of students meet or exceed the targets for the course.
For all other programs, 71% to 85% of the students met their growth targets

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

For the Career and Technical Education Courses, 11% to 34% of students meet or exceed the targets for the course.
For the Special Career Education Courses, 12% to 34% of students meet or exceed the targets for the course.
For all other programs, 41% to 70% of the students met their growth targets

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

For the Career and Technical Education Courses, 0% to 10% of students meet or exceed the targets for the course.
For the Special Career Education Courses, 0% to 11% of students meet or exceed the targets for the course.
For all other programs, 40% or less of the students met their growth targets.

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

assets/survey-uploads/5365/144008-lha0DogRNw/HEDI Scales 15 and 20 points and CTE and SCE revised 2.1.13.docx

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

covered by the SLO to reach a combined score for this subcomponent.

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Wednesday, June 20, 2012

Updated Thursday, February 07, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA)
6-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA)
9-12	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA)

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The process by which points are assigned in the subcomponents and the scoring ranges for the subcomponents are transparent and locally negotiated by our Administrative APPR Committee. This ongoing committee will review the APPR at least annually. The assignment of points will be done in such a way that it is possible for an educator to obtain any of the available points in the subcomponents, including 0. The Measures of Academic Progress will be utilized as a summative assessment. After the final examinations are administered and scored, the percentage of students meeting their individualized achievement targets shall be determined for each individual program. The achievement targets will be set by Program Principals in consultation with the Program Director.</p>
--	--

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86% to 100% of students meet or exceed the targets for the course
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71% to 85% of students meet or exceed the targets for the course
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41% to 70% of students meet or exceed the targets for the course
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40% or less of students meet or exceed the targets for the course

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

[assets/survey-uploads/5366/144221-8o9AH60arN/HEDI Scales 15 and 20 points and CTE and SCE revised 2.1.13.docx](#)

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

(No response)

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

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

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

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

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

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

(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

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

(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9-12 Career and Technical Education	(d) measures used by district for teacher evaluation	All ESBOCES Developed Career and Technical Education Assessments
Grade 9-12 Special Career Education	(d) measures used by district for teacher evaluation	All ESBOCES Developed Special Career Education Assessments
Grade K-12 SWD (NYSAA)	(d) measures used by district for teacher evaluation	All Eastern Suffolk BOCES Developed K-12 SWD Assessment
Grade K-8 SWD (NYSAA)	(d) measures used by district for teacher evaluation	All Eastern Suffolk BOCES Developed K-8 SWD Assessment
Grade 7-12 SWD (NYSAA)	(d) measures used by district for teacher evaluation	All Eastern Suffolk BOCES Developed 7-12 SWD Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The process by which points are assigned in the subcomponents and the scoring ranges for the subcomponents are transparent and locally negotiated by our Administrative APPR Committee. This ongoing committee will review the APPR at least annually. The
---	--

assignment of points will be done in such a way that it is possible for an educator to obtain any of the available points in the subcomponents, including 0. The Eastern Suffolk BOCES developed grade and subject specific assessment will be utilized as a final assessment. After the final examinations are administered and scored, the percentage of students meeting their individualized achievement targets shall be determined for each program. The achievement targets will be set by Program Principals in consultation with the Program Director.

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

For the Career and Technical Education Courses, 90% to 100% of students meet or exceed the targets for the course.
For the Special Career Education Courses, 90% to 100% of students meet or exceed the targets for the course.
For all other courses listed, 86% to 100% of students meet or exceed the targets for the course

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

For the Career and Technical Education Courses, 35% to 89% of students meet or exceed the targets for the course.
For the Special Career Education Courses, 35% to 89% of students meet or exceed the targets for the course.
For all other courses listed , 71% to 85% of students meet or exceed the targets for the course

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

For the Career and Technical Education Courses, 11% to 34% of students meet or exceed the targets for the course.
For the Special Career Education Courses, 12% to 34% of students meet or exceed the targets for the course.
For all other courses listed , 41% to 70% of students meet or exceed the targets for the course

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

For the Career and Technical Education Courses, 0% to 10% of students meet or exceed the targets for the course.
For the Special Career Education Courses, 0% to 11% of students meet or exceed the targets for the course.
For all other courses listed , 40% or less of students meet or exceed the targets for the course

If you need additional space, upload a copy of "Form 8.2: Locally Selected Measures for All Other Principals" as an attachment for review. [Click here](#) for a downloadable copy of Form 8.2. (MS Word)

(No response)

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

assets/survey-uploads/5366/144221-T8MIGWUVm1/HEDI Scales 15 and 20 points and CTE and SCE revised 2.1.13.docx

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the

controls or adjustments.

No adjustments, controls, or other special considerations will be used.

8.4) Principals with More Than One Locally Selected Measure

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

If principals have more than one locally selected measure, those measures will be combined into one HEDI rating and score for the local subcomponent. The measures will each earn a score which will be weighted proportionately.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Friday, June 15, 2012

Updated Thursday, February 07, 2013

Page 1

9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(No response)
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

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

Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)

9.6) Assurances

Please check all of the boxes below:

9.6) Assurances Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
9.6) Assurances Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction	Checked
9.6) Assurances Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
9.6) Assurances Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district or BOCES.	Checked

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Point allocations are determined as follows:

Each item on the rubric is scored using a 1-4 rating. Each item is worth up to 4 points. The total number of points are added up for a maximum of 240. The totals are assigned to the following HEDI scoring ranges:

H 200-240

E 150-199

D 120-149

I 60-119

Items that are not scored are not included in the overall score. The percentage of points earned out of the total possible points is then converted to a 60 point HEDI scale. (See attached)

The percentages indicated on the chart reflect the minimum value needed to get the corresponding HEDI point.

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

assets/survey-uploads/5143/143111-pMADJ4gk6R/Principal 60 point Conversion Scale 2.7.13. with revisions docx.docx

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

Highly Effective: Overall performance and results exceed standards.	Overall performance and results exceed ISLLC Standards. An overall rubric score between 200 and 240 will result in the assignment of 59 to 60 points.
Effective: Overall performance and results meet standards.	Overall performance and results meet ISLLC Standards. An average rubric score of 150 to 199 will result in the assignment of 57 to 58 points.

Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement to meet ISLLC Standards. An average rubric score of 120 to 149 will result in the assignment of 55 to 56 points.
Ineffective: Overall performance and results do not meet standards.	Overall performance and results do not meet ISLLC Standards. An average rubric score of less than 119 will result in the assignment of 0 to 54 points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Friday, June 15, 2012

Updated Tuesday, January 29, 2013

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

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	59-60
Effective	57-58
Developing	53-56
Ineffective	0-52

10.2) The 2012-13 scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Friday, June 15, 2012

Updated Monday, January 28, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5276/143075-Df0w3Xx5v6/Final_Principal_Improvement_Plan_3-20-12\[1\].doc](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

RATIONALE

Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for Principals, as well as the issuance and implementation of improvement plans for Principals whose performance is assessed as either developing or ineffective.

To the extent that a Principal wishes to challenge a performance review and/or improvement plan under the new evaluation system,

the law requires the establishment of an appeals procedure, the specifics of which are to be locally negotiated pursuant to article XIV of the Civil Service Law.

This appeal procedure addresses a Principal's due process rights while ensuring that appeals are resolved in a timely and expeditious manner.

WHAT MAY BE CHALLENGED

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

- (1) The substance of the annual professional performance review;*
- (2) ESBOCES adherence to the standards and methodologies required for such reviews and may include failure to implement a previously issued PIP, regardless of whether that previously issued PIP was appealed at its issuance;*
- (3) The adherence to the Commissioner's regulations, as applicable to such reviews;*
- (4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- (5) ESBOCES issuance and/or implementation of the terms of the Principal Improvement Plan.*

PROHIBITION AGAINST MORE THAN ONE APPEAL

A Principal may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived. The issuance of an improvement plan may prompt an appeal independent of the performance review.

BURDEN OF PROOF

In an appeal, the Principal has the burden of demonstrating clear and concise evidence that supports the right to appeal. The burden of establishing the facts upon which a Principal seeks resolution is the Principal's responsibility.

The evaluator must establish supporting evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.

All grounds for appeal and supportive documentation shall be utilized during resolution of the appeal.

TIMEFRAME FOR FILING APPEAL

All periods of time referred to herein shall be understood to refer to business days. All steps in the resolution of this appeal will occur in a timely and expeditious manner.

All performance reviews will be issued no later than September 1.

All performance review appeals must be submitted in writing no later than 15 days from the date the Principal signs acknowledgment of receipt of his/her final and complete annual professional performance review. The failure to file an appeal within this timeframe shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

Upon written request, a 10-day extension will be granted. In extraordinary circumstances, an extension of the time beyond the 10-day extension may be granted by the Superintendent or designee at the discretion of the agency. At no time will an extension be such that it inhibits a timely and expeditious resolution.

When filing an appeal regarding a performance review, the Principal must submit a detailed written description of the specific areas of disagreement over his or her performance review and any additional documents or materials relevant to the appeal. The performance review being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. All appeals must be submitted directly to the Department of Human Resources and will be date stamped upon receipt. The Department of Human Resources will notify the President of the Administrative/Supervisory Unit, the evaluator, and the appropriate Administrative Council member electronically upon receipt of an appeal.

Principal Improvement Plan Appeals:

If a Principal is challenging a Principal Improvement Plan (PIP), an appeal must be filed within 15 days of receipt of such PIP. The failure to file an appeal within the timeframes listed above shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal regarding a PIP, the Principal must submit a detailed written description of the specific areas of disagreement and any additional documents or materials relevant to the appeal. The PIP being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. All appeals must be submitted directly to the Department of Human Resources and will be date stamped upon receipt. The Department of Human Resources will notify the President of the Administrative/Supervisory Unit, the evaluator, and the appropriate Administrative Council member electronically upon receipt of an appeal within five days.

Any additional documents or materials relevant to the appeal must be provided by ESBOCES upon written request for same.

Principal Improvement Plan Implementation

In the event that a Principal's supervisor fails to implement the PIP, the Principal may notify his/her Unit representative. Every effort will be made to resolve the implementation concerns between the Unit representative and the issuer of the PIP prior to an appeal. If the situation remains unresolved, the Unit President will refer the matter to the Department of Human Resources in a timely and expeditious manner.

TIMEFRAME FOR EVALUATOR'S RESPONSE

Within 10 business days of receipt of an appeal, the evaluator who issued the performance review must submit a detailed written response to the appeal to the Department of Human Resources. The response must include any and all additional documents or written materials specific exclusively to the point(s) of disagreement that support the ESBOCES response and are relevant to the resolution of the appeal. Any such information not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. Upon receipt of the evaluator's response, the Department of Human Resources will send the Principal initiating the appeal a copy of the response filed by the evaluator, and any and all additional information submitted with the response.

DECISION-MAKER ON APPEAL

The Department of Human Resources will forward all documentation regarding the Appeal to the designated decision-maker.

A decision shall be rendered by the designated decision-maker. The evaluator may not be assigned as the decision-maker.

The designated decision-maker will be a NYS certified administrator, trained in the nine regulatory components in accordance with the 3012-c of the Commissioner's Regulations and who is selected with mutual agreement between the Agency and the Administrative/Supervisory Unit.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 15 business days after the date upon which the designated decision maker received a complete appeals packet. The decision shall be based on a written record, comprised of the Principal's appeal papers and any documentary evidence accompanying the appeal, as well as the evaluator's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be a final administrative decision.

The decision maker's determination shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either affirm, set aside, or modify the ESBOCES rating or improvement plan.

A copy of the decision shall be provided to the Principal by certified mail. The decision will also be distributed electronically to the President of the Administrative/ Supervisory Unit and the evaluator.

The Department of Human Resources will file the determination of the appeal in the Principal's personnel file.

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

This appeal procedure shall constitute the means for initiating, reviewing, and resolving challenges to a Principal performance review or improvement plan. A Principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

OTHER

1. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a Principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the Principal or the conclusion of the appeal process described herein, whichever is later.

2. A Principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A Principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The direct supervision for all principals is handled by either the Director of Career Technical and Adult Education or the Director of Special Education under the supervision of the Deputy Superintendent of Educational Services.

All principal supervisors have attended all required workshops on principal evaluation offered both internally and regionally by the Education and Information Support Services Department within Eastern Suffolk BOCES.

All principals and principal supervisors have attended workshops, and will continue to do so, on the Marshall Rubric, ISSLC Standards and all of the key elements that are required for certification as a principal evaluator for a minimum of 7 days.

Principal supervisors will participate in ongoing professional development workshops as well as conferences throughout the year according to the needs of the supervising Director.

The evidence of the trainings, topics covered and time engaged, will be presented to the Board of Education who will certify that the Directors and Deputy Superintendent of Educational Services

are qualified to be the lead evaluators for the principals APPR. The board will re-certify all lead evaluators each school year after reviewing the ongoing trainings that have been provided.

Principal Evaluator certification will be tracked through My Learning Plan. Evaluation data will be compiled annually and reviewed amongst the Directors and the Deputy Superintendent to ensure inter-rater reliability.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, June 20, 2012

Updated Thursday, February 07, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form

[assets/survey-uploads/5581/144227-3Uqgn5g9Iu/District Certification Document February 7.pdf](assets/survey-uploads/5581/144227-3Uqgn5g9Iu/District%20Certification%20Document%20February%207.pdf)

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

EASTERN SUFFOLK BOCES

Form 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Animal Science	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Eastern Suffolk BOCES Developed Career and Technical Education Animal Science Assessment
Art Design and Visual Communications	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Eastern Suffolk BOCES Developed Career and Technical Education Art Design and Visual Communications Assisting Assessment
Audio Productions	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Eastern Suffolk BOCES Developed Career and Technical Education Audio Productions Assessment
Dental Assisting	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Eastern Suffolk BOCES Developed Career and Technical Education Dental Assisting

		Assessment
--	--	------------

Course(s) or Subject(s)	Option	Assessment
Early Childhood Education	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Eastern Suffolk BOCES Developed Career and Technical Education Early Childhood Education Assessment
Electrical Trade and Alternative Energy	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Eastern Suffolk BOCES Developed Career and Technical Education Electrical Trade and Alternative Energy Assessment
Fashion Merchandising	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Eastern Suffolk BOCES Developed Career and Technical Education Fashion Merchandising Assessment
Heating, Ventilation and Air Conditioning	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Eastern Suffolk BOCES Developed Career and Technical Education Heating, Ventilation and Air Conditioning Assessment

	○	
Law Enforcement	<ul style="list-style-type: none"> ○ State Assessment ● State-approved 3rd party assessment ○ District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Career and Technical Education Law Enforcement Assessment
Marine and Outdoor Power Equipment	<ul style="list-style-type: none"> State Assessment State-approved 3rd party assessment District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Career and Technical Education Marine and Outdoor Power Equipment Assessment
Motorcycle Technology	<ul style="list-style-type: none"> State Assessment State-approved 3rd party assessment District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Career and Technical Education Motorcycle Technology Assessment
Nurse Assisting	<ul style="list-style-type: none"> State Assessment State-approved 3rd party assessment District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Career and Technical Education Nurse Assisting Assessment
Pharmacy Technician	<ul style="list-style-type: none"> State Assessment State-approved 3rd party assessment District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Career and Technical Education Pharmacy Technician Assessment

Plumbing and Heating	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Career and Technical Education Plumbing and Heating Assessment
Practical Nursing	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Career and Technical Education Practical Nursing Assessment
Professional Photography/ Digital Photography	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Career and Technical Education Professional Photography/Digital Photography Assessment
Television, Video and Digital Film Production	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Career and Technical Education Television, Video and Digital Film Production Assessment

Welding/ Metal Fabrication	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Career and Technical Education Welding/Metal Fabrication Assessment
Auto Body Repair and Refinishing	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Special Career Education Auto Body Repair and Refinishing Assessment
Auto Engine Overhaul	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Special Career Education Auto Engine Overhaul Assessment
Auto Front End and Brakes	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Special Career Education Auto Front End and Brakes Assessment
Auto Service	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Special Career Education Auto Service Assessment

Business and Office Technology	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Special Career Education Business and Office Technology Assessment
Canine Careers	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Special Career Education Canine Careers Assessment
Carpentry	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Special Career Education Carpentry Assessment
Computer Graphic Arts Technology	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Special Career Education Computer Graphic Arts Technology Assessment
Computers	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Special Career Education Computers Assessment

Computer Operations	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Special Career Education Computer Operations Assessment
Cosmetology	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Special Career Education Cosmetology Assessment
Early Childhood Education	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Special Career Education Early Childhood Education Assessment
Electronic Assembly	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Special Career Education Electronic Assembly Assessment
Facilities Maintenance	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Special Career Education Facilities Maintenance Assessment

Food Preparation/Service	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Special Career Education Food Preparation/Service Assessment
Health Related Occupations	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Special Career Education Health Related Occupations Assessment
Horticulture	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Special Career Education Horticulture Assessment
Introduction to Baking	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Special Career Education Introduction to Baking Assessment
Introduction to Cooking	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Eastern Suffolk BOCES Developed Special Career Education Introduction to Cooking Assessment

Motorcycle and Motorsports Repair	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Eastern Suffolk BOCES Developed Special Career Education Motorcycle and Motorsports Repair Assessment
Retail Store Services	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Eastern Suffolk BOCES Developed Special Career Education Retail Store Services Assessment
Supermarket and Warehouse Occupations	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Eastern Suffolk BOCES Developed Special Career Education Supermarket and Warehouse Occupations Assessment
Transportation Service	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Eastern Suffolk BOCES Developed Special Career Education Transportation Service Assessment

Course(s) or Subject(s)	Option	Assessment
4 th through 8 th Grade ELA	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	NYS 4 through 8 th grade ELA Assessments
4 th through 8 th Grade Math	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	NYS 4 th through 8 th grade Math Assessments

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	<p>The assignment of points will be done in such a way that it is possible for an educator to obtain any of the available points in the subcomponents, including 0. The Eastern Suffolk BOCES Designed Assessment, Foreign Language Association Assessment or state assessment will be utilized as a summative assessment. After the summative assessment is scored the percentage of students meeting their individualized growth targets will be determined.</p> <p>Targets will be determined by the teacher, the principal and the Program Director.</p>
---	--

<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>For the Career and Technical Education Courses, 90% to 100% of students meet or exceed the targets for the course.</p> <p>For the Special Career Education Courses, 90% to 100% of students meet or exceed the targets for the course.</p> <p>For all other courses listed, 86% to 100% of students meet or exceed the targets for the course.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>For the Career and Technical Education Courses, 35% to 89% of students meet or exceed the targets for the course.</p> <p>For the Special Career Education Courses, 35% to 89% of students meet or exceed the targets for the course.</p> <p>For all other courses listed 71% to 85% of students meet or exceed the targets for the course.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>For the Career and Technical Education Courses, 11% to 34% of students meet or exceed the targets for the course.</p> <p>For the Special Career Education Courses, 12% to 34% of students meet or exceed the targets for the course.</p> <p>For all other courses listed 41% to 70% of students meet or exceed the targets for the course.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>For the Career and Technical Education Courses, 0% to 10% of students meet or exceed the targets for the course.</p> <p>For the Special Career Education Courses, 0% to 11% of students meet or exceed the targets for the course.</p> <p>For all other courses listed 40% or less of students meet or exceed the targets for the course.</p>

1-15 point HEDI Scale
 All Other Teachers and Principals

Effective Rating	HEDI pts	Target Range
Highly Effective	15	100% to 93%
	14	92% to 86%
Effective	13	85% to 84%
	12	83% to 82%
	11	81% to 80%
	10	79% to 77%
	9	76% to 74%
	8	73% to 71%
	Developing	7
6		64% to 59%
5		58% to 53%
4		52% to 47%
3		46% to 41%
Ineffective	2	40% to 27%
	1	26% to 14%
	0	13% to 0%

1-20 point HEDI Scale All Other Teachers and Principals

Effective Rating	HEDI pts	Target Range
Highly Effective	20	100% to 98%
	19	97% to 92%
	18	91% to 86%
Effective	17	85% to 84%
	16	83% to 82%
	15	81% to 80%
	14	79% to 79%
	13	78% to 76%
	12	75% to 75%
	11	74% to 74%
	10	73% to 72%
	9	71% to 71%
Developing	8	70% to 66%
	7	65% to 61%
	6	60% to 56%
	5	55% to 51%
	4	50% to 46%
	3	45% to 41%
Ineffective	2	40% to 27%

	<i>1</i>	<i>26% to 14%</i>
	<i>0</i>	<i>13% to 0%</i>

100-94%	93-92%	91-90%	89-82%	81-74%	73-66%	65-57%	56-50%	49-46%	45-42%	41-39%	38-35%	34-31%	30-27%	26-23%	22-19%	18-15%	14-12%	11-8%	7-4%	3-0%
---------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	-------	------	------



Principal Improvement Plan (PIP)

Board of Cooperative Educational Services
First Supervisory District of Suffolk County
201 Sunrise Highway
Patchogue, NY 11772

SCHOOL YEAR <u>20</u> / <u>20</u>		
Principal _____	Program _____	Initial Date _____ / _____ /20
Department _____		Follow-Up Date _____ / _____ /20

Purpose: The goal of a Principal Improvement Plan is to improve performance and professional growth. Upon rating a Principal as “developing” or “ineffective” through an annual professional performance review, a school district or BOCES must develop and commence implementation of a Principal Improvement Plan (PIP) for such Principal. The PIP will be developed in consultation with the Principal as a next step in the continuum of efforts to assist a Principal with improving his/her performance. The Principal and supervisor will meet at least monthly for formative assessment of this Plan.

ELEMENTS FROM APPR IDENTIFIED WHERE IMPROVEMENT IS NEEDED	BENCHMARKS: MEASURABLE AND OBSERVABLE PERFORMANCE GOALS AND SPECIFIC EXPECTATIONS	TIMELINE FOR ACHIEVING IMPROVEMENT	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES/ RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT

Position: New to Assignment Probationary Tenured

I have read this report and understand that a copy will be placed in my official personnel file.

Signature of Principal

/ /20
Date

Signature of Supervising Administrator

/ /20
Date

October 20__

SCHOOL YEAR <u>20</u> / <u>20</u>		
Principal _____	Program _____	Initial Date _____ / _____ /20
Department _____		Follow-Up Date _____ / _____ /20

ELEMENTS FROM APPR IDENTIFIED WHERE IMPROVEMENT IS NEEDED	BENCHMARKS: MEASURABLE AND OBSERVABLE PERFORMANCE GOALS AND SPECIFIC EXPECTATIONS	TIMELINE FOR ACHIEVING IMPROVEMENT	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES/ RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				

I have read this report and understand that a copy will be placed in my official personnel file.

Signature of Principal

/ /20
Date

Signature of Supervising Administrator

/ /20
Date

November 20__

SCHOOL YEAR <u>20</u> / <u>20</u>		
Principal _____	Program _____	Initial Date _____ / _____ /20
Department _____		Follow-Up Date _____ / _____ /20

ELEMENTS FROM APPR IDENTIFIED WHERE IMPROVEMENT IS NEEDED	BENCHMARKS: MEASURABLE AND OBSERVABLE PERFORMANCE GOALS AND SPECIFIC EXPECTATIONS	TIMELINE FOR ACHIEVING IMPROVEMENT	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES/ RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				

I have read this report and understand that a copy will be placed in my official personnel file.

Signature of Principal

/ /20
Date

Signature of Supervising Administrator

/ /20
Date

December 20__

SCHOOL YEAR <u>20</u> / <u>20</u>		
Principal _____	Program _____	Initial Date _____ / _____ /20
Department _____		Follow-Up Date _____ / _____ /20

ELEMENTS FROM APPR IDENTIFIED WHERE IMPROVEMENT IS NEEDED	BENCHMARKS: MEASURABLE AND OBSERVABLE PERFORMANCE GOALS AND SPECIFIC EXPECTATIONS	TIMELINE FOR ACHIEVING IMPROVEMENT	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES/ RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				

I have read this report and understand that a copy will be placed in my official personnel file.

Signature of Principal

/ /20
Date

Signature of Supervising Administrator

/ /20
Date

January 20__

SCHOOL YEAR <u>20</u> / <u>20</u>		
Principal _____	Program _____	Initial Date _____ / _____ /20
Department _____		Follow-Up Date _____ / _____ /20

ELEMENTS FROM APPR IDENTIFIED WHERE IMPROVEMENT IS NEEDED	BENCHMARKS: MEASURABLE AND OBSERVABLE PERFORMANCE GOALS AND SPECIFIC EXPECTATIONS	TIMELINE FOR ACHIEVING IMPROVEMENT	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES/ RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				

I have read this report and understand that a copy will be placed in my official personnel file.

Signature of Principal

/ /20
Date

Signature of Supervising Administrator

/ /20
Date

February 20__

SCHOOL YEAR <u>20</u> / <u>20</u>		
Principal _____	Program _____	Initial Date _____ / _____ /20
Department _____		Follow-Up Date _____ / _____ /20

ELEMENTS FROM APPR IDENTIFIED WHERE IMPROVEMENT IS NEEDED	BENCHMARKS: MEASURABLE AND OBSERVABLE PERFORMANCE GOALS AND SPECIFIC EXPECTATIONS	TIMELINE FOR ACHIEVING IMPROVEMENT	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES/ RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				

I have read this report and understand that a copy will be placed in my official personnel file.

Signature of Principal

/ /20
Date

Signature of Supervising Administrator

/ /20
Date

March 20__

SCHOOL YEAR <u>20</u> / <u>20</u>		
Principal _____	Program _____	Initial Date _____ / _____ /20
Department _____		Follow-Up Date _____ / _____ /20

ELEMENTS FROM APPR IDENTIFIED WHERE IMPROVEMENT IS NEEDED	BENCHMARKS: MEASURABLE AND OBSERVABLE PERFORMANCE GOALS AND SPECIFIC EXPECTATIONS	TIMELINE FOR ACHIEVING IMPROVEMENT	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES/ RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				

I have read this report and understand that a copy will be placed in my official personnel file.

Signature of Principal

/ /20
Date

Signature of Supervising Administrator

/ /20
Date

April 20__

SCHOOL YEAR <u>20</u> / <u>20</u>		
Principal _____	Program _____	Initial Date ____ / ____ /20
Department _____		Follow-Up Date ____ / ____ /20

ELEMENTS FROM APPR IDENTIFIED WHERE IMPROVEMENT IS NEEDED	BENCHMARKS: MEASURABLE AND OBSERVABLE PERFORMANCE GOALS AND SPECIFIC EXPECTATIONS	TIMELINE FOR ACHIEVING IMPROVEMENT	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES/ RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				

I have read this report and understand that a copy will be placed in my official personnel file.

Signature of Principal

/ /20
Date

Signature of Supervising Administrator

/ /20
Date

May 20__

SCHOOL YEAR <u>20</u> / <u>20</u>		
Principal _____	Program _____	Initial Date _____ / _____ /20
Department _____		Follow-Up Date _____ / _____ /20

ELEMENTS FROM APPR IDENTIFIED WHERE IMPROVEMENT IS NEEDED	BENCHMARKS: MEASURABLE AND OBSERVABLE PERFORMANCE GOALS AND SPECIFIC EXPECTATIONS	TIMELINE FOR ACHIEVING IMPROVEMENT	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES/ RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				

I have read this report and understand that a copy will be placed in my official personnel file.

Signature of Principal

/ /20
Date

Signature of Supervising Administrator

/ /20
Date

June 20__

SCHOOL YEAR <u>20</u> / <u>20</u>		
Principal _____	Program _____	Initial Date _____ / _____ /20
Department _____		Follow-Up Date _____ / _____ /20

ELEMENTS FROM APPR IDENTIFIED WHERE IMPROVEMENT IS NEEDED	BENCHMARKS: MEASURABLE AND OBSERVABLE PERFORMANCE GOALS AND SPECIFIC EXPECTATIONS	TIMELINE FOR ACHIEVING IMPROVEMENT	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES/ RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				

I have read this report and understand that a copy will be placed in my official personnel file.

Signature of Principal

/ /20
Date

Signature of Supervising Administrator

/ /20
Date



Teacher Improvement Plan (TIP)

Board of Cooperative Educational Services
First Supervisory District of Suffolk County
201 Sunrise Highway
Patchogue, NY 11772

Teacher: _____	Building(s): _____	Initial Date: _____ / _____ /20_____
Subject/Grade: _____	_____	Follow-up Date: _____ / _____ /20_____

Purpose: The goal of a Teacher Improvement Plan is to improve performance and professional growth. It is intended to address elements of the APPR that have been identified and outlined in an evaluation as needing improvement. The TIP will be developed in consultation with the staff member as a next step in the continuum of efforts to assist a staff member with improving his/her performance.

ELEMENTS FROM APPR IDENTIFIED WHERE IMPROVEMENT IS NEEDED	BENCHMARKS: MEASURABLE AND OBSERVABLE PERFORMANCE GOALS AND SPECIFIC EXPECTATIONS	TIMELINE FOR ACHIEVING IMPROVEMENT	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES/ RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT

Position: Probationary Tenured Annual Appointment

I have read this report and understand that a copy will be placed in my official personnel file.

Signature of Teacher

_____/ ____/20_____
Date

Signature of Supervising Administrator

_____/ ____/20_____
Date

Actual Data Range	60 point Scaled Score Conversion	Actual Data Range	60 point Scaled Score Conversion	Actual Data Range	60 point Scaled Score Conversion	Actual Data Range	60 point Scaled Score Conversion
100	60	73	58	45	50	17	0
99	60	72	58	44	49	16	0
98	60	71	57	43	48	15	0
97	60	70	57	42	47	14	0
96	60	69.9	57	41	46	13	0
95	60	69	57	40	45	12	0
94	60	68	57	39	44	11	0
93	60	67	57	38	43	10	0
92	59	66	57	37	42	9	0
91	59	65	57	36	41	8	0
90	59	64	57	35	40	7	0
89	59	63	57	34	39	6	0
88	59	62	57	33	38	5	0
87	59	61	56	32	37	4	0
86	59	60	56	31	36	3	0
85	59	59	56	30	35	2	0
84	59	58	56	29	34	1	0
83.3	59	57	56	28	33	0	0
83.2	58	56	56	27	32		
82	58	55	55	26	31		
81	58	54	55	25	0		
80	58	53	55	24	0		
79	58	52	55	23	0		
78	58	51	55	22	0		
77	58	50	55	21	0		
76	58	49.9	54	20	0		
75	58	49	54	19	0		
74	58	48	53	18	0		
73.1	58	47	52				
		46	51				

1-15 point HEDI Scale
 All Other Teachers and Principals

Effective Rating	HEDI pts	Target Range
Highly Effective	15	100% to 93%
	14	92% to 86%
Effective	13	85% to 84%
	12	83% to 82%
	11	81% to 80%
	10	79% to 77%
	9	76% to 74%
	8	73% to 71%
	Developing	7
6		64% to 59%
5		58% to 53%
4		52% to 47%
3		46% to 41%
Ineffective	2	40% to 27%
	1	26% to 14%
	0	13% to 0%

1-20 point HEDI Scale All Other Teachers and Principals

Effective Rating	HEDI pts	Target Range
Highly Effective	20	100% to 98%
	19	97% to 92%
	18	91% to 86%
Effective	17	85% to 84%
	16	83% to 82%
	15	81% to 80%
	14	79% to 79%
	13	78% to 76%
	12	75% to 75%
	11	74% to 74%
	10	73% to 72%
	9	71% to 71%
Developing	8	70% to 66%
	7	65% to 61%
	6	60% to 56%
	5	55% to 51%
	4	50% to 46%
	3	45% to 41%
Ineffective	2	40% to 27%

	<i>1</i>	<i>26% to 14%</i>
	<i>0</i>	<i>13% to 0%</i>

100-94%	93-92%	91-90%	89-82%	81-74%	73-66%	65-57%	56-50%	49-43%	42-37%	36-30%	29-24%	23-17%	16-15%	14-13%	12-11%	10-9%	8-7%	6-5%	4-3%	2-0%
---------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	-------	------	------	------	------

1-15 point HEDI Scale
 All Other Teachers and Principals

Effective Rating	HEDI pts	Target Range
Highly Effective	15	100% to 93%
	14	92% to 86%
Effective	13	85% to 84%
	12	83% to 82%
	11	81% to 80%
	10	79% to 77%
	9	76% to 74%
	8	73% to 71%
	Developing	7
6		64% to 59%
5		58% to 53%
4		52% to 47%
3		46% to 41%
Ineffective	2	40% to 27%
	1	26% to 14%
	0	13% to 0%

1-20 point HEDI Scale All Other Teachers and Principals

Effective Rating	HEDI pts	Target Range
Highly Effective	20	100% to 98%
	19	97% to 92%
	18	91% to 86%
Effective	17	85% to 84%
	16	83% to 82%
	15	81% to 80%
	14	79% to 79%
	13	78% to 76%
	12	75% to 75%
	11	74% to 74%
	10	73% to 72%
	9	71% to 71%
Developing	8	70% to 66%
	7	65% to 61%
	6	60% to 56%
	5	55% to 51%
	4	50% to 46%
	3	45% to 41%
Ineffective	2	40% to 27%

	<i>1</i>	<i>26% to 14%</i>
	<i>0</i>	<i>13% to 0%</i>

100-94%	93-92%	91-90%	89-82%	81-74%	73-66%	65-57%	56-50%	49-46%	45-42%	41-39%	38-35%	34-31%	30-27%	26-23%	22-19%	18-15%	14-12%	11-8%	7-4%	3-0%
---------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	-------	------	------

Percentage Data Range Calculated using percentage of Total Earned on Rubric	60 point Scaled Score Conversion
100	60
99	60
98	60
97	60
96	60
95	59
94	59
93	59
92	59
91	59
90	59
89	58
88	58
87	58
86	58
85	58
84	58
83	58
82	58
81	57
80	57
79	57
78	57
77	57
76	57
75	57
74	57
73.1	57
73	57
72	57
71.5	56
71.25	55
71	54
70.75	53
70.5	52
70.25	51
70	50
69	49
68	48
67	46
66	45
65	43
64	42

63	41
62	39
61	38
60	37
59	35
58	34
57	33
56	31
55	30
54	28
53	27
52	26
51	24
50	23
49	22
48	20
47	19
46	17
45	16
44	15
43	13
42	12
41	11
40	9
39	8
38	6
37	5
36	4
35	2
34	1
33	0
32	0
31	0
30	0
29	0
28	0
27	0
26	0
25	0
24	0
23	0
22	0
21	0
20	0
19	0
18	0
17	0

16	0
15	0
14	0
13	0
12	0
11	0
10	0
9	0
8	0
7	0
6	0
5	0
4	0
3	0
2	0
1	0
0	0

1-15 point HEDI Scale
 All Other Teachers and Principals

Effective Rating	HEDI pts	Target Range
Highly Effective	15	100% to 93%
	14	92% to 86%
Effective	13	85% to 84%
	12	83% to 82%
	11	81% to 80%
	10	79% to 77%
	9	76% to 74%
	8	73% to 71%
	Developing	7
6		64% to 59%
5		58% to 53%
4		52% to 47%
3		46% to 41%
Ineffective	2	40% to 27%
	1	26% to 14%
	0	13% to 0%

1-20 point HEDI Scale All Other Teachers and Principals

Effective Rating	HEDI pts	Target Range
Highly Effective	20	100% to 98%
	19	97% to 92%
	18	91% to 86%
Effective	17	85% to 84%
	16	83% to 82%
	15	81% to 80%
	14	79% to 79%
	13	78% to 76%
	12	75% to 75%
	11	74% to 74%
	10	73% to 72%
	9	71% to 71%
Developing	8	70% to 66%
	7	65% to 61%
	6	60% to 56%
	5	55% to 51%
	4	50% to 46%
	3	45% to 41%
Ineffective	2	40% to 27%

	<i>1</i>	<i>26% to 14%</i>
	<i>0</i>	<i>13% to 0%</i>

100-94%	93-92%	91-90%	89-82%	81-74%	73-66%	65-57%	56-50%	49-46%	45-42%	41-39%	38-35%	34-31%	30-27%	26-23%	22-19%	18-15%	14-12%	11-8%	7-4%	3-0%
---------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	-------	------	------

1-15 point HEDI Scale
 All Other Teachers and Principals

Effective Rating	HEDI pts	Target Range
Highly Effective	15	100% to 93%
	14	92% to 86%
Effective	13	85% to 84%
	12	83% to 82%
	11	81% to 80%
	10	79% to 77%
	9	76% to 74%
	8	73% to 71%
	Developing	7
6		64% to 59%
5		58% to 53%
4		52% to 47%
3		46% to 41%
Ineffective	2	40% to 27%
	1	26% to 14%
	0	13% to 0%

1-20 point HEDI Scale All Other Teachers and Principals

Effective Rating	HEDI pts	Target Range
Highly Effective	20	100% to 98%
	19	97% to 92%
	18	91% to 86%
Effective	17	85% to 84%
	16	83% to 82%
	15	81% to 80%
	14	79% to 79%
	13	78% to 76%
	12	75% to 75%
	11	74% to 74%
	10	73% to 72%
	9	71% to 71%
Developing	8	70% to 66%
	7	65% to 61%
	6	60% to 56%
	5	55% to 51%
	4	50% to 46%
	3	45% to 41%
Ineffective	2	40% to 27%

	<i>1</i>	<i>26% to 14%</i>
	<i>0</i>	<i>13% to 0%</i>

100-94%	93-92%	91-90%	89-82%	81-74%	73-66%	65-57%	56-50%	49-46%	45-42%	41-39%	38-35%	34-31%	30-27%	26-23%	22-19%	18-15%	14-12%	11-8%	7-4%	3-0%
---------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	-------	------	------

1-15 point HEDI Scale
 All Other Teachers and Principals

Effective Rating	HEDI pts	Target Range
Highly Effective	15	100% to 93%
	14	92% to 86%
Effective	13	85% to 84%
	12	83% to 82%
	11	81% to 80%
	10	79% to 77%
	9	76% to 74%
	8	73% to 71%
	Developing	7
6		64% to 59%
5		58% to 53%
4		52% to 47%
3		46% to 41%
Ineffective	2	40% to 27%
	1	26% to 14%
	0	13% to 0%

1-20 point HEDI Scale All Other Teachers and Principals

Effective Rating	HEDI pts	Target Range
Highly Effective	20	100% to 98%
	19	97% to 92%
	18	91% to 86%
Effective	17	85% to 84%
	16	83% to 82%
	15	81% to 80%
	14	79% to 79%
	13	78% to 76%
	12	75% to 75%
	11	74% to 74%
	10	73% to 72%
	9	71% to 71%
Developing	8	70% to 66%
	7	65% to 61%
	6	60% to 56%
	5	55% to 51%
	4	50% to 46%
	3	45% to 41%
Ineffective	2	40% to 27%

	<i>1</i>	<i>26% to 14%</i>
	<i>0</i>	<i>13% to 0%</i>

100-94%	93-92%	91-90%	89-82%	81-74%	73-66%	65-57%	56-50%	49-46%	45-42%	41-39%	38-35%	34-31%	30-27%	26-23%	22-19%	18-15%	14-12%	11-8%	7-4%	3-0%
---------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	-------	------	------

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

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

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

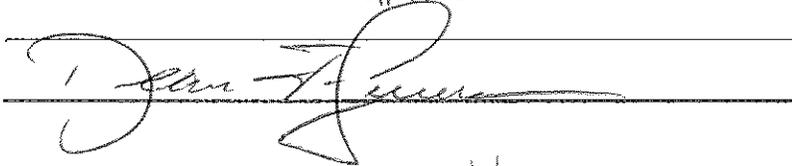
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)

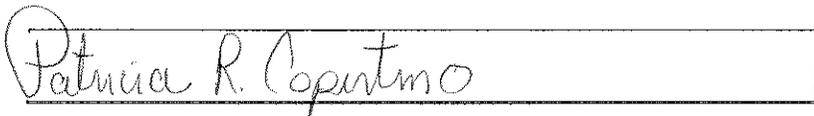
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date: 2/7/13



Teachers Union President Signature: Date: 2/1/13



Administrative Union President Signature: Date: 2/7/13



Board of Education President Signature: Date: 2/7/13

