



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
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Albany, New York 12234

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August 8, 2014

Revised-Expedited Assessment Material Change

Maureen Whitley, Superintendent
Western Suffolk BOCES
507 Deer Park Rd.
PO Box 8007
Huntington Station, NY 11746

Dear Superintendent Whitley:

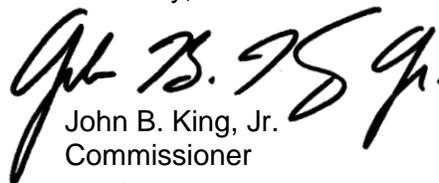
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) Expedited Assessment Material Change submission meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

NOTES:

Only the material changes included in your Expedited Assessment Material Change request were reviewed. The remaining sections of your district's/BOCES' plan, as approved by the Commissioner on December 11, 2012, remain in effect. Therefore, it is the responsibility of the district/BOCES to ensure that the change(s) approved will not have any impact on the implementation of any other part of its approved plan.

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

Statement of Assurances

By signing this document, the superintendent, district superintendent, or chancellor, the president of the board of education and the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this expedited material change and the previously approved APPR plan and/or approved material changes constitute the district's or BOCES' complete Annual Professional Performance Review (APPR) plan, that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining, and that such APPR plan complies with all of the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. The district or BOCES and its collective bargaining agent(s), where applicable, also assure that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that the district's or BOCES' complete APPR plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent, conflict or interfere with full implementation of the district's or BOCES' APPR plan, including any approved material changes; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

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

- Assure that the material changes indicated in this form are in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining,
- Assure that the district's or BOCES' request for an expedited review of their APPR plan is only for material changes related to the elimination of unnecessary assessments in the Tasks identified by the district or BOCES in this form and that no other Tasks of the district's or BOCES' approved APPR plan have been changed.
- Assure that any material changes approved by the Commissioner as part of this expedited review shall constitute part of the school district's or BOCES' currently approved APPR plan.
- Assure that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that the district's or BOCES' entire approved APPR plan, including any approved material change, will be posted on the district or BOCES website within 10 days after it is approved by the Commissioner.
- Assure that the district's or BOCES' request for an expedited material change will not prevent, conflict, or interfere with any existing collective bargaining agreement and/or full implementation of the APPR plan currently approved by the Department in any way or the described timeframes for submission of data in Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. This includes, but is not limited to, that results will be provided and completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's or building principal's performance is being measured.

Assure that the district or BOCES understands that the Department will only review, in an expedited fashion, the material changes described on this assurance form and that no other portion of the APPR plan will be reviewed as part of this material change request, by the Department for compliance with Education Law §3012-c and understands that the Commissioner reserves the right to revoke his/her approval of these material changes at any time if the Department determines that additional changes were made to the plan, other than those identified by the district or BOCES in this form.

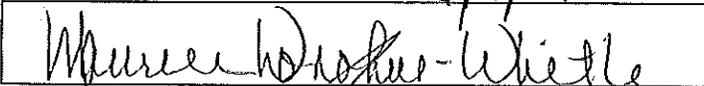
Assure that the district or BOCES will continue to fully implement the currently approved APPR plan and will not have collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent that would prevent, conflict, or interfere with full implementation of the APPR plan. Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing.

Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations.

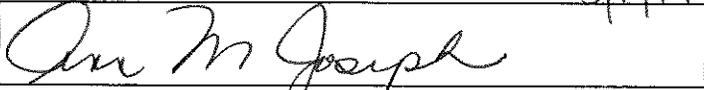
Assure that the district or BOCES understands that the use of an expedited material change does not preclude the Department from conducting annual monitoring regarding the implementation of the requested change or of its entire approved APPR plan pursuant to the regulations.

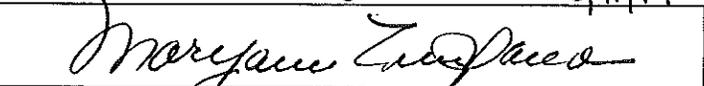
Assure that any material change to the APPR plan relating to assessment use will align with the applicable HEDI description(s) and uploaded document(s) for the given Task.

Signatures, Dates

Superintendent Signature: Date: 8/11/14


Teachers Union President Signature: Date: 8/11/14


Administrative Union President Signature: Date: 8/11/14


Board of Education President Signature: Date: 8/11/14


Name of school district or BOCES: Western Suffolk BOCES

Please check the applicable boxes below to indicate which portions of the APPR plan have been changed that relate to the elimination of unnecessary assessments on students.

Task 2. State Growth or Other Comparable Measures (Teachers)

2.2) Grades K-3 ELA

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

2.3) Grades K-3 Math

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

2.4) Grades 6-8 Science

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

2.5) Grades 6-8 Social Studies

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

2.6) High School Social Studies Regents Courses

<input type="checkbox"/> Global 1 Assessment	<input type="checkbox"/> Global 2 HEDI Process
<input type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> Global 1 Assignment of Points	
<input type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

2.7) High School Science Regents Courses

<input type="checkbox"/> Living Environment HEDI Process	<input type="checkbox"/> Earth Science HEDI Process
<input type="checkbox"/> Living Environment Assignment of Points	<input type="checkbox"/> Earth Science Assignment of Points
<input type="checkbox"/> Chemistry HEDI Process	<input type="checkbox"/> Physics HEDI Process
<input type="checkbox"/> Chemistry Assignment of Points	<input type="checkbox"/> Physics Assignment of Points

2.8) High School Math Regents Courses

<input type="checkbox"/> Algebra 1 HEDI Process	<input type="checkbox"/> Geometry HEDI Process
<input type="checkbox"/> Algebra 1 Assignment of Points	<input type="checkbox"/> Geometry Assignment of Points
<input type="checkbox"/> Algebra 2 HEDI Process	
<input type="checkbox"/> Algebra 2 Assignment of Points	

2.9) High School English Language Arts

<input type="checkbox"/> Grade 9 ELA Assessment	<input type="checkbox"/> Grade 10 ELA Assessment
<input type="checkbox"/> Grade 9 ELA HEDI Process	<input type="checkbox"/> Grade 10 ELA HEDI Process
<input type="checkbox"/> Grade 9 ELA Assignment of Points	<input type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input type="checkbox"/> Grade 11 ELA HEDI Process	
<input type="checkbox"/> Grade 11 ELA Assignment of Points	

2.10) All Other Courses

<input checked="" type="checkbox"/> All other course(s) Assessment(s)
<input checked="" type="checkbox"/> All other course(s) HEDI Process
<input type="checkbox"/> All other course(s) Assignment of Points

2.11) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Task 3. Locally-Selected Measures (Teachers)

3.1) Grades 4-8 ELA

<input type="checkbox"/> Grade 4 ELA Assessment	<input type="checkbox"/> Grade 5 ELA Assessment
<input type="checkbox"/> Grade 4 ELA HEDI Process	<input type="checkbox"/> Grade 5 ELA HEDI Process
<input type="checkbox"/> Grade 4 ELA Assignment of Points	<input type="checkbox"/> Grade 5 ELA Assignment of Points
<input type="checkbox"/> Grade 6 ELA Assessment	<input type="checkbox"/> Grade 7 ELA Assessment
<input type="checkbox"/> Grade 6 ELA HEDI Process	<input type="checkbox"/> Grade 7 ELA HEDI Process
<input type="checkbox"/> Grade 6 ELA Assignment of Points	<input type="checkbox"/> Grade 7 ELA Assignment of Points
<input type="checkbox"/> Grade 8 ELA Assessment	
<input type="checkbox"/> Grade 8 ELA HEDI Process	
<input type="checkbox"/> Grade 8 ELA Assignment of Points	

Effective May 10, 2014, the school district or BOCES also makes the following specific assurances with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the superintendent, district superintendent or chancellor certify that for the 2014-15 school year and thereafter:

The amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such grade.

The amount of time devoted to test preparation under traditional standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade.

Time devoted to teacher administered classroom quizzes or exams, portfolio reviews or performance assessments, formative and diagnostic assessments, including but not limited to assessments used for diagnostic screening required by Education Law §3208(5), shall not be counted toward the aforementioned limits. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability; assessments that are otherwise required to be administered by federal law; and/or assessments used for diagnostic or formative purposes.

Superintendent / District Superintendent / Chancellor Signature: Date: 8/11/14

Musee Hodorus-White

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Monday, August 04, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 589300000000

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

589300000000

1.2) School District Name: WESTERN SUFFOLK BOCES

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

WESTERN SUFFOLK BOCES

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

For districts, BOCES, or charter schools that did not have an approved APPR plan in the previous school year, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES, or charter schools that did have an approved APPR plan for the previous school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Monday, August 11, 2014

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 where there is no State-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See Guidance for more detail on teachers with State-provided measures AND SLOs.)

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

2.1) Assurances

Please check the boxes below:

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.	Checked

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

The SLOs for Grades K-3 ELA will utilize the NYS 3rd grade ELA Exam. Growth targets will be set by teachers and administrators which will be based on prior academic performance of students throughout the division. This prior performance will be the baseline and will be compared to the results of the NYS Grade 3 ELA exam to determine growth of the students within the program. The percentage of students meeting the growth target will be converted to a scale score of 0

to 20 points. See scale 2.11 table 1.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 95% or greater of the students meet the growth target. See scale 2.11 table 1.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 52% to 94% of the students meet the growth target. See scale 2.11 table 1.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 18% to 51% of the students meet the growth target. See scale 2.11 table 1.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 17% of the students meet the growth target. See scale 2.11 table 1.

2.3) Grades K-3 Math

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

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for grades K-3 Math will utilize the NYS 3rd grade Math exam. Growth targets will be set by teachers and administrators which will be based on prior academic performance of students throughout the division. This prior performance will be the baseline and will be compared to the results of the NYS Grade 3 Math exam to determine growth of the students within the program. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20 points. See scale 2.11 table 1.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 95% or greater of the students meet the growth target. See scale 2.11 table 1.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 52% to 94% of students meet the growth target. See scale 2.11 table 1.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 18% to 51% of the students meet the growth target. See scale 2.11 table 1.

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

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

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	not applicable
7	Not applicable	not applicable

	Science	Assessment
8	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	not applicable
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	not applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	not applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	not applicable
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	not applicable

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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	not applicable
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	NYS GLocal 2 Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for Social Studies regents courses will utilize the Global 2 and American History Regents Assessment. Growth targets will be set by teachers and administrators which will be based on prior academic performance of students throughout the division. This prior performance will be the baseline and will be compared to the results of the Global 2 and American History Regents Assessment to determine growth of the students within each program. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20 points. See scale 2.11 table 1.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will be rated highly effective if 95% or greater of the students meet the growth target. See scale 2.11 table 1.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will be rated effective if 52% to 94% of the students meet the growth target. See scale 2.11 table 1.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will be rated developing if 18% to 51% of the students meet the growth target. See scale 2.11 table 1.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will be rated ineffective if 0% to 17% of the students meet the growth target. See scale 2.11 table 1.

2.7) High School Science Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for Science regents courses will utilize the Living Environment and Earth Science Regents Assessment. Growth targets will be set by teachers and administrators which will be based on prior academic performance of students throughout the division. This prior performance will be the baseline and will be compared to the results of the Living Environment and Earth Science Regents Assessment to determine growth of the students within each program. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20 points. See scale 2.11 table 1.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will be rated highly effective if 95% or greater of their students reach the growth target. See scale 2.11 table 1
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will be rated effective if 52% to 94% of the students meet their growth target. See scale 2.11 table 1.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will be rated developing if 18% to 51% of the students meet their growth target. See scale 2.11 table 1.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will be rated ineffective if 0% to 17% of the students meet the growth target. See scale 2.11 table 1.

2.8) High School Math Regents Courses

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

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

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

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

assessments listed for this Task.

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for Math regents courses will utilize the Algebra 1, Algebra 2 and Geometry Regents Assessments. Growth targets will be set by teachers and administrators which will be based on prior academic performance of students throughout the division. This prior performance will be the baseline and will be compared to the results of the Algebra 1, Algebra 2, and Geometry Regents Assessment to determine growth of the students within each program. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20 points. See scale 2.11 table 1.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will be rated highly effective if 95% or greater of the students meet the growth target. See scale 2.11 table 1.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will be rated effective if 52% to 94% of the students meet the growth targets. See scale 2.11 table 1.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will be rated developing if 18% to 51% of the students meet the growth target. See scale 2.11 table 1.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will be rated ineffective if 0% to 17% of the students meet the growth target. See scale 2.11 table 1.

2.9) High School English Language Arts

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

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

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

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

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for High School English courses will utilize the Western Suffolk BOCES CTE developed English 9 Summative Assessment, the Western Suffolk BOCES CTE developed English 10 Summative Assessment, and the English Regents Comprehensive Exam. Growth targets will be set by teachers and administrators which will be based on prior academic
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performance of students within each class. This prior performance will be the baseline and will be compared to the results of the Western Suffolk BOCES CTE developed English 9 Summative Assessment, the Western Suffolk BOCES CTE developed English 10 Summative Assessment and the English Comprehensive Regents Assessment to determine the growth of each individual student. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20 points. See scale 2.11 table 2.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will be rated highly effective if 92.86% or greater of their students reach their individual growth target. See scale 2.11 table 2.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will be rated effective if 60.71% to 92.85% of students reach their individual growth target. See scale 2.11 table 2.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will be rated developing if 20.24% to 60.70% of students reach their individual growth target. See scale 2.11 table 2.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will be rated ineffective if 0% to 20.23% of students reach their individual growth target. See scale 2.11 table 2.

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 5th drop-down option applies to grades K-2.

Course(s) or Subject(s)	Option	Assessment
Trigonometry/Algebra	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed Trigonometry/Algebra Summative Assessment
Business Math	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed Business Math Summative Assessment
Economics Other	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed Economic other Summative Assessment
Earth Science	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed Earth Science Assessment
English Grades 9, 10, 12	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed English Grades 9,10, 12 Summative Assessments
Forensic Science	District, Regional or BOCES-developed	Western Suffolk BOCES CTE Developed Forensic Science Summative Assessment
Informal Geometry	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed Informal Geometry Summative Assessment
Homeland Security	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed Homeland Security Summative Assessment
Mystery Literature	District, Regional or BOCES-developed	Western Suffolk BOCES CTE Develeoped Mystery Literature Summative Assessment

Pre-Algebra	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed Pre-Algebra Summative Assessment
Technology	District, Regional or BOCES-developed	Western Suffolk BOCES CTE Developed technology summative assessment
Creative Art Drawing	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed Creative Art Drawing Summative Assessment
Algebra Lab	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed algebra lab summative assessment
Applied Math	District, Regional or BOCES-developed	Western Suffolk BOCES CTE Developed Applied Math Summative Assessment
Applied Science	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed applied science summative Assessment
Earth Science Lab	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed summative Assessment
ELA Lab	District, Regional or BOCES-developed	WeWestern Suffolk BOCES CTEstern Suffolk BOCES CTE developed ELA lab summative assessment
Global Studies Lab	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed Global Studies lab summative assessment.
Health Education	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed health education summative assessment
Living Environment Lab	District, Regional or BOCES-developed	Western Suffolk BOCES CTE developed living environment lan summative assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for all other courses within the Division of Career and Technical Education will utilize the Western Suffolk BOCES CTE developed Summative Assessment for each individual course. Growth targets will be set by teachers and administrators which will be based on prior academic performance of students within each class. This prior performance will be the baseline and will be compared to the results of the Summative Assessment for each course to determine the growth of each individual student. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20 points. See scale 2.11 table 2.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will be rated highly effective if 92.86% or greater of their students reach their individual growth target. See scale 2.11 table 2.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will be rated effective if 60.71% to 92.85% of students reach their individual growth target. See scale 2.11 table 2.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will be rated developing if 20.24% to 60.70% of students reach their individual growth target. See scale 2.11 table 2.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will be rated ineffective if 0% to 20.23% of students reach their individual growth target. See scale 2.11 table 2.

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

assets/survey-uploads/12186/1495601-avH4IQNZMh/Form 2 10 All other courses- August 2014 (2) final ajd.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/5364/187469-TXEttx9bQW/2.11.pdf

2.12) Locally Developed Controls

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

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

When setting growth targets for students within a student learning objective teachers and administrators looked at up to three years of prior academic history of students throughout the division. Growth targets were adjusted to take into consideration the nature of the varying disabilities of all students.

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://www.engageny.org/resource/student-learning-objectives-guidance-document).	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	Checked

in ways that improve student learning and instruction.	
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
2.14) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
2.14) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, August 11, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

NOTE: If your district/BOCES is using the same assessment for both the State growth and other comparable measures subcomponent and the locally-selected measures subcomponent, be sure that a different measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

For Grades 4-8 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn 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>Western Suffolk BOCES Division of Special Education will use the Grade 3-8 ELA state testing results in a measure that is different from the measure used for growth. Based on historical data provided in the nyStart System, Western Suffolk BOCES used the nyStart provided "mean" scores to compare historical data for students participating in the NYSTP. Based on the review of three years of data, the average mean was calculated to be used as a target to measure achievement. The achievement target goal is for the building/program to meet the average mean score or come within 2 points less than the average mean score from last year. The program/building's ability to meet the</p>
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	average mean score will be converted to a scale of 0-15 for all teachers who do receive a SPG(see chart 3.3 table 1).
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who does receive a SPG will be rated highly effective if the building/program's average scale score is 3 points or greater than last years average scale score. See chart 3.3 table 1.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who does receive a SPG will be rated effective if the building/program's average scale score is between a range of 2 points greater and 5 points below last years average scale score. See chart 3.3 table 1.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who does receive a SPG will be rated developing if the building/program's average scale score is between a range of 6 to 10 points below last years average scale score. See chart 3.3 table 1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who does receive a SPG will be rated ineffective if the building/program's average scale score is 11 points or more below last years average scale score. See chart 3.3 table 1.

3.2) Grades 4-8 Math

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

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

For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points 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.	Western Suffolk BOCES Division of Special Education will use the Grade 3-8 Math state testing results in a measure that is different from the measure used for growth. Based on historical data provided in the nyStart System, Western Suffolk BOCES used the nyStart provided "mean" scores to compare historical data for students participating in the NYSTP. Based on the review of three years of data, the average mean was calculated to be used as a target to measure achievement. The achievement target goal is for the building/program to meet the average mean score or come within 2 points less than the average mean score from last year. The program/building's ability to meet the average mean score will be converted to a scale of 0-15 for all teachers who do receive a SPG(see chart 3.3 table 1).
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who does receive a SPG will be rated highly effective if the building/program's average scale score is 3 points or greater than last years average scale score. See chart 3.3 table 1.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who does receive a SPG will be rated effective if the building/program's average scale score is between a range of 2 points greater and 5 points below last years average scale score. See chart 3.3 table 1.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who does receive a SPG will be rated developing if the building/program's average scale score is between a range of 6 to 10 points below last years average scale score. See chart 3.3 table 1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who does receive a SPG will be rated ineffective if the building/program's average scale score is 11 points or more below last years average scale score. See chart 3.3 table 1.

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades

4-8; or

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Grade 3-8 ELA Assessments
1	6(ii) School-wide measure computed locally	NYS Grade 3-8 ELA Assessments
2	6(ii) School-wide measure computed locally	NYS Grade 3-8 ELA Assessments
3	6(ii) School-wide measure computed locally	NYS Grade 3-8 ELA Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Western Suffolk BOCES Division of Special Education will use the Grade 3-8 ELA state testing results in a measure that is different from the measure used for growth. Based on historical data provided in the nyStart System, Western Suffolk BOCES used the nyStart provided "mean" scores to compare historical data for students participating in the NYSTP. Based on the review of three years of data, the average mean was calculated to be used as a target to measure achievement. The achievement target goal is for the building/program to meet the average mean score or come within 2 points less than the average mean score from last year. The program/building's ability to meet the average mean score will be converted to a scale of 0-20 for all teachers (see chart 3.13 table 1).
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the building/program's average scale score is 5 points or greater than last years average scale score. See chart 3.13 table 1.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the building/program's average scale score is between a range of 4 points greater and 6 points below last years average scale score. See chart 3.13 table 1.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the building/program's average scale score is between a range of 7 points to 12 points below last years average scale score. See chart 3.13 table 1.

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

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

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Grade 3-8 Math Assessments
1	6(ii) School-wide measure computed locally	NYS Grade 3-8 Math Assessments
2	6(ii) School-wide measure computed locally	NYS Grade 3-8 Math Assessments
3	6(ii) School-wide measure computed locally	NYS Grade 3-8 Math Assessments

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.	Western Suffolk BOCES Division of Special Education will use the Grade 3-8 ELA state testing results in a measure that is different from the measure used for growth. Based on historical data provided in the nyStart System, Western Suffolk BOCES used the nyStart provided "mean" scores to compare historical data for students participating in the NYSTP. Based on the review of three years of data, the average mean was calculated to be used as a target to measure achievement. The achievement target goal is for the building/program to meet the average mean score or come within 2 points less than the average mean score from last year. The program/building's ability to meet the average mean score will be converted to a scale of 0-20 for all teachers (see chart 3.13 table 1).
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the building/program's average scale score is 5 points or greater than last years average scale score. See chart 3.13 table 1.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the building/program's average scale score is between a range of 4 points greater and 6 points below last years average scale score. See chart 3.13 table 1.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the building/program's average scale score is between a range of 7 points to 12 points below last years average scale score. See chart 3.13 table 1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the building/program's average scale score is 13 points or more below last years average scale score. See chart 3.13 table 1.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	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.	not applicable
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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	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.	not applicable
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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

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

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.	Western Suffolk BOCES Division of Special Education will utilize all six high school regents exams to evaluate all high school teachers. Achievement targets were set by teachers and administrators and based on prior academic history. This prior performance will be the baseline and will be compared to the results of the students six high school regents exams. Teachers will receive a score based on the ability of the students within the same building/program to meet the achievement target. The achievement target is set as at least 76% of all students taking the exams will meet their achievement target. The percentage of students meeting the target will be converted to a scale score of 0 to 20 points. See chart 3.13 table 2
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated highly effective if 95% or more of the students reach their achievement target. See chart 3.13 table 2
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated effective if between 52% and 94% of the students reach their achievement target. See chart 3.13 table 2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated developing if between 18% and 51% of the students reach their achievement target. See chart 3.13 table 2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated ineffective if between 0% and 17% of the students reach their achievement target. See chart 3.13 table 2

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	All NYS Regents
Earth Science	6(ii) School wide measure computed locally	All NYS Regents
Chemistry	Not applicable	not applicable
Physics	Not applicable	not applicable

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

Note: 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.	Western Suffolk BOCES Division of Special Education will utilize all six high school regents exams to evaluate all high school teachers. Achievement targets were set by teachers and administrators and based on prior academic history. This prior performance will be the baseline and will be compared to the results of the students six high school regents exams. Teachers will receive a score based on the ability of the students within the same building/program to meet the achievement target. The achievement target is set as at least 76% of all students taking the exams will meet their achievement target. The percentage of students meeting the target will be converted to a scale score of 0 to 20 points. See chart 3.13 table 2
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated highly effective if 95% or more of the students reach their achievement targets. See chart 3.13 table 2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated developing if between 18% and 51% of the students reach the achievement targets. See chart 3.13 table 2
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated effective if between 52% and 94% of the students reach the achievement targets. See chart 3.13 table 2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated ineffective if between 0% and 17% of the students reach the achievement target. See chart 3.13 table 2

3.10) High School Math

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

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

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

Geometry	6(ii) School wide measure computed locally	All NYS Regents
Algebra 2	6(ii) School wide measure computed locally	All NYS Regents

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

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

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Western Suffolk BOCES Division of Special Education will utilize all six high school regents exams to evaluate all high school teachers. Achievement targets were set by teachers and administrators and based on prior academic history. This prior performance will be the baseline and will be compared to the results of the students six high school regents exams. Teachers will receive a score based on the ability of the students within the same building/program to meet the achievement target. The achievement target is set as at least 76% of all students taking the exams will meet their achievement target. The percentage of students meeting the target will be converted to a scale score of 0 to 20 points. See chart 3.13 table 2
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated highly effective if 95% or more of the students reach their achievement targets. See chart 3.13 table 2
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated effective if between 52% and 94% of the students reach the achievement targets. See chart 3.13 table 2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated developing if between 18% and 51% of the students reach the achievement targets. See chart 3.13 table 2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated ineffective if between 0% and 17% of the students reach the achievement targets. See chart 3.13 table 2

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	7) Student Learning Objectives	Western Suffolk BOCES CTE Developed Grade 9 ELA Assessment
Grade 10 ELA	7) Student Learning Objectives	Western Suffolk BOCES CTE Developed Grade 10 ELA Assessment
Grade 11 ELA	7) Student Learning Objectives	Western Suffolk BOCES CTE Developed Grade 11 ELA Assessment

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

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

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	SLO's were created for all teachers in the Division of Career and Technical Education within Western Suffolk BOCES. Teachers and administrators reviewed historical performance data of the students within each program. Achievement targets were set by teachers and administrators. Baseline data was established from the Western Suffolk BOCES CTE developed Grade 9 and 10 Assessments. For Grade 11, student baseline data was established by individual student performance on a previous English regents exam that was administered at the beginning of the school year. The achievement target is set that at least 70% of all students will achieve 65 or better on the Grade 9 and 10 summative assessments and the English Regents Exam. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. See scale score at chart 3.13 table 3.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated highly effective if between 91.43% and 100% of their students reach the achievement target. See scale score at chart 3.13 table 3.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated effective if between 52.86% and 91.42% of their students reach the achievement target. See scale score at chart 3.13 table 3.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated developing if between 17.62% and 52.85% of their students reach the achievement target. See scale score at chart 3.13 table 3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated ineffective if between 0% and 17.61% of their students reach the achievement target. See scale score at chart 3.13 table 3.

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Trigonometry/Algebra	7) Student Learning Objectives	Western Suffolk BOCES CTE developed Trigonometry/Algebra Assessment
Business Math	7) Student Learning Objectives	western Suffolk BOCES CTE developed Business Math Assessment

Economics - other	7) Student Learning Objectives	Western Suffolk BOCES CTE developed Economics- other Assessment
Earth Science	7) Student Learning Objectives	Western Suffolk BOCES CTE developed Earth Science Assessment
English 12	7) Student Learning Objectives	Western Suffolk BOCES CTE developed English grade 12 Assessment
Forensic Science	7) Student Learning Objectives	Western Suffolk BOCES CTE developed Forensic Science Assessment
Informal Geometry	7) Student Learning Objectives	Western Suffolk BOCES CTE developed Informal Geometry Assessment
Homeland Security	7) Student Learning Objectives	Western Suffolk BOCES CTE developed Homeland Security Assessment
Mystery Literature	7) Student Learning Objectives	Western Suffolk BOCES CTE developed Mystery Literature Assessment
Pre- Algebra	7) Student Learning Objectives	Western Suffolk BOCES CTE developed Pre -Algebra Assessment
Technology	7) Student Learning Objectives	Western Suffolk BOCES CTE developed Technology Assessment
Algebra Lab	7) Student Learning Objectives	Western Suffolk BOCES CTE developed Algebra Lab Assessment
Applied Math	7) Student Learning Objectives	Western Suffolk BOCES CTE developed Applied Math Assessment
Applied Science	7) Student Learning Objectives	Western Suffolk BOCES CTE developed Applied Science Assessment
Earth Science Lab	7) Student Learning Objectives	Western Suffolk BOCES CTE developed Earth Science Lab Assessment
ELA LAB	7) Student Learning Objectives	Western Suffolk BOCES CTE developed ELA LAB Assessment
Global Studies Lab	7) Student Learning Objectives	Western Suffolk BOCES CTE developed GLObal Studies LAB Assessment
Health Education	7) Student Learning Objectives	Western Suffolk BOCES CTE developed health education assessment
Living Environment lab	7) Student Learning Objectives	Western Suffolk BOCES CTE developed living environment lab assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

SLO's were created for all teachers in the Division of Career and Technical Education within Western Suffolk BOCES. Teachers and administrators reviewed historical performance data of the students within each program. Achievement targets were set by teachers and administrators. Baseline data was established from the Western Suffolk BOCES CTE developed Pre Assessments. Achievement targets will be measured by the Western Suffolk BOCES Summative Assessment for each course. The

achievement target is set that at least 70% of all students will achieve 65 or better on the summative assessments. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. See scale score at chart 3.13 table 3.

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

Teachers will be rated highly effective if between 91.43% and 100% of their students reach the achievement target. See scale score at chart 3.13 table 3.

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

Teachers will be rated effective if between 52.86% and 91.42% of their students reach the achievement target. See scale score at chart 3.13 table 3.

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

Teachers will be rated developing if between 17.62% and 52.85% of their students reach the achievement target. See scale score at chart 3.13 table 3.

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

Teachers will be rated ineffective if between 0% and 17.61% of their students reach the achievement target. See scale score at chart 3.13 table 3.

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

[assets/survey-uploads/5139/187612-Rp00l6pk1T/Form 3.12 All other courses.doc](#)

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/5139/187612-y92vNseFa4/Section 3 Chart 3.13.pdf](#)

3.14) Locally Developed Controls

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

When setting achievement targets for students within a student learning objective teachers and administrators looked at up to three years of prior academic history of students throughout the division. Achievement targets were adjusted to take into consideration the nature of the varying disabilities of all students.

3.15) Teachers with More Than One Locally Selected Measure

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

For all teachers who will need to combine multiple scores to equal one HEDI will be calculated individually and then weighted according to the number of students reflected and then combined to equal one composite score as suggested in the NYS SLO guidance documents.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked
3.16) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
3.16) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, August 04, 2014

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4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching
Second Rubric, if applicable	(No response)

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	32
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	28

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The ASCD Framework for Teaching rubric will be utilized. Teachers will be evaluated in all 22 components of each of the 4 Domains. The ratings of the domains are added together to form a total of 22 points for the formal observation and 10 points for the informal observation and 28 points will be based on other locally negotiated measures of effectiveness. All decimals will be rounded up to the next number in the 60 point total.

The following components will be utilized:

- Domain 1 Planning and Preparation
 - 1a Knowledge of Content and Pedagogy
 - 1b/1c Knowledge of Students/ Setting Instructional Outcomes
 - 1d Knowledge of Resources
 - 1e Designing Coherent Instruction
 - 1f Designing Student Assessments
- Domain 2 The Classroom Environment
 - 2a Creating an Environment of Respect and Rapport
 - 2b Establishing a Culture for Learning

2c Managing Classroom Procedures
 2d Managing Student Behavior
 2e Organizing Physical Space
 Domain 3 Instruction
 3a Communicating with Students
 3b Using Questioning and Discussion Techniques
 3c Engaging Students in Learning
 3d Using Assessment in Instruction
 3e Demonstrating Flexibility and Responsiveness
 Domain 4 Professional Responsibilities
 4a/4b Reflecting on Teaching/Maintaining Accurate Records
 4c Communicating with Families
 4d Participating in a Professional Community
 4e Growing and Developing Professionally
 4f Showing Professionalism

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

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

assets/survey-uploads/5091/187632-eka9yMJ855/Chart 4.5.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers will be rated highly effective based on their ability to demonstrate a mastery level of knowledge of the teaching standards. This will earn an effectiveness score of 50 to 60.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers will be rated effective based on their ability to demonstrate proficient knowledge of the teaching standards. This will earn an effectiveness score of 35-49.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers will be rated developing based on their ability to demonstrate basic knowledge of the teaching standards. This will earn an effectiveness score of 25 to 34.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers will be rated ineffective based on their inability to demonstrate a basic level of knowledge on the teaching standards. This will earn an effectiveness score of 0 to 24.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

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

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

Where Value-Added growth measure applies
Growth or Comparable Measures
Locally-selected Measures of
growth or achievement
Other Measures of Effectiveness
(60 points)

Overall
Composite Score

Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

assets/survey-uploads/5265/185323-Df0w3Xx5v6/WSB TIP.rtf

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:

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

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

executive director, and the executive director of personnel.

Within five business days upon reviewing the presented evidence the committee will submit individual reports of their recommendations to the deputy superintendent . The Deputy Superintendent will review all recommendations and render a final decision within five business days of receiving the reports of recommendation from the committee.

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

The appeals process shall not impede the district's ability to deny the continuation of employment and/or the granting/denying of tenure for probationary teachers in accordance with NYS regulations and in compliance with education law 3012c.

6.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

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

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

The district has dedicated much of its time with administrative staff to enhance their working knowledge of the New York State Standards; the State Reporting System; the development of local assessments; and the use of growth and value added models. The district also has made a concerted effort to offer training in the area of evidence based observations. The district will continue to require lead evaluators to attend regional and internal training which will target the following elements that are required for certification as a lead evaluator: the New York State Teaching Standards; growth models for student achievement; evidence based observations that are aligned to the Danielson 2007 rubric; 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 principals and district administrators through which the Danielson 2007 rubric is analyzed and applied to teaching scenarios. Each principal and administrator watches a video showing a classroom lesson and gathers evidence. At the end of the video, the evidence is evaluated using the rubric. Then the principals and administrators compare the evidence each gathered and their evaluation using the rubric. The discussion focuses on similarities and differences to teach everyone to gather appropriate evidence and apply the rubric accurately and consistently. This data will be used to determine inter-rater reliability. Each principal will conduct walkthroughs and classroom observations with all building level administrators participating in the evaluation of teachers so that each observes the same classroom instruction, gathers evidence during the lesson and uses the rubric to evaluate the evidence. The principal will ensure that each building level administrator is able to gather appropriate evidence and apply the rubric accurately and consistently. The evidence of all the training will be presented to the Board of Education who will certify that each principal is highly qualified to be the lead evaluator for the teachers' evaluations. The Board will re-certify the lead evaluators each school year after reviewing the ongoing training they have received.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

(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	Checked
---	---------

Commissioner.

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

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

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

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

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

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

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.).

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

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

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

Please check the boxes below:

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

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

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

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results. Additional SLOs will then be set based on grades/subjects with State assessments, where applicable. If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, required if one exists

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

List of State-approved 3rd party assessments

First, list the grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.” For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

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

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

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

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

developed Summative Assessment or state assessment if necessary for each individual course. Growth targets will be set by teachers and administrators which will be based on prior academic performance of students within each class. This prior performance will be the baseline and will be compared to the results of the Summative Assessment or the Regents Exam for each course to determine the growth of each individual student. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20 points. See scale 7.3 table 2.

The SLOs principals within the Division of Special Education will utilize the NYSTP results of all of the students. Growth targets will be set by teachers and administrators which will be based on prior academic performance of students throughout the division. This prior performance will be the baseline and will be compared to the results of the NYSTP for all students within the division. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20 points. See scale 7.3 table 1.

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

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

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

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

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

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

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

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

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

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

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

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

If you are using tables or 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/5365/187473-lha0DogRNw/7.3.pdf>

7.4) Special Considerations for Comparable Growth Measures

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

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

When setting growth targets for students within a student learning objective teachers and administrators looked at up to three years of prior academic history of students throughout the division. Growth targets were adjusted to take into consideration the nature of the varying disabilities of all students.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Monday, August 11, 2014

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.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

Also note: if your district/BOCES is using the same assessment for both the State growth or other comparable measures subcomponent and the locally-selected measures subcomponents, be sure that a different measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.

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

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

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

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

- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	NYSTP Grades 3-6
6-8	(d) measures used by district for teacher evaluation	NYSTP Grades 6-8
9-12	(d) measures used by district for teacher evaluation	NYSTP Grades 9-12
6-12	(d) measures used by district for teacher evaluation	NYSAA Grade 6-12
7-12	(d) measures used by district for teacher evaluation	NYSTP Grades 7-8
k-12	(d) measures used by district for teacher evaluation	NYSTP Grades 3-8,

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>Western Suffolk BOCES Division of Special Education will use the Grade 3-8 ELA state testing results in a measure that is different from the measure used for growth. Based on historical data provided in the nyStart System, Western Suffolk BOCES used the nyStart provided "mean" scores to compare historical data for students participating in the NYSTP. Based on the review of three years of data, the average mean was calculated to be used as a target to measure achievement. The achievement target goal is for the building/program to meet the average mean score or come within 2 points less than the average mean score from last year. The program/building's ability to meet the average mean score will be converted to a scale of 0-15 for all Principals who do receive a SPG(see chart 8.1 table 2). For all principals who do not receive a SPG (see chart 8.1 table 2)</p> <p>1).</p>
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal who does receive a SPG will be rated highly effective if the building/program's average scale score is 3 points or greater than last years average scale score. See chart 8.1 table 1. For all principals who do not receive a SPG (see chart 8.1 table 2)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal who does receive a SPG will be rated effective if the building/program's average scale score is between a range of 2 points greater and 5 points below last years average scale score. See chart 8.1 table 1. For all principals who do not receive a SPG (see chart 8.1 table 2)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal who does receive a SPG will be rated developing if the building/program's average scale score is between a range of 6 to 10 points below last years average scale score. See chart 8.1 table 1. For all principals who do not receive a SPG (see chart 8.1 table 2)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal who does receive a SPG will be rated ineffective if the building/program's average scale score is 11 points or more below last years average scale score. See chart 8.1 table 1. For all principals who not receive a SPG (see chart 8.1 table 2)

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

(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/5366/187656-qBFVOWF7fC/Section 8 Chart 8.1 Table 1 & 2.doc

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

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

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

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

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

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

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

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

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

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

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.	SLO's were created for all principals in the Division of Career and Technical Education within Western Suffolk BOCES. Teachers and administrators reviewed historical performance data of the students within each program. Achievement targets were set by teachers and administrators. Baseline data was established from the Western Suffolk BOCES
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CTE developed Pre Assessments. Achievement targets will be measured by the Western Suffolk BOCES Summative Assessment for each course. The achievement target is set that at least 70% of all students will achieve 65 or better on the summative assessments. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. See scale score at chart 8.2 table 1.

All principals within the Division of Special Education will utilize all six high school regents exams to evaluate all principals. Achievement targets were set by teachers and administrators and based on prior academic history. This prior performance will be the baseline and will be compared to the results of the students six high school regents exams. Principals will receive a score based on the ability of the students within the same building/program to meet the achievement target. The achievement target is set as at least 76% of all students taking the exams will meet their achievement target. The percentage of students meeting the target will be converted to a scale score of 0 to 20 points. See chart 8.2 table 2

<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Principals within the Division of Career and Technical Education will be rated highly effective if between 91.43% and 100% of their students reach the achievement target. See scale score at chart 8.2 table 1.</p> <p>Principals within the Division of Special Education will be rated highly effective if 95% or more of the students reach their achievement targets. See chart 8.2 table 2</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Principals within the Division of Career and Technical Education will be rated effective if between 52.86% and 91.42% of their students reach the achievement target. See scale score at chart 8.2 table 1.</p> <p>Principals within the Division of Special Education will be rated effective if between 52% and 94% of the students reach the achievement targets. See chart 8.2 table 2</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Principals within the division of Career and Technical Education will be rated developing if between 17.62% and 52.85% of their students reach the achievement target. See scale score at chart 8.2 table 1.</p> <p>Principals within the Division of Special Education will be rated developing if between 18% and 51% of the students reach the achievement targets. See chart 8.2 table 2</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Principals within the Division of Career and Technical Education will be rated ineffective if between 0% and 17.61% of their students reach the achievement target. See scale score at chart 8.2 table 1.</p> <p>Principals with the division of Special Education will be rated ineffective if between 0% and 17% of the students reach the achievement targets. See chart 8.2 table 2</p>

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. \(MS Word\)](#)

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

(No response)

8.3) Locally Developed Controls

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

When setting achievement targets for students within a student learning objective teachers and administrators looked at up to three years of prior academic history of students throughout the division. Achievement targets were adjusted to take into consideration the nature of the varying disabilities of all students.

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.

For any principal who receive multiple scores, the scores will be weighted according to student population and combined to equal one score as suggested by the SLO guidance document.

8.5) Assurances

Please check all of the boxes below:

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

8.5) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment. Check

9. Other Measures of Effectiveness (Principals)

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Updated Monday, August 04, 2014

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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

(No response)

9.3) Assurances -- Goals

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

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(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 updated, this list will be updated within the drop-down menu of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

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

The supervision evaluator will meet with the Building Principal to identify annual goals, conduct school visits, assess programs aligned with the school's mission and/or WSBOCES goals, review classroom observations, assess communication with stakeholders, ensure a system of accountability by assessing the implementation of the teachers' evaluation process, and review evidence of professional growth activities. The supervisor will rate each domain/category based on alignment with levels of proficiency denoted in the MPPR. The points earned for each element in each domain/category will be tallied to obtain a total number of points for the domain/category. The points from the domains will be tallied holistically to determine the local score for the 60 point components. The HEDI rating will be based on the following scoring ranges:

DOMAIN POINT ALLOCATION

- Shared Vision of Learning 16 Points
- School Culture and Instructional Program 24 Points
- Safe, Efficient, and Effective Learning Environment 8 Points
- Communication with Stakeholders 4 Points
- Integrity, Fairness and Ethics 4 Points
- Political, Social Economic, Legal and Cultural Context 4 Points
- TOTAL 60 Points

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

[assets/survey-uploads/5143/205444-pMADJ4gk6R/Form 9.7.pdf](#)

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

Highly Effective: Overall performance and results exceed standards.	A highly effective rating is achieved by demonstrating exemplary performance in the following areas: creating a shared vision of
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learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of highly effective will range from 55 to 60 points.

Effective: Overall performance and results meet standards.

An effective rating is achieved by demonstrating strong performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of effective will range from 40 to 54 points.

Developing: Overall performance and results need improvement in order to meet standards.

A rating of developing is achieved by demonstrating a need for improvement in performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of developing will range from 30 to 39.

Ineffective: Overall performance and results do not meet standards.

An ineffective rating is achieved by poor performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of ineffective will range from 0 to 29 points.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

Enter the minimum number of school visits that will be done by each of the following evaluators, 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	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Monday, August 04, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

Where Value-Added growth measure applies
Growth or Comparable Measures
Locally-selected Measures of
growth or achievement
Other Measures of Effectiveness
(60 points)

Overall
Composite Score

Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Monday, August 04, 2014

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 the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

[assets/survey-uploads/5276/187472-Df0w3Xx5v6/PIP Form 10-1-12_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:

h. The process to appeal the entire rating will not begin until the full composite score has been received. An administrator who receives a rating of "Ineffective or Developing" will be afforded the right to appeal to a hearing panel. Within five (5) business days of receiving the full composite score the principal will file an appeal to the Divisional Executive Director who will notify the Executive Director of Personnel. Absent exigent circumstances, the hearing panel will hear the administrator's appeal no later than thirty (30) business days from the date of the final evaluation that resulted in the "Ineffective or Developing" rating. The hearing panel will be

comprised of two (2) Unit II representatives, the Executive Director of Personnel, and one (1) mutually agreed upon advisor (i.e., retired administrator, set at a rate not to exceed \$1,000 for one review session). The Appeals Committee shall issue individual written summary recommendations to the Deputy Superintendent within fifteen (15) business days from the conclusion of the hearing. The outcome of the Appeals Committee Review will yield individual written summary recommendations which are not a vote. The Deputy Superintendent shall have authority to uphold, rescind, or revise the building Principal's evaluation. Based on a review of the recommendations, the Deputy Superintendent will make a final recommendation to the Board of Education. This decision will be issued by the Deputy Superintendent in a meeting within thirty (30) business days of the hearing and shall be binding.

- i. Western Suffolk BOCES will maintain a list of five (5) trained, mutually agreed upon retired administrators. The list of retired administrators will be negotiated and revised annually. Administrators on this list will be subject to an orientation of up to two hours on the APPR process should they be called upon to participate in a hearing.
- j. The cost of the mutually agreed upon retired administrators shall be set at a rate not to exceed \$1,000 for one (1) review session and will be born by Western Suffolk BOCES.
- k. The time frames referred to herein may be extended by written mutual agreement of the parties.
- l. The entire appeals process from start to finish will be complete within 60 days. The appeals process will be handled in a timely and expeditious manner and will comply will Ed Law 3012-c.

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

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

The direct supervision for all principals are handled by the Assistant Director and Executive Director of each individual division; the division of Special Education and the Division of Career and Technical education. All principal supervisors have attended workshops on principal evaluation offered by the Division of Instructional Support within Western Suffolk BOCES.

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

The evidence of the trainings will be presented to the Board of Education who will certify that the assistant directors and executive directors are highly qualified to 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.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Tuesday, August 12, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

<assets/survey-uploads/12158/1495611-3Uqgn5g9Iu/5588366-APPR Cert Forms.pdf>

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.
Please save your file types as .doc, .ppt or .xls respectively before uploading.

Western Suffolk BOCES APPR Attachments
 Section 2- State 20%
 Teacher Point Assignment by Program

Chart 2.11 Table 1
 Division of Special Education
 All Programs State Growth

Ineffective 0-2	Developing 3-8	Effective 9-17	Highly Effective 18-20
Percent/HEDI Score	Percent/HEDI Score	Percent/HEDI Score	Percent/HEDI Score
0%- 5%= 0	18%- 23%= 3	52%- 57%= 9	95%- 96%= 18
6%- 11%=1	24%- 29%= 4	58%- 63%= 10	97%- 98%= 19
12%- 17%= 2	30%- 35%= 5	64%- 69%= 11	99%- 100%= 20
	36%- 41%= 6	70%- 75%= 12	
	43%- 47%= 7	76%- 82%= 13	
	48%= 51%= 8	83%- 85%= 14	
		86%- 89%= 15	
		90%- 92%= 16	
		93%- 94%= 17	

Chart 2.11 Table 2
 Division of Career and Technical Education
 All Programs State Growth

Ineffective 0-2	Developing 3-8	Effective 9-17	Highly Effective 18-20
Percent/HEDI Score	Percent/HEDI Score	Percent/HEDI Score	Percent/HEDI Score
0%- 6.74%= 0	20.24%- 26.97%= 3	60.71%- 64.28%= 9	92.86%- 96.42%= 18
6.75%- 13.48=1	26.98%- 33.72%= 4	64.29%- 67.85%= 10	96.43%- 98.21%= 19
13.49%- 20.23%= 2	33.73%- 40.47%= 5	67.86%- 71.42%= 11	98.22%- 100%= 20
	40.48%- 47.21%= 6	71.43%- 74.99%= 12	
	47.22%- 53.96%= 7	75%- 78.56%= 13	
	53.97%-60.70%= 8	78.57%- 82.13%= 14	
		82.14%- 85.70%= 15	
		85.71%- 89.28%= 16	
		89.29%- 92.85%= 17	

Western Suffolk BOCES APPR Attachments
 Teacher Point Assignment by Program
 Section 3

Division of Special Education
 Grades 4-8 ELA/Math NYSTP
 meet results of previous test administrations
 Scale score mean meets or within -2 percentage points.

Chart 3.3 Table 1

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
+ 4 or More	+3	+2	+1	-2 to 0 Meets	-3	-4	-5	-6	-7	-8	-9	- 10	- 11	- 12	-13 or More

**Western Suffolk BOCES
Division of Special Education**

NYSTP Grades K-3
Meet Results of Previous Test Administrations
Scale Score Mean Meets or with -2 Percentage Points

Chart 3.13 Table 1

Ineffective 0-2	Developing 3-8	Effective 9-17	Highly Effective 18-20
Percent / HEDI Score			
- 13 = 2	- 7 = 8	+ 4 = 17	+ 7 or more = 20
- 14 = 1	- 8 = 7	+ 3 = 16	+ 6 = 19
- 15 or more = 0	- 9 = 6	+ 2 = 15	+ 5 = 18
	-10 = 5	+ 1 = 14	
	- 11 = 4	0 to -2 = 13 Meets Results	
	- 12 = 3	- 3 = 12	
		- 4 = 11	
		- 5 = 10	
		- 6 = 9	

All High School Programs

Building/Program Achievement on NYS Regents Exam

Chart 3.13 Table 2

Ineffective 0-2	Developing 3-8	Effective 9-17	Highly Effective 18-20
Percent/HEDI Score	Percent/HEDI Score	Percent/HEDI Score	Percent/HEDI Score
0%- 5%= 0	18%- 23%= 3	52%- 57%= 9	95%- 96%= 18
6%- 11%=1	24%- 29%= 4	58%- 63%= 10	97%- 98%= 19
12%- 17%= 2	30%- 35%= 5	64%- 69%= 11	99%- 100%= 20
	36%- 41%= 6	70%- 75%= 12	
	43%- 47%= 7	76%- 82%= 13	
	48%= 51%= 8	83%- 85%= 14	
		86%- 89%= 15	
		90%- 92%= 16	
		93%- 94%= 17	

Division of Career and Technical Education

All Programs Local Achievement

Chart 3.13 Table 3

Ineffective 0-2	Developing 3-8	Effective 9-17	Highly Effective 18-20
Percent/HEDI Score	Percent/HEDI Score	Percent/HEDI Score	Percent/HEDI Score
0%- 5.86= 0	17.62%- 23.48%= 3	52.86%- 57.13%= 9	91.43%- 95.70%= 18
5.87%- 11.74=1	23.49%- 29.36%= 4	57.14%- 61.42%= 10	95.71%- 97.86%= 19
11.75%- 17.61= 2	29.37%- 35.23%= 5	61.43%- 65.70%= 11	97.87%- 100%= 20
	35.24%- 41.10%= 6	65.71%- 69.99%= 12	
	41.11%- 46.97%= 7	70%- 74.28%= 13	
	46.98%= 52.85%= 8	74.29%- 78.56%= 14	
		78.57%- 82.85%= 15	
		82.86%- 87.13%= 16	
		87.14%- 91.42%= 17	

Ineffective 0-2	Developing 3-8	Effective 9-17	Highly Effective 18-20
Percent/HEDI Score	Percent/HEDI Score	Percent/HEDI Score	Percent/HEDI Score
-11 = 2	-5 = 8	+ 4= 17	+ 7 or more = 20
-12= 1	-6 = 7	+3 = 16	+ 6 = 19
-13 or more = 0	-7 = 6	+2 = 15	+5 = 18
	-8 = 5	+1 = 15	
	-9= 4	0 = 13 meets results	
	-10 = 3	-1 = 12	
		-2 = 11	
		-3 = 10	
		-4 = 9	

**Division
of
Special
Education**

**Section
3.13**

Table 4

**NYSAA
Grade
K- HS
Meet
Regional
Proficiency
Results
of
Previous
Test
Adminis-
trations**

Western Suffolk BOCES
APPR Teacher Evaluation- 60% - Other Multiple Teacher Measures

DATA ANALYSIS

Element	Unsatisfactory HEDI: Ineffective 0-1 point	Basic HEDI; Developing 2-3 points	Proficient HEDI: Effective 4-5 points	Distinguished HEDI: Highly Effective 6-7 points
Analysis, Interpretation and use of results from previous State, Local, Regional as well as curriculum-based assessments, and benchmark assessments are evidenced and	Assessment and data analysis artifacts to provide no (0 points) or negligible (1 point) evidence of the teacher's pedagogical knowledge and instructional efforts to improve student learning and	Assessment artifacts provide minimal (2 points) or moderate (3 points) evidence of the teacher's pedagogical knowledge and instructional efforts to improve student learning and uses such analyses to adapt instructional practices and materials within	Assessment artifacts provide adequate (4points) or solid (5 points) evidence of the teacher's pedagogical knowledge and instructional efforts to improve student learning and uses such analyses to adapt instructional practices and materials within	Assessment artifacts provide comprehensive (6 points) or extensive and convincing (7points) evidence of the teacher's pedagogical knowledge and instructional efforts to improve student learning and uses such analyses to adapt instructional practices within the classroom. System for data analysis incorporates a wide variety of detailed formal/informal assessment measures and checks for understanding to directly inform instruction as supported by artifacts. Procedures followed in data collection

<p>congruent with instructional outcomes.</p> <p>Teacher's system for organizing and maintaining information on student progress is evidenced in classroom artifacts.</p>	<p>use such analyses to adapt instructional practices and materials within the classroom.</p> <p>System for data analysis is unorganized data collection is inconsistent and sporadic and artifacts are unrelated to classroom instruction as supported by lack of appropriate and valid artifacts.</p>	<p>the classroom. System for data analysis relies solely on district provided testing results and the instructor incorporates minimal use of informal assessments and checks for understanding as supported by artifacts.</p> <p>Procedures followed in data collection are inconsistent and/or data is not organized and/or maintained in format understood by others.</p>	<p>the classroom. System for data analysis incorporates multiple measures of informal assessments and checks for understanding to directly inform instruction as supported by artifacts.</p> <p>Procedures followed in data collection are adhered to consistently and data is maintained in an accessible format understood by others for analysis.</p>	<p>are adhered to with fidelity and data is maintained in an efficient user friendly format analysis.</p>
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Evidence:

Western Suffolk BOCES
APPR Teacher Evaluation- 60% - Other Multiple Teacher Measures

STUDENT ARTIFACTS				
Element	Unsatisfactory HEDI: Ineffective 0-1 point	Basic HEDI: Developing 2-3 points	Proficient HEDI: Effective 4-5 points	Distinguished HEDI: Highly Effective 6-7 points
Evidence of participation in school or district projects where student work or accomplishments are displayed.	Teacher produces no (0 points) or little (1 point) evidence of participation in school or districts projects. Artifacts are not linked to project outcomes. Artifacts represent an inappropriate and unlinked collection of student projects and accomplishments.	Teacher produces minimal (2 points) or moderate (3 points) evidence of participation in school or districts projects. Artifacts are isolated and somewhat linked to project outcomes. Artifacts represent a somewhat effective and appropriate collection, organization and display of student projects and accomplishments intended to show student growth and achievement.	Teacher produces adequate (4points) or solid (5 points) evidence of participation in school or districts projects. Artifacts are linked to project outcomes. Artifacts represent an effective and appropriate collection, organization and display of student projects and accomplishments intended to show	Teacher produces comprehensive (6points) or extensive and varied (7points) evidence of participation in school or districts projects. Artifacts are clearly linked to project outcomes. Artifacts represent a progressive and comprehensive approach to the collection, organization and

			student growth and achievement.	display of student projects and accomplishments intended to show student growth and achievement.
--	--	--	---------------------------------	--

Evidence:

Western Suffolk BOCES
 APPR Teacher Evaluation-60% - Other Multiple Teacher Measures

LESSON PLANNING RUBRIC

Element	<p style="text-align: center;">Unsatisfactory HEDI: Ineffective 0-1 point</p>	<p style="text-align: center;">Basic HEDI: Developing 2-3 points</p>	<p style="text-align: center;">Proficient HEDI: Effective 4-5 points</p>	<p style="text-align: center;">Distinguished HEDI: Highly Effective 6-7 points</p>
<p>Planning of learning activities and use of instructional resources in daily and substitute planning are aligned to curriculum content and scope and sequence.</p> <p>Required components of the plan book are evidenced and completion and submission of the plan book is according the schedules.</p>	<p>Plan book represents no (0 points) or negligible (1 point) evidence of the teacher's pedagogical knowledge of curriculum content and scope and sequence skill mapping including resources available through the school, professional organizations and via research based internet resources. Learning activities as evidenced in both daily and substitute planning are not suitable to diverse learners and do not support instructional outcomes. Required components of the book, as outlined in the Plan book Guidelines, are not evidenced and do not reflect updated and current student information. Timely and satisfactory completion and submission has occurred.</p>	<p>Plan book represents minimal (2 points) or moderate (3 points) evidence of the teacher's of pedagogical knowledge of curriculum content and scope and sequence skill mapping including resources available through the school, professional organizations and via research based on internet resources. Most learning activities as evidenced in both daily and substitute planning are suitable to diverse learners and support instructional outcomes. Most of the required components of the plan book, as outlined in the Plan book Guidelines, are evidenced and reflect updated and current student information. Timely and</p>	<p>Plan book represents an adequate (4 points) or solid (5 points) evidence of the teacher's pedagogical knowledge of curriculum content and scope and sequence skill mapping including resources available through the school, professional organizations and via research based internet resources. All learning activities as evidenced in both daily and substitute planning are suitable to diverse</p>	<p>Plan book represents comprehensive (6points) or extensive (7 points) evidence of the teacher's pedagogical knowledge of curriculum content and scope and sequence skill mapping including resources available through the school, professional organizations and via research based internet resources. All learning activities as evidenced in both daily and substitute planning are highly suitable to diverse learners and support instructional outcomes. All required components of the plan book, as outlined in the Plan book Guidelines, are</p>

		satisfactory completion and submission has occurred.	learners and support instructional outcomes. All required components of the plan book, as outlined in the Plan book Guidelines, are evidenced, present and reflect updated and current student information. Timely and satisfactory completion and submission has occurred.	evidenced in detail and reflect updated and current student information. Timely and satisfactory completion and submission has occurred.
--	--	--	--	--

Evidence:

Western Suffolk BOCES
 APPR Teacher Evaluation – 60% - Other Multiple Teacher Measurements

PARTICIPATION IN PROFESSIONAL COMMUNITY				
Element	Unsatisfactory HEDI: Ineffective 0-1 point	Basic HEDI: Developing 2-3 points	Proficient HEDI: Effective 4-5 points	Distinguished HEDI: Highly Effective 6-7 points
Participation in a professional community including student, school, parent, professional, and industry based organizations and businesses which promotes communication and collaboration for the purpose of enhancing instruction.	The teacher does not participate (0 points) or avoids (1 point) participating in the professional community. There is little or no participation by the teacher in school and/or community organizations. There is insufficient or inadequate evidence of parental contact and communication, verbally and/or in writing. Documentation for parent communication is inadequate .	Teacher demonstrates minimal (2 points) or moderate (3 points) commitment, involvement and participation in the professional community. Teacher participates in school and/or community organizations. Parental contact and communication is maintained both verbally and in writing in a consistent, appropriate and positive manner . All such parent communication is clearly documented.	Teacher demonstrates adequate (4points) or considerable (5 points) commitment, involvement and participation in the professional community. Teacher an active role in school and/or community organizations. Parental contact and communication is maintained both verbally and in writing in a consistent, appropriate and positive manner . All such parent communication is clearly documented.	Teacher demonstrates a comprehensive (6 points) or extensive (7 points) commitment, involvement and participation in the professional community. Teacher takes a leadership role in school and/or community organizations and is instrumental in assisting in attaining the goals of the organization. Parental contact and communication is maintained, both verbally and in writing, in a consistent, highly professional and positive manner. All such parent communication is clearly and thoroughly documented.

Evidence:

Formal Classroom Observation Summary Form & Worksheet

Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____ Date _____

Domain 1: Planning and Preparation- 5 Points	U (0)	B (.5)	P (1)	D (1)
1a: Demonstrating knowledge of content				
1b: Demonstrating Knowledge of Students				
1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction				
1f: Designing Student Assessment				
Total Points for Domain 1				

Domain 2: Classroom Environment – 8 Points	U (0)	B (1)	P (2)	D (2)
2a: Creating and Environment of Respect and Rapport				
2c: Managing Classroom Procedures				
2d: Managing Student Behavior				
2e: Organizing Physical Space				
Total Points for Domain 2				

Domain 3: Instruction – 8 Points	U (0)	B (1)	P (2)	D (2)
3a: Communicating with Students				
3b: Using Questioning and Discussion Techniques				
3c: Engaging Students in Learning				
3d: Using Assessment in Instruction				
Total Points for Domain 3				

Domain 4: Professional Responsibilities – 1 Point	U (0)	B (0)	P (.5)	D (.5)
4a: Reflecting on Teaching				
4b: Maintaining Accurate Records				
Total Points for Domain 4				

Total Points Earned for Observation _____/22

Conversion for APPR: U= Ineffective, B= Developing, P= Effective, D= Highly Effective

Unannounced Classroom Observation Worksheet

Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____

_____ Date _____

Domain 2: The Classroom Environment- 5 Total Points	U (0)	B (.5)	P (1)	D (1)
2a: Creating an Environment of Respect and Rapport				
2b: Establishing a Culture for Learning				
2c: Managing Classroom Procedure				
2d: Managing Student Behavior				
2e: Organizing Physical Space				
Total Points Earned for Domain 2				

Domain 3: Instruction- 5 Total Points	U (0)	B (.5)	P (1)	D (1)
3a: Communicating with Students				
3b: Using Questioning and Discussion Techniques				
3c: Engaging Student in Learning				
3d: Using Assessment in Instruction				
3e: Demonstrating Flexibility and Responsiveness				
Total Points Earned for Domain 3				

Total Points Earned for Observation _____/10

Conversion for APPR: U=Ineffective, B=Developing, P=Effective, D=Highly Effective

All teachers within Western Suffolk BOCES will be evaluated based on the above rubrics for observations and a structured review. Teachers will receive one score from 0 to 60 by computing the total points achieved for each negotiated item that makes up the “the other 60 points” as designated in the above rubrics.

TEACHER PERFORMANCE IMPROVEMENT PLAN

TEACHER:	ASSIGNMENT:
NAME:	Tenured: _____ Non-Tenured Year: _____
SCHOOL:	
TEACHER'S SIGNATURE:	SUPERVISOR/ADMINISTRATOR'S SIGNATURE:
DATE: (Signature indicates receipt of this report)	DATE:

INITIAL MEETING: _____

MID-YEAR MEETING: _____

END-OF-YEAR MEETING: _____

SECTION I: Standards-based Goals/Areas in Need of Improvement

IDENTIFIED AREAS IN NEED OF IMPROVEMENT

ACTION PLAN, INCLUDING DIFFERENTIATED ACTIVITIES:

IMPLEMENTATION TIMELINE:

ASSESSMENT:

SECTION II: SUPPORT AND GUIDANCE

PROFESSIONAL LEARNING ACTIVITIES TO SUPPORT THE TEACHER:

ARTIFACTS OR BENCHMARKS OF IMPROVEMENT:

EVIDENCE FROM EVALUATIONS TO ASSESS IMPROVEMENT:

SUMMARY: _____

Western Suffolk BOCES APPR Attachments
 Section 7- State 20%
 Principal Point Assignment by Division

Chart 7.3 Table 1
 Division of Special Education
 All Programs State Growth

Ineffective 0-2	Developing 3-8	Effective 9-17	Highly Effective 18-20
Percent/HEDI Score	Percent/HEDI Score	Percent/HEDI Score	Percent/HEDI Score
0%- 5%= 0	18%- 23%= 3	52%- 57%= 9	95%- 96%= 18
6%- 11%=1	24%- 29%= 4	58%- 63%= 10	97%- 98%= 19
12%- 17%= 2	30%- 35%= 5	64%- 69%= 11	99%- 100%= 20
	36%- 42%= 6	70%- 75%= 12	
	43%- 47%= 7	76%- 82%= 13	
	48%= 51%= 8	83%- 85%= 14	
		86%- 89%= 15	
		90%- 92%= 16	
		93%- 94%= 17	

Chart 7.3 Table 2
 Division of Career and Technical Education
 All Programs State Growth

Ineffective 0-2	Developing 3-8	Effective 9-17	Highly Effective 18-20
Percent/HEDI Score	Percent/HEDI Score	Percent/HEDI Score	Percent/HEDI Score
0%- 6.74%= 0	20.24%- 26.97%= 3	60.71%- 64.28%= 9	92.86%- 96.42%= 18
6.75%- 13.48=1	26.98%- 33.72%= 4	64.29%- 67.85%= 10	96.43%- 98.21%= 19
13.49%- 20.23%= 2	33.73%- 40.47%= 5	67.86%- 71.42%= 11	98.22%- 100%= 20
	40.48%- 47.21%= 6	71.43%- 74.99%= 12	
	47.22%- 53.96%= 7	75%- 78.56%= 13	
	53.97%-60.70%= 8	78.57%- 82.13%= 14	
		82.14%- 85.70%= 15	
		85.71%- 89.28%= 16	
		89.29%- 92.85%= 17	

**Western Suffolk BOCES
Division of Special Education**

NYSTP Grades K-3
Meet Results of Previous Test Administrations
Scale Score Mean Meets or with -2 Percentage Points

Chart 8.2 Table 2

Ineffective 0-2	Developing 3-8	Effective 9-17	Highly Effective 18-20
Percent / HEDI Score	Percent / HEDI Score	Percent / HEDI Score	Percent / HEDI Score
- 13 = 2	- 7 = 8	+ 4 = 17	+ 7 or more = 20
- 14 = 1	- 8 = 7	+ 3 = 16	+ 6 = 19
- 15 or more = 0	- 9 = 6	+ 2 = 15	+ 5 = 18
	-10 = 5	+ 1 = 14	
	- 11 = 4	0 to -2 = 13 Meets Results	
	- 12 = 3	- 3 = 12	
		- 4 = 11	
		- 5 = 10	
		- 6 = 9	

All High School Programs

Building/Program Achievement on NYS Regents Exam

Chart 8.2 Table 2

Ineffective 0-2	Developing 3-8	Effective 9-17	Highly Effective 18-20
Percent/HEDI Score	Percent/HEDI Score	Percent/HEDI Score	Percent/HEDI Score
0%- 5%= 0	18%- 23%= 3	52%- 57%= 9	95%- 96%= 18
6%- 11%=1	24%- 29%= 4	58%- 63%= 10	97%- 98%= 19
12%- 17%= 2	30%- 35%= 5	64%- 69%= 11	99%- 100%= 20
	36%- 42%= 6	70%- 75%= 12	
	43%- 47%= 7	76%- 82%= 13	
	48%= 51%= 8	83%- 85%= 14	
		86%- 89%= 15	
		90%- 92%= 16	
		93%- 94%= 17	

Division of Career and Technical Education

All Programs Local Achievement

Chart 8. 2 Table 1

Ineffective 0-2	Developing 3-8	Effective 9-17	Highly Effective 18-20
Percent/HEDI Score	Percent/HEDI Score	Percent/HEDI Score	Percent/HEDI Score
0%- 5.86= 0	17.62%- 23.48%= 3	52.86%- 57.13%= 9	91.43%- 95.70%= 18
5.87%- 11.74=1	23.49%- 29.36%= 4	57.14%- 61.42%= 10	95.71%- 97.86%= 19
11.75%- 17.61= 2	29.37%- 35.23%= 5	61.43%- 65.70%= 11	97.87%- 100%= 20
	35.24%- 41.10%= 6	65.71%- 69.99%= 12	
	41.11%- 46.97%= 7	70%- 74.28%= 13	
	46.98%= 52.85%= 8	74.29%- 78.56%= 14	
		78.57%- 82.85%= 15	
		82.86%- 87.13%= 16	
		87.14%- 91.42%= 17	

Ineffective 0-2	Developing 3-8	Effective 9-17	Highly Effective 18-20
Percent/HEDI Score	Percent/HEDI Score	Percent/HEDI Score	Percent/HEDI Score
-11 = 2	-5 = 8	+ 4= 17	+ 7 or more = 20
-12= 1	-6 = 7	+3 = 16	+ 6 = 19
-13 or more = 0	-7 = 6	+2 = 15	+5 = 18
	-8 = 5	+1 = 15	
	-9= 4	0 = 13 meets results	
	-10 = 3	-1 = 12	
		-2 = 11	
		-3 = 10	
		-4 = 9	

**Division
of
Special
Education**

**Section
8.2**

Table 2

**NYSAA
Grade
K- HS
Meet
Regional
Proficiency
Results
of
Previous
Test
Adminis-
trations**

Western Suffolk BOCES APPR Attachments
Principal Point Assignment by Program
Section 8

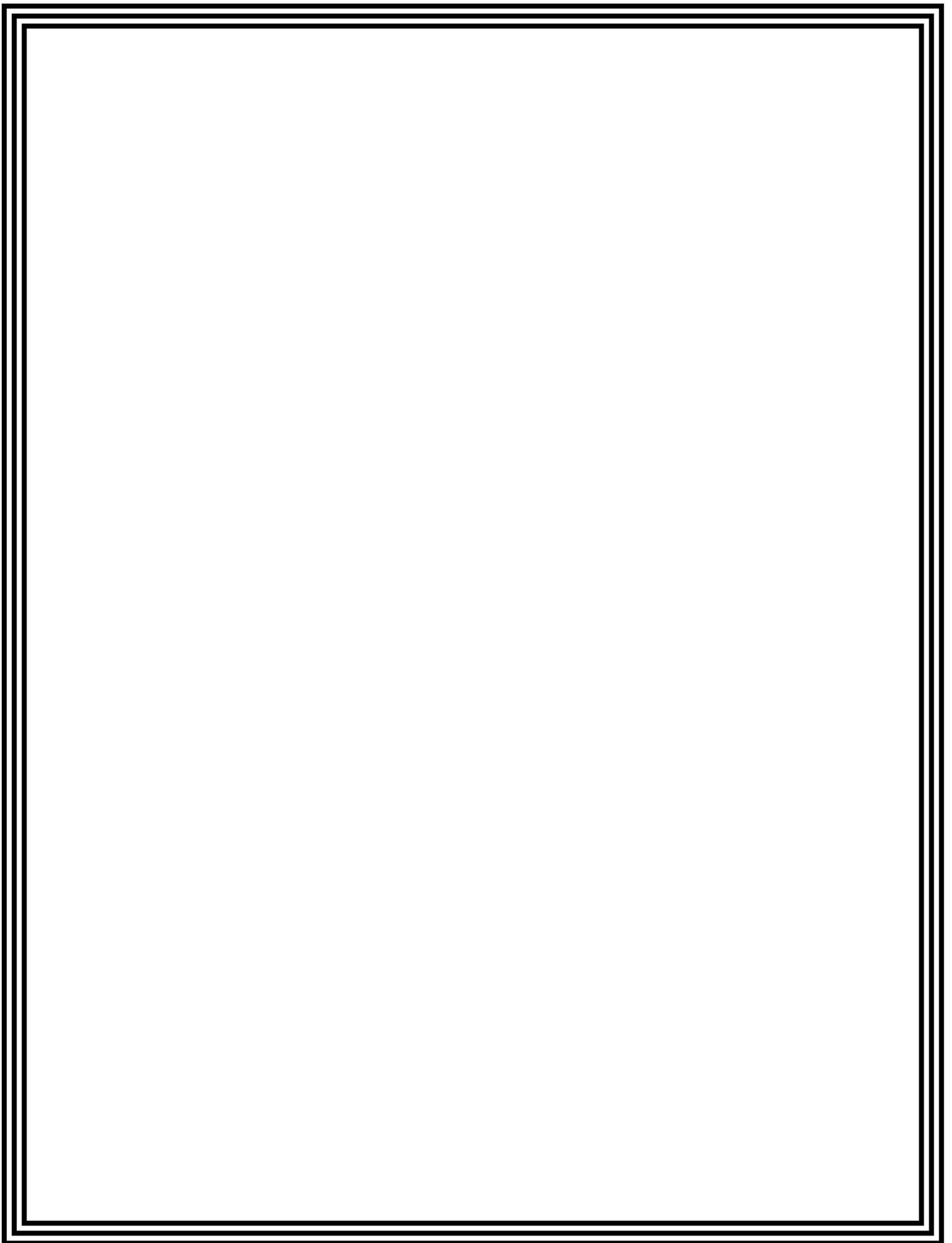
Division of Special Education
Grades 4-8 ELA/Math NYSTP
meet results of previous test administrations
Scale score mean meets or within -2 percentage points.

Chart 8.1 Table 1

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
+ 4 or More	+3	+2	+1	-2 to 0 Meets	-3	-4	-5	-6	-7	-8	-9	- 10	- 11	- 12	-13 or More

Chart 8.1 Table 2

Ineffective 0-2	Developing 3-8	Effective 9-17	Highly Effective 18-20
Percent / HEDI Score	Percent / HEDI Score	Percent / HEDI Score	Percent / HEDI Score
- 13 = 2	- 7 = 8	+ 4 = 17	+ 7 or more = 20
- 14 = 1	- 8 = 7	+ 3 = 16	+ 6 = 19
- 15 or more = 0	- 9 = 6	+ 2 = 15	+ 5 = 18
	-10 = 5	+ 1 = 14	
	- 11 = 4	0 to -2 = 13 Meets Results	
	- 12 = 3	- 3 = 12	
		- 4 = 11	
		- 5 = 10	
		- 6 = 9	



Western Suffolk BOCES
Annual Professional Performance Review
60 Total Composite Points for Principals

Domain 1- Shared Vision of Learning (16 points)

Annual Work Plan and End of Year Assessment (12 Points)	H 4 pts	E 3 pts	D 2 pts	I 1 pts	I 0 pts
Collaboratively develop and implement a shared vision and mission					
Promote continuous and sustainable improvement					
Effective Practice and Decision Making- monitor and evaluate progress and revise plans					
Evidence of Alignment with School's and/or Divisional Goals (4 Points)					
Collection of artifacts to demonstrate alignment with the school's mission					

Domain 2- School Culture and instructional Program (24 Points)

School Visitations -20 points	H 4 pts	E 3 pts	D 2 pts	I 1 pts	I 0 pts
Promotes and supports activities for ongoing staff improvement					
Supervises the instructional program through observation and ongoing dialogue with stakeholders					
Develops and supports assessment and accountability systems to monitor student progress					
Creates a comprehensive, rigorous and coherent curricular program					
Promotes the use of the most effective and appropriate technologies to support teaching and learning					
Review of Classroom Observation (4 Points)					

Domain 3- Safe, Efficient, effective Learning Environment

Safety Procedures and Routines (8 Points)	H 4 pts	E 3 pts	D 2 pts	I 1 pts	I O pts
Promote and protects the welfare and safety of students and staff. Monitor and evaluate the management and operational systems.					
Ensure teacher and organizational time is focused to support quality, instruction and student learning.					

Domain 4- Community

Community with Stakeholders (4 Points)	H 4 pts	E 3 pts	D 2 pts	I 1 pts	I O pts
Promote understanding, appreciation and use of the community's diverse cultural, social and intellectual resources. Collect, analyze and share data and information pertinent to the environment. Build and sustain positive relationships with families, caregivers, and community partners.					

Domain 5- Integrity, Fairness and Ethics

Ensures a System of Accountability (4 Points) (The two components will be rated individually at a maximum of 4 points each. However an average will be taken of the two scores to equal one rating for Domain 5.)	H 4 pts	E 3 pts	D 2 pts	I 1 pts	I O pts
Safeguard the values of democracy, equity and diversity. Promote social justice and insure that individual student needs inform all aspects of schooling.					
Considers and evaluates the potential, moral, and legal consequences of decision making.					

Domain 6- Political, Social , Economic and Cultural Context

Participation and Promotion of Professional Growth Activities (4 Points)	H 4 pts	E 3 pts	D 2 pts	I 1 pts	I O pts
Assesses, analyzes and anticipates emerging trends and initiatives and engages stakeholders in making proactive and positive changes in the school by participating and promoting professional growth opportunities.					

All principals within Western Suffolk BOCES will be evaluated utilizing the same measure and methods as the teachers within their building/program. With the above

rubric, principals have the ability to achieve every point from 0 to 60. Principals will receive one score by computing the total points achieved for each domain.

**WESTERN SUFFOLK BOCES
ADMINISTRATORS (UNIT II)**

Principal Improvement Plan

Name of Principal _____
School Building _____ Academic Year _____
Domain of Deficiency _____

Deficiency that promulgated the "ineffective" or "developing" performance rating:

Improvement Goal/Outcome:

Strategies and activities the Principal will use to improve:

Timeline: _____

Required and Specific Resources including artifacts, to be made available to assist in achieving stated goals:

Date(s) of formative evaluation meetings: _____

Professional learning activities to support the administrator:

PRINCIPAL IMPROVEMENT PLAN		
Formative Evaluation Form		
	Summary of Meeting Executive Director	SIGN-OFF BOTH PARTIES
Meeting #1 Date _____		_____ _____

Evidence of Improvement:

	Summary of Meeting Executive Director	SIGN-OFF BOTH PARTIES
Meeting #2 Date _____		_____ _____

Evidence of Improvement:

	Summary of Meeting Executive Director	SIGN-OFF BOTH PARTIES
Meeting #3 Date _____		_____ _____

Evidence of Improvement:

Principal: _____

Date: _____

Executive Director: _____

Date: _____

Deputy Superintendent: _____

Date: _____

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

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

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

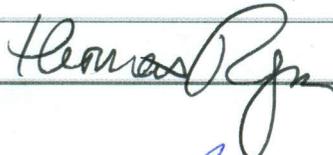
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

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

Signatures, dates

Superintendent Signature: Date:

 12/10/12

Teachers Union President Signature: Date:

 12/10/12

Administrative Union President Signature: Date:

 12/10/12

Board of Education President Signature: Date:

 12/10/12