



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

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Commissioner of Education  
President of the University of the State of New York  
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December 11, 2012

Thomas L. Rogers, Superintendent  
Western Suffolk BOCES  
507 Deer Park Rd.  
PO Box 8007  
Huntington Station, NY 11746

Dear Superintendent Rogers:

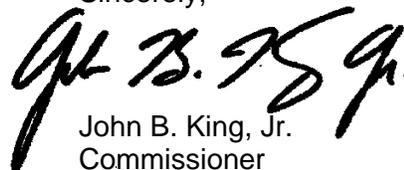
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

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

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

# Annual Professional Performance Reviews: 2012-13

Created Thursday, May 24, 2012

Updated Monday, December 10, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 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) School Improvement Grant (SIG) Districts Only

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

Not applicable

#### 1.4) Award Classification

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

(No response)

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Wednesday, October 03, 2012

Updated Monday, December 10, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	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 student performance.

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

	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 student performance.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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
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For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

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

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The 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 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.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>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.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Teachers will be rated effective if 60.71% to 92.85% of students reach their individual growth target. See scale 2.11 table 2.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Teachers will be rated developing if 20.24% to 60.70% of students reach their individual growth target. See scale 2.11 table 2.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Teachers will be rated ineffective if 0% to 20.23% of students reach their individual growth target. See scale 2.11 table 2.</p>

## 2.10) All Other Courses

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

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 Deveoped 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 CTEestern 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The 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/5364/187469-avH4IQNZMh/Form 2.10 All other courses- final.pdf>

## 2.11) HEDI Tables or Graphics

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

<assets/survey-uploads/5364/187469-TXEttx9bQW/2.11.pdf>

## 2.12) Locally Developed Controls

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

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

*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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Wednesday, October 03, 2012

Updated Monday, December 10, 2012

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#### Page 1

#### Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	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 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).</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>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.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher who does receive a SPG will be rated effective if the building/program's average scale score is between a range of 2 points greater and 5 points below last years average scale score. See chart 3.3 table 1.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher who does receive a SPG will be rated developing if the building/program's average scale score is between a range of 6 to 10 points below last years average scale score. See chart 3.3 table 1.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher 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.</p>

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	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.*

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

### 3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Locally-Selected Measure from List of Approved Measures	Assessment
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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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

8	Not applicable	not applicable
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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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	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.*

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.

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-Rp0Ol6pk1T/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 setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

*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

## 4. Other Measures of Effectiveness (Teachers)

Created Wednesday, October 03, 2012

Updated Monday, December 10, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching*

*(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 (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	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	28

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

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Wednesday, October 03, 2012

Updated Friday, November 30, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

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

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## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/185323-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 and Certification of Lead Evaluators and Evaluators

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

The principals will serve as the lead evaluators for the teachers in Western Suffolk BOCES. We have selected and received agreement with the 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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers   Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers   Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
6.6) Assurances -- Teachers   Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked

6.6) Assurances -- Teachers   Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers   Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, October 03, 2012

Updated Monday, December 10, 2012

## Page 1

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
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.

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.

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## 7.4) Special Considerations for Comparable Growth Measures

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

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

*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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

# 8. Local Measures (Principals)

Created Wednesday, October 03, 2012

Updated Monday, December 10, 2012

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## Page 1

### Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-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.*

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic 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 0-15 for all Principals who do receive a SPG(see chart 8.1 table 2. For all principals who do not receive a SPG (see chart 8.1 table 2) 1).

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

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

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for 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 used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.**

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
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.*

<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>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 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.</p> <p>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>
<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</p>

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

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

Principals within the Division of Career and Technical Education will be rated ineffective if between 0% and 17.61% of their students reach the achievement target. See scale score at chart 8.2 table 1.  
Principals with the division of Special Education will be rated ineffective if between 0% and 17% of the students reach the achievement targets. See chart 8.2 table 2

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

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

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

*(No response)*

### 8.3) Locally Developed Controls

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

*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

# 9. Other Measures of Effectiveness (Principals)

Created Wednesday, October 24, 2012

Updated Monday, December 10, 2012

## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

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

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

### 9.4) Sources of Evidence (if applicable)

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

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

### 9.5) Survey Tool(s) (if applicable)

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

*(No response)*

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

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

## 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 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 Wednesday, October 24, 2012

Updated Friday, November 30, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

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

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Wednesday, October 03, 2012

Updated Monday, December 10, 2012

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/187472-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 with Ed Law 3012-c.

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

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

*The direct supervision for all principals 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 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 Monday, December 10, 2012

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## Page 1

### 12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/274215-3Uqgn5g9Iu/APPR Cert Forms.pdf>

### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

**Form 2.10) All Other Courses**

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

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
Physical, Health and Safety Education	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Physical, Health and Safety Education assessment
Participation in Government	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Participation in Government assessment
Studio Art	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Studio Art assessment
US History Lab	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed US History Lab assessment

**Form 2.10) All Other Courses**

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

	<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
	Advertising/Graphic Design	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Advertising/Graphic Design assessment
	Aircraft Technology	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Aircraft Technology assessment
	Architectural Design/CAD	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Architectural Design/CAD assessment
	Audio Production	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Audio Production assessment

**Form 2.10) All Other Courses**

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

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
Auto Body Repair	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Auto Body Repair assessment
Auto Mechanics-Comprehensive	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Auto Mechanics-Comprehensive assessment
Aviation Science/Flight	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Aviation Science/Flight assessment
Carpentry	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Carpentry assessment

**Form 2.10) All Other Courses**

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

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
Certified Personal Trainer	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Certified Personal Trainer assessment
Computer Networking	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Computer Networking assessment
Computer Technology for Business	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Computer Technology for Business assessment
Construction Electricity	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Construction Electricity assessment

**Form 2.10) All Other Courses**

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

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
Cosmetology Licensing	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Cosmetology Licensing assessment
Criminal Justice	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Criminal Justice assessment
Restaurant, Food & Beverage Services-Comprehensive	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE Restaurant, Food & Beverage Services-Comprehensive assessment
Digital Film/Video Production	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Digital Film/Video Production assessment

**Form 2.10) All Other Courses**

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

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
Early Childhood Education	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	Western Suffolk BOCES CTE developed Early Childhood Education assessment
Equine Studies	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	Western Suffolk BOCES CTE developed Equine Studies assessment
Fashion Merchandising/Design	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	Western Suffolk BOCES CTE developed Fashion Merchandising/Design assessment
HVAC	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	Western Suffolk BOCES CTE developed HVAC assessment

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."

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
Marine and Motor Sports Technology	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Marine and Motor Sports Technology assessment
Medical Clerical Assisting	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Medical Clerical Assisting assessment
Medical Laboratory	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Medical Laboratory assessment
Nurse Assisting	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Nurse Assisting assessment

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."

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
Photography	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Photography assessment
Professional Health Careers	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Professional Health Careers assessment
Technical Electronics	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Technical Electronics assessment
Veterinary Assisting	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Veterinary Assisting assessment

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."

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
Welding	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Welding assessment
Auto Maintenance	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Auto Maintenance assessment
Building and Grounds	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Building and Grounds assessment
Building Trades	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Building Trades assessment

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."

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
Cosmetology Non-licensing	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Cosmetology Non-licensing assessment
Design and Production Technology	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Design and Production Technology assessment
Electronic Manufacturing	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Electronic Manufacturing assessment
Exploration of Restaurant, Food & Beverage Services	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES developed Exploration of Restaurant, Food & Beverage Services assessment

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."

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
Life Skills	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Life Skills assessment
Office Skills	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Office Skills assessment
Printing	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Printing assessment
Retailing	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Western Suffolk BOCES CTE developed Retailing assessment

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."

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
Diversified Occupations	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	Western Suffolk BOCES CTE Diversified Occupations assessment
Algebra One	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	NYS Algebra Regents Assessment
English Language Arts 3 ( 11 <sup>th</sup> grade)	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	NYS English 11 Regents Assessment
Living Environment	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	NYS Living Environment Regents

Course(s) or Subject(s)	Option	Assessment
US History-Comprehensive	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	NYS US History Regents
World History and Geography	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	NYS World History and Geography
	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	
	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	

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

Use this box, if needed, to describe the general process for assigning HEDI	The SLOs for all other courses within the Division of Career and Technical Education will utilize the
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<p>categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	<p>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 SLOs for Algebra 1, ELA 3, Living Environment, US History, and World History within the Division of Career and Technical Education will use a prior Regents Exam to establish a baseline for growth which will be compared to the results of each courses regents. Growth targets will be set by teachers and administrators and is based on prior academic performance. 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..</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>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.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Teachers will be rated effective if 60.71% to 92.85% of students reach their individual growth target. See scale 2.11 table 2.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Teachers will be rated developing if 20.24% to 60.70% of students reach their individual growth target. See scale 2.11 table 2.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Teachers will be rated ineffective if 0% to 20.23% of students reach their individual growth target. See scale 2.11 table 2.</p>

**Form 2.10) All Other Courses**

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

Course(s) or Subject(s)	Option	Assessment
English as a Second Language grades 3-8	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	NYSESLAT
English as a Second Language Grades 9-12	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	NYSESLAT and English Comp Regents
Grade 4,5,6,7,8 ELA	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input type="radio"/> District, Regional or BOCES-developed</li> <li><input checked="" type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	Grade 4,5,6,7,8 NYS ELA Exam
Grade 4,5,6,7,8 Math	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input type="radio"/> District, Regional or BOCES-developed</li> <li><input checked="" type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	Grade 4,5,6,7,8 NYS Math Exam

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	<p>For all other courses within the Division of Special Education listed on page 15 of this document will utilize the following. All ESL courses Grades 3-8 will utilize the NYSESLAT Assessment. ALL 9-12 ESL Courses will utilize the NYSESLAT and English Regents. 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 NYSESLAT and English Regents. For grades 4,5,6,7 and 8 ELA/Math SLOs have been created for all teachers. Due to small class sizes each course may not meet the minimum number of 16 scores to receive a SPG score. The SLO will go into effect only if a teacher does not receive a SPG score. If a SPG score is received for any grade 4-8 ELA/Math course, the SPG score will be used to evaluate the teacher. SLOs are based on prior academic performance of students throughout the division. 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.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Teachers will be rated highly effective if 95% or more of their students reach their individual targets.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Teachers will be rated effective if 52% to 94% of their students meet their individual targets.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Teachers will be rated developing if 18% to 51% of their students meet their individual targets.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Teachers will be rated ineffective if 0% to 17% of their students meet their individual targets.</p>



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	<b>76%- 82%= 13</b>	
	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	<b>75%- 78.56%= 13</b>	
	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

<b>Highly Effective</b>		<b>Effective</b>						<b>Developing</b>					<b>Ineffective</b>		
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

**Form 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 an attachment.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Physical, Health and Safety Education	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed Physical, Health and Safety Education assessment
Participation in Government	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed Participation in Government assessment
Studio Art	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> </ul>	Western Suffolk BOCES CTE

	<ul style="list-style-type: none"> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	developed Studio Art assessment
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Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as an attachment.

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
US History Lab	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed US History Lab assessment

Advertising/Graphic Design	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed Advertising/Graphic Design assessment
Aircraft Technology	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed Aircraft Technology assessment

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
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Architectural Design/CAD	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed Architectural Design/CAD assessment
Audio Production	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed Audio Production assessment
Auto Body Repair	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> </ul>	Western Suffolk BOCES CTE developed Auto Body Repair assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
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Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as an attachment.

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Auto Mechanics-Comprehensive	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed Auto Mechanics-Comprehensive assessment
Aviation Science/Flight	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> </ul>	Western Suffolk BOCES CTE developed Aviation Science/Flight assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
Carpentry	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed Carpentry assessment

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

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Certified Personal Trainer	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> </ul>	Western Suffolk BOCES CTE developed Certified Personal Trainer assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
Computer Networking	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed Computer Networking assessment
Computer Technology for Business	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed Computer Technology for Business assessment

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

	<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
	Construction Electricity	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed Construction Electricity assessment
	Cosmetology Licensing	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed Cosmetology Licensing assessment
	Criminal Justice	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> </ul>	Western Suffolk BOCES CTE developed Criminal Justice assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
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Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as an attachment.

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Restaurant, Food & Beverage Services-Comprehensive	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE Restaurant, Food & Beverage Services-Comprehensive assessment
Digital Film/Video Production	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/></li> </ul>	Western Suffolk BOCES CTE developed Digital Film/Video Production assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
Early Childhood Education	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed Early Childhood Education assessment

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<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Equine Studies	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> </ul>	Western Suffolk BOCES CTE developed Equine Studies assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
Fashion Merchandising/Design	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed Fashion Merchandising/Design assessment
HVAC	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> </ul>	Western Suffolk BOCES CTE developed HVAC Assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
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Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as an attachment.

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Medical Clerical Assisting	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed Medical Clerical Assisting Assessment
Medical Laboratory	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by</li> </ul>	Western Suffolk BOCES CTE developed medical laboratory assessment

	<p>NYSED</p> <ul style="list-style-type: none"> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input checked="" type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	

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

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> </ul>	

	<ul style="list-style-type: none"> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
Nurse Assisting	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed nurse assisting assessment

photography	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed photography assessment
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Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as an attachment.

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Professional Health Careers	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed professional health careers assessment

<p>Technical Electronics</p>	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	<p>Western Suffolk BOCES CTE developed technical electronics assessment</p>
<p>Welding</p>	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> </ul> <p>Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as an attachment.</p> <ul style="list-style-type: none"> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	<p>Western Suffolk BOCES CTE developed welding assessment</p>

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Aircraft Technology	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed aircraft technology assessment
Aviation/Science	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed aviation/science assessment
Certified Personal trainer	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> </ul>	Western Suffolk BOCES CTE developed certified personal trainer assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
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Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as an attachment.

	<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
	Cosmetology licensing	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed cosmetology licensing assessment
	Criminal justice	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> </ul>	Western Suffolk BOCES CTE developed criminal justice assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
Diversified Occupations	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed diversified occupations assessment

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<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Auto maintenance	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> </ul>	Western Suffolk BOCES CTE developed auto maintenance assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
Building and Grounds	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed building and grounds assessment
Building Trades	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> </ul>	Western Suffolk BOCES CTE developed building trades assessment

	<input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input checked="" type="radio"/> 7) Student Learning Objectives	
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Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as an attachment.

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Cosmetology non-licensing	<input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input checked="" type="radio"/> 7) Student Learning Objectives	Western Suffolk BOCES CTE developed cosmetology assessment
Creative arts-drawing	<input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed	Western Suffolk BOCES CTE developed creative arts assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
Design and production	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed design and production assessment

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

	<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
	Early Childhood Education	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed early childhood education assessment
	Electronic manufacturing	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed electronic manufacturing assessment
	Equine Studies	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> </ul>	Western Suffolk BOCES CTE developed equine

	<ul style="list-style-type: none"> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	studies assessment
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Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as an attachment.

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Exploration of Restaurant, Food and Beverage Services	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed exploration of restaurant food and beverage services assessment
Life skills	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> </ul>	Western Suffolk BOCES CTE developed life skills

	<ul style="list-style-type: none"> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	assessment
Marine and motor sports technology	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed marine and motor sports technology

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Office skills	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> </ul>	Western Suffolk BOCES CTE developed office skills assessments

	<ul style="list-style-type: none"> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
printing	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed printing assessment
Retailing	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> </ul>	Western Suffolk BOCES CTE developed retailing assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
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<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Veterinary Assisting	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed veterinary assisting assessment
Algebra 1	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	Western Suffolk BOCES CTE developed algebra 1 assessment

<p>English Language Arts 3 (11<sup>th</sup> grade)</p>	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	<p>Western Suffolk BOCES CTE developed English language arts 3 11<sup>th</sup> grade assessment</p>
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<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
<p>US History – Comprehensive</p>	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	<p>Western Suffolk BOCES CTE developed US History comprehensive assessment</p>
<p>World History and Geography</p>	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> </ul>	<p>Western Suffolk BOCES CTE developed world history and geography</p>

	<ul style="list-style-type: none"> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	assessment
	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>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</p>
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	<p>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.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES - adopted expectations for growth or achievement for grade/subject.</p>	<p>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.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be rated effective if between 52.86% and 91.42% of</p>

	<p>their students reach the achievement target. See scale score at chart 3.13 table 3.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>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.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>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.</p>

**Form 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 an attachment.

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
English/Literature Freshman/Sophomore Junior/Senior	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	All NYS Regents
Economics	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> </ul>	All NYS Regents

	<ul style="list-style-type: none"> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
US Government-Comprehensive	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	All NYS Regents

**Form 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 an attachment.

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Environmental Science	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> </ul>	All NYS Regents

	<ul style="list-style-type: none"> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
Health Education-Other	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	All NYS Regents
Consumer Math	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	All NYS Regents

**Form 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 an attachment.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Visual Arts Other	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	All NYS Regents
Industrial Arts	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	All NYS Regents
Spanish 1	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> </ul>	All NYS Regents

	<ul style="list-style-type: none"> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
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**Form 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 an attachment.

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Physical Education	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	All NYS Regents
Adaptive PE	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> </ul>	All NYS Regents

	<ul style="list-style-type: none"> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	

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	Western Suffolk BOCES Division
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may upload a table or graphic at 3.13, below.

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

	<p>students meeting the target will be converted to a scale score of 0 to 20 points. See chart 3.13 table 2</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES - adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be rated highly effective if 95% or more of the students reach their achievement targets. See chart 3.13 table 2</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be rated effective if between 52% and 94% of the students reach the achievement targets. See chart 3.13 table 2</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be rated developing if between 18% and 51% of the students reach the achievement targets. See chart 3.13 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>Teachers will be rated ineffective if between 0% and 17% of the students reach</p>

	the achievement targets. See chart 3.13 table 2
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### Form 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 an attachment.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art (Early Childhood Education)	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	NYSTP ELA 3-8
Music (not grade differentiated)	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	NYSTP ELA 3-8
Technology-middle years	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> </ul>	NYSTP ELA 3-8

program	<ul style="list-style-type: none"> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
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**Form 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 an attachment.

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Strategic Reading	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	NYSTP ELA 3-8
Mathematics-supplemental	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> </ul>	NYSTP ELA 3-8

	<ul style="list-style-type: none"> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
Family and Consumer Science-Comprehensive	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	NYSTP ELA 3-8

**Form 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 an attachment.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
PE K-8	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> </ul>	NYSTP ELA 3-8

	<ul style="list-style-type: none"> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> </ul>	

	<ul style="list-style-type: none"> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
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For all additional courses, as applicable: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>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</p>
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	<p>used as a target to measure achievement. The achievement target goal is for the building/program to meet the average mean score or come within 2 points less than the average mean score from last year. The program/building's ability to meet the average mean score will be converted to a scale of 0-20 for all teachers (see chart 3.13 table 1).</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated highly effective if the building/program's average scale score is 5 points or greater than last years average scale score. See chart 3.13 table 1.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated effective if the building/program's average scale score is between a range of 4 points greater and</p>

	6 points below last years average scale score. See chart 3.13 table 1.
Developing (3 - 7 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.

**Form 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 an attachment.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art (not grade differentiated)	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	NYSAA
Music other	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	NYSAA
	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> </ul>	

	<ul style="list-style-type: none"> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
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**Form 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 an attachment.

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Life Skills	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	NYSAA
	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> </ul>	

	<ul style="list-style-type: none"> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	
	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input checked="" type="radio"/> 7) Student Learning Objectives</li> </ul>	

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Western Suffolk BOCES Division of Special Education will use NYSAA to measure achievement. Based on the review of previous test administration data a target to measure achievement was set by teachers and administrators. The achievement target goal is for students to meet the regional proficiency score of previous test administrations. This achievement score will be converted to a scale of 0-20 for all teachers (see chart 3.13 table 4).</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated highly effective if the building/program's score is 5 points or greater than last years proficiency score. See chart</p>

	3.13 table 4
Effective (8- 13 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 proficiency score is between a range of 4 points greater and 4 points below last years proficiency score. See chart 3.13 table 4
Developing (3 - 7 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 proficiency score is between a range of 5 points to 10 points below last years proficiency score. See chart 3.13 table 4
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 proficiency score is 13 points or more below last years proficiency score. See chart 3.13 table 4.

**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**

<b>Ineffective 0-2</b>	<b>Developing 3-8</b>	<b>Effective 9-17</b>	<b>Highly Effective 18-20</b>
<b>Percent / HEDI Score</b>	<b>Percent / HEDI Score</b>	<b>Percent / HEDI Score</b>	<b>Percent / HEDI Score</b>
- 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	<b>0 to -2 = 13 Meets Results</b>	
	- 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**

<b>Ineffective 0-2</b>	<b>Developing 3-8</b>	<b>Effective 9-17</b>	<b>Highly Effective 18-20</b>
<b>Percent/HEDI Score</b>	<b>Percent/HEDI Score</b>	<b>Percent/HEDI Score</b>	<b>Percent/HEDI Score</b>
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	<b>76%- 82%= 13</b>	
	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	<b>70%- 74.28%= 13</b>	
	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	<b>Unsatisfactory</b> HEDI: Ineffective <b>0-1 point</b>	<b>Basic</b> HEDI; Developing <b>2-3 points</b>	<b>Proficient</b> HEDI: Effective <b>4-5 points</b>	<b>Distinguished</b> HEDI: Highly Effective <b>6-7 points</b>
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 <b>no (0 points) or negligible (1 point) evidence</b> of the teacher's pedagogical knowledge and instructional efforts to improve student learning and	Assessment artifacts provide <b>minimal (2 points) or moderate (3 points) evidence</b> 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 <b>adequate (4points) or solid (5 points) evidence</b> 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 <b>comprehensive (6 points) or extensive and convincing (7points) evidence</b> 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 <b>wide variety of detailed formal/informal assessment measures and checks for understanding to directly inform instruction as supported by artifacts.</b>  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 <b>unorganized data collection is inconsistent and sporadic and artifacts are unrelated to classroom instruction as supported by lack of appropriate and valid artifacts.</b></p>	<p>the classroom. System for data analysis relies <b>solely on district provided testing results</b> and the instructor incorporates <b>minimal use of informal assessments and checks for understanding as supported by artifacts.</b></p> <p>Procedures followed in data collection are inconsistent and/or data is not organized and/or maintained in <b>format understood by others.</b></p>	<p>the classroom. System for data analysis incorporates multiple measures of <b>informal assessments and checks for understanding to directly inform instruction as supported by artifacts.</b></p> <p>Procedures followed in data collection are adhered to <b>consistently</b> and data is maintained in an accessible <b>format understood by others for analysis.</b></p>	<p>are adhered to with <b>fidelity</b> and data is maintained in an efficient <b>user friendly format analysis.</b></p>
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Evidence:

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

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

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

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

**LESSON PLANNING RUBRIC**

Element	<b>Unsatisfactory</b> HEDI: Ineffective <b>0-1 point</b>	<b>Basic</b> HEDI: Developing <b>2-3 points</b>	<b>Proficient</b> HEDI: Effective <b>4-5 points</b>	<b>Distinguished</b> HEDI: Highly Effective <b>6-7 points</b>
<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 <b>represents no (0 points) or negligible (1 point) evidence</b> 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. <b>Learning activities</b> as evidenced in both daily and substitute planning are <b>not suitable</b> to diverse learners and <b>do not support</b> instructional outcomes. <b>Required components</b> 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 <b>minimal (2 points) or moderate (3 points) evidence</b> 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. <b>Most learning activities</b> as evidenced in both daily and substitute planning are <b>suitable</b> to diverse learners and support instructional outcomes. <b>Most of the required components</b> 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 <b>adequate (4 points) or solid (5 points) evidence</b> 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. <b>All learning activities</b> as evidenced in both daily and substitute planning are <b>suitable</b> to diverse</p>	<p>Plan book represents <b>comprehensive (6points) or extensive (7 points) evidence</b> 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. <b>All learning activities</b> as evidenced in both daily and substitute planning are <b>highly suitable</b> to diverse learners and support instructional outcomes. <b>All required components</b> of the plan book, as outlined in the Plan book Guidelines, are</p>

		satisfactory completion and submission has occurred.	learners and support instructional outcomes. <b>All required components</b> 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.
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Evidence:

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

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

Evidence:

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### Formal Classroom Observation Summary Form & Worksheet

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_ Date \_\_\_\_\_

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

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

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

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

**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 \_\_\_\_\_

<b>Domain 2: The Classroom Environment- 5 Total Points</b>	<b>U (0)</b>	<b>B (.5)</b>	<b>P (1)</b>	<b>D (1)</b>
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				
<b>Total Points Earned for Domain 2</b>				

<b>Domain 3: Instruction- 5 Total Points</b>	<b>U (0)</b>	<b>B (.5)</b>	<b>P (1)</b>	<b>D (1)</b>
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				
<b>Total Points Earned for Domain 3</b>				

**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	<b>76%- 82%= 13</b>	
	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	<b>75%- 78.56%= 13</b>	
	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  
Principal Point Assignment by Program  
Section 8

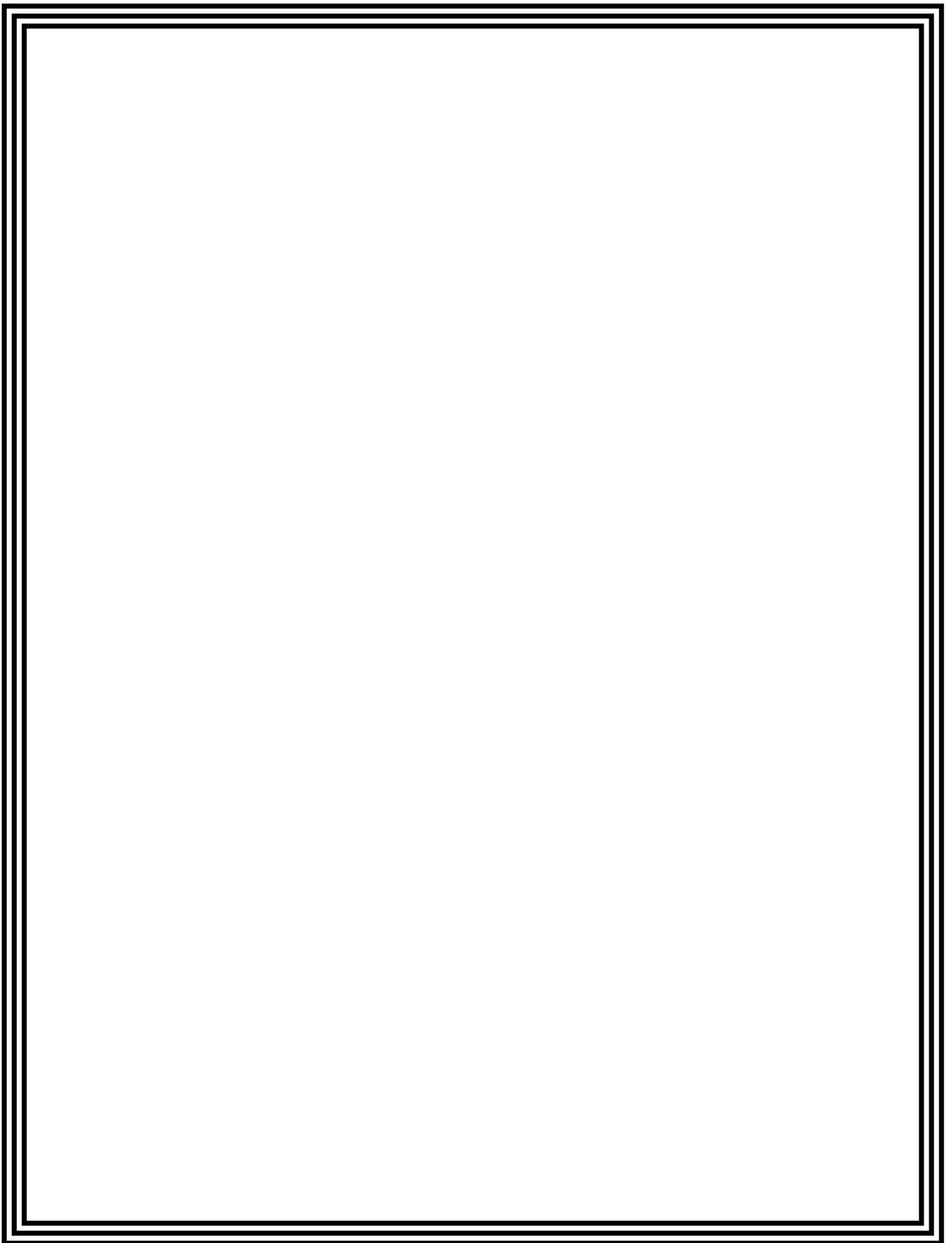
Division of Special Education  
Grades 4-8 ELA/Math NYSTP  
meet results of previous test administrations  
Scale score mean meets or within -2 percentage points.

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  
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**

<b>Ineffective 0-2</b>	<b>Developing 3-8</b>	<b>Effective 9-17</b>	<b>Highly Effective 18-20</b>
<b>Percent / HEDI Score</b>	<b>Percent / HEDI Score</b>	<b>Percent / HEDI Score</b>	<b>Percent / HEDI Score</b>
- 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	<b>0 to -2 = 13 Meets Results</b>	
	- 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**

<b>Ineffective 0-2</b>	<b>Developing 3-8</b>	<b>Effective 9-17</b>	<b>Highly Effective 18-20</b>
<b>Percent/HEDI Score</b>	<b>Percent/HEDI Score</b>	<b>Percent/HEDI Score</b>	<b>Percent/HEDI Score</b>
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	<b>76%- 82%= 13</b>	
	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	<b>70%- 74.28%= 13</b>	
	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  
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:

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Improvement Goal/Outcome:

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Strategies and activities the Principal will use to improve:

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Timeline: \_\_\_\_\_

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

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Date(s) of formative evaluation meetings: \_\_\_\_\_

Professional learning activities to support the administrator:

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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: \_\_\_\_\_

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

Domain 1- Shared Vision of Learning (16 points)

<b>Annual Work Plan and End of Year Assessment (12 Points)</b>	<b>H</b> 4 pts	<b>E</b> 3 pts	<b>D</b> 2 pts	<b>I</b> 1 pts	<b>I</b> 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					
<b>Evidence of Alignment with School's and/or Divisional Goals ( 4 Points)</b>					
Collection of artifacts to demonstrate alignment with the school's mission					

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

<b>School Visitations -20 points</b>	<b>H</b> 4 pts	<b>E</b> 3 pts	<b>D</b> 2 pts	<b>I</b> 1 pts	<b>I</b> 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					
<b>Review of Classroom Observation ( 4 Points)</b>					

### Domain 3- Safe, Efficient, effective Learning Environment

<b>Safety Procedures and Routines (8 Points)</b>	<b>H</b> 4 pts	<b>E</b> 3 pts	<b>D</b> 2 pts	<b>I</b> 1 pts	<b>I</b> 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

<b>Community with Stakeholders (4 Points)</b>	<b>H</b> 4 pts	<b>E</b> 3 pts	<b>D</b> 2 pts	<b>I</b> 1 pts	<b>I</b> 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

<b>Ensures a System of Accountability (4 Points)</b> (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.)	<b>H</b> 4 pts	<b>E</b> 3 pts	<b>D</b> 2 pts	<b>I</b> 1 pts	<b>I</b> 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

<b>Participation and Promotion of Professional Growth Activities (4 Points)</b>	<b>H</b> 4 pts	<b>E</b> 3 pts	<b>D</b> 2 pts	<b>I</b> 1 pts	<b>I</b> 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.*

**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.

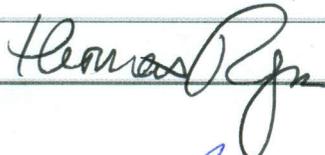
**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

- 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)

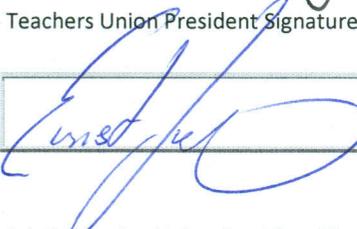
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals 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

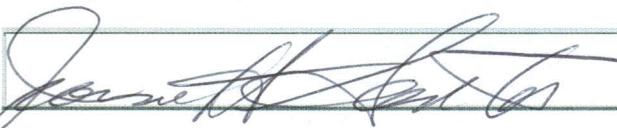
Teachers Union President Signature:      Date:

 12/10/12

Administrative Union President Signature:      Date:

 12/10/12

Board of Education President Signature:      Date:

 12/10/12