



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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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January 9, 2013

Dr. Horst G. Graefe, Superintendent
Greater Southern Tier BOCES
9579 Vocational Drive
Painted Post, NY 14870

Dear Superintendent Graefe:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

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

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 17, 2012

Updated Wednesday, December 19, 2012

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 : 559000000000

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

559000000000

1.2) School District Name: GREATER SOUTHERN TIER BOCES

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

GREATER SOUTHERN TIER BOCES

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, May 17, 2012

Updated Tuesday, January 08, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	AIMSWEB
1	State-approved 3rd party assessment	AIMSWEB
2	State-approved 3rd party assessment	AIMSWEB

	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

Teachers will administer pre-assessments at the beginning of the school year or course to determine

this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	baseline data and the assessment(s) above to determine academic growth during the school year. The BOCES' target for academic growth in student learning objectives is: 75% of the students in each classroom will demonstrate academic growth based on the Differentiated BOCES' Expectations (see Table attached).
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 70% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 30% and 69% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have fewer than 30% of all the students reaching their target.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	AIMSWEB
1	State-approved 3rd party assessment	AIMSWEB
2	State-approved 3rd party assessment	AIMSWEB

	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.	Teachers will administer pre-assessments at the beginning of the school year or course to determine baseline data and the assessment(s) above to determine academic growth during the school year. The BOCES' target for academic growth in student learning objectives is: 75% of the students in each classroom will demonstrate academic growth based on the Differentiated BOCES' Expectations (see Table attached).
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Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 30% and 69% of all the students reaching their target.

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

Teachers receiving this designation will have fewer than 30% of all the students reaching their target.

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	District, regional or BOCES-developed assessment	GST BOCES-developed 6th Grade Science Final Examination
7	District, regional or BOCES-developed assessment	GST BOCES-developed 7th Grade Science Final Examination
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

Teachers will administer pre-assessments at the beginning of the school year or course to determine baseline data and the assessment(s) above to determine academic growth during the school year. The BOCES' target for academic growth in student learning objectives is: 75% of the students in each classroom will demonstrate academic growth based on the Differentiated BOCES' Expectations (see Table attached).

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

Teachers receiving this designation will have 85% or more of all the students reaching their target.

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

Teachers receiving this designation will have between 70% and 84% of all the students reaching their target.

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

Teachers receiving this designation will have between 30% and 69% of all the students reaching their target.

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

Teachers receiving this designation will have fewer than 30% of all the students reaching their target.

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	District, regional or BOCES-developed assessment	GST BOCES-developed 6th Grade Social Studies Final Examination

7	District, regional or BOCES-developed assessment	GST BOCES-developed 7th Grade Social Studies Final Examination
8	District, regional or BOCES-developed assessment	GST BOCES-developed 8th Grade Social Studies Final Examination

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.	Teachers will administer pre-assessments at the beginning of the school year or course to determine baseline data and the assessment(s) above to determine academic growth during the school year. The BOCES' target for academic growth in student learning objectives is: 75% of the students in each classroom will demonstrate academic growth based on the Differentiated BOCES' Expectations (see Table attached).
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Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 30% and 69% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 30% of all the students reaching their target.

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	District, regional, or BOCES-developed assessment	GST BOCES-developed Global 1 Final Examination
	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	Teachers will administer pre-assessments at the beginning of the school year or course to determine
---------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------

<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>baseline data and the assessment(s) above to determine academic growth during the school year. The BOCES' target for academic growth in student learning objectives is: 75% of the students in each classroom will demonstrate academic growth based on the Differentiated BOCES' Expectations (see Table attached).</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Teachers receiving this designation will have 85% or more of all the students reaching their target.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Teachers receiving this designation will have between 70% and 84% of all the students reaching their target.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Teachers receiving this designation will have between 30% and 69% of all the students reaching their target.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Teachers receiving this designation will have fewer than 30% of all the students reaching their target.</p>

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	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

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.

<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>Teachers will administer pre-assessments at the beginning of the school year or course to determine baseline data and the assessment(s) above to determine academic growth during the school year. The BOCES' target for academic growth in student learning objectives is: 75% of the students in each classroom will demonstrate academic growth based on the Differentiated BOCES' Expectations (see Table attached).</p>
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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.

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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	GST BOCES-developed 9th Grade ELA Final Examination
Grade 10 ELA	District, regional or BOCES-developed assessment	GST BOCES-developed 10th Grade ELA Final Examination
Grade 11 ELA	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will administer pre-assessments at the beginning of the school year or course to determine baseline data and the assessment(s) above to determine academic growth during the school year. The BOCES' target for academic growth in student learning objectives is: 75% of the students in each classroom will demonstrate academic growth based on the Differentiated BOCES' Expectations (see Table attached).
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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
Special Education Grades 3-12 CSE-determined exempt from State Assessments	State Assessment	State Alternate Assessment Grades 3-12
Special Education Grades 9-12 in Years without a State Alternate Assessment	District, Regional or BOCES-developed	GST BOCES-developed Special Education Grades 9-12 Alternate Assessment
CTE Integrated English/Math/Science/Specialized Credit	District, Regional or BOCES-developed	Central NY CTE Consortium-developed Assessment
Career Beginnings	District, Regional or BOCES-developed	GST BOCES-developed Career Beginnings Final Examination
Art K-12	District, Regional or BOCES-developed	GST BOCES-developed K-12 grade-specific Final Art Project-based Assessment
Music K-12	District, Regional or BOCES-developed	GST BOCES-developed K-12 grade-specific Final Music Project-based Assessment
Physical Education K-12	District, Regional or BOCES-developed	GST BOCES-developed K-12 grade-specific Final Physical Education Project-based Assessment
Family and Consumer Science (FACS)	District, Regional or BOCES-developed	GST BOCES-developed FACS Final Examination

Business	District, Regional or BOCES-developed	GST BOCES-developed Business Final Examination
New Visions Communications Media Careers	District, Regional or BOCES-developed	GST BOCES-developed New Visions Communications Media Careers Final Examination
New Visions Education Human Services	District, Regional or BOCES-developed	GST BOCES-developed New Visions Education Human Services Final Examination
New Visions Health Careers Exploration	District, Regional or BOCES-developed	GST BOCES-developed New Visions Health Careers Exploration Final Examination
New Visions Innovation, Leadership Business	District, Regional or BOCES-developed	GST BOCES-developed New Visions Innovation, Leadership Business Final Examination
New Visions Engineering	District, Regional or BOCES-developed	GST BOCES-developed New Visions Engineering Final Examination
New Visions Medical	District, Regional or BOCES-developed	GST BOCES-developed New Visions Medical Final Examination
Career Explorations	District, Regional or BOCES-developed	GST BOCES-developed Career Explorations Final Examination
Audio Media Design	District, Regional or BOCES-developed	American Career Technical Education Administrators (ACTEA) Zone 2-developed Audio Media Design Test Bank Examination
Auto Body Repair	District, Regional or BOCES-developed	Central NY CTE Consortium-developed Auto Body Repair Assessment
Automotive Technology	District, Regional or BOCES-developed	Central NY CTE Consortium-developed Automotive Technology Assessment
Aviation Studies	District, Regional or BOCES-developed	Central NY CTE Consortium-developed Aviation Studies 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.	Teachers will administer pre-assessments at the beginning of the school year or course to determine baseline data and the assessment(s) above to determine academic growth during the school year. The BOCES' target for academic growth in student learning objectives is: 75% of the students in each classroom will demonstrate academic growth based on the Differentiated BOCES' Expectations (see Table attached).
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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/5364/130779-avH4IQNZMh/Form2_10_AllOtherCourses-GST BOCES-revised.doc](#)

2.11) HEDI Tables or Graphics

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

[assets/survey-uploads/5364/130779-TXEttx9bQW/GST BOCES growth SLO point tables-revised.docx](#)

2.12) Locally Developed Controls

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

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

There will be no locally developed controls for other comparable measures.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures. Checked

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

3. Local Measures (Teachers)

Created Thursday, May 24, 2012

Updated Tuesday, January 08, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Scholastic Reading Inventory
5	4) State-approved 3rd party assessments	Scholastic Reading Inventory
6	4) State-approved 3rd party assessments	Scholastic Reading Inventory
7	4) State-approved 3rd party assessments	Scholastic Reading Inventory
8	4) State-approved 3rd party assessments	Scholastic Reading Inventory

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers and administrators will meet to set achievement targets for all students taking the indicated assessments. After analyzing prior performance, identifying essential content, they will determine targets and the uploaded chart will award points based on the percentage of students who met or exceeded the target.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 70% and 84% of all the students reaching their target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 30% and 69% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have fewer than 30% of all the students reaching their target.

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	Scholastic Reading Inventory
5	6(ii) School wide measure computed locally	Scholastic Reading Inventory
6	6(ii) School wide measure computed locally	Scholastic Reading Inventory
7	6(ii) School wide measure computed locally	Scholastic Reading Inventory
8	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Teachers and administrators will meet to set achievement targets for all students taking the indicated assessments.
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this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	After analyzing prior performance, identifying essential content, they will determine targets and the uploaded chart will award points based on the percentage of students who met or exceeded the target.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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/5139/132884-rhJdBgDruP/GST BOCES achievement point table-revised.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSWEB
1	4) State-approved 3rd party assessments	AIMSWEB
2	4) State-approved 3rd party assessments	AIMSWEB
3	4) State-approved 3rd party assessments	AIMSWEB

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	Teachers and administrators will meet to set achievement targets for all students taking the indicated assessments. After analyzing prior performance, identifying essential
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graphic at 3.13, below.	content, they will determine targets and the uploaded chart will award points based on the percentage of students who met or exceeded the target.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 70% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 30% and 69% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have fewer than 30% of all the students reaching their target.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSWEB
1	4) State-approved 3rd party assessments	AIMSWEB
2	4) State-approved 3rd party assessments	AIMSWEB
3	4) State-approved 3rd party assessments	AIMSWEB

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.	Teachers and administrators will meet to set achievement targets for all students taking the indicated assessments. After analyzing prior performance, identifying essential content, they will determine targets and the uploaded chart will award points based on the percentage of students who met or exceeded the target.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 70% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 30% and 69% of all the students reaching their target.

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

Teachers receiving this designation will have fewer than 30% of all the students reaching their target.

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	6(ii) School wide measure computed locally	Scholastic Reading Inventory
7	6(ii) School wide measure computed locally	Scholastic Reading Inventory
8	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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.	Teachers and administrators will meet to set achievement targets for all students taking the indicated assessments. After analyzing prior performance, identifying essential content, they will determine targets and the uploaded chart will award points based on the percentage of students who met or exceeded the target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 70% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 30% and 69% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have fewer than 30% of all the students reaching their target.

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	6(ii) School wide measure computed locally	Scholastic Reading Inventory
7	6(ii) School wide measure computed locally	Scholastic Reading Inventory
8	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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.	Teachers and administrators will meet to set achievement targets for all students taking the indicated assessments. After analyzing prior performance, identifying essential content, they will determine targets and the uploaded chart will award points based on the percentage of students who met or exceeded the target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 70% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 30% and 69% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have fewer than 30% of all the students reaching their target.

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	Scholastic Reading Inventory
Global 2	6(ii) School wide measure computed locally	Scholastic Reading Inventory
American History	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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.	Teachers and administrators will meet to set achievement targets for all students taking the indicated assessments. After analyzing prior performance, identifying essential
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graphic at 3.13, below.	content, they will determine targets and the uploaded chart will award points based on the percentage of students who met or exceeded the target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 70% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 30% and 69% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have fewer than 30% of all the students reaching their target.

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	Scholastic Reading Inventory
Earth Science	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Chemistry	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Physics	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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.	Teachers and administrators will meet to set achievement targets for all students taking the indicated assessments. After analyzing prior performance, identifying essential content, they will determine targets and the uploaded chart will award points based on the percentage of students who met or exceeded the target.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement	Teachers receiving this designation will have between 30% and 69% of all the students reaching their target.

for grade/subject.

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

Teachers receiving this designation will have between 70% and 84% of all the students reaching their target.

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

Teachers receiving this designation will have fewer than 30% of all the students reaching their target.

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	Scholastic Reading Inventory
Geometry	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Algebra 2	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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.

Teachers and administrators will meet to set achievement targets for all students taking the indicated assessments. After analyzing prior performance, identifying essential content, they will determine targets and the uploaded chart will award points based on the percentage of students who met or exceeded the target.

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

Teachers receiving this designation will have 85% or more of all the students reaching their target.

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

Teachers receiving this designation will have between 70% and 84% of all the students reaching their target.

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

Teachers receiving this designation will have between 30% and 69% of all the students reaching their target.

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

Teachers receiving this designation will have fewer than 30% of all the students reaching their target.

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	4) State-approved 3rd party assessments	Scholastic Reading Inventory
Grade 10 ELA	4) State-approved 3rd party assessments	Scholastic Reading Inventory
Grade 11 ELA	4) State-approved 3rd party assessments	Scholastic Reading Inventory

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.	Teachers and administrators will meet to set achievement targets for all students taking the indicated assessments. After analyzing prior performance, identifying essential content, they will determine targets and the uploaded chart will award points based on the percentage of students who met or exceeded the target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 70% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 30% and 69% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have fewer than 30% of all the students reaching their target.

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
Special Education Grades 3-12 CSE-determined exempt from State Assessments	5) District/regional/BOCES developed	GST BOCES-developed Special Education Grades 3-12 Alternate Assessment

Mathematics Grades 7-9 Alternative Education	4) State-approved 3rd party	Scholastic Math Inventory (SMI)
CTE Integrated English/Math/Science/Specialized Credit	5) District/regional/BOCES developed	Central NY CTE Consortium-developed Assessment
Career Beginnings	5) District/regional/BOCES developed	GST BOCES-developed Career Beginnings Final Examination
Art K-12	5) District/regional/BOCES developed	GST BOCES-developed K-12 grade-specific Final Art Project-based Assessment
Music K-12	5) District/regional/BOCES developed	GST BOCES-developed K-12 grade-specific Final Music Project-based Assessment
Physical Education K-12	5) District/regional/BOCES developed	GST BOCES-developed K-12 grade-specific Final Physical Education Project-based Assessment
Family and Consumer Science (FACS)	5) District/regional/BOCES developed	GST BOCES-developed FACS Final Examination
Business	5) District/regional/BOCES developed	GST BOCES-developed Business Final Examination
New Visions Communications Media Careers	5) District/regional/BOCES developed	GST BOCES-developed New Visions Communications Media Careers Final Examination
New Visions Education Human Services	5) District/regional/BOCES developed	GST BOCES-developed New Visions Education Human Services Final Examination
New Visions Health Careers Exploration	5) District/regional/BOCES developed	GST BOCES-developed New Visions Health Careers Exploration Final Examination
New Visions Innovation, Leadership Business	5) District/regional/BOCES developed	GST BOCES-developed New Visions Innovation, Leadership Business Final Examination
New Visions Engineering	5) District/regional/BOCES developed	GST BOCES-developed New Visions Engineering Final Examination
New Visions Medical	5) District/regional/BOCES developed	GST BOCES-developed New Visions Medical Final Examination
Career Explorations	5) District/regional/BOCES developed	GST BOCES-developed Career Explorations Final Examination
Audio Media Design	5) District/regional/BOCES developed	American Career Technical Education Administrators (ACTEA) Zone 2-developed Audio Media Design Test Bank Examination
Auto Body Repair	5) District/regional/BOCES developed	GST BOCES-developed Auto Body Repair Final Examination
Automotive Technology	5) District/regional/BOCES	GST BOCES-developed Automotive Technology Final Examination

	developed	
Aviation Studies	5) District/regional/BOCES developed	GST BOCES-developed Aviation Studies Final Examination

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.	Teachers and administrators will meet to set achievement targets for all students taking the indicated assessments. After analyzing prior performance, identifying essential content, they will determine targets and the uploaded chart will award points based on the percentage of students who met or exceeded the target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 70% and 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 30% and 69% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have fewer than 30% of all the students reaching their target.

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/5139/132884-Rp0Ol6pk1T/Form3_12_AllOtherCourses-GST BOCES_1.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/5139/132884-y92vNseFa4/GST BOCES achievement point table-revised.docx>

3.14) Locally Developed Controls

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

No locally developed controls will be applied.

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.

Each measure will be weighted proportionately based on the number of students included in locally selected measures. Such measures will be combined into one HEDI score.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, May 29, 2012

Updated Wednesday, December 19, 2012

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 (2011 Revised Edition)

(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]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The following points will be assigned on the applicable subcomponents of the rubric: Highly Effective: 4 points, Effective: 3 points, Developing: 2 points, and Ineffective: 1 point. No points will be assigned where the work of the teacher is not applicable to a specific area of the rubric (in the determination of the supervisor or designee). The points earned by the teacher in each scored subcomponent of a domain will be averaged without counting the inapplicable subcomponents. The average of each domain will then be multiplied by the following percentages (weights) given to each domain: Domain 1: 30%, Domain 2: 25%, Domain 3: 25%, and Domain 4: 20%. The domain products will be added and assigned a quantitative descriptor as follows:

1.0-1.4 – Ineffective
1.5.2.4 – Developing

2.5-3.4 – Effective
 3.5-4.0 – Highly Effective

The domain products are converted to the 60-point scale through the use of the GST BOCES 60 Conversion Table.

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/5091/135841-eka9yMJ855/GST BOCES 60 point conversion chart_1.docx](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers in this category consistently exceed BOCES' expectations.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers in this category consistently meet BOCES' expectations.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers in this category need improvement to meet BOCES' expectations.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers in this category are well below BOCES' expectations.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	2

By trained in-school peer teachers or other trained reviewers

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

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

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	2
4.7) Observations of Tenured Teachers Informal/Short	0
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person
-

5. Composite Scoring (Teachers)

Created Friday, June 01, 2012

Updated Tuesday, October 09, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Friday, June 01, 2012

Updated Wednesday, December 19, 2012

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/5265/137716-Df0w3Xx5v6/GST BOCES teacher improvement plan.docx](assets/survey-uploads/5265/137716-Df0w3Xx5v6/GST%20BOCES%20teacher%20improvement%20plan.docx)

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:

Teacher Appeals Process. A teacher who is subject to Education Law 3012-c and who receives an overall "ineffective" or "developing" rating on his/her annual professional performance review may appeal such review or its accompanying teacher improvement plan.

(a) Such appeal may be based on the:

- (1) Substance of the annual professional performance review;
- (2) BOCES' adherence to standards and methodologies required for the annual professional performance review pursuant to Education Law section 3012-c;
- (3) BOCES' adherence to Subpart 30-2 of the Rules of the Board of Regents;
- (4) BOCES' adherence to the Annual Professional Performance Plan; and/or
- (5) BOCES' issuance and/or implementation of the teacher improvement plan required by Education Law section 3012-c.

(b) Such performance review or improvement plan must be appealed by submission of documentation to the immediate supervisor (with a copy to the Superintendent or designee) within fifteen (15) calendar days of receipt. All issues connected to such performance review must be raised in one appeal. However, if a new basis for appeal becomes apparent during the appeals process, the teacher shall be allowed to amend the initial appeal to include the new basis for appeal. Similarly, all issues related to the creation of an improvement plan must be raised in one appeal, unless the grounds for the appeal is based on the failure to properly implement the improvement plan; in that case, an appeal must be filed within fifteen (15) calendar days of the termination of the improvement plan. Any issues not raised by a teacher in his/her appeal will be deemed waived. A teacher who fails to make an appeal to the next stage of the appeal process within the timelines provided below waives the right to appeal such matter further. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his/her performance review, or the issuance and/or implementation of the terms of his/her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any deadline in this section that falls on a holiday, Saturday or Sunday will be deemed to be extended to the subsequent Monday. During the appeals process, an Association representative may accompany and speak on behalf of a teacher.

(c) A teacher who receives an overall "effective" or "highly effective" rating hereby waives his/her right to challenge such rating under this Agreement, the Annual Professional Performance Review Plan, and under Education Law section 3012-c.

(d) Appeals not commenced within the timelines provided in this appeal procedure are deemed waived and not subject to review in any other forum.

(e) The teacher submitting the appeal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which the petitioner seeks relief by a preponderance of the evidence.

(f) Stage one.

(1) A teacher who wishes to commence an appeal under this section must attempt to resolve the issue with his/her immediate supervisor. The teacher must notify the immediate supervisor that s/he is attempting to resolve an issue under this section.

(2) If the teacher is unable to resolve the issue to his/her satisfaction, s/he may reduce an appeal to writing and file it with his immediate supervisor (within the 15-day period provided in subdivision (b) above). A copy of the appeal will be sent to the Superintendent or designee.

(3) Upon receipt of a written appeal, the immediate supervisor shall respond in writing within five (5) calendar days.

(g) Stage two.

(1) If the teacher is not satisfied with the response of the immediate supervisor, or if no response is received within the five (5) day period, the teacher may, within five (5) calendar days thereof, file the appeal and the papers on which it is based, if any, with the Superintendent or designee indicating in such appeal whether s/he desires a panel hearing (described below). If the teacher indicates that s/he does not desire a panel hearing, then the appeal will be resolved in accordance with Stage three below.

(2) If a panel hearing has been requested, the Superintendent or his designee shall schedule the hearing to be held within ten (10) calendar days of the receipt of the appeal from Stage one. The panel will be comprised of two (2) teachers selected by the Association and two (2) administrators (without a vested interest in the appeal) selected by the Superintendent or designee. The panel will review the papers submitted on appeal and any documentation submitted by the BOCES for consideration. Such hearing may be held by distance learning or telephone conference. The teacher or an Association representative may request to make a verbal presentation to the panel. If the teacher so elects, the immediate supervisor will also be permitted to make a verbal presentation. The panel (by majority rule) will issue a written recommendation to the Superintendent within five (5) calendar days of the hearing. If the panel cannot reach a majority recommendation, the members of the panel may issue two or more recommendations.

(h) Stage three.

(1) If the teacher is not satisfied with the majority panel recommendation, or if no recommendation is issued within the five (5) day

period, the teacher may, within five (5) calendar days thereof, file the appeal and the papers on which it is based with the Superintendent or designee. Within five (5) calendar days of receipt of such appeal or receipt of the direct appeal from Stage one, the Superintendent or designee shall render a decision on the appeal. In making his/her decision on an appeal, the Superintendent will take under consideration the panel's majority recommendation as well as any minority recommendations issued by such panel. The Superintendent or designee may uphold the appeal, deny the appeal, act on the written majority recommendation of the panel, or formulate his/her own resolution of the appeal. The Superintendent or designee shall be empowered to alter a teacher's composite effective score on the basis of such appeal.

(2) Such decision is final and binding and may not be appealed to the grievance procedure as found in Article 36 of this Agreement. The decision will specifically address each of the appealing teacher's arguments. Furthermore, such decision may not be appealed in any other forum.

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.

1. The BOCES will certify Lead Evaluators as qualified to conduct teacher evaluations under Education Law section 3012-c and the Rules of the Board of Regents. Lead Evaluators are defined as BOCES' administrators. [section 30-2.9(a)]
2. The BOCES will provide training to Evaluators and Lead Evaluators through the GST BOCES RTTT Evaluator Training program with multiple training dates to be held throughout the 2012-2013 school year.
3. Through regularly-scheduled meetings of the Educational Administrators team, the team of evaluators will continue working to build inter-rater reliability. We will seek out additional opportunities to build such reliability.
4. The BOCES will continue to provide ongoing training for Evaluators and Lead Evaluators through the GST BOCES RTTT Evaluator Training program with multiple offerings throughout the school year working on more advanced levels of the nine components under Education Law 3012-c and the Rules of the Board of Regents, as well as more in-depth work toward inter-rater reliability.
5. The BOCES Board of Education will recertify each evaluator every year.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

growth goals and school improvement goals, etc.

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

6.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
6.7) Assurances -- Data Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

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

Created Friday, May 18, 2012

Updated Wednesday, January 09, 2013

Page 1

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

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

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

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

Chemung County Host Site Special Education Program K-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Career & Technical Education Grades 9-12	District, regional, or BOCES-developed	Central NY CTE Consortium-developed Assessment & American Career & Technical Education Administrators (ACTEA) Zone 2-developed Audio Media Design Test Bank Examination & Foundations of Restaurant Management and Culinary Arts Assessment Level 1 & 2
Special Education K-12	State assessment	State 4th-8th Grade Math, ELA & Regents' Exams, NYS Alternate assessment
Alternative Education 7-12	State assessment	State 4th-8th Grade Math, ELA & Regents' Exams
Itinerant Education K-12	District, regional, or BOCES-developed	GST BOCES-developed Final Examination/Final Project-based Assessment

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.

Pre-assessments will be administered at the beginning of the school year or course to determine baseline data and the assessments above to determine academic growth during the school year. The HEDI categories for principals will be based on the number of students who demonstrate academic growth in the program supervised by the principal. The BOCES' target for academic growth in student learning objectives is: 75% of the students in each classroom will demonstrate academic growth based on the Differentiated BOCES' Expectations (see Table attached). If the State provides HEDI scores for the State 4-8 ELA and Math Assessments for a principal and such scores represent less than 30% of the students supervised by such principal, the BOCES will weight such State-provided scores proportionately and combine such scores with the other assessments for Grades 4-8 ELA and Math until at least 30% of students supervised by such principal are represented in such principal's Student

	Learning Objective/HEDI score.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Principals receiving this designation will have 85% or more of all the students in their program reaching their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Principals receiving this designation will have between 70% and 84% of all the students in their program reaching their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Principals receiving this designation will have between 30% and 69% of all the students in their program reaching their target.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Principals receiving this designation will have fewer than 30% of all the students in their program reaching their target.

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

assets/survey-uploads/5365/131223-lha0DogRNw/GST BOCES growth SLO point tables-principals-revised 2.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

No local controls.

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

8. Local Measures (Principals)

Created Friday, May 18, 2012

Updated Tuesday, January 08, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Chemung County Special Education K-12	(d) measures used by district for teacher evaluation	Scholastic Reading Inventory

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.	Principals and their supervisors will meet to set achievement targets for all students in the principal's program taking the indicated assessments. After analyzing prior performance, identifying essential content, they will determine targets and the uploaded chart will award points based on the percentage of students who met or exceeded the target.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals receiving this designation will have 85% or more of all the students in their program reaching their target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals receiving this designation will have between 70% and 84% of all the students in their program reaching their target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals receiving this designation will have between 30% and 69% of all the students in their program reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals receiving this designation will have fewer than 30% of all the students in their program reaching their target.

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/5366/131226-qBFVOWF7fC/GST BOCES achievement point table-principals.docx

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
Career Technical Education (CTE) 9-12	(d) measures used by district for teacher evaluation	GST BOCES-developed CTE Assessments used in teacher evaluations
Special Education K-12	(d) measures used by district for teacher evaluation	Scholastic Reading Inventory
Itinerant Education K-12	(d) measures used by district for teacher evaluation	GST BOCES-developed Final Examinations/Final Project-based Assessments used in teacher evaluations
Alternative Education 7-12	(d) measures used by district for teacher evaluation	GST BOCES-developed Assesments used in teacher evaluation

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.	Principals and their supervisors will meet to set achievement targets for all students in the principal's program taking the indicated assessments. After analyzing prior performance, identifying essential content, they will determine targets and the uploaded chart will award points based on the percentage of students who met or exceeded the target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals receiving this designation will have 85% or more of all the students in their program reaching their target.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals receiving this designation will have between 70% and 84% of all the students in their program reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals receiving this designation will have between 30% and 69% of all the students in their program reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	Principals receiving this designation will have fewer than 30% of all the students in their program reaching their

for grade/subject.

target.

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

(No response)

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

assets/survey-uploads/5366/131226-T8MIGWUVm1/GST BOCES achievement point table-principals.docx

8.3) Locally Developed Controls

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

There will be no locally developed controls for local measures.

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 principals with multiple locally selected measures, each locally selected measure goal will be weighted proportionately based on the number of students in each grade level. Such measures will be combined into one HEDI score.

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	Check

comparable based on the Standards of Educational and Psychological Testing.

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

9. Other Measures of Effectiveness (Principals)

Created Friday, May 18, 2012

Updated Wednesday, December 19, 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
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
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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.	Checked
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).	Checked

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.

On Domains 1 through 3 of the Multidimensional Principal Performance (MPP) Rubric, each subcomponent will be worth up to 4 points each. Evaluators will assign 4 points for Highly Effective, 3.8 points for Effective, 3.5 points for Developing and 0 points for Ineffective, for a maximum total of 44 points. On Domains 4 and 6, each subcomponent will be worth up to 2 points each. Evaluators will assign 2 points for Highly Effective, 1.9 points for Effective, 1.6 points for Developing and 0 points for Ineffective, for a maximum total of 10 points. On Domain 5, each subcomponent will be worth up to 3 points each. Evaluators will assign 3 points for Highly Effective, 2.9 points for Effective, 2.6 points for Developing and 0 points for Ineffective, for a maximum total of 6 points. The points will then be added for a maximum total of 60 points. Any decimals of 0.5 or higher will be rounded to the next whole number. Decimals of less than 0.5 will be rounded down to the next whole number. Highly Effective will be a cumulative score of 59-60 points, Effective will be a cumulative score of 57-58 points, Developing will be a cumulative score of 50-56 points, and Ineffective will be a cumulative score of 0-49 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.

(No response)

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.	Principals receiving this designation will have a rating of 59 points or higher.
Effective: Overall performance and results meet standards.	Principals receiving this designation will have a rating between 57 and 58 points.
Developing: Overall performance and results need improvement in order to meet standards.	Principals receiving this designation will have a rating between 50 and 56 points.
Ineffective: Overall performance and results do not meet standards.	Principals receiving this designation will have a rating of 49 points or lower.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Wednesday, May 23, 2012

Updated Tuesday, October 09, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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, May 23, 2012

Updated Wednesday, December 19, 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/5276/132616-Df0w3Xx5v6/GST BOCES principal improvement plan.docx](assets/survey-uploads/5276/132616-Df0w3Xx5v6/GST%20BOCES%20principal%20improvement%20plan.docx)

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:

An administrator who is subject to Education Law 3012-c may appeal his/her annual professional performance review or a principal improvement plan.

(a) Such appeal may be based on the:

(1) Substance of the annual professional performance review;

(2) BOCES' adherence to standards and methodologies required for the annual professional performance review pursuant to Education Law section 3012-c;

(3) BOCES' adherence to Subpart 30-2 of the Rules of the Board of Regents;

(4) BOCES' adherence to the Annual Professional Performance Plan; and/or

(5) BOCES' issuance and/or implementation of the principal improvement plan required by Education Law section 3012-c.

(b) Such performance review or improvement plan must be appealed by submission of documentation to the immediate supervisor (with a copy to the Superintendent or designee) within fifteen (15) calendar days of receipt. All issues connected to such performance review must be raised in one appeal. However, if a new basis for appeal becomes apparent during the appeals process, the principal shall be allowed to amend the initial appeal to include the new basis for appeal. Similarly, all issues related to the creation of an improvement plan must be raised in one appeal, unless the grounds for the appeal is based on the failure to properly implement the improvement plan; in that case, an appeal must be filed within fifteen (15) calendar days of the termination of the improvement plan. Any issues not raised by a principal in his/her appeal will be deemed waived. A principal who fails to make an appeal to the next stage of the appeal process within the timelines provided below waives the right to appeal such matter further. When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his/her performance review, or the issuance and/or implementation of the terms of his/her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any deadline in this section that falls on a holiday, Saturday or Sunday will be deemed to be extended to the subsequent Monday.

(c) Appeals not commenced within the timelines provided in this appeal procedure are deemed waived and not subject to review in any other forum.

(d) The principal submitting the appeal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which the petitioner seeks relief by a preponderance of the evidence.

(e) Stage one.

(1) A principal who wishes to commence an appeal under this section must attempt to resolve the issue with his/her immediate supervisor. The principal must notify the immediate supervisor that s/he is attempting to resolve an issue under this section.

(2) If the principal is unable to resolve the issue to his/her satisfaction, s/he may reduce an appeal to writing and file it with his immediate supervisor (within the 15-day period provided in subdivision (b) above). A copy of the appeal will be sent to the Superintendent or designee.

(3) Upon receipt of a written appeal, the immediate supervisor shall respond in writing within five (5) calendar days.

(f) Stage two.

(1) If the principal is not satisfied with the response of the immediate supervisor, or if no response is received within the five (5) day period, the principal may, within five (5) calendar days thereof, file the appeal and the papers on which it is based, if any, with the Superintendent or designee indicating in such appeal whether s/he desires a panel hearing (described below). If the principal indicates that s/he does not desire a panel hearing, then the appeal will be resolved in accordance with Stage three below.

(2) If a panel hearing has been requested, the Superintendent or his designee shall schedule the hearing to be held within ten (10) calendar days of the receipt of the appeal from Stage one. The panel will be comprised of two (2) principals selected by the appealing principal and two (2) administrators (without a vested interest in the appeal) selected by the Superintendent or designee. The panel will review the papers submitted on appeal and any documentation submitted by the BOCES for consideration. Such hearing may be held by distance learning or telephone conference. The principal may request to make a verbal presentation to the panel. If the principal so elects, the immediate supervisor will also be permitted to make a verbal presentation. The panel (by majority rule) will issue a written recommendation to the Superintendent within five (5) calendar days of the hearing. If the panel cannot reach a majority recommendation, the members of the panel may issue two or more recommendations.

(g) Stage three.

(1) If the principal is not satisfied with the majority panel recommendation, or if no recommendation is issued within the five (5) day period, the principal may, within five (5) calendar days thereof, file the appeal and the papers on which it is based with the Superintendent or designee. Within five (5) calendar days of receipt of such appeal or receipt of the direct appeal from Stage one, the Superintendent or designee shall render a decision on the appeal. In making his/her decision on an appeal, the Superintendent will take under consideration the panel's majority recommendation as well as any minority recommendations issued by such panel. The Superintendent or designee may uphold the appeal, deny the appeal, act on the written majority recommendation of the panel, or formulate his/her own resolution of the appeal. The Superintendent or designee shall be empowered to alter a principal's composite

effective score on the basis of such appeal.

(2) Such decision is final and binding and may not be appealed in any other forum. The decision will specifically address each of the appealing principal's arguments.

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.

Through the 2012-13 school year, our evaluators will receive training through BOCES. The BOCES courses include training in all nine required components of the New York State Commissioner's Regulations §30-2.9 taught by members of our RTTT Network Team who attend the Network Team Institutes sponsored by NYSED in Albany.

Additionally, we have and will continue to participate in webinars and workshops from other resources, such as NYSED, NYSCOSS. Our evaluators participate in the trainings we offer our teaching staff on the rubric we have selected. Our evaluators all have access to the professional development resources available through Danielson and MPP Rubric and continue to work as a team to maintain inter-rater reliability in regular practice sessions. We will work toward inter-rater reliability within our own team by working together on evaluations and sample lessons.

Deeper understanding is provided through training infused in the regional Superintendent's Council Meetings, Principal's Meetings, regional trainings on components of the APPR system through our RTTT Network Team, and our own administrative meetings. BOCES will provide more training on the APPR system as NYSED resources become available. Our evaluators will participate in those trainings.

Any new evaluators hired throughout the year will attend trainings offered by BOCES and also participate in the ongoing training our whole administrative team participates in.

All of our evaluators will be certified by our Board of Education and we will continue to recertify our evaluators annually.

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 Friday, June 01, 2012

Updated Wednesday, January 09, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/137949-3Uqgn5g9Iu/Greater Southern Tier BOCES 13-01-09_1.pdf](assets/survey-uploads/5581/137949-3Uqgn5g9Iu/Greater%20Southern%20Tier%20BOCES%2013-01-09_1.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."

Course(s) or Subject(s)	Option	Assessment
Building Construction	<input type="radio"/> <input type="radio"/> <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/>	Central NY CTE Consortium-developed Building Construction Assessment
CISCO Networking Academy	<input type="radio"/> District, Regional or BOCES-developed	Central NY CTE Consortium-developed CISCO Networking Academy Assessment
Conservation	<input type="radio"/> <input type="radio"/> <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/>	Central NY CTE Consortium-developed Conservation Assessment
Cosmetology	<input type="radio"/> <input type="radio"/> <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/>	Central NY CTE Consortium-developed Cosmetology Assessment

Course(s) or Subject(s)	Option	Assessment
Criminal Justice	<input type="radio"/> <input type="radio"/> <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/>	Central NY CTE Consortium-developed Criminal Justice Assessment
Dental Assisting	<input type="radio"/> District, Regional or BOCES-developed	Central NY CTE Consortium-developed Dental Assisting Assessment
Diesel Equipment, Technology, Maintenance & Repair	<input type="radio"/> <input type="radio"/> <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/>	Central NY CTE Consortium-developed Diesel Equipment, Technology, Maintenance & Repair Assessment
Digital Media Arts	<input type="radio"/> <input type="radio"/> <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/>	Central NY CTE Consortium-developed Digital Media Arts Assessment

Course(s) or Subject(s)	Option	Assessment
Early Childhood	District, Regional or BOCES-developed	Central NY CTE Consortium-developed Early Childhood Assessment
Fashion Design, Merchandising & Marketing	<input type="radio"/> <input type="radio"/> <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/>	Central NY CTE Consortium-developed Fashion Design, Merchandising & Marketing Assessment
Health Occupations	<input type="radio"/> District, Regional or BOCES-developed	Central NY CTE Consortium-developed Health Occupations Assessment
Heavy Equipment	<input type="radio"/> <input type="radio"/> <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/>	Central NY CTE Consortium-developed Heavy Equipment Assessment

Course(s) or Subject(s)	Option	Assessment
Machine Trades	<input type="radio"/> <input type="radio"/> <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/>	Central NY CTE Consortium-developed Machine Trades Assessment
Nurse Assisting	District, Regional or BOCES-developed	Central NY CTE Consortium-developed Nurse Assisting Assessment
Welding & Metal Fabrication	<input type="radio"/> <input type="radio"/> <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/>	Central NY CTE Consortium-developed Welding & Metal Fabrication Assessment
Culinary Arts Junior Year	<input type="radio"/> State-approved 3rd party assessment	Foundations of Restaurant Management and Culinary Arts Assessment Level 1
Culinary Arts Senior Year	<input type="radio"/> State-approved 3rd party assessment	Foundations of Restaurant Management and Culinary Arts Assessment Level 2

Course(s) or Subject(s)	Option	Assessment
Alternative Education Applied Science	<input type="radio"/> <input type="radio"/> <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/>	GST BOCES-developed Applied Science Final Examination
Alternative Education Government & Economics	District, Regional or BOCES-developed	GST BOCES-developed Government & Economics Final Examination
Alternative Education Health	<input type="radio"/> <input type="radio"/> <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/>	GST BOCES-developed Health Final Examination
Alternative Education English Grade 9	<input type="radio"/> State-approved 3rd party assessment	Scholastic Reading Inventory
Alternative Education English Grade 12	District, Regional or BOCES-developed	GST BOCES-developed English Grade 12 Final Examination

	Course(s) or Subject(s)	Option	Assessment
	Alternative Education Applied Mathematics	<input type="radio"/> <input type="radio"/> <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/>	GST BOCES-developed Applied Mathematics Final Examination
	Alternative Education Environmental Science	District, Regional or BOCES-developed	GST BOCES-developed Environmental Science Final Examination
	Alternative Education Consumer Mathematics	District, Regional or BOCES-developed	GST BOCES-developed Consumer Mathematics Final Examination

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>Teachers will administer pre-assessments at the beginning of the school year or course to determine baseline data and the assessment(s) above to determine academic growth during the school year. The BOCES' target for academic growth in student learning objectives is: 75% of the students in each classroom will demonstrate academic growth based on the Differentiated BOCES' Expectations (see Table attached).</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Teachers receiving this designation will have 85% or more of all the students reaching their target.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Teachers receiving this designation will have between 70% and 84% of all the students reaching their target.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Teachers receiving this designation will have between 30% and 69% of all the students reaching their target.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Teachers receiving this designation will have fewer than 30% of all the students reaching their target.</p>

GST BOCES Growth SLO Point Tables

Teachers will administer pre-assessments at the beginning of the school year or course to determine baseline data and the assessments indicated in the APPR Plan to determine growth during the school year. The BOCES' target for academic growth in student learning objectives is: 75% of the students in each classroom will demonstrate academic growth based on the Differentiated BOCES' Expectations (Table A below):

Table A

To use this table: The total number of questions in a pre-assessment administered at the beginning of the school year or course and the assessment stated in the APPR Plan administered at the end of the school year or course are divided by 4 to establish the first quartile, second quartile, etc. The pre-assessment quartiles are located in the far left-hand column of the table. The APPR Plan assessment quartiles are located in the second row of the table. To determine whether a student has demonstrated academic growth, a student's pre-assessment quartile is compared to his/her APPR Plan assessment. If the cell where those quartiles intersect says "NO," academic growth is not demonstrated. If the cell where those quartiles intersect says "YES," academic growth is demonstrated. This process is repeated for all students for which a teacher has a Student Learning Objective (SLO).

BOCES' Expectations of Student Growth from Baseline through Target Assessments				
Starting/Ending Performance	End: 1 st Quartile	End 2: 2 nd Quartile	End 3: 3 rd Quartile	End 4: 4 th Quartile
Start 1: 1 st Quartile	NO	YES	YES	YES
Start 2: 2 nd Quartile	NO	NO	YES	YES
Start 3: 3 rd Quartile	NO	NO	YES	YES
Start 4: 4 th Quartile	NO	NO	NO	YES



To determine whether a teacher has met the BOCES target for academic growth, calculate the number of students who demonstrate growth divided by the total number of students for which a teacher has an SLO. Assign points based on Table B below. (Percentages that end in a decimal will be rounded up if the decimal is 0.5 or higher.)



Table B

Rating Points	Ineffective 0-2 Points	Developing 3-8 Points	Effective 9-17 Points	Highly Effective 18-20 Points
Percentage of students whose academic growth meets targeted expectations	0-29% of students meet target	30-69% of students meet target	70-84% of students meet target	85-100% of students meet target
	0-10% = 0 points 11-20% = 1 point 21-29% = 2 points	30-36% = 3 points 37-42% = 4 points 43-49% = 5 points 50-56% = 6 points 57-63% = 7 points 64-69% = 8 points	70% = 9 points 71% = 10 points 72% = 11 points 73% = 12 points 74% = 13 points 75-76% = 14 points 77-78% = 15 points 79-81% = 16 points 82-84% = 17 points	85-90% = 18 points 91-94% = 19 points 95-100% = 20 points

GST BOCES Growth SLO Point Tables - Principals

Pre-assessments will be administered at the beginning of the school year or course to determine baseline data and the assessments indicated in the APPR Plan to determine academic growth during the school year. The HEDI categories for principals will be based on the number of students who demonstrate academic growth in the program supervised by the principal. The BOCES' target for academic growth in student learning objectives is: 75% of the students in each classroom will demonstrate academic growth based on the Differentiated BOCES' Expectations (see Table attached).

Table A

To use this table: The total number of questions in a pre-assessment administered at the beginning of the school year or course and the assessment stated in the APPR Plan administered at the end of the school year or course are divided by 4 to establish the first quartile, second quartile, etc. The pre-assessment quartiles are located in the far left-hand column of the table. The APPR Plan assessment quartiles are located in the second row of the table. To determine whether a student has demonstrated academic growth, a student's pre-assessment quartile is compared to his/her APPR Plan assessment. If the cell where those quartiles intersect says "NO," academic growth is not demonstrated. If the cell where those quartiles intersect says "YES," academic growth is demonstrated. This process is repeated for all students in the program supervised by a principal for which teachers have Student Learning Objectives (SLOs).

BOCES' Expectations of Student Growth from Baseline through Target Assessments				
Starting/Ending Performance	End: 1 st Quartile	End 2: 2 nd Quartile	End 3: 3 rd Quartile	End 4: 4 th Quartile
Start 1: 1 st Quartile	NO	YES	YES	YES
Start 2: 2 nd Quartile	NO	NO	YES	YES
Start 3: 3 rd Quartile	NO	NO	YES	YES
Start 4: 4 th Quartile	NO	NO	NO	YES



To determine whether a principal has met the BOCES target for academic growth, calculate the number of students who demonstrate growth in the program supervised by the principal divided by the total number of students in such program for which teachers have SLOs. Assign points based on Table B below. (Percentages that end in a decimal will be rounded up if the decimal is 0.5 or higher.)



Table B

Rating Points	Ineffective 0-2 Points	Developing 3-8 Points	Effective 9-17 Points	Highly Effective 18-20 Points
Percentage of students whose academic growth meets targeted expectations	0-29% of students meet target 0-10% = 0 points 11-20% = 1 point 21-29% = 2 points	30-69% of students meet target 30-36% = 3 points 37-42% = 4 points 43-49% = 5 points 50-56% = 6 points 57-63% = 7 points 64-69% = 8 points	70-84% of students meet target 70% = 9 points 71% = 10 points 72% = 11 points 73% = 12 points 74% = 13 points 75-76% = 14 points 77-78% = 15 points 79-81% = 16 points 82-84% = 17 points	85-100% of students meet target 85-90% = 18 points 91-94% = 19 points 95-100% = 20 points

GST BOCES Achievement Point Table - Principals

The BOCES’ target for academic achievement is: “75% of the students in each principal’s program will demonstrate academic achievement on the assessments listed in the APPR Plan for the teachers the principal supervises.”

Calculate the percentage of the students in the principal’s program who met their targeted achievement and assign points based on Table A below.



Table A:

Rating Points	Ineffective 0-2 Points	Developing 3-8 Points*	Effective 9-17 Points*	Highly Effective 18-20 Points*
Percentage of students whose academic growth meets targeted expectations	0-29% of students meet target 0-10% = 0 points 11-20% = 1 point 21-29% = 2 points	30-69% of students meet target 30-36% = 3 points 37-42% = 4 points 43-49% = 5 points 50-56% = 6 points 57-63% = 7 points 64-69% = 8 points	70-84% of students meet target 70% = 9 points 71% = 10 points 72% = 11 points 73% = 12 points 74% = 13 points 75-76% = 14 points 77-78% = 15 points 79-81% = 16 points 82-84% = 17 points	85%+ of students meet target 85-90% = 18 points 91-94% = 19 points 95-100% = 20 points

**Point values for principals for whom there is no approved Value-Added measure of student growth.

To determine the points for principals for whom there is an approved Value-Added measure of student growth, calculate the percentage of the students in the principal’s program who met their targeted achievement and assign points based on Table B below.

Table B:

Rating Points	Ineffective 0-2 Points	Developing 3-7 Points**	Effective 8-13 Points**	Highly Effective 14-15 Points**
Percentage of students whose academic growth meets targeted expectations	0-29% of students meet target 0-10% = 0 points 11-20% = 1 point 21-29% = 2 points	30-69% of students meet target 30-37% = 3 points 38-45% = 4 points 46-53% = 5 points 54-61% = 6 points 62-69% = 7 points	70-84% of students meet target 70-72% = 8 points 73-74% = 9 points 75-76% = 10 points 77-78% = 11 points 79-80% = 12 points 81-82% = 16 points 83-84% = 13 points	85%+ of students meet target 85-92% = 14 points 93-100% = 15 points

**Point values for principals for whom there is an approved Value-Added measure of student growth.

GST BOCES Achievement Point Table - Principals

The BOCES’ target for academic achievement is: “75% of the students in each principal’s program will demonstrate academic achievement on the assessments listed in the APPR Plan for the teachers the principal supervises.”

Calculate the percentage of the students in the principal’s program who met their targeted achievement and assign points based on Table A below.



Table A:

Rating Points	Ineffective 0-2 Points	Developing 3-8 Points*	Effective 9-17 Points*	Highly Effective 18-20 Points*
Percentage of students whose academic growth meets targeted expectations	0-29% of students meet target 0-10% = 0 points 11-20% = 1 point 21-29% = 2 points	30-69% of students meet target 30-36% = 3 points 37-42% = 4 points 43-49% = 5 points 50-56% = 6 points 57-63% = 7 points 64-69% = 8 points	70-84% of students meet target 70% = 9 points 71% = 10 points 72% = 11 points 73% = 12 points 74% = 13 points 75-76% = 14 points 77-78% = 15 points 79-81% = 16 points 82-84% = 17 points	85%+ of students meet target 85-90% = 18 points 91-94% = 19 points 95-100% = 20 points

**Point values for principals for whom there is no approved Value-Added measure of student growth.

To determine the points for principals for whom there is an approved Value-Added measure of student growth, calculate the percentage of the students in the principal’s program who met their targeted achievement and assign points based on Table B below.

Table B:

Rating Points	Ineffective 0-2 Points	Developing 3-7 Points**	Effective 8-13 Points**	Highly Effective 14-15 Points**
Percentage of students whose academic growth meets targeted expectations	0-29% of students meet target 0-10% = 0 points 11-20% = 1 point 21-29% = 2 points	30-69% of students meet target 30-37% = 3 points 38-45% = 4 points 46-53% = 5 points 54-61% = 6 points 62-69% = 7 points	70-84% of students meet target 70-72% = 8 points 73-74% = 9 points 75-76% = 10 points 77-78% = 11 points 79-80% = 12 points 81-82% = 16 points 83-84% = 13 points	85%+ of students meet target 85-92% = 14 points 93-100% = 15 points

**Point values for principals for whom there is an approved Value-Added measure of student growth.

GST BOCES Achievement Point Table

The BOCES’ target for academic achievement is: “75% of the students in each classroom will demonstrate academic achievement on the assessments listed for each teacher in the APPR Plan.”

Calculate the percentage of the students who met their targeted achievement and assign points based on Table A below.



Table A:

Rating Points	Ineffective 0-2 Points	Developing 3-8 Points*	Effective 9-17 Points*	Highly Effective 18-20 Points*
Percentage of students whose academic growth meets targeted expectations	0-29% of students meet target 0-10% = 0 points 11-20% = 1 point 21-29% = 2 points	30-69% of students meet target 30-36% = 3 points 37-42% = 4 points 43-49% = 5 points 50-56% = 6 points 57-63% = 7 points 64-69% = 8 points	70-84% of students meet target 70% = 9 points 71% = 10 points 72% = 11 points 73% = 12 points 74% = 13 points 75-76% = 14 points 77-78% = 15 points 79-81% = 16 points 82-84% = 17 points	85%+ of students meet target 85-90% = 18 points 91-94% = 19 points 95-100% = 20 points

**Point values for teachers for whom there is no approved Value-Added measure of student growth.

To determine the points for teachers for whom there is an approved Value-Added measure of student growth, calculate the percentage of the students who met their targeted achievement and assign points based on Table B below.

Table B:

Rating Points	Ineffective 0-2 Points	Developing 3-7 Points**	Effective 8-13 Points**	Highly Effective 14-15 Points**
Percentage of students whose academic growth meets targeted expectations	0-29% of students meet target 0-10% = 0 points 11-20% = 1 point 21-29% = 2 points	30-69% of students meet target 30-37% = 3 points 38-45% = 4 points 46-53% = 5 points 54-61% = 6 points 62-69% = 7 points	70-84% of students meet target 70-72% = 8 points 73-74% = 9 points 75-76% = 10 points 77-78% = 11 points 79-80% = 12 points 81-82% = 16 points 83-84% = 13 points	85%+ of students meet target 85-92% = 14 points 93-100% = 15 points

**Point values for teachers for whom there is an approved Value-Added measure of student growth.

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
Building Construction	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> <input type="radio"/> <input type="radio"/>	GST BOCES-developed Building Construction Final Examination
CISCO Networking Academy	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> <input type="radio"/> <input type="radio"/>	GST BOCES-developed CISCO Networking Academy Final Examination

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Conservation	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> <input type="radio"/> <input type="radio"/>	GST BOCES-developed Conservation Final Examination
Cosmetology	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> <input type="radio"/> <input type="radio"/>	GST BOCES-developed Cosmetology Final Examination
Criminal Justice	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> <input type="radio"/> <input type="radio"/>	GST BOCES-developed Criminal Justice Final Examination

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Dental Assisting	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> <input type="radio"/> <input type="radio"/>	GST BOCES-developed Dental Assisting Final Examination
Diesel Equipment, Technology, Maintenance & Repair	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> <input type="radio"/> <input type="radio"/>	GST BOCES-developed Diesel Equipment, Technology, Maintenance & Repair Final Examination
Digital Media Arts	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> <input type="radio"/> <input type="radio"/>	GST BOCES-developed Digital Media Arts Final Examination

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Heavy Equipment	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> <input type="radio"/> <input type="radio"/>	GST BOCES-developed Heavy Equipment Final Examination
Machine Trades	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> <input type="radio"/> <input type="radio"/>	GST BOCES-developed Machine Trades Final Examination
Nurse Assisting	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> <input type="radio"/> <input type="radio"/>	GST BOCES-developed Nurse Assisting Final Examination

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Welding & Metal Fabrication	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> <input type="radio"/> <input type="radio"/>	GST BOCES-developed Welding & Metal Fabrication Final Examination
Culinary Arts	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> <input type="radio"/> <input type="radio"/>	GST BOCES-developed Culinary Arts Final Examination

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Alternative Education Global 1	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> <input type="radio"/> <input type="radio"/>	GST BOCES regionally-developed Global 1 Assessment
Alternative Education English Grade 10	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> <input type="radio"/> <input type="radio"/>	GST BOCES regionally-developed English Grade 10 Assessment
Alternative Education Social Studies Grade 8	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> <input type="radio"/> <input type="radio"/>	GST BOCES regionally-developed Social Studies Grade 8 Assessment

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Alternative Education Science Grade 8	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> <input type="radio"/> <input type="radio"/>	GST BOCES regionally-developed Science Grade 8 Assessment
Alternative Education Living Environment Grade 9	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> <input type="radio"/> <input type="radio"/>	GST BOCES regionally-developed Living Environment Grade 9 Assessment
Alternative Education Spanish Proficiency	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> <input type="radio"/> <input type="radio"/>	GST BOCES regionally-developed Spanish Proficiency 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.

<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>Teachers and administrators will meet to set targets for all students taking the indicated assessments. After analyzing prior performance, identifying essential content, they will determine targets and the uploaded chart will award points based on the percentage of students who met or exceeded the target. The chart for assigning points on the HEDI scale is uploaded as "GST BOCES Achievement Point Table."</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>Teachers receiving this designation will have 85% or more of all the students reaching their target.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers receiving this designation will have between 70% and 84% of all the students reaching their target.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers receiving this designation will have between 30% and 69% of all the students reaching their target.</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 receiving this designation will have fewer than 30% of all the students reaching their target.</p>

GST BOCES Achievement Point Table

The BOCES’ target for academic achievement is: “75% of the students in each classroom will demonstrate academic achievement on the assessments listed for each teacher in the APPR Plan.”

Calculate the percentage of the students who met their targeted achievement and assign points based on Table A below.



Table A:

Rating Points	Ineffective 0-2 Points	Developing 3-8 Points*	Effective 9-17 Points*	Highly Effective 18-20 Points*
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**Point values for teachers for whom there is no approved Value-Added measure of student growth.

To determine the points for teachers for whom there is an approved Value-Added measure of student growth, calculate the percentage of the students who met their targeted achievement and assign points based on Table B below.

Table B:

Rating Points	Ineffective 0-2 Points	Developing 3-7 Points**	Effective 8-13 Points**	Highly Effective 14-15 Points**
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**Point values for teachers for whom there is an approved Value-Added measure of student growth.

GST BOCES CONVERSION CHART
60% OTHER MEASURES

	Conversion for 60% Other Measures Score
	Ineffective 0-49
1	0
1.1	12
1.2	25
1.3	37
1.4	49
	Developing 50-56
1.5	50
1.6	51
1.7	51
1.8	52
1.9	53
2	53
2.1	54
2.2	55
2.3	56
2.4	56
	Effective 57-58
2.5	57
2.6	57
2.7	57
2.8	58
2.9	58
3	58
3.1	58
3.2	58
3.3	58
3.4	58
	Highly Effective 59-60
3.5	59
3.6	59
3.7	60
3.8	60
3.9	60
4	60

**GREATER SOUTHERN TIER BOCES
PRINCIPAL IMPROVEMENT PLAN**

Principal Name:

Immediate Supervisor Name:

Date of Plan Initiation:

Area(s) in Need of Improvement: [Specific, straight from the evaluation]

Expectation(s) for Future Performance: [How should an employee with similar experience be performing?]

Goal(s): [Attainable, measurable goal(s)]

Differentiated Activities to Support Improvement in Area(s) Noted as in Need of Improvement (resources to be provided): [Professional development (workshops, articles, books, etc.), mentor, additional time, etc.]

Manner in Which Improvement Will Be Assessed: [Meetings with mentor, supervisor, additional evaluations, etc.]

Timeline for Achieving Improvement: [10 weeks, semester, year]

Principal's Signature

Date

Immediate Supervisor's Signature

Date

**GREATER SOUTHERN TIER BOCES
TEACHER IMPROVEMENT PLAN**

Teacher Name:

Administrator Name:

Date of Plan Initiation:

Area(s) in Need of Improvement: [Specific, straight from the evaluation]

Expectation(s) for Future Performance: [How should an employee with similar experience be performing?]

Goal(s): [Attainable, measurable goal(s)]

Differentiated Activities to Support Improvement in Area(s) Noted as in Need of Improvement (resources to be provided): [Professional development (workshops, articles, books, etc.), mentor, additional time, etc.]

Manner in Which Improvement Will Be Assessed: [Meetings with mentor, supervisor, additional evaluations, etc.]

Timeline for Achieving Improvement: [10 weeks, semester, year]

Teacher's Signature

Date

Administrator's Signature

Date

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Harold B. Groep 1/8/13

Teachers Union President Signature: Date:

Paul J. [unclear] 1/9/2013

Administrative Union President Signature: Date:

No administrative union

Board of Education President Signature: Date:

Robert J. Everett 01/08/13