



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

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

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April 10, 2014

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

Dear Superintendent Graefe:

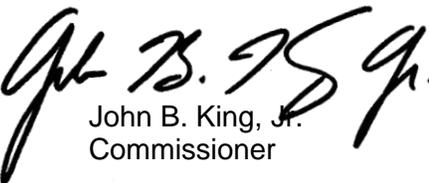
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your 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

**NOTE:**

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

Created Tuesday, April 30, 2013

Updated Wednesday, February 19, 2014

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 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) Assurances

Please check all of the boxes below:

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

1.3) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval Checked

## 1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Thursday, April 03, 2014

### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses 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, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

#### 2.1) Assurances

Please check the boxes below:

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

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

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

**For core subjects: 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 3<sup>rd</sup> 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 3<sup>rd</sup> party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	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 measuring student growth on the assessments listed for this Task.

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

## 2.3) 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 measuring student growth on the assessments listed for this Task.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	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 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 District goals for similar students.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	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 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.

## 2.7) 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 District goals for similar students.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	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 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.

## 2.8) High School Math Regents Courses

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

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

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

For High School Math Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances

in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 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). For students enrolled in Common Core courses, the BOCES will administer both NYS integrated and NYS Common Core Algebra I Regents exams. The BOCES will use higher of two scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 70% and 84% of all the students reaching their target.
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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.

## 2.9) 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	Comprehensive English and CC English 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 measuring student growth on the assessments listed for this Task.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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). For students enrolled in Common Core courses, the BOCES will administer both the NYS Comprehensive and NYS Common Core English Regents exams. The BOCES will use higher of two scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 70% and 84% of all the students reaching their target.
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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.

## 2.10) 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	NYS Alternate Assessment
Special Education Grades 9-12 in Years without a State Alternate Assessment	District, Regional or BOCES-developed	GST BOCES-developed Course-specific Special Education Grades 9-12 Alternate Assessment
CTE Integrated English/Math/Science/Specialized Credit	District, Regional or BOCES-developed	Central NY CTE Consortium-developed Course-specific 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	State-approved 3rd party assessment	Collision Repair and Refinishing Tech. (NOCTI)
Automotive Technology	District, Regional or BOCES-developed	Central NY CTE Consortium-developed Automotive Technology Assessment
Animal Science	District, Regional or BOCES-developed	Central NY CTE Consortium-developed Animal Science Assessment

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

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

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)

## 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/12186/1027542-TXEttx9bQW/GST BOCES growth SLO point tables-revised 3.docx

## 2.12) Locally Developed Controls

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

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

Special consideration will be given to teachers in 6:1:1 and 8:1:1 classrooms comprised of students with disabilities. If this is the case, then the teacher's score will be increased by two points after the score is calculated using the above measures, not to exceed 20 points. In no case will the BOCES add more than 2 points to the score.

The BOCES' rationale for this control is that the teacher should not be penalized for teaching in a 6:1:1 or 8:1:1 classroom comprised of 100% of special education students where a single student's performance on an assessment has a disproportionate effect on a teacher's score.

To mitigate possible problematic incentives, the BOCES assures that all enrolled students in accordance with teacher of record policies are included and may not be excluded, and that the use of this control will not have a disparate impact on underrepresented students in accordance with any civil rights laws. The BOCES assures that the application of this control will be rigorous, fair, and transparent and that procedures for ensuring data accuracy and integrity will be used.

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked

2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, March 28, 2014

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#### Page 1

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

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

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

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

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

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

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

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

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

***One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:***

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	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 this	Teachers and administrators will meet to set achievement targets for all students taking the indicated assessments. After analyzing
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subcomponent. If needed, you may upload a table or graphic at 3.3, below.	prior performance, identifying essential content, they will determine targets and the uploaded chart will award points based on the percentage of students program-wide 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.	See charts in Task 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See charts in Task 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See charts in Task 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See charts in Task 3.3.

### 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/12149/1027543-rhJdBgDruP/GST BOCES achievement point table-revised 2.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 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)

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

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

	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 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.

### 3.5) Grades K-3 Math

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

	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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	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 program-wide 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	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 program-wide 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	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 content, they will determine targets and the uploaded chart will award points based on the percentage of students program-wide 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	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 program-wide 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 for grade/subject.	Teachers receiving this designation will have between 30% and 69% of all the students reaching their target.
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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

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

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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 Course-specific 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 Course-specific 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–developed	GST BOCES-developed Automotive Technology 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-Rp00l6pk1T/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/12149/1027543-y92vNseFa4/GST BOCES achievement point table-revised 2.docx

### 3.14) Locally Developed Controls

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

Special consideration will be given to teachers in 6:1:1 and 8:1:1 classrooms comprised of students with disabilities. If this is the case, then the teacher's score will be increased by two points after the score is calculated using the above measures, not to exceed 20 points. In no case will the BOCES add more than 2 points to the score.

The BOCES' rationale for this control is that the teacher should not be penalized for teaching in a 6:1:1 or 8:1:1 classroom comprised of 100% of special education students where a single student's performance on an assessment has a disproportionate effect on a teacher's score.

To mitigate potential problematic incentives, the BOCES assures that all enrolled students in accordance with teacher of record policies are included and may not be excluded, and that the use of this control will not have a disparate impact on underrepresented students in accordance with any civil rights laws. The BOCES assures that the application of this control will be rigorous, fair, and transparent and that procedures for ensuring data accuracy and integrity will be used.

### 3.15) Teachers with More Than One Locally Selected Measure

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

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, April 30, 2013

Updated Saturday, March 01, 2014

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (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 by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	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

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

The 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. If a teacher is assessed on a particular subcomponent of a domain on multiple occasions during the school year, the final rating will be based upon all available evidence. 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' expectaions.

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

Formal/Long	2
Informal/Short	0
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

Formal/Long	2
Informal/Short	0
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 Tuesday, April 30, 2013

Updated Saturday, March 01, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

**Overall Composite Score**  
**Highly Effective**  
**18-20**  
**18-20**  
**Ranges determined locally--see below**  
**91-100**  
**Effective**  
**9-17**  
**9-17**  
**75-90**  
**Developing**  
**3-8**  
**3-8**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

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

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

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

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

**Overall Composite Score**  
**Highly Effective**  
**22-25**  
**14-15**  
**Ranges determined locally--see above**

**91-100**  
**Effective**  
**10-21**  
**8-13**  
**75-90**  
**Developing**  
**3-9**  
**3-7**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Friday, March 07, 2014

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

assets/survey-uploads/5265/137716-Df0w3Xx5v6/GST BOCES teacher improvement plan.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 of Lead Evaluators and Evaluators and Certification of Lead Evaluators

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

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 current 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 at a minimum of four hours per year.
5. The BOCES Board of Education will recertify each lead 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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Friday, March 07, 2014

## 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.

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

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

Special Education K-12
Alternative education 7-12

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

Please check the boxes below:

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

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3<sup>rd</sup> party assessments

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

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
Career & Technical Education Grades 9-12	State-approved 3rd party assessment	Collision Repair & Refinishing Tech., Cosmetology NY Customized, Criminal Justice, Apparel and Textile Production Merchandising, Precision Machining & Nursing Assistant NOCTI Exams & Foundations of Restaurant Management and Culinary Arts Assessment Level 1 & 2
Special Education K-12	State assessment	NY State 4th-8th Grade Math, all NYS Regents' Exams administered in the program, NYS Alternate assessment
Alternative Education 7-12	State assessment	NY State 7th-8th Grade Math, all NYS Regents' Exams administered in the program
Itinerant Education K-12	District, regional, or BOCES-developed	GST BOCES-developed Course-specific 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. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	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
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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 or ELA and Algebra Regents Exams 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 based on the number of students within each measure until at least 30% of students supervised by such principal are represented in such principal's Student Learning Objective/HEDI score. For students in Common Core courses, the BOCES will administer both the NYS Integrated and NYS Common Core Algebra Regents Exams and both the NYS Comprehensive and NYS Common Core English Regents Exams. For both courses, the BOCES will use the higher of the two scores for APPR purposes.

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/12156/1027547-lha0DogRNw/GST BOCES growth SLO point tables-principals-revised 3.docx

## 7.4) Special Considerations for Comparable Growth Measures

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

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

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

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, April 03, 2014

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## Page 1

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

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

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

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
Special Education K-12	(d) measures used by district for teacher evaluation	Scholastic Reading Inventory
Alternative Education 7-12	(d) measures used by district for teacher evaluation	GST BOCES-developed Course-specific Assessments 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 (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/12190/1027548-qBFVOWF7fC/GST BOCES achievement point table-principals-revised 2.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/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.**

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

***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 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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 Course-specific 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 Course-specific 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 Course-specific Assessments 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 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 8.2: 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.

### 8.3) Locally Developed Controls

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

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 comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances   Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, March 12, 2014

## 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.

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

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

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

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

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

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

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

(No response)

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

## 9.6) Assurances

Please check all of the boxes below:

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

## 9.7) Process for Assigning Points and Determining HEDI Ratings

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

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. If a principal is assessed on a particular subcomponent of a domain on multiple occasions during the school year, the final rating will be based upon all available evidence. 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. However, rounding will not result in a principal from moving from one scoring band to the next. 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 Tuesday, April 30, 2013

Updated Saturday, March 01, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

**Overall Composite Score**  
**Highly Effective**  
**18-20**  
**18-20**  
**Ranges determined locally--see below**  
**91-100**  
**Effective**  
**9-17**  
**9-17**  
**75-90**  
**Developing**  
**3-8**  
**3-8**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

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

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

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

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

**Overall Composite Score**  
**Highly Effective**  
**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Saturday, March 01, 2014

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/132616-Df0w3Xx5v6/GST BOCES principal improvement plan.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 of Lead Evaluators and Evaluators and Certification of Lead Evaluators

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

Through the current 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.

In total, the BOCES will provide a minimum of four hours of such training per year.

## 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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Thursday, April 10, 2014

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### Page 1

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

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

[assets/survey-uploads/12158/1027553-3Uqgn5g9Iu/GST BOCES APPR certification form 2014-04-08.pdf](assets/survey-uploads/12158/1027553-3Uqgn5g9Iu/GST%20BOCES%20APPR%20certification%20form%202014-04-08.pdf)

#### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

**Form 2.10) All Other Courses**

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

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
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"/> State-approved 3 <sup>rd</sup> party assessment <input type="radio"/> <input type="radio"/>	Cosmetology NY Customized (NOCTI)

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
Criminal Justice	<input type="radio"/> <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> <input type="radio"/>	Criminal Justice (NOCTI)
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

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
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"/> State-approved 3rd party assessment <input type="radio"/> <input type="radio"/>	Apparel and Textile Production Merchandising (NOCTI)
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"/> State-approved 3rd party assessment <input type="radio"/> <input type="radio"/>	Precision Machining (NOCTI)
Nurse Assisting	State-approved 3rd party assessment	Nursing Assistant (NOCTI)
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

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
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

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
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
Teachers of Grades 4-8 ELA/Math who do not receive a state-provided growth score	State Assessment	NYS Grade-specific 4-8 ELA/Math Assessments

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	<p>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 possible points 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 score is compared to his/her APPR Plan assessment quartile score. 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). In classrooms where 50% or more of the students have changed between BEDS day and January 31, students who arrived in the classroom after BEDS day will be added to a teacher's roster and take a pre-assessment after enrollment. For students falling into this category, BOCES administration will set individual growth targets based on pre-assessment baseline data and HEDI points will be assigned based on number of students meeting or exceeding their individual target.

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

<b>Rating Points</b>	<b>Ineffective</b> 0-2 Points	<b>Developing</b> 3-8 Points	<b>Effective</b> 9-17 Points	<b>Highly Effective</b> 18-20 Points
Percentage of students whose academic growth meets targeted expectations	<b>0-29% of students meet target</b>  0-10% = 0 points 11-20% = 1 point 21-29% = 2 points	<b>30-69% of students meet target</b>  30-36% = 3 points 37-42% = 4 points 43-49% = 5 points 50-56% = 6 points 57-63% = 7 points 64-69% = 8 points	<b>70-84% of students meet target</b>  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	<b>85-100% of students meet target</b>  85-90% = 18 points 91-94% = 19 points 95-100% = 20 points

**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:

<b>Rating Points</b>	<b>Ineffective</b> 0-2 Points	<b>Developing</b> 3-8 Points*	<b>Effective</b> 9-17 Points*	<b>Highly Effective</b> 18-20 Points*
Percentage of students whose academic growth meets targeted expectations	<b>0-29% of students meet target</b>  0-10% = 0 points 11-20% = 1 point 21-29% = 2 points	<b>30-69% of students meet target</b>  30-36% = 3 points 37-42% = 4 points 43-49% = 5 points 50-56% = 6 points 57-63% = 7 points 64-69% = 8 points	<b>70-84% of students meet target</b>  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	<b>85%+ of students meet target</b>  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:

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

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
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:

<b>Rating Points</b>	<b>Ineffective</b> 0-2 Points	<b>Developing</b> 3-8 Points*	<b>Effective</b> 9-17 Points*	<b>Highly Effective</b> 18-20 Points*
Percentage of students whose academic growth meets targeted expectations	<b>0-29% of students meet target</b>  0-10% = 0 points 11-20% = 1 point 21-29% = 2 points	<b>30-69% of students meet target</b>  30-36% = 3 points 37-42% = 4 points 43-49% = 5 points 50-56% = 6 points 57-63% = 7 points 64-69% = 8 points	<b>70-84% of students meet target</b>  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	<b>85%+ of students meet target</b>  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:

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

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

**GST BOCES CONVERSION CHART**  
**60% OTHER MEASURES**

	<b>Conversion for 60% Other Measures Score</b>
	<b>Ineffective 0-49</b>
1	0
1.1	12
1.2	25
1.3	37
1.4	49
	<b>Developing 50-56</b>
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
	<b>Effective 57-58</b>
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
	<b>Highly Effective 59-60</b>
3.5	59
3.6	59
3.7	60
3.8	60
3.9	60
4	60

**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

**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).

<b>BOCES’ Expectations of Student Growth from Baseline through Target Assessments</b>				
<b>Starting/Ending Performance</b>	End: 1 <sup>st</sup> Quartile	End 2: 2 <sup>nd</sup> Quartile	End 3: 3 <sup>rd</sup> Quartile	End 4: 4 <sup>th</sup> Quartile
Start 1: 1 <sup>st</sup> Quartile	NO	YES	YES	YES
Start 2: 2 <sup>nd</sup> Quartile	NO	NO	YES	YES
Start 3: 3 <sup>rd</sup> Quartile	NO	NO	YES	YES
Start 4: 4 <sup>th</sup> 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. 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**

<b>Rating Points</b>	<b>Ineffective 0-2 Points</b>	<b>Developing 3-8 Points</b>	<b>Effective 9-17 Points</b>	<b>Highly Effective 18-20 Points</b>
Percentage of students whose academic growth meets targeted expectations	<b>0-29% of students meet target</b>  0-10% = 0 points 11-20% = 1 point 21-29% = 2 points	<b>30-69% of students meet target</b>  30-36% = 3 points 37-42% = 4 points 43-49% = 5 points 50-56% = 6 points 57-63% = 7 points 64-69% = 8 points	<b>70-84% of students meet target</b>  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	<b>85-100% of students meet target</b>  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:

<b>Rating Points</b>	<b>Ineffective 0-2 Points</b>	<b>Developing 3-8 Points*</b>	<b>Effective 9-17 Points*</b>	<b>Highly Effective 18-20 Points*</b>
Percentage of students whose academic achievement meets targeted expectations	<b>0-29% of students meet target</b>  0-10% = 0 points 11-20% = 1 point 21-29% = 2 points	<b>30-69% of students meet target</b>  30-36% = 3 points 37-42% = 4 points 43-49% = 5 points 50-56% = 6 points 57-63% = 7 points 64-69% = 8 points	<b>70-84% of students meet target</b>  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	<b>85%+ of students meet target</b>  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:

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

<b>Rating Points</b>	<b>Ineffective 0-2 Points</b>	<b>Developing 3-8 Points*</b>	<b>Effective 9-17 Points*</b>	<b>Highly Effective 18-20 Points*</b>
Percentage of students whose academic achievement meets targeted expectations	<b>0-29% of students meet target</b>  0-10% = 0 points 11-20% = 1 point 21-29% = 2 points	<b>30-69% of students meet target</b>  30-36% = 3 points 37-42% = 4 points 43-49% = 5 points 50-56% = 6 points 57-63% = 7 points 64-69% = 8 points	<b>70-84% of students meet target</b>  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	<b>85%+ of students meet target</b>  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:

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

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

**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

**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 certify that this APPR plan is the district's or BOCES' complete APPR plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013, as applicable.

**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, 2013, assure that this was the result of unresolved collective bargaining negotiations

**Signatures, dates**

Superintendent Signature: Date:

*John B. Maep* 4/4/14

Teachers Union President Signature: Date:

*Sammy Lotocky* 4/3/14

Administrative Union President Signature: Date:

No administrative union.

Board of Education President Signature: Date:

*Old Kibell* 4/8/14