



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

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February 27, 2014

**Revised**

Jeffrey Matteson, Interim Superintendent  
Tompkins-Seneca-Tioga BOCES  
555 Warren Road  
Ithaca, NY 14850

Dear Superintendent Matteson:

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 Monday, December 23, 2013

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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 : 619000000000

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

619000000000

#### 1.2) School District Name: TOMPKINS-SENECA-TIOGA BOCES

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

TOMPKINS-SENECA-TIOGA 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 Tuesday, February 18, 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	District, regional, or BOCES-developed assessment	TST BOCES District Developed K ELA Assessment
1	State-approved 3rd party assessment	TST BOCES District Developed Grade 1 ELA Assessment
2	State-approved 3rd party assessment	TST BOCES District Developed Grade 2 ELA Assessment

	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 using district developed assessments will use multiple sources of baseline data and in collaboration with principals will set individual growth targets for their students. HEDI points will be allocated based on % of students meeting their individual growth targets on summative assessments.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 points--90-100% 19 points--85-89% 18 points--84-80%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 points--77-79% 16 points--74-76% 15 points--71-73% 14 points--70%

13 points--69%  
 12 points--68%  
 11 points--67%  
 10 points--66%  
 9 points--65%

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

8 points--60-64%  
 7 points--55-59%  
 6 points--49-54%  
 5 points--44-48%  
 4 points--40-43%  
 3 points--36-39%

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

2 points--18-35%  
 1 point--1-17%  
 0 points--0%

## 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	STAR Math Enterprise
1	State-approved 3rd party assessment	STAR Math Enterprise
2	State-approved 3rd party assessment	STAR Math Enterprise

	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.

Using multiple sources of baseline data, teachers in collaboration with principals will set individual growth targets for their students. Teachers using STAR Math will pre-assess using STAR and use STAR to assist in setting individualized growth targets. HEDI points will be allocated based on per cent of students meeting their individual growth targets on summative assessments.

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

20 points--90-100%  
 19 points--85-89%  
 18 points--84-80%

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

17 points--77-79%  
 16 points--74-76%  
 15 points--71-73%  
 14 points--70%  
 13 points--69%  
 12 points--68%  
 11 points--67%  
 10 points--66%

	9 points--65%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 points--60-64% 7 points--55-59% 6 points--49-54% 5 points--44-48% 4 points--40-43% 3 points--36-39%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 points--18-35% 1 point--1-17% 0 points--0%

## 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	TST BOCES District Developed 6th grade Science Assessment
7	District, regional or BOCES-developed assessment	TST BOCES District Developed 7th grade 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.	Using multiple sources of baseline data, teachers in collaboration with principals will set individual growth targets for their students. HEDI points will be allocated based on per cent of students meeting their individual growth targets on summative assessments.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 points--90-100% 19 points--85-89% 18 points--84-80%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 points--77-79% 16 points--74-76% 15 points--71-73% 14 points--70% 13 points--69% 12 points--68% 11 points--67% 10 points--66% 9 points--65%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 points--60-64% 7 points--55-59% 6 points--49-54% 5 points--44-48%

4 points--40-43%

3 points--36-39%

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

2 points--18-35%

1 point--1-17%

0 points--0%

## 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	TST District Developed 6th grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	TST BOCES District Developed 7th grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	TST BOCES District Developed 8th grade Social Studies Assessment

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.

Using multiple sources of baseline data, teachers in collaboration with principals will set individual growth targets for their students. HEDI points will be allocated based on per cent of students meeting their individual growth targets on summative assessments.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

20 points--90-100%

19 points--85-89%

18 points--84-80%

Effective (9 - 17 points) Results meet District goals for similar students.

17 points--77-79%

16 points--74-76%

15 points--71-73%

14 points--70%

13 points--69%

12 points--68%

11 points--67%

10 points--66%

9 points--65%

Developing (3 - 8 points) Results are below District goals for similar students.

8 points--60-64%

7 points--55-59%

6 points--49-54%

5 points--44-48%

4 points--40-43%

3 points--36-39%

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

2 points--18-35%

1 point--1-17%

0 points--0%

## 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	TST BOCES-developed Global 1 Assessment

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Using multiple sources of baseline data, teachers in collaboration with principals will set individual growth targets for their students. HEDI points will be allocated based on % of students meeting their individual growth targets on Regents exams or district developed summative assessments (as appropriate for each course).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points--90-100% 19 points--85-89% 18 points--84-80%
Effective (9 - 17 points) Results meet District goals for similar students.	17 points--77-79% 16 points--74-76% 15 points--71-73% 14 points--70% 13 points--69% 12 points--68% 11 points--67% 10 points--66% 9 points--65%
Developing (3 - 8 points) Results are below District goals for similar students.	8 points--60-64% 7 points--55-59% 6 points--49-54% 5 points--44-48% 4 points--40-43% 3 points--36-39%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points--18-35% 1 point--1-17% 0 points--0%

## 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.	Using multiple sources of baseline data, teachers in collaboration with principals will set individual growth targets for their students. HEDI points will be allocated based on per cent of students meeting their individual growth targets on Regents assessments.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points--90-100% 19 points--85-89% 18 points--84-80%
Effective (9 - 17 points) Results meet District goals for similar students.	17 points--77-79% 16 points--74-76% 15 points--71-73% 14 points--70% 13 points--69% 12 points--68% 11 points--67% 10 points--66% 9 points--65%
Developing (3 - 8 points) Results are below District goals for similar students.	8 points--60-64% 7 points--55-59% 6 points--49-54% 5 points--44-48% 4 points--40-43% 3 points--36-39%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points--18-35% 1 point--1-17% 0 points--0%

## 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.	Using multiple sources of baseline data, teachers in collaboration with principals will set individual growth targets for their students. HEDI points will be allocated based on per cent of students meeting their individual growth targets on Regents assessments. For students in CCLS courses, teachers of Algebra 1 will administer both the NYS Common Core Algebra 1 Regents and the NYS Integrated Algebra Regents as long as that is an option, and will use the higher of the two scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points--90-100% 19 points--85-89% 18 points--84-80%
Effective (9 - 17 points) Results meet District goals for similar students.	17 points--77-79% 16 points--74-76% 15 points--71-73% 14 points--70% 13 points--69% 12 points--68% 11 points--67% 10 points--66% 9 points--65%
Developing (3 - 8 points) Results are below District goals for similar students.	8 points--60-64% 7 points--55-59% 6 points--49-54% 5 points--44-48% 4 points--40-43% 3 points--36-39%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points--18-35% 1 point--1-17% 0 points--0% .

## 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	TST BOCES Developed Regional Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	TST BOCES Developed Regional Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents and NYS Common Core English Regents

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.	Using multiple sources of baseline data, teachers in collaboration with principals will set individual growth targets for their students. HEDI points will be allocated based on % of students meeting their individual growth targets on Regents assessments or Regional summative assessments (as appropriate for the course). For students in CCLS courses, teachers of ELA 11 will administer both the NYS Comprehensive English Regents and the NYS Common Core English Regents as long as that is an option and will use the higher of the two scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points--90-100% 19 points--85-89% 18 points--84-80%
Effective (9 - 17 points) Results meet District goals for similar students.	17 points--77-79% 16 points--74-76% 15 points--71-73% 14 points--70% 13 points--69% 12 points--68% 11 points--67% 10 points--66% 9 points--65%
Developing (3 - 8 points) Results are below District goals for similar students.	8 points--60-64% 7 points--55-59% 6 points--49-54% 5 points--44-48% 4 points--40-43% 3 points--36-39%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points--18-35% 1 point--1-17% 0 points--0%

## 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
EXC Bridges ELA	State Assessment	NYSAA
EXC Bridges Math	State Assessment	NYSAA
EXC Bridges Social Studies	State Assessment	NYSAA
EXC Bridges Science	State Assessment	NYSAA
EXC Branches ELA	State Assessment	NYSAA
EXC Branches Math	State Assessment	NYSAA
EXC Branches Social Studies	State Assessment	NYSAA
EXC Branches Science	State Assessment	NYSAA
EXC Steps ELA	State Assessment	NYSAA
EXC Steps Math	State Assessment	NYSAA
EXC Steps Social Studies	State Assessment	NYSAA
EXC Steps Science	State Assessment	NYSAA
EXC Art, General	District, Regional or BOCES-developed	TST BOCES Regionally Developed Grade Specific Art Assessment
EXC Chorus	District, Regional or BOCES-developed	TST BOCES Regionally Developed Grade Specific Music Assessment
EXC Music	District, Regional or BOCES-developed	TST BOCES Regionally Developed Grade Specific Music Assessment
EXC PE	District, Regional or BOCES-developed	TST BOCES District Developed Grade Specific PE Assessment
EXC Health	District, Regional or BOCES-developed	TST BOCES District Developed Grade Specific Health Assessment
EXC Economics	District, Regional or BOCES-developed	TST BOCES District Developed Economics Assessment
EXC/TP Govern/Economics	District, Regional or BOCES-developed	TST BOCES District Developed Government/Economics Assessments
EXC TP Reading & Writing	District, Regional or BOCES-developed	TST BOCES District Developed Reading/Writing 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.

Using multiple sources of baseline data and/or pre-assessment data, teachers in collaboration with principals will set individual growth targets for their students. The way in which baseline data is used to set targets will be clearly explained in writing. Principals will provide final approval of all growth targets. HEDI points will be allocated based on % of students meeting their individual growth targets on the appropriate summative assessments (as listed in charts above & attached). In years that a specific NYSAA-eligible student does not take a NYSAA

assessment (as happens at the secondary level where students are not NYSAA tested every year), the district developed Multi-Task Assessment, based on NYSAA, will be used.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points--90-100% 19 points--85-89% 18 points--84-80%
Effective (9 - 17 points) Results meet District goals for similar students.	17 points--77-79% . 16 points--74-76% . 15 points--71-73% . 14 points--70% 13 points--69% 12 points--68% 11 points--67% 10 points--66% 9 points--65%
Developing (3 - 8 points) Results are below District goals for similar students.	8 points--60-64% 7 points--55-59% . 6 points--49-54% 5 points--44-48% 4 points--40-43% 3 points--36-39%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points--18-35% 1 point--1-17% 0 points--0%

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

assets/survey-uploads/12186/872989-avH4IQNZMh/TST BOCES ALL Other Courses 2 10 State Growth January 31 2014 PDF.pdf

## 2.11) HEDI Tables or Graphics

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

(No response)

## 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.

None

## 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 Monday, February 24, 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	6(ii) School wide measure computed locally	STAR Reading Enterprise
5	6(ii) School wide measure computed locally	STAR Reading Enterprise
6	6(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>All TST BOCES teachers in the Smith Graded Turning Point program who teach grade K-5 ELA will be part of one group metric. All Turning Point &amp; Regional Alternative School teachers who teach grades 6-8 ELA, science, or social studies will be part of a second group metric. STAR preassessment scores will be used as baseline data. The STAR program will be used to set achievement expectations for each student. Students will all receive final/summative STAR assessment scores. Based on those scores, it will be determined for each student whether he/she met their target (YES) or did not meet their target (NO). The % score that ALL teachers in the STAR Group Metric group will receive will be computed as:</p> <p>The number of students in group metric combined roster who met their target (YES) DIVIDED BY the total number of students in the combined group metric roster (TOTAL).</p> <p>All teachers in the group metric will receive that same % score, converted into a HEDI rating based on our negotiated HEDI scale, below.</p> <p>If there is no Value Added, the 20 point HEDI scale found in Task 3.4 below will be used. If VA is approved the 15 point HEDI scale below will be used, If VA is not approved we will use the 20 point allocation outlined in section 3.4.</p> <p>Any teacher who does not have enough student NYS assessment scores (due to small class size) to obtain a MGP score from NYS will also use the 20 point scale provided in section 3.4</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>15=90-100% 14=80-89%</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>13=76-79% 12=72-75% 11=70-71% 10=68-69% 9=66-67% 8=65%</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>7=60-64% 6=53-59% 5=46-52% 4=39-45% 3=32-38%</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>2 points=16-31% 1 point= 1-15% 0 points--0%</p>

### 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	STAR Math Enterprise
5	6(ii) School wide measure computed locally	STAR Math Enterprise
6	6(ii) School wide measure computed locally	STAR Math Enterprise
7	6(ii) School wide measure computed locally	STAR Math Enterprise
8	6(ii) School wide measure computed locally	STAR Math Enterprise

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>All Smith Graded Turning Point Teachers who teach ONLY mathematics to Grade K-5 students are part of one group metric. All Turning Point and Regional Alternative School Teachers who teach Grade 6-8 mathematics ONLY are part of a second group metric. Elementary and middle school teachers who teach all subjects to self-contained classes are NOT part of this group metric. STAR preassessment scores will be used as baseline data. The STAR program will be used to set achievement expectations for each student. Students will all receive final/summative STAR assessment scores. Based on those scores, it will be determined for each student whether he/she met their target (YES) or did not meet their target (NO). The % score that ALL teachers in the STAR Group Metric group will receive will be computed as:</p>
	<p>The number of students in group metric combined roster who met their target (YESES) DIVIDED BY the total number of students in the combined group metric roster (TOTAL).</p>
	<p>All teachers in the group metric will receive that same % score, converted into a HEDI rating based on our negotiated HEDI scale, below. If there is no Value Added, the 20 point HEDI scale found in Task 3.4 below will be used.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>15=90-100% 14=80-89%</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>13=76-79% 12=72-75% 11=70-71% 10=68-69% 9=66-67% 8=65%</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for</p>	<p>7=60-64% 6=53-59%</p>

grade/subject.	5=46-52%
	4=39-45%
	3=32-38%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=16-31%
	1 point= 1-15%
	0 points--0%

### 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.

(No response)

## 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	6(ii) School-wide measure computed locally	STAR Reading Enterprise
1	6(ii) School-wide measure computed locally	STAR Reading Enterprise
2	6(ii) School-wide measure computed locally	STAR Reading Enterprise
3	6(ii) School-wide measure computed locally	STAR Reading Enterprise

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.*

<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>All TST BOCES teachers in the Turning Point program who teach grade K-5 ELA will be part of one group metric. STAR preassessment scores will be used as baseline data. The STAR program will be used to set achievement expectations for each student. Students will all receive final/summative STAR assessment scores. Based on those scores, it will be determined for each student whether he/she met their target (YES) or did not meet their target (NO). The % score that ALL teachers in the STAR Group Metric group will receive will be computed as:</p> <p>The number of students in group metric combined roster who met their target (YES) DIVIDED BY the total number of students in the combined group metric roster (TOTAL).</p> <p>All teachers in the group metric will receive that same % score, converted into a HEDI rating based on our negotiated HEDI scale, below.</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>20 points--90-100% 19 points--85-89% 18 points--80-84%</p>

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points—77-79%
	16 points—74-76%
	15 points—71-73%
	14 points—70%
	13 points—69%
	12 points—68%
	11 points—67%
	10 points—66%
	9 points—65%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points--60-64%
	7 points--55-59%
	6 points--49-54%
	5 points--44-48%
	4 points--40-43%
	3 points--36-39%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points--18-35%
	1 point--1-17%
	0 points--0%

### 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	6(ii) School-wide measure computed locally	STAR Math Enterprise
1	6(ii) School-wide measure computed locally	STAR Math Enterprise
2	6(ii) School-wide measure computed locally	STAR Math Enterprise
3	6(ii) School-wide measure computed locally	STAR Math Enterprise

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.	<p>All TST BOCES teachers in the Turning Point programs who teach ONLY mathematics to grade K-5 students will be part of one group metric. Elementary and middle school teachers who teach all subjects to self-contained classes are NOT part of this group metric. STAR preassessment scores will be used as baseline data. The STAR program will be used to set achievement expectations for each student. Students will all receive final/summative STAR assessment scores. Based on those scores, it will be determined for each student whether he/she met their target (YES) or did not meet their target (NO). The % score that ALL teachers in the STAR Group Metric group will receive will be computed as:</p> <p>The number of students in group metric combined roster who met their target (YES) DIVIDED BY the total number of</p>
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students in the combined group metric roster (TOTAL).

All teachers in the group metric will receive that same % score, converted into a HEDI rating based on our negotiated HEDI scale, below.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points--90-100% 19 points--85-89% 18 points--80-84%
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points—77-79% 16 points—74-76% 15 points—71-73% 14 points—70% 13 points—69% 12 points—68% 11 points—67% 10 points—66% 9 points—65%
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points--60-64% 7 points--55-59% 6 points--49-54% 5 points--44-48% 4 points--40-43% 3 points--36-39%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points--18-35% 1 point--1-17% 0 points--0%

### 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	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All TST BOCES teachers in the Turning Point & Regional Alternative School programs who teach grades 6-8 science, social studies, health or ELA will be part of one group metric. STAR preassessment scores will be used as baseline data. The STAR program will be used to set achievement expectations for each student. Students will all receive final/summative STAR assessment scores. Based on those scores, it will be determined for each student whether he/she met their target (YES) or did
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not meet their target (NO). The % score that ALL teachers in the STAR Group Metric group will receive will be computed as:

The number of students in group metric combined roster who met their target (YES) DIVIDED BY the total number of students in the combined group metric roster (TOTAL).

All teachers in the group metric will receive that same % score, converted into a HEDI rating based on our negotiated HEDI scale, below.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points--90-100% 19 points--85-89% 18 points--84-80%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points--77-79% 16 points--74-76% 15 points--71-73% 14 points--70% 13 points--69% 12 points--68% 11 points--67% 10 points--66% 9 points--65%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points--60-64% 7 points--55-59% 6 points--49-54% 5 points--44-48% 4 points--40-43% 3 points--36-39%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points--18-35% 1 point--1-17% 0 points--0%

### 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	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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

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

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

All TST BOCES teachers in the Turning Point & Regional Alternative School programs who teach grade 6-8 social studies, science, health, or ELA will be part of one group metric. STAR preassessment scores will be used as baseline data. The STAR program will be used to set achievement expectations for each student. Students will all receive final/summative STAR assessment scores. Based on those scores, it will be determined for each student whether he/she met their target (YES) or did not meet their target (NO). The % score that ALL teachers in the STAR Group Metric group will receive will be computed as:

The number of students in group metric combined roster who met their target (YES) DIVIDED BY the total number of students in the combined group metric roster (TOTAL).

All teachers in the group metric will receive that same % score, converted into a HEDI rating based on our negotiated HEDI scale, below.

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

20 points--90-100%  
19 points--85-89%  
18 points--80-84%

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

17 points—77-79%  
16 points—74-76%  
15 points—71-73%  
14 points—70%  
13 points—69%  
12 points—68%  
11 points—67%  
10 points—66%  
9 points—65%

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

8 points--60-64%  
7 points--55-59%  
6 points--49-54%  
5 points--44-48%  
4 points--40-43%  
3 points--36-39%

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

2 points--18-35%  
1 point--1-17%  
0 points--0%

### 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	STAR Reading Enterprise
Global 2	6(ii) School wide measure computed locally	STAR Reading Enterprise
American History	6(ii) School wide measure computed locally	STAR Reading Enterprise

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.*

<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>All Turning Point and Regional Alternative School teachers who teach high school social studies, science, ELA, health or physical education will be part of one group metric. STAR preassessment scores will be used as baseline data. The STAR program will be used to set achievement expectations for each student. Students will all receive final/summative STAR assessment scores. Based on those scores, it will be determined for each student whether he/she met their target (YES) or did not meet their target (NO). The % score that ALL teachers in the STAR Group Metric group will receive will be computed as:</p> <p>The number of students in group metric combined roster who met their target (YES) DIVIDED BY the total number of students in the combined group metric roster (TOTAL).</p> <p>All teachers in the group metric will receive that same % score, converted into a HEDI rating based on our negotiated HEDI scale, below.</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>20 points--90-100% 19 points--85-89% 18 points--84-80%</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>17 points--77-79% 16 points--74-76% 15 points--71-73% 14 points--70% 13 points--69% 12 points--68% 11 points--67% 10 points--66% 9 points--65%</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>8 points--60-64% 7 points--55-59% 6 points--49-54% 5 points--44-48% 4 points--40-43% 3 points--36-39%</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>2 points--18-35% 1 point--1-17% 0 points--0%</p>

### 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	STAR Reading Enterprise
Earth Science	6(ii) School wide measure computed locally	STAR Reading Enterprise
Chemistry	6(ii) School wide measure computed locally	STAR Reading Enterprise
Physics	6(ii) School wide measure computed locally	STAR Reading Enterprise

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.	<p>All Turning Point and Regional Alternative School teachers who teach high school social studies, science, ELA, health or physical education will be part of one group metric. STAR preassessment scores will be used as baseline data. The STAR program will be used to set achievement expectations for each student. Students will all receive final/summative STAR assessment scores. Based on those scores, it will be determined for each student whether he/she met their target (YES) or did not meet their target (NO). The % score that ALL teachers in the STAR Group Metric group will receive will be computed as:</p> <p>The number of students in group metric combined roster who met their target (YES) DIVIDED BY the total number of students in the combined group metric roster (TOTAL).</p> <p>All teachers in the group metric will receive that same % score, converted into a HEDI rating based on our negotiated HEDI scale, below.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points--90-100% 19 points--85-89% 18 points--84-80%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points--60-64% 7 points--55-59% 6 points--49-54% 5 points--44-48% 4 points--40-43% 3 points--36-39%
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points--77-79% 16 points--74-76% 15 points--71-73% 14 points--70% 13 points--69%

12 points--68%  
 11 points--67%  
 10 points--66%  
 9 points--65%

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

2 points--18-35%  
 1 point--1-17%  
 0 points--0%

### 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	STAR Math Enterprise
Geometry	6(ii) School wide measure computed locally	STAR Math Enterprise
Algebra 2	6(ii) School wide measure computed locally	STAR Math Enterprise

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.

All Turning Point, Regional Alternative School, and High School Transitions program high school mathematics teachers will be part of this group metric. STAR preassessment scores will be used as baseline data. The STAR program will be used to set achievement expectations for each student. Students will all receive final/summative STAR assessment scores. Based on those scores, it will be determined for each student whether he/she met their target (YES) or did not meet their target (NO). The % score that ALL teachers in the STAR Group Metric group will receive will be computed as:

The number of students in group metric combined roster who met their target (YES) DIVIDED BY the total number of students in the combined group metric roster (TOTAL).

All teachers in the group metric will receive that same % score, converted into a HEDI rating based on our negotiated HEDI scale, below.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points--90-100% 19 points--85-89% 18 points--84-80%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points--77-79% 16 points--74-76% 15 points--71-73% 14 points--70% 13 points--69% 12 points--68% 11 points--67% 10 points--66% 9 points--65%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points--60-64% 7 points--55-59% 6 points--49-54% 5 points--44-48% 4 points--40-43% 3 points--36-39%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points--18-35% 1 point--1-17% 0 points--0%

### 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	6(ii) School wide measure computed locally	STAR Reading Enterprise
Grade 10 ELA	6(ii) School wide measure computed locally	STAR Reading Enterprise
Grade 11 ELA	6(ii) School wide measure computed locally	STAR Reading Enterprise

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	All Turning Point, Regional Alternative School, and Transitions teachers who teach high school social studies, science, ELA,
--	--

subcomponent. If needed, you may upload a table or graphic at 3.13, below.

health or physical education will be part of one group metric. STAR preassessment scores will be used as baseline data. The STAR program will be used to set achievement expectations for each student. Students will all receive final/summative STAR assessment scores. Based on those scores, it will be determined for each student whether he/she met their target (YES) or did not meet their target (NO). The % score that ALL teachers in the STAR Group Metric group will receive will be computed as:

The number of students in group metric combined roster who met their target (YESES) DIVIDED BY the total number of students in the combined group metric roster (TOTAL).

All teachers in the group metric will receive that same % score, converted into a HEDI rating based on our negotiated HEDI scale, below.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points--90-100% 19 points--85-89% 18 points--84-80%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points--77-79% 16 points--74-76% 15 points--71-73% 14 points--70% 13 points--69% 12 points--68% 11 points--67% 10 points--66% 9 points--65%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points--60-64% 7 points--55-59% 6 points--49-54% 5 points--44-48% 4 points--40-43% 3 points--36-39%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points--18-35% 1 point--1-17% 0 points--0%

### 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
ALT PE	6(ii) School wide measure computed locally	STAR Reading Enterprise
ALT Health	6(ii) School wide measure computed locally	STAR Reading Enterprise
ALT Studio Art	5) District/regional/BOCES-developed	TST BOCES- Developed Studie Art Assessment

ALT Advanced Art	5) District/regional/BOCES–developed	TST BOCES- Developed Advanced Art Assessment
ALT Spanish 1	6(ii) School wide measure computed locally	STAR Reading Enterprise
ALT Middle School Spanish	6(ii) School wide measure computed locally	STAR Reading Enterprise
CTE Health Science	6(ii) School wide measure computed locally	TST BOCES- Developed CTE Health Science Assessment
CTE Heavy Equipment	6(ii) School wide measure computed locally	TST BOCES-Developed CTE Heavy Equipment Assessment
CTE Life Science	6(ii) School wide measure computed locally	TST BOCES- Developed CTE Life Science Assessment
CTE Outdoor Equipment	6(ii) School wide measure computed locally	TST BOCES- Developed CTE Outdoor Equipment Assessment
CTE Physical Education	6(ii) School wide measure computed locally	STAR Reading Enterprise
CTE Science	6(ii) School wide measure computed locally	TST BOCES- Developed CTE Science Assessment
CTE Welding	6(ii) School wide measure computed locally	TST BOCES-Developed CTE Welding Assessment
CTE Career Exploration	6(ii) School wide measure computed locally	TST BOCES -Developed CTE Career Exploration Assessment
CTE Food Service	6(ii) School wide measure computed locally	TST BOCES-Developed CTE Food Service Assessment
CTE Animal Science	6(ii) School wide measure computed locally	TST BOCES-Developed CTE Animal Science Assessment
CTE Auto Body	6(ii) School wide measure computed locally	TST BOCES-Developed CTE Auto Body Assessment
CTE Auto Technology	6(ii) School wide measure computed locally	TST BOCES-Developed CTE Auto Technology Assessment
CTE Business Math	6(ii) School wide measure computed locally	TST BOCES -Developed CTE Business Math Assessment
CTE CNA/Health Aide	6(ii) School wide measure computed locally	TST BOCES -Developed CTE CNA/Health Aide Assessment

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

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

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

All Turning Point & Regional Alternative School teachers who are noted as being part of a school wide measure are part of either an elementary or secondary group metric that includes all TST BOCES teachers at that level except CTE teachers and some special area teachers as noted. STAR pre-assessment scores will be used as baseline data. The STAR program will be

used to set achievement expectations for each student. Students will all receive final/summative STAR assessment scores. Based on those scores, it will be determined for each student whether he/she met their target (YES) or did not meet their target (NO). The % score that ALL teachers in the STAR Group Metric groups will receive will be computed as:

The number of students in group metric combined roster who met their target (YESES) DIVIDED BY the total number of students in the combined group metric roster (TOTAL).

All teachers in the group metric will receive that same % score, converted into a HEDI rating based on our negotiated HEDI scale, below.

CTE teachers will pre-assess students using the TST BOCES-developed assessments, as part of their SLO process. Individualized or banded achievement targets will be set based on pre-assessment scores and multiple sources of data. Targets will be approved by the CTE principal. School wide measure scores for CTE Teachers will be computed by combining all CTE SLO rosters, adding up the number of YESES (students who met individualized or banded targets) and dividing that number by the total number of students on the combined roster.

Teachers who are using TST BOCES District Developed Assessments or TST BOCES Regionally Developed Assessments will use District Developed Preassessments to determine a baseline score for each student. Baseline scores will be used to place students in "bands" with predicted achievement target scores for each band. Teachers will receive HEDI points based on the percent of students who reach the target for their band. TST BOCES district developed assessments used as a locally selected measures will be different from assessments used for the State Growth subcomponent.

Teachers who are part of a School wide measure using NYSAA/ TST BOCES Multi-Task Performance Assessment will set a baseline either using current NYSAA procedures or, for Multi Task Assessment, using three trials for each chosen student outcome and NYSAA-based scoring charts. Teachers will set individual student achievement target using baseline scores and additional multiple sources of student data. A combined student roster will be created using all SLO student rosters (NYSAA + MultiTask Assessment). The number of students on this combined roster who met their individualized targets will be divided by the total number of students on the combined roster. All teachers in this group metric will receive that same % score, converted into a HEDI rating based on our negotiated HEDI scale, below.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	20 points--90-100% . 19 points--85-89% 18 points--84-80%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points--77-79% 16 points--74-76% 15 points--71-73% 14 points--70% 13 points--69%

12 points--68%  
11 points--67%  
10 points--66%  
9 points--65%

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

8 points--60-64%  
7 points--55-59%  
6 points--49-54%  
5 points--44-48%  
4 points--40-43%  
3 points--36-39%

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

2 points--18-35%  
1 point--1-17%  
0 points--0%

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/12149/872990-Rp00l6pk1T/TST BOCES 3.12.pdf

### 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.

(No response)

### 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.

None

### 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.

- 1.) The points earned from each individual locally selected measure will be calculated.
- 2.) Weight each locally selected measure based on the number of students covered by each locally selected measure.
- 3.) Calculate proportional points for each locally selected measure.
- 4.) Add weighted points from each locally selected measure to create overall growth component score.
- 5.) The final subcomponent score will be calculated using general rounding rules.

### 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 Monday, February 10, 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

(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]	40
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.

Teachers will be rated using the Danielson Rubric. Evidence for Domains 2 and 3 will be collected from observation only, assuring that 40 of the 60 points will be based on observation (because of the double weighting of these two Domains, see below). Evidence for Domains 1 and 4 will also include a Structured Review of Artifacts which includes one Common Core lesson plan, records of engagement in data inquiry meetings, and other evidence submitted by the teacher.

On each element of the rubric, teachers will receive one, final evaluation 1-4 score. Multiple observation scores are not averaged. Any element that is scored in more than one observation will receive the highest score indicated. Final evaluation element scores will be averaged to create a component score. Component scores will be averaged to create a domain score for each of the four domains. The total score will be created by averaging all four domain scores, with domains two and three weighted double (D1+D2+D2+D3+D3+D4/6=Total Rubric score.) The overall rubric score will be rounded using normal rounding rules, but in no case will rounding cause a teacher to move from one HEDI band into another.

We understand that the composite score must be reported as a whole number. The values represented in the chart below represent the minimum values required to achieve the associated corresponding HEDI Rating. The overall sub-component score will be rounded using normal rounding rules, but in no case will rounding cause a teacher to move from one HEDI band into another.

- 1-1.4= Ineffective=0-49
- 1.5-2.4=Developing=50-56
- 2.5-3.4=Effective=57-58
- 3.5-4.0=Highly Effective=59-60

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 NYS Teaching Standards.	4 = 60 3.9 = 59.9 3.8 = 59.7 3.7 = 59.5 3.6 = 59.3 3.5 = 59
Effective: Overall performance and results meet NYS Teaching Standards.	3.4 = 58.8 3.3 = 58.6 3.2 = 58.4 3.1 = 58.2 3 = 58 2.9 = 57.8 2.8 = 57.6 2.7 = 57.4 2.6 = 57.2 2.5 = 57
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	2.4 = 56.3 2.3 = 55.6 2.2 = 54.9 2.1 = 54.2 2 = 53.5 1.9 = 52.8 1.8 = 52.1 1.7 = 51.4 1.6 = 50.7 1.5 = 50
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	1.4 49 1.392 48 1.383 47 1.375 46

1.367 45  
 1.358 44  
 1.35 43  
 1.342 42  
 1.333 41  
 1.325 40  
 1.317 39  
 1.308 38  
 1.3 37  
 1.292 36  
 1.283 35  
 1.275 34  
 1.267 33  
 1.258 32  
 1.25 31  
 1.242 30  
 1.233 29  
 1.225 28  
 1.217 27  
 1.208 26  
 1.2 25  
 1.192 24  
 1.185 23  
 1.177 22  
 1.169 21  
 1.162 20  
 1.154 19  
 1.146 18  
 1.138 17  
 1.131 16  
 1.123 15  
 1.115 14  
 1.108 13  
 1.1 12  
 1.092 11  
 1.083 10  
 1.075 9  
 1.067 8  
 1.058 7  
 1.05 6  
 1.042 5  
 1.033 4  
 1.025 3  
 1.017 2  
 1.008 1  
 1 0

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?

- Not Applicable

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

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

---

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

Independent evaluators

---

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

---

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

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, January 03, 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 Monday, February 24, 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/5265/132234-Df0w3Xx5v6/TSTBOCES\_TIP.doc

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process  
Why?

The purpose of the internal appeal process, and the annual professional performance review process in its entirety, is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. It is hoped that the evaluative practice is one of collaboration and cooperation between teacher and administrator.

The more formal appeals process exists for situations when this practice breaks down. It provides an opportunity to appeal the procedural error.

Who?

Any bargaining unit member receiving an overall “ineffective” rating can appeal the decision in writing no later than fifteen (15) school days of the date when the bargaining unit member receives their annual professional performance review. Ratings of “developing”, “highly effective” or “effective” cannot be appealed.

What?

An appeal may encompass a challenge to:

- the Board of Cooperative Educational Services’ adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- the adherence to the Commissioner’s regulations, as applicable to such reviews;
- compliance with any locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- the Board of Cooperative Educational Services’ issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-c.

Because the APPR process in its entirety is a cooperative and collaborative process involving both the bargaining unit member and the authoring administrator, substantive components of the evaluation rubric are NOT appealable. During the course of the year, a draft APPR rubric will be available to both bargaining unit member and the authoring administrator. It is expected that the employee not wait until the end of the process to clarify information with the authoring administrator if they believe misunderstandings exist.

How?

Step 1: Informal Conference with the Authoring Administrator

A qualifying bargaining unit member wishing to appeal their APPR must begin by requesting an informal meeting within fifteen (15) school days of the receipt of their final APPR score (to appeal a score) or Teacher Improvement Plan (to appeal a TIP). Requesting this informal meeting via email is an excellent way of documenting the process. The administrator will schedule and hold this meeting within five (5) school days of receipt of the request.

This conference is intended to allow the authoring administrator and the bargaining unit member to discuss the evaluation procedure and the member’s concerns.

It is hoped that disagreements and confusions might be resolved through this process without a more formal appeals process. The bargaining unit member has the option of inviting an Association representative to be present, but no paperwork is required for this step. The conference shall be an informal meeting wherein the authoring administrator and the employee are able to discuss the evaluation and the areas of dispute. It is recommended that both parties take notes.

If the bargaining unit member is not satisfied with Step 1, he/she may proceed to the second step.

Step 2: Formal Written Appeal to Authoring Administrator

The second step shall be initiated by the unit member by filing the APPR Appeals Form with the authoring administrator within five (5) school days after the completion of Step 1.

The authoring administrator will respond in writing within fifteen (15) school days after the written appeal has been filed. This response will include an explanation with some detail as to why the appeal was denied or upheld.

When filing an appeal, the bargaining unit member must submit a detailed description of the precise point(s) of disagreement over his or her APPR or the issuance and/or implementation of the terms of his or her improvement plan, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal.

A copy of the performance review and/or issuance/implementation of the terms of TIP being challenged must also be submitted with the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

Step 3: Appeal to the Superintendent

If the bargaining unit member is unsatisfied with the administrative response to the Step 2 appeal, he/she may file a Step 3 appeal with the Superintendent of Schools.

Within five (5) school days of receipt of the written response to the Step 2 appeal, the bargaining unit member's submission to the Superintendent must include the following:

- The initial APPR Appeals Form
- Any and all supportive documents that were submitted with the Step 2 application
- A copy of the administrative response that resulted from Step 2
- A typed cover statement outlining the concerns that warrant a Step 3 appeal.

The Association President is copied on this appeal in its entirety.

The Superintendent will respond within fifteen (15) school days from the receipt of said appeal. This response will either be a formal written determination, or a request for a face-to-face conference with the bargaining unit member and their Association representative. Such a conference may also include, at the discretion of the Superintendent, the authoring administrator.

The ultimate Superintendent's determination, either in immediate written response, or in written response subsequent to a conference, may be

- to deny the appeal;
- to sustain the appeal and grant the remedy sought;
- or sustain the appeal and modify the remedy.

The bargaining unit member initiating the appeal, the Association President and the authoring administrator shall each receive a copy of the Superintendent's ultimate response as well as any and all additional information submitted with the response.

The process will be timely and expeditious in accordance with Education Law 3012c. All timelines shall be adhered to unless extended by mutual, documented agreement.

A bargaining unit member may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed null and void.

Except for procedural appeals for failure to follow timelines, the Association member has the burden of proof to demonstrate a clear and legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

With the exception of grievances based on failure to follow the procedural steps of this appeals process, the Superintendent's decision shall be final and binding and not subject to the grievance procedure.

Education Law §3012-c has always required that APPR constitute a "significant factor" in employment decisions, including but not limited to tenure determinations and termination of probationary teachers. It does not require that the APPR be the sole or determinative factor in tenure or termination decisions, merely that the APPR be considered in making such determinations.

Prior to completion of the APPR in the first year of the probationary term, a probationary teacher may be summarily dismissed for constitutionally and statutorily permissible reasons (include but are not limited to: misconduct, insubordination, time and attendance issues, or conduct inappropriate for a teaching professional) other than classroom performance without regard to the APPR.

The BOCES may make a tenure determination or termination decision during an APPR appeal as long as it does not rely upon the performance that is being appealed (the subject of the appeal).

If the termination determination is based solely upon performance and rating that is the subject of a pending rating appeal, the BOCES must await completion of the appeal process before making that determination.

During the pendency of an appeal, the BOCES shall have the right to create a Juul agreement(extension of probationary period) to prevent tenure by estoppel for an appealing probationary teacher.

\* See Additional Documents Upload for Appeals Form

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

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

The Superintendent will ensure that all evaluators and all lead evaluators have been trained and certified in accordance with regulation. The TST district will utilize our BOCES School Improvement Services/Network Team Lead Evaluator of Teachers training and certification in accordance with SED procedures and processes. The TST BOCES Lead Evaluator of Teachers Introductory Level training is a 27 hour training and includes training on all nine required elements and ends with a calibration session. Multiple opportunities for further practice and re-calibration will be provided for anyone who does not meet the calibration proficiency benchmark the first time. New administrators will be given the original training over the course of their first six months on the job through TST BOCES or another BOCES within the Joint Management Team (JMT) of Central New York.

The Superintendent will ensure that lead evaluators participate in at least 4 hours of annual training in order to be recertified on an annual basis. The TST BOCES School Improvement Services team will be utilized to provide the retraining and recertification focused on rubric understanding, alignment, and growth-producing feedback, as well as on some of the required nine elements each year. All of the nine elements will be covered in a three year cycle for returning administrators. Lead Evaluators & evaluators will engage in calibration and inter-rater reliability training initially through the TST BOCES Lead Evaluator of Teachers trainings. Calibration and inter-rater reliability training will be provided annually thereafter working with TST BOCES Network Tea/School Improvement Service trainers, who have been calibrated through work with trainers at Network Team Institutes. In addition, all evaluators will engage in at least 1 session focused on inter-rater reliability each year. Multiple opportunities for further practice and re-calibration will be provided for anyone who does not meet the calibration proficiency benchmark the first time.

Any individual who fails to achieve required training or recertification as applicable shall not conduct or complete evaluations.

## 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 Monday, February 24, 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):

Regional Alternative School Graded 6-12

Smith Graded K-12

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth   Assure that the value-added growth score(s) provided by NYSED will be used, where applicable	Checked
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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
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### 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 and Technical Education 11-12	District, regional, or BOCES-developed	TST BOCES District Developed Subject & Grade Specific CTE Assessments
Smith Ungraded K-12	State assessment	NYSAA

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. 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.	<p>All principals will receive scores based on the % of students in their programs reaching banded or individualized targets. Target are developed by principals and reviewed for rigor by the Director who supervises the principal.</p> <p>The Smith Ungraded Principal will receive a HEDI score based on % of students who reach their individualized targets on the NYSAA assessment. The CTE principal will receive a score based on the percent of students who reach their SLO targets across all CTE programs. CTE Principal SLOs include banded individual growth targets from pre-assessment to summative assessment (on the TST BOCES-Developed CTE subject and grade assessments).</p>
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	<p>20 points -- 90-100 %</p> <p>19 points--89-85%</p> <p>18 points--84-80%</p>

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 points—77-79% 16 points—74-76% 15 points—71-73% 14 points—70% of students attain growth or proficiency 13 points—69% of students attain growth or proficiency 12 points—68% of students attain growth or proficiency 11 points—67% of students attain growth or proficiency 10 points—66% of students attain growth or proficiency 9 points—65% of students attain growth or proficiency
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 points--60-64% 7 points--55-59% 6 points--49-54% 5 points--44-48% 4 points--40-43% 3 points--36-39%
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	2 points--19-35% 1 point--1-18% 0 points--0%

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

[assets/survey-uploads/5365/132235-lha0DogRNw/TST BOCES 7.3 Principal SLO Banded Targets Charts Revised Jan 2 2013.pdf](#)

#### 7.4) Special Considerations for Comparable Growth Measures

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

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

None

#### 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 Monday, February 10, 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
Regional Alternative School 6-12	(d) measures used by district for teacher evaluation	STAR Reading Enterprise
Smith Graded K-12	(d) measures used by district for teacher evaluation	STAR Reading Enterprise

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 in the Regional Alternative School and Smith School Graded programs will be assigned a local measure score based on the percent of students in programs which they supervise who meet their targets on the local measure (STAR Reading Enterprise). Data for this score will be obtained by reviewing and aggregating results of Local Assessment Targets (LATs). Targets are established by principals and approved by Directors (who supervise the principals). If value added measures are not approved for any specific year or any principal who may be eligible for a value-added measure does not have enough total student assessments to be provided a state growth score, the 20 point HEDI scale outlined in 8.2 will be used.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15=90-100% 14=80-89%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13=76-79% 12=72-75% 11=70-71% 10=68-69% 9=66-67%

8=65%

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7=60-64%
	6=53-59%
	5=46-52%
	4=39-45%
	3=32-38%

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2=16-31%
	1=1-15%
	0=0%

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.

(No response)

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

In the table below, list all of the grade configurations/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
Smith Ungraded K-12	(d) measures used by district for teacher evaluation	TST BOCES-Developed Multi-task performance assessment
CTE 11-12	(d) measures used by district for teacher evaluation	All NOCTI Assessments Offered in CTE Program

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.	Smith School ungraded Principal will be assigned a local measure score based on the per cent of students who met their targets on local measures as designated above ( Multi-Task Assessment). Data for this score will be obtained by reviewing and aggregating results of Local Assessment Targets (LATs) . LAT targets will be set by principals and reviewed for approval by the Director who supervises each principal. The CTE principal score will be based on the per cent of students who score at or above the NOCTI-provided cut-off score on the NOCTI assessments. This per cent will calculated by dividing the number of students who scored at or above the cut-off score into the total number of students who took the NOCTI assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points-- 90-100% 19 points--85-89% 18 points--84-80%
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points—77-79% 16 points—74-76% 15 points—71-73% 14 points—70% 13 points—69% 12 points—68% 11 points—67% 10 points—66% 9 points—65%

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points--60-64%
	7 points--55-59%
	6 points--49-54%
	5 points--44-48%
	4 points--40-43%
3 points--36-39%	
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points--19-35%
	1 point--1-18%
	0 points--0%

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.

(No response)

### 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.

None

### 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.

Principals' HEDI scores will be averaged,, weighted proportionally based on the percentage of students in each measure.

### 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'	Check

performance in ways that improve student learning and instruction.	
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 Tuesday, February 18, 2014

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## Page 1

### 9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

### 9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the 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 each Domain of the MPPR rubric (see list of Domains below), principals will receive a 1-4 score. Evidence collected during school observations, like all principal evaluation evidence, is considered formative until the final summative evaluation. Observations will be leveled on the rubric, with aligned evidence provided, for discussion purposes, but these levels will not be averaged or figure mathematically into the summative score. The final score of each dimension of the rubric is assigned during the summative evaluation process. When a Domain is rated more than once over multiple school visits, the Domain will receive the highest of those scores. The total score will be created by averaging all six domain scores, with Domains two and three weighted double ( $D1 + D2 + D2 + D3 + D3 + D4 + D5 + D6 + D7 / 9 = \text{Total Rubric score.}$ ) The conversions in the HEDI rating category section below will be used to convert the rubric average into HEDI points to be used in calculating the HEDI composite score.

We understand that the composite score must be reported as a whole number. Values listed in the HEDI chart below are the minimum values required to reach the noted HEDI rating. General rounding rules apply to the 0-60 sub-component score but in no case will rounding allow for a Principal to move from one HEDI category into another.

- D1 = Shared vision of learning
- D2 = School culture and instructional program
- D3 = Safe, efficient, effective learning environment
- D4 = Community
- D5 = Integrity, fairness, ethics
- D6 = Political, social, economic, legal, and cultural context
- D7 = Goal Setting and attainment

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.	4 = 60 3.9 = 59.9 3.8 = 59.7 3.7 = 59.5 3.6 = 59.3 3.5 = 59
Effective: Overall performance and results meet standards.	3.4 = 58.8 3.3 = 58.6 3.2 = 58.4 3.1 = 58.2 3 = 58 2.9 = 57.8 2.8 = 57.6 2.7 = 57.4 2.6 = 57.2 2.5 = 57
Developing: Overall performance and results need improvement in order to meet standards.	2.4 = 56.3 2.3 = 55.6 2.2 = 54.9 2.1 = 54.2 2 = 53.5 1.9 = 52.8 1.8 = 52.1 1.7 = 51.4 1.6 = 50.7 1.5 = 50
Ineffective: Overall performance and results do not meet standards.	1.4 49 1.392 48 1.383 47 1.375 46 1.367 45 1.358 44 1.35 43 1.342 42 1.333 41 1.325 40 1.317 39 1.308 38 1.3 37 1.292 36 1.283 35 1.275 34 1.267 33 1.258 32 1.25 31 1.242 30 1.233 29 1.225 28 1.217 27 1.208 26 1.2 25

1.192 24  
 1.185 23  
 1.177 22  
 1.169 21  
 1.162 20  
 1.154 19  
 1.146 18  
 1.138 17  
 1.131 16  
 1.123 15  
 1.115 14  
 1.108 13  
 1.1 12  
 1.092 11  
 1.083 10  
 1.075 9  
 1.067 8  
 1.058 7  
 1.05 6  
 1.042 5  
 1.033 4  
 1.025 3  
 1.017 2  
 1.008 1  
 1 0

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Friday, January 03, 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 points
Effective	57-58 points
Developing	50-56 points
Ineffective	0-49 points

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

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

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

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Monday, February 24, 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/5276/132240-Df0w3Xx5v6/TSTBOCES APPR PIP Plan and Form Oct 2012.pdf](#)

### 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:

## APPEALS PROCESS

(Revised 07-10-2012)

Why?

The purpose of the internal appeal process, and the annual professional performance review process in its entirety, is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. It is hoped that the evaluation practice is one of collaboration and cooperation between principal and supervisor.

The more formal appeals process exists for situations when this practice breaks down. It provides an opportunity to appeal the procedural error.

Who?

Any principal receiving an overall “ineffective” rating can appeal the decision in writing no later than fifteen (15) school days of the date when the principal receives their annual professional performance review or the date that their Principal Improvement Plan is assigned. Ratings of “developing”, “highly effective” or “effective” cannot be appealed.

What?

An appeal may encompass a challenge to:

- the Board of Cooperative Educational Services’ adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- the adherence to the Commissioner’s Regulations, as applicable to such reviews;
- compliance with any locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- the Board of Cooperative Educational Services’ issuance and/or implementation of the terms of the principal improvement plan under Education Law §3012-c.

Because the APPR process in its entirety is a cooperative and collaborative process involving both the principal and the authoring supervisor, substantive components of the evaluation rubric are NOT appealable. During the course of the year, a draft APPR rubric will be available to both principal and the authoring supervisor. It is expected that the principal not wait until the end of the process to clarify information with the authoring supervisor if they believe misunderstandings exist.

How?

Step 1: Informal Conference with the Authoring Supervisor

A principal wishing to appeal their APPR must begin by requesting an informal meeting with their supervisor within fifteen (15) school days of the receipt of their final APPR.

Requesting this informal meeting via email is an excellent way of documenting the process. The supervisor will hold this meeting within five (5) school days of receipt of the request.

This conference is intended to allow the authoring supervisor and the principal to discuss the evaluation procedure and the principal’s concerns.

It is hoped that disagreements and confusions might be resolved through this process without a more formal appeals process. The principal has the option of inviting a colleague to be present, but no paperwork is required for this step. The conference shall be an informal meeting wherein the authoring supervisor and the principal are able to discuss the evaluation and the areas of dispute. It is recommended that both parties take notes.

If the principal is not satisfied with Step 1, he/she may proceed to the second step.

Step 2: Formal Written Appeal to Authoring Supervisor

The second step shall be initiated by the principal by filing the APPR Appeals Form with the authoring Supervisor within five (5) school days after the completion of Step 1.

The authoring supervisor will respond in writing within fifteen (15) school days after the written appeal has been filed. This response will include an explanation with some detail as to why the appeal was denied or upheld.

When filing an appeal, the principal must submit a detailed description of the precise point(s) of disagreement over his or her APPR or the issuance and/or implementation of the terms of his or her improvement-plan, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal.

A copy of the performance review and/or issuance and/or implementation of the PIP being challenged must also be submitted with the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

Step 3: Appeal to the Superintendent

If the principal is unsatisfied with the administrative response to the Step 2 appeal, he/she may file a Step 3 appeal with the Superintendent of Schools or his or her designee.

Within five (5) school days of receipt of the written response to the Step 2 appeal, the principal’s submission to the Superintendent must include the following:

- The initial APPR Appeals Form.
- Any and all supportive documents that were submitted with the Step 2 application.
- A copy of the administrative response that resulted from Step 2.
- A typed cover statement outlining the concerns that warrant a Step 3 appeal.

The Superintendent will respond within fifteen (15) school days from the receipt of said appeal. The response will either be a formal written determination, or a request for a face-to-face conference with the principal. Such a conference may also include, at the discretion of the Superintendent, the authoring supervisor.

The ultimate Superintendent’s determination, either in immediate written response, or in written response subsequent to a conference,

may be

- to deny the appeal;
- to sustain the appeal and grant the remedy sought;
- or sustain the appeal and modify the remedy.

The principal initiating the appeal and the authoring supervisor shall each receive a copy of the Superintendent's ultimate response as well as any and all additional information submitted with the response.

The process will be timely and expeditious in accordance with Education Law 3012c. All timelines shall be adhered to unless extended by mutual, documented agreement.

A principal may not file multiple appeals regarding the same performance review or principal improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed null and void.

Except for procedural appeals for failure to follow timelines, the principal has the burden of proof to demonstrate a clear and legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

The Superintendent's decision shall be final and binding and not subject to legal appeal.

Probationary principals may be summarily dismissed for constitutionally and statutorily related reasons other than performance related to the APPR. No tenure by estoppels will occur while an appeal is in process. Instead, a Juul Agreement will be implemented with the probationary principal until the appeal has run its course.

## 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.

Lead Evaluator of Principal training will be provided through the TST BOCES School Improvement Services/Network Team. This training will be done in accordance with SED procedures and processes, using facilitators who have been trained through Network Team Institutes and additional trainings. Lead Evaluator of Principals training will include all nine required elements. The initial training will consist of 12 hours of training.

The district superintendent will ensure that all lead evaluators participate in at least 3 hours of annual training and are recertified on an annual basis. The TST or OCM BOCES School Improvement Services/Network Team will be utilized to provide the retraining and recertification on some of the nine elements each year. All of the nine elements will be covered in a three year cycle for returning administrators. New administrators will be given the original 12 hours of training over the course of their first six months on the job through the BOCES Network Teams from one or more of the BOCES in the Joint Management Team (JMT) of Central New York. Any individual who fails to achieve required training or recertification as applicable shall not conduct or complete evaluations.

Inter-rater reliability will be developed through sharing of Principal Case Studies and agreeing on the rating of these principals using the MPPR rubric. These sharings will occur either through the Superintendents Leadership Council ( in collaboration with component school colleagues) or via internal administrative meetings. At least 2 of these opportunities will occur per year. Case studies will be developed and/or modified by BOCES School Improvement Services/Network Team facilitators in the Central NY JMT area.

## 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
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## 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, February 27, 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/12158/873000-3Uqgn5g9Iu/TST BOCES Certification Feb 2014.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.

**TST BOCES 2.10) All Other Courses** Revised January 31, 2014

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
CTE Animal Science	5)District/regional/BOCES-developed	TST BOCES-Developed CTE Animal Science Assessment
CTE Automotive Body	5)District/regional/BOCES-developed	TST BOCES-Developed CTE Automotive Body Assessment
CTE Automotive Technology	5)District/regional/BOCES-developed	TST BOCES-Developed CTE Automotive Technology Assessment
CTE CNA/ Health Aide	5)District/regional/BOCES-developed	TST BOCES-Developed CTE CNA/Health Aide Assessment
CTE Computer Tech	5)District/regional/BOCES-developed	TST BOCES-Developed Subject & Grade-Specific CTE Assessment
CTE Construction Trades	5)District/regional/BOCES-developed	TST BOCES-Developed CTE Construction Trades Assessment
CTE Cosmetology	5)District/regional/BOCES-developed	TST BOCES-Developed CTE Cosmetology Assessment
CTE Criminal Justice	5)District/regional/BOCES-developed	TST BOCES- Developed CTE Criminal Justice Assessment
CTE Culinary Arts	5)District/regional/BOCES-developed	TST BOCES-Developed CTE Culinary Arts Assessment
CTE Digital Media	5)District/regional/BOCES-developed	TST BOCES-Developed CTE Digital Media Assessment
CTE Early Childhood	5)District/regional/BOCES-developed	TST BOCES- Developed CTE Early Childhood Assessment
CTE Food Service	5)District/regional/BOCES-developed	TST BOCES- Developed CTE Food Service Assessment

CTE Health Science	5)District/regional/BOCES-developed	TST BOCES-Developed CTE Health Science Assessment
CTE Heavy Equipment	5)District/regional/BOCES-developed	TST BOCES-Developed CTE Heavy Equipment Assessment
CTE Life Science	5)District/regional/BOCES-developed	TST BOCES- Developed CTE Life Science Assessment
CTE Outdoor Equipment	5)District/regional/BOCES-developed	TST BOCES- Developed CTE Outdoor Equipment Assessment
CTE Physical Education	5)District/regional/BOCES-developed	TST BOCES-Developed Grade Specific PE Assessment
CTE Science	5)District/regional/BOCES-developed	TST BOCES-Developed CTE Science Assessment
CTE Welding	5)District/regional/BOCES-developed	TST BOCES-Developed CTE Welding Assessment
ALT MS Spanish	5)District/regional/BOCES-developed	TST BOCES-Developed MS Spanish Assessment
ALT Spanish 1	5)District/regional/BOCES-developed	TST BOCES Regionally Developed Spanish I Assessment (Checkpoint A)
ALT Health	5)District/regional/BOCES-developed	TST BOCES-Developed Grade Specific Health Assessment
CTE PE	5)District/regional/BOCES-developed	TST BOCES-Developed Grade Specific PE Assessment
ALT PE	5)District/regional/BOCES-developed	TST BOCES-Developed Grade Specific PE Assessment
ALT ART	5)District/regional/BOCES-developed	TST BOCES Regionally Developed Grade Specific Art Assessment

CTE Career Exploration	5) District/regional/BOCES-developed	TST BOCES-Developed CTE Career Exploration Assessment
ALT Business Math	5) District/regional/BOCES-developed	TST BOCES-Developed CTE Business Math Assessment
ALT Environmental Science	5) District/regional/BOCES-developed	TST BOCES-Developed Environmental Science Assessment
ALT Participation in Government	5) District/regional/BOCES-developed	TST BOCES-Developed Participation in Government Assessment
ALT Economics	5) District/regional/BOCES-developed	TST BOCES-Developed Economics Assessment
ALT Journeys in Literature	5) District/regional/BOCES-developed	TST BOCES-Developed ELA/Journeys in Literature Assessment
ALT English 12	5) District/regional/BOCES-developed	TST BOCES-Developed English 12 Assessment
CTE Business Math	5) District/regional/BOCES-developed	TST BOCES-Developed Business Math Assessment
ALT Studio Art	5) District/regional/BOCES-developed	TST BOCES Regionally Developed Grade Specific Art Assessment
EXC Springboard Math	5) District/regional/BOCES-developed	TST BOCES-Developed Springboard Mathematics Assessment
EXC Springboard ELA	5) District/regional/BOCES-developed	TST BOCES-Developed Springboard ELA Assessment
EXC TP ELA 12	5) District/regional/BOCES-developed	TST BOCES-Developed English 12 Assessment
ESL Itinerant – Trumansburg/Lansing	State Assessment	NYSESLAT

ESL Itinerant – Groton/Newfield/Lansing	State Assessment	NYSESLAT
4 <sup>th</sup> -8 <sup>th</sup> Grade ELA and Math Teachers Not Receiving a Growth Score	State Assessment	Grade specific NYS ELA and Mathematics Assessments

**TST BOCES 3.12) All Other Courses** (February 3, 2014)

<b>Subject(s)</b>	<b>Locally-Selected Measures from List of Approved Measures</b>	<b>Assessment</b>
CTE Computer Tech	6ii) School wide measure computed locally	TST BOCES-Developed CTE Computer Tech Assessment
CTE Construction Trades	6ii) School wide measure computed locally	TST BOCES-Developed CTE Construction Trades Assessment
CTE Cosmetology	6ii) School wide measure computed locally	TST BOCES-Developed CTE Cosmetology Assessment
CTE Criminal Justice	6ii) School wide measure computed locally	TST BOCES-Developed CTE Criminal Justice Assessment
CTE Culinary Arts	6ii) School wide measure computed locally	TST BOCES-Developed CTE Culinary Arts Assessment
CTE Digital Media	6ii) School wide measure computed locally	TST BOCES-Developed CTE Digital Media Assessment
CTE Early Childhood	6ii) School wide measure computed locally	TST BOCES-Developed CTE Early Childhood Assessment
EXC Art, General	5)District/regional/BOCES-developed	TST BOCES-Developed Grade Specific Art Assessment
EXC Branches Math	6ii) School wide measure computed locally	TST BOCES -Developed Multi-task Performance Assessment
EXC Bridges ELA	6ii) School wide measure computed locally	TST BOCES-Developed Multi-task Performance Assessment
EXC Bridges Math	6ii) School wide measure computed locally	TST BOCES-Developed Multi-task Performance Assessment
EXC Chorus	5)District/regional/BOCES-developed	TST BOCES-Developed Grade Specific Music Assessment
EXC Economics	6ii) School wide measure computed locally	STAR Reading Enterprise
EXC Health	6ii) School wide measure computed locally	STAR Reading Enterprise
EXC Music General	5)District/regional/BOCES-developed	TST BOCES- Developed Grade Specific Music Assessment
EXC PE	6ii) School wide measure computed locally	STAR Reading Enterprise
EXC Steps Social Studies	6ii) School wide measure computed locally	STAR Reading Enterprise

EXC TP ELA 12	6ii) School wide measure computed locally	STAR Reading Enterprise
ESL Itinerant	5)District/regional/BOCES-developed	TST BOCES-Developed Grade Specific ESL Assessment
EXC Springboard ELA	6ii) School wide measure computed locally	STAR Reading Enterprise
EXC Springboard Math	6ii) School wide measure computed locally	STAR Mathematics Enterprise
EXC Steps ELA	6ii) School wide measure computed locally	TST BOCES-Developed Multi-task Performance Assessment
EXC Steps Math	6ii) School wide measure computed locally	TST BOCES-Developed Multi-task Performance Assessment
EXC TP Reading or Writing CS	6ii) School wide measure computed locally	STAR Reading Enterprise
EXC TP Reading or Writing CSP	6ii) School wide measure computed locally	STAR Reading Enterprise
EXC TP HS Government/ Econ.	6ii) School wide measure computed locally	STAR Reading Enterprise
EXC Bridges Social Studies	6ii) School wide measure computed locally	TST BOCES –Developed Multi-task Performance Assessment
EXC Bridges Science	6ii) School wide measure computed locally	TST BOCES-Developed Multi-task Performance Assessment
EXC Branches ELA	6ii) School wide measure computed locally	TST BOCES-Developed Multi-task Performance Assessment
EXC Branches Social Studies	6ii) School wide measure computed locally	TST BOCES-Developed Multi-task Performance Assessment
EXC Branches Science	6ii) School wide measure computed locally	TST BOCES Developed Multi-task Performance Assessment
EXC Steps Science	6ii) School wide measure computed locally	TST BOCES-Developed Multi-task Performance Assessment

# TIP Plan

A Teacher Improvement Plan and TIP designation may be initiated for several potential causes:

- The bargaining unit member is designated in need of improvement during a classroom observation for specific deficits according to the NYS teaching standards.
- The bargaining unit member's total score on his/her summative APPR designates an ineffective or developing level according to the scale in this document.
- A bargaining unit member who feels they are struggling may seek out support from administration by requesting a TIP be developed. The administrator and bargaining unit member will determine if this is feasible and necessary.

According to the Commissioner's Regulations, every teacher receiving a rating of "developing" or "ineffective" must receive a Teacher Improvement Plan ("TIP") as soon as practicable, but in no case later than ten (10) school days after they are to report to school.

The issuance of a TIP is not a disciplinary action. As in all of the phases of the Annual Professional Performance Review Plan, it is hoped that this phase will result in satisfactorily improved teaching. However, a teacher with two consecutive ineffective annual ratings may be subject to discipline.

## **The purpose of a TIP is to:**

- provide assistance to bargaining unit members who are rated as "ineffective" or "developing" in the overall rating
- improve a unit member's performance;
- provide additional support; which may include professional development and an opportunity to observe other classes;
- encourage discussion and collaboration in the area (s) of significant concern
- provide information to determine tenure

## **A TIP must include:**

- ✓ identification of primary performance areas in need of improvement,
- ✓ evidence of need for improvement in these areas
- ✓ measurable expectations that will demonstrate improvement
- ✓ the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher including, the assignment of a mentor teacher where appropriate and feasible.
- ✓ a timeline for achieving improvement and providing periodic reviews of progress, (This schedule should outline the periodic feedback and opportunities to review the plan as it moves forward. Ensure that there are sensible and practical timelines. Bargaining unit members are not required to complete TIP activities

- during school breaks or summer vacations. TIP can carry over between semesters and school years.)
- ✓ the evidence of improvement

It is expected that a TIP is part of the annual scope of evaluation. If concerns are plainly evident during the year, the administrator and bargaining unit member will discuss the issues that may necessitate a TIP and that some details that must be included in the TIP may be rolled into the APPR evaluation document.

If a TIP is demanded by the final composite score of the APPR, the administrator will seek input from the bargaining unit member in developing the plan to the degree possible. Although a TIP is not intended to be punitive, the bargaining unit member may request that an Association Representative accompany him or her to meetings with the administrator regarding the TIP and any subsequent disciplinary action.

Such input will help guide the generation of the final TIP using the **TST BOCES Teacher Improvement Plan** form (page # in workbook)

The final TIP will be initialed by both the administrator and bargaining unit member. A copy will be provided to the bargaining unit member.

Once the plan has been completed by the bargaining unit member, and/or the timeline specified for completion in the TIP has passed, the administrator will determine, in a discussion with the bargaining unit member, followed by written documentation, that:

- The problem has been resolved and the bargaining unit member's no longer needs a TIP.
- The problem has not been resolved and the TIP designation will remain with the same or revised elements;
- The problem has not been resolved and the bargaining unit member may be subject to disciplinary action.

Under Education Law §3012-c, the Board of Cooperative Educational Services' issuance and/or implementation of the terms of the teacher improvement plan can be appealed. (*See Appeals Process section*)

No disciplinary action predicated upon ineffective performance being addressed by a TIP shall be taken by the District against a bargaining unit member until that TIP has been fully implemented (according to its documented timeline) and its effectiveness in improving the teacher's performance has been evaluated by the authoring administrator.

**TST BOCES Teacher Improvement Plan**

Member Name/Title : \_\_\_\_\_ / \_\_\_\_\_

Building/Program: \_\_\_\_\_ Authoring Administrator: \_\_\_\_\_

Standard/Area Needing Improvement	Evidence of Need	Measurable Expectations	Resources/Support Provided	Timeline	Evidence of Improvement
<p><b>Example:</b></p> <p>Component 2c: Managing classroom procedures and 2d. Managing student behavior</p>	<p>See evidentiary notes on Danielson rubric sections: 2a, 2b, 2c, 2d, &amp; 2e</p>	<p>Your students will be more regularly and completely engaged in learning as observed in observation in 2013-14 school year</p>	<p>Mentor →</p> <p>Workshop re: classroom management →</p> <p>Observations in Smith, Jones and Miller classrooms →</p>	<p>Sept. 2012-May 2013</p> <p>Fall 2013 (Oct. 21<sup>st</sup> is an example of an appropriate workshop that you found)</p> <p>By end of Sept., Nov. and Dec. respectively</p>	<p>Improvements on 2013-14 APPR observation document (specifically sections 2a -2e) including at least 2 formal observations.</p>

**Comments:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signature of evaluator/administrator

\_\_\_\_\_  
date

\_\_\_\_\_  
Signature of bargaining unit member

\_\_\_\_\_  
date

- At completion of this TIP plan...
- The problem has been resolved and TIP is no longer necessary.
  - TIP designation will remain with revised goals
  - Additional disciplinary action is needed.
- Administrative  
Initial

## TST BOCES Principal Evaluation 7.3 Attachment

### Banded Targets for Smith Graded Principal: Based on NYS ELA and Math Assessment Scores

Baseline Level #	Summative Level (Current Year)			
	Level 1	Level 2	Level 3	Level 4
Level 1	No	Yes	Yes	Yes
Level 2	No	No	Yes	Yes
Level 3	No	No	Yes	Yes
Level 4	No	No	Yes	Yes

# Baseline Levels are set using prior year NYS Assessment scores if available. If not available, Baseline Targets are set using multiple sources of data, which may include STAR Reading and/or Math Assessment, other standardized assessments, and diagnostic assessments such as Woodcock Johnson. All teachers of the same course collaborate to develop a Baseline Rubric, which determines how the multiple sources of data are translated into levels. Each student is then assigned to a level, which becomes her/his baseline level.

\*\*\*\*\*

### Banded Targets for Community School Principal: Based on NYS Regents Assessment Scores

Baseline Level *	Summative Level (Current Year)			
	Level 1 (0%-44%)	Level 2 (45% - 64%)	Level 3 (65% - 79%)	Level 4 (80% -100%)
Level 1	No	Yes	Yes	Yes
Level 2	No	No	Yes	Yes
Level 3	No	No	Yes	Yes
Level 4	No	No	Yes	Yes

\*Baseline levels are based on multiple sources of student data which may include, as available and appropriate, prior NYS Regents scores, NYS grade 8 ELA and/or Mathematics assessment scores, STAR Reading assessment scores, TABE scores, and district developed pre-assessments. All teachers of the same course collaborate to develop a Baseline Rubric, which determines how the multiple sources of data are translated into levels. Each student is then assigned to a level, which becomes her/his baseline level.

Levels for Regents scores were chosen partially based on NYS designation of aspirational measures (the highest being 80% - therefore the start of Level 4) and on Safety Net provisions, which allow compensation for scores between 45 and 65 with scores above 65.

# **TST BOCES PIP PLAN**

(Created 07-10-2012)

A Principal Improvement Plan and PIP designation may be initiated for several potential causes:

- The principal is designated in need of improvement during a visit by a supervisor for specific deficits according to the ISLLC standards.
- The principal's total score on his/her summative APPR designates an ineffective or developing level according to the scale in this document.
- A principal who feels they are struggling may seek out support from administration by requesting a PIP be developed. The supervisor and principal will determine if this is feasible and necessary.

According to the Commissioner's Regulations, every principal receiving a rating of "developing" or "ineffective" must receive a Principal Improvement Plan ("PIP") as soon as practicable, but in no case later than ten (10) school days after they begin a new school year with staff.

The issuance of a PIP is not a disciplinary action. As in all of the phases of the Annual Professional Performance Review Plan, it is hoped that this phase will result in satisfactorily improved leadership. However, a principal with two consecutive ineffective annual ratings may be subject to discipline.

## **The purpose of a PIP is to:**

- provide assistance to principals who are rated as "ineffective" or "developing" in the overall rating;
- improve a principal's performance;
- provide additional support which may include professional development and an opportunity to observe other administrators;
- encourage discussion and collaboration in the area(s) of significant concern;
- provide information to determine tenure.

## **A PIP must include:**

- ✓ identification of primary performance areas in need of improvement;
- ✓ evidence of need for improvement in these areas;
- ✓ measurable expectations that will demonstrate improvement;
- ✓ the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the principal including, the assignment of a mentor administrator where appropriate and feasible.

- ✓ a timeline for achieving improvement and providing periodic reviews of progress. (This schedule should outline the periodic feedback and opportunities to review the plan as it moves forward.) Ensure that there are sensible and practical timelines.
- ✓ The evidence of improvement.

It is expected that a PIP is part of the annual scope of evaluation. If concerns are plainly evident during the year, the supervisor and principal will discuss the issues that may necessitate a PIP and that some details that must be included in the PIP may be rolled into the APPR evaluation document.

If a PIP is demanded by the final composite score of the APPR, the supervisor will seek input from the principal in developing the plan to the degree possible. Although a PIP is not intended to be punitive, the principal may request that a colleague accompany him or her to meetings with the supervisor regarding the PIP and any subsequent disciplinary action.

Once the plan has been completed by the principal, or the timeline specified for completion in the PIP has passed, the supervisor will determine, in a discussion with the principal, followed by written documentation, that:

- The problem has been resolved and the principal no longer needs a PIP.
- The problem has not been resolved and the PIP designation will remain with the same or revised elements.
- The problem has not been resolved and the principal may be subject to disciplinary action.

Under Education Law §3012-c; the Board of Cooperative Educational Services' issuance and/or implementation of the terms of the principal improvement plan can be appealed. (See Appeals Process section)

No disciplinary action predicated upon ineffective performance being addressed by a PIP shall be taken by the District against a principal until that PIP has been fully implemented (according to its documented timeline) and its effectiveness in improving the principal performance has been evaluated by the authoring supervisor.

Probationary principals may be summarily dismissed for constitutionally and statutorily related reasons other than performance related to the APPR. No tenure by estoppel will occur while an improvement plan is in place. Instead, a Juul agreement will be implemented until the PIP timeline runs its course and a determination has been made by the supervisor as to its level of success.

# TST BOCES Principal Improvement Plan Form

Member Name/Title

\_\_\_\_\_ / \_\_\_\_\_

Building/Program: \_\_\_\_\_ Authoring

Administrator: \_\_\_\_\_

Standard/Area Needing Improvement	Evidence of Need	Measurable Expectations	Resources/Support Provided	Timeline	Evidence of Improvement

**Comments:**

At completion of this PIP plan...

- The problem has been resolved and PIP is no longer necessary.
- PIP designation will remain with revised goals
- Additional disciplinary action is needed.

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Signature of evaluator/administrator

---

date

---

Signature of principal being evaluated

---

date

Administrative  
Initial

*Your signature indicates that you are an active participant in this process  
and that you understand that this PIP will be sent to your personnel file.*

**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:

*Jeffrey P. Pappalardo* 2/27/14

Teachers Union President Signature: Date:

*Tanya Henille* 2/27/2014

Administrative Union President Signature: Date:

*Not Applicable*

Board of Education President Signature: Date:

*A. Z. H. L. L.* 2/27/14