



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

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

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January 3, 2013

Robert K. Libby, Superintendent
Cohoes City School District
7 Bevan St.
Cohoes, NY 12047

Dear Superintendent Libby:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Charles Dedrick

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

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, August 08, 2012

Updated Monday, December 31, 2012

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 010500010000

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

010500010000

1.2) School District Name: COHOES CITY SD

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

COHOES CITY SD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

-
- Virtual AP Incentive Program (NYSED)
-

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Tuesday, August 07, 2012

Updated Monday, December 31, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	A pre-test is given at the beginning of the year to establish a baseline. Individual growth targets are set for each
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>student based on the baseline data. The target is set between the teacher and principal. A comparable post test is given at the end of the school year. HEDI points are allocated to the teacher based on the average percentage of students meeting or exceeding individual growth targets.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>20 points = 97%-100% of students meeting their target. 19 points = 94%-96% of students meeting their target. 18 points = 90%-93% of students meeting their target.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>17 points = 87%-89% of students meeting their target. 16 points = 84%-86% of students meeting their target. 15 points = 80%-83% of students meeting their target. 14 points = 76%-79% of students meeting their target. 13 points = 71%-75% of students meeting their target. 12 points = 67%-70% of students meeting their target. 11 points = 63%-66% of students meeting their target. 10 points = 59%-62% of students meeting their target. 9 points = 55%-58% of students meeting their target.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>8 points = 51%-54% of students meeting their target. 7 points = 47%-50% of students meeting their target. 6 points = 43%-46% of students meeting their target. 5 points = 39%-42% of students meeting their target. 4 points = 35%-38% of students meeting their target. 3 points = 30%-34% of students meeting their target.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>2 points = 21%-29% of students meeting their target. 1 point = 11%-20% of students meeting their target. 0 points = 0%-10% of students meeting their target.</p>

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	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>A pre-test is given at the beginning of the year to establish a baseline. Individual growth targets are set for each student based on the baseline data. The targets are set between the teacher and principal. A comparable post test is given at the end of the school year. HEDI points are allocated to the teacher based on the average percentage</p>
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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	Cohoes City School District developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Cohoes City School District developed Grade 7 Science Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test is given at the beginning of the year to establish a baseline. Individual growth targets are set for each student based on the baseline data. The targets are set between the teacher and principal. A comparable post test is given at the end of the school year. HEDI points are allocated to the teacher based on the average percentage of students meeting or exceeding individual growth targets.
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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	Cohoes City School District developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Cohoes City School District developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Cohoes City School District developed Grade 8 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test is given at the beginning of the year to establish a baseline. Individual growth targets are set for each student based on the baseline data. The targets are set between the teacher and principal. A comparable post test is given at the end of the school year. HEDI points are allocated to the teacher based on the average percentage of students meeting or exceeding individual growth targets.
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 12 points = 67%-70% of students meeting their target.
 11 points = 63%-66% of students meeting their target.
 10 points = 59%-62% of students meeting their target.
 9 points = 55%-58% of students meeting their target.

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

8 points = 51%-54% of students meeting their target.
 7 points = 47%-50% of students meeting their target.
 6 points = 43%-46% of students meeting their target.
 5 points = 39%-42% of students meeting their target.
 4 points = 35%-38% of students meeting their target.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.

2 points = 21%-29% of students meeting their target.
 1 point = 11%-20% of students meeting their target.
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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	Cohoes City School District 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 student performance.

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

A pre-test is given at the beginning of the year to establish a baseline. Individual growth targets are set for each student based on the baseline data. The targets are set between the teacher and principal. A comparable post test is given at the end of the school year. HEDI points are allocated to the teacher based on the average percentage of students meeting or exceeding individual growth targets.

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 19 points = 94%-96% of students meeting their target.
 18 points = 90%-93% of students meeting their target.

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

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2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

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

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.

A pre-test is given at the beginning of the year to establish a baseline. Individual growth targets are set for each student based on the baseline data. The targets are set between the teacher and principal. A comparable post test is given at the end of the school year. HEDI points are allocated to the teacher based on the average percentage of students meeting or exceeding individual growth targets.

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2.8) High School Math Regents Courses

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

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

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

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

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.	A pre-test is given at the beginning of the year to establish a baseline. Individual growth targets are set for each student based on the baseline data. The targets are set between the teacher and principal. A comparable post test is given at the end of the school year. HEDI points are allocated to the teacher based on the average percentage of students meeting or exceeding individual growth targets.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.

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 1 point = 11%-20% of students meeting their target.
 0 points = 0%-10% of students meeting their target.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Cohoes City School District developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Cohoes City School District developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	English Regents assessment

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

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

A pre-test is given at the beginning of the year to establish a baseline. Individual growth targets are set for each student based on the baseline data. The targets are set between the teacher and principal. A comparable post test is given at the end of the school year. HEDI points are allocated to the teacher based on the average percentage of students meeting or exceeding individual growth targets.

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 19 points = 94%-96% of students meeting their target.
 18 points = 90%-93% of students meeting their target.

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

17 points = 87%-89% of students meeting their target.
 16 points = 84%-86% of students meeting their target.
 15 points = 80%-83% of students meeting their target.
 14 points = 76%-79% of students meeting their target.
 13 points = 71%-75% of students meeting their target.
 12 points = 67%-70% of students meeting their target.
 11 points = 63%-66% of students meeting their target.
 10 points = 59%-62% of students meeting their target.
 9 points = 55%-58% of students meeting their target.

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

8 points = 51%-54% of students meeting their target.
 7 points = 47%-50% of students meeting their target.
 6 points = 43%-46% of students meeting their target.
 5 points = 39%-42% of students meeting their target.
 4 points = 35%-38% of students meeting their target.

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

3 points = 30%-34% of students meeting their target.

2 points = 21%-29% of students meeting their target.

1 point = 11%-20% of students meeting their target.

0 points = 0%-10% of students meeting their target.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
K-2 Art	District, Regional or BOCES-developed	Questar Three/ Capital Region BOCES developed Elementary Art Grades K-2 Assessment
3-5 Art	District, Regional or BOCES-developed	Questar Three/ Capital Region BOCES developed Elementary Art Grades 3-5 Assessment
K-2 Music	District, Regional or BOCES-developed	Questar Three/ Capital Region BOCES developed Elementary Music Grades K-2 Assessment
3-5 Music	District, Regional or BOCES-developed	Questar Three/ Capital Region BOCES developed Elementary Music Grades 3-5 Assessment
K-2 Physical Education	District, Regional or BOCES-developed	Questar Three/ Capital Region BOCES developed Elementary Physical Education Grades K-2 Assessment
3-5 Physical Education	District, Regional or BOCES-developed	Cohoes City School District developed 3-5 Physical Education Assessment
6-8 Art	District, Regional or BOCES-developed	Questar Three/ Capital Region BOCES developed Middle School (Grade 6-8) Art Assessment
6-8 Music	District, Regional or BOCES-developed	Questar Three/ Capital Region BOCES developed General Music Middle School (Grade 6-8) Music Assessment
Grade 6 Reading	State Assessment	Sixth Grade State ELA Assessment
Grade 7 Family and Consumer Sciences	District, Regional or BOCES-developed	Cohoes City School District developed Grade 7 Family and Consumer Science Assessment
Grade 8 Technology	District, Regional or BOCES-developed	Cohoes City School District developed Grade 8 Technology Assessment
Grade 8 Health	District, Regional or BOCES-developed	Cohoes City School District developed Grade 8 Health Assessment
Grade 8 Spanish	District, Regional or BOCES-developed	Cohoes City School District developed Grade 8 Spanish Assessment
Grade 7 Spanish	District, Regional or BOCES-developed	Cohoes City School District developed Grade 7 Spanish Assessment
Grade 8 French	District, Regional or BOCES-developed	Cohoes City School District developed Grade 8 French Assessment
Grade 7 French	District, Regional or BOCES-developed	Cohoes City School District developed Grade 7 French Assessment
Grade 6-8 Physical Education	District, Regional or BOCES-developed	Questar Three/ Capital Region BOCES developed Grade 6-8 Physical Education Assessment
Grade 9-12 Physical Education	District, Regional or BOCES-developed	Cohoes City School District developed Grades 9-12 Physical Education Assessment

Grade 9-12 Band	District, Regional or BOCES-developed	Questar Three/ Capital Region BOCES developed Commencement (Grades 9-12) Music Assessment
Grade 9-12 Chorus	District, Regional or BOCES-developed	Questar Three/ Capital Region BOCES developed Commencement (Grades 9-12) Music Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test is given at the beginning of the year to establish a baseline. Individual growth targets are set for each student based on the baseline data. The targets are set between the teacher and principal. A comparable post test is given at the end of the school year. HEDI points are allocated to the teacher based on the average percentage of students meeting or exceeding individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points = 97%-100% of students meeting their target. 19 points = 94%-96% of students meeting their target. 18 points = 90%-93% of students meeting their target.
Effective (9 - 17 points) Results meet District goals for similar students.	17 points = 87%-89% of students meeting their target. 16 points = 84%-86% of students meeting their target. 15 points = 80%-83% of students meeting their target. 14 points = 76%-79% of students meeting their target. 13 points = 71%-75% of students meeting their target. 12 points = 67%-70% of students meeting their target. 11 points = 63%-66% of students meeting their target. 10 points = 59%-62% of students meeting their target. 9 points = 55%-58% of students meeting their target.
Developing (3 - 8 points) Results are below District goals for similar students.	8 points = 51%-54% of students meeting their target. 7 points = 47%-50% of students meeting their target. 6 points = 43%-46% of students meeting their target. 5 points = 39%-42% of students meeting their target. 4 points = 35%-38% of students meeting their target. 3 points = 30%-34% of students meeting their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points = 21%-29% of students meeting their target. 1 point = 11%-20% of students meeting their target. 0 points = 0%-10% of students meeting their target.

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

[assets/survey-uploads/5364/159924-avH4IQNZMh/Copy of Form 2 10.xls](#)

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

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

Not Applicable

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, August 07, 2012

Updated Friday, December 28, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers will receive a point total based on the percentage of students who demonstrate growth on the state approved 3rd party assessment . The overall percentage of students who increase their Rauch Unit (RIT), a comparison of the student's fall benchmark to their Spring benchmark, will be converted to a HEDI scale from 0-15 as indicated below.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 points = 94-100% of students making academic progress. 14 points = 87-93% of students making academic progress
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 points = 80-86% of students making academic progress 12 points = 73-79% of students making academic progress 11 points = 66-72% of students making academic progress 10 points = 62-65% of students making academic progress 9 points = 59-61% of students making academic progress 8 points = 56-58% of students making academic progress
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 points = 53-55% of students making academic progress 6 points = 50-52% of students making academic progress 5 points = 47-49% of students making academic progress 4 points = 44-46% of students making academic progress 3 points = 41-43% of students making academic progress
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points = 31-40% of students making academic progress 1 points = 6-30% of students making academic progress 0 points = 0-5% of students making academic progress

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers will receive a point total based on the percentage of students who demonstrate growth on the state approved 3rd party assessment . The overall percentage of students who increase their Rauch Unit (RIT), a comparison of the student's fall benchmark to their Spring benchmark, will be converted to a HEDI scale from 0-15 as indicated below.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 points = 94-100% of students making academic progress. 14 points = 87-93% of students making academic progress
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 points = 80-86% of students making academic progress 12 points = 73-79% of students making academic progress 11 points = 66-72% of students making academic progress 10 points = 62-65% of students making academic progress 9 points = 59-61% of students making academic progress 8 points = 56-58% of students making academic progress
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 points = 53-55% of students making academic progress 6 points = 50-52% of students making academic progress 5 points = 47-49% of students making academic progress 4 points = 44-46% of students making academic progress 3 points = 41-43% of students making academic progress
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points = 31-40% of students making academic progress 1 points = 6-30% of students making academic progress 0 points = 0-5% of students making academic progress

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 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will receive a point total based on the percentage of students who demonstrate growth on the state approved 3rd party assessment . The overall percentage of students who increase their Rauch Unit (RIT), a comparison of the student's fall benchmark to their Spring benchmark, will be converted to a HEDI scale from 0-20 as indicated below.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points = 95%-100% of students making academic progress. 19 points = 90%-94% of students making academic progress. 18 points = 85%-89% of students making academic progress.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points = 83-84% of students making academic progress. 16 points = 81-82% of students making academic progress. 15 points = 79-80% of students making academic progress. 14 points = 76-78% of students making academic progress. 13 points = 73-75% of students making academic progress. 12 points = 71-72% of students making academic progress. 11 points = 69-70% of students making academic progress. 10 points = 67-68% of students making academic progress. 9 points = 65-66% of students making academic progress.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points = 63-64% of students making academic progress. 7 points = 61-62% of students making academic progress. 6 points = 59-60% of students making academic progress. 5 points = 57-58% of students making academic progress. 4 points = 55-56% of students making academic progress. 3 points = 53-54 % of students making academic progress
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points= 26%-52% of students making academic progress . 1 point = 1%-25% of students making academic progress. 0 points = 0% of students will making academic progress.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will receive a point total based on the percentage of students who demonstrate growth on the state approved 3rd party assessment . The overall percentage of students who increase their Rauch Unit (RIT), a comparison of the student's fall benchmark to their Spring benchmark, will be converted to a HEDI scale from 0-20 as indicated below.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points = 95%-100% of students making academic progress. 19 points = 90%-94% of students making academic progress. 18 points = 85%-89% of students making academic progress.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points = 83-84% of students making academic progress. 16 points = 81-82% of students making academic progress. 15 points = 79-80% of students making academic

progress.
 14 points = 76-78% of students making academic progress.
 progress.
 13 points = 73-75% of students making academic progress.
 progress.
 12 points = 71-72% of students making academic progress.
 progress.
 11 points = 69-70% of students making academic progress.
 progress.
 10 points = 67-68% of students making academic progress.
 progress.
 9 points = 65-66% of students making academic progress.

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

8 points = 63-64% of students making academic progress.
 7 points = 61-62% of students making academic progress.
 6 points = 59-60% of students making academic progress.
 5 points = 57-58% of students making academic progress.
 4 points = 55-56% of students making academic progress.
 3 points = 53-54 % of students making academic progress

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

2 points= 26%-52% of students making academic progress .
 1 point = 1%-25% of students making academic progress.
 0 points = 0% of students will making academic progress.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Cohoes City School District developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Cohoes City School District developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	Cohoes City School District developed Grade 8 Science Assessment

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.

A teacher will receive a HEDI score based on the percentage of students who achieve proficiency in their class based on the district developed summative assessment. Proficiency will be defined as students who achieve a grade of 65% or higher. The percent of students who achieve proficiency will be calculated by taking the total number of students who achieved proficiency on the district developed summative assessment and dividing it by the total number of students who had taken the assement. The percentage will be then converted into a HEDI score based on the 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 = 95%-100% of students will achieve proficiency. 19 points = 90%-94% of students will achieve proficiency. 18 points = 85%-89% of students will achieve proficiency.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points = 83%-84% of students will achieve proficiency. 16 points = 81%-82% of students will achieve proficiency. 15 points = 79%-80% of students will achieve proficiency. 14 points = 76%-78% of students will achieve proficiency. 13 points = 73%-75% of students will achieve proficiency. 12 points = 71%-72% of students will achieve proficiency. 11 points = 69%-70% of students will achieve proficiency. 10 points= 67%-68% of students will achieve proficiency. 9 points= 65%-66% of students will achieve proficiency.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points= 63%-64% of students will achieve proficiency. 7 points= 61%-62% of students will achieve proficiency. 6 points= 59%-60% of students will achieve proficiency. 5 points= 57%-58% of students will achieve proficiency. 4 points= 55%-56% of students will achieve proficiency. 3 points= 53%-54% of students will achieve proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points= 26%-52% of students will achieve proficiency. 1 point = 1%-25% of students will achieve proficiency. 0 points = 0% of students will achieve proficiency.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Cohoes City School District developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Cohoes City Schoo District developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Cohoes City School District developed Grade 8 Social Studies Assessment

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.	A teacher will receive a HEDI score based on the percentage of students who achieve proficiency in their class based on the district developed summative assessment. Proficiency will be defined as students who achieve a grade of 65% or higher. The percent of students who achieve proficiency will be calculated by taking the total number of students who achieved proficiency on the district developed summative
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	assessment and dividing it by the total number of students who had taken the assessment. The percentage will be then converted into a HEDI score based on the 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 = 95%-100% of students will achieve proficiency. 19 points = 90%-94% of students will achieve proficiency. 18 points = 85%-89% of students will achieve proficiency.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points = 83%-84% of students will achieve proficiency. 16 points = 81%-82% of students will achieve proficiency. 15 points = 79%-80% of students will achieve proficiency. 14 points = 76%-78% of students will achieve proficiency. 13 points = 73%-75% of students will achieve proficiency. 12 points = 71%-72% of students will achieve proficiency. 11 points = 69%-70% of students will achieve proficiency. 10 points = 67%-68% of students will achieve proficiency. 9 points = 65%-66% of students will achieve proficiency.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points = 63%-64% of students will achieve proficiency. 7 points = 61%-62% of students will achieve proficiency. 6 points = 59%-60% of students will achieve proficiency. 5 points = 57%-58% of students will achieve proficiency. 4 points = 55%-56% of students will achieve proficiency. 3 points = 53%-54% of students will achieve proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points = 26%-52% of students will achieve proficiency. 1 point = 1%-25% of students will achieve proficiency. 0 points = 0% of students will achieve proficiency.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES-developed assessments	Cohoes City School District developed Global 1 Assessment
Global 2	5) District, regional, or BOCES-developed assessments	Cohoes City School District developed Global 2 Assessment
American History	5) District, regional, or BOCES-developed assessments	Cohoes City School District Cohoes District developed American History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A teacher will receive a HEDI score based on the percentage of students who achieve proficiency in their class based on the district developed summative assessment. Proficiency will be defined as students who achieve a grade of 65% or higher. The percent of students who achieve proficiency will be calculated by taking the total number of students who achieved proficiency on the district developed summative assessment and dividing it by the total number of students who had taken the assessment. The percentage will be then converted into a HEDI score based on the 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 = 95%-100% of students will achieve proficiency. 19 points = 90%-94% of students will achieve proficiency. 18 points = 85%-89% of students will achieve proficiency.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points= 83%-84% of students will achieve proficiency. 16 points= 81%-82% of students will achieve proficiency. 15 points= 79%-80% of students will achieve proficiency. 14 points= 76%-78% of students will achieve proficiency. 13 points = 73%-75% of students will achieve proficiency. 12 points = 71%-72% of students will achieve proficiency. 11 points = 69%-70% of students will achieve proficiency. 10 points= 67%-68% of students will achieve proficiency. 9 points= 65%-66% of students will achieve proficiency.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points= 63%-64% of students will achieve proficiency. 7 points= 61%-62% of students will achieve proficiency. 6 points= 59%-60% of students will achieve proficiency. 5 points= 57%-58% of students will achieve proficiency. 4 points= 55%-56% of students will achieve proficiency. 3 points= 53%-54% of students will achieve proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points= 26%-52% of students will achieve proficiency. 1 point = 1%-25% of students will achieve proficiency. 0 points = 0% of students will achieve proficiency.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES—developed assessments	Cohoes City School District developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES—developed assessments	Cohoes City School District developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES—developed assessments	Cohoes City School District developed Chemistry Assessment
Physics	5) District, regional, or BOCES—developed assessments	Cohoes City School District developed Physics Assessment

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.	A teacher will receive a HEDI score based on the percentage of students who achieve proficiency in their class based on the district developed summative assessment. Proficiency will be defined as students who achieve a grade of 65% or higher. The percent of students who achieve proficiency will be calculated by taking the total number of students who achieved proficiency on the district developed summative assessment and dividing it by the total number of students who had taken the assessment. The percentage will be then converted into a HEDI score based on the 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 = 95%-100% of students will achieve proficiency. 19 points = 90%-94% of students will achieve proficiency. 18 points = 85%-89% of students will achieve proficiency.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 = 83%-84% of students will achieve proficiency. 16 = 81%-82% of students will achieve proficiency. 15 = 79%-80% of students will achieve proficiency. 14 = 76%-78% of students will achieve proficiency. 13 = 73%-75% of students will achieve proficiency. 12 points = 71%-72% of students will achieve proficiency. 11 points = 69%-70% of students will achieve proficiency. 10 points= 67%-68% of students will achieve proficiency. 9 points= 65%-66% of students will achieve proficiency.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points= 63%-64% of students will achieve proficiency. 7 points= 61%-62% of students will achieve proficiency. 6 points= 59%-60% of students will achieve proficiency. 5 points= 57%-58% of students will achieve proficiency. 4 points= 55%-56% of students will achieve proficiency. 3 points= 53%-54% of students will achieve proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points= 26%-52% of students will achieve proficiency. 1 point = 1%-25% of students will achieve proficiency. 0 points = 0% of students will achieve proficiency.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

Geometry	5) District, regional, or BOCES–developed assessments	Cohoes City School District developed Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Cohoes City School District developed Algebra 2 Assessment

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.

<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>For those teachers administering Measures of Academic Progress -teachers will receive a point total based on the percentage of students who demonstrate growth on the state approved 3rd party assessment . The overall percentage of students who increase their Rauch Unit (RIT), a comparison of the student's fall benchmark to their Spring benchmark, will be converted to a HEDI scale from 0-20 as indicated below. For those teachers administering a district developed test a teacher will receive a HEDI score based on the percentage of students who achieve proficiency in their class based on the district developed summative assessment. Proficiency will be defined as students who achieve a grade of 65% or higher. Ther percent of students who achieve proficiency will be calculated by taking the total number of students who achieved proficiency on the district developed summative assessment and dividing it by the total number of students who had taken the assement. The percentage will be then converted into a HEDI score based on the 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 = 95%-100% of students will achieve proficiency on district developed tests or make academic progress on the MAP 19 points = 90%-94% of students will achieve proficiency on district developed tests or make academic progress on the MAP 18 points = 85%-89% of students will achieve proficiency on district developed tests or make academic progress on the MAP.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>17 = 83%-84% of students will achieve proficiency on district developed tests or make academic progress on the MAP. 16 = 81%-82% of students will achieve proficiency on district developed tests or make academic progress on the MAP. 15 = 79%-80% of students will achieve proficiency on district developed tests or make academic progress on the MAP. 14 = 76%-78% of students will achieve proficiency on district developed tests or make academic progress on the MAP. 13 = 73%-75% of students will achieve proficiency on</p>

district developed tests or make academic progress on the MAP.
 12 points = 71%-72% of students will achieve proficiency on district developed tests or make academic progress on the MAP.
 11 points = 69%-70% of students will achieve proficiency on district developed tests or make academic progress on the MAP.
 10 points= 67%-68% of students will achieve proficiency on district developed tests or make academic progress on the MAP.
 9 points= 65%-66% of students will achieve proficiency on district developed tests or make academic progress on the MAP.

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

8 points= 63%-64% of students will achieve proficiency on district developed tests or make academic progress on the MAP.
 7 points= 61%-62% of students will achieve proficiency on district developed tests or make academic progress on the MAP.
 6 points= 59%-60% of students will achieve proficiency on district developed tests or make academic progress on the MAP..
 5 points= 57%-58% of students will achieve proficiency on district developed tests or make academic progress on the MAP.
 4 points= 55%-56% of students will achieve proficiency on district developed tests or make academic progress on the MAP.
 3 points= 53%-54% of students will achieve proficiency on district developed tests or make academic progress on the MAP.

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

2 points= 26%-52% of students will achieve proficiency on district developed tests or make academic progress on the MAP.
 1 point = 1%-25% of students will achieve proficiency on district developed tests or make academic progress on the MAP.
 0 points = 0% of students will achieve proficiency on district developed tests or make academic progress on the MAP.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Cohoes City School District developed Grade 10 ELA Assessment

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

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

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

For those teachers administering Measures of Academic Progress -teachers will receive a point total based on the percentage of students who demonstrate growth on the state approved 3rd party assessment . The overall percentage of students who increase their Rauch Unit (RIT), a comparison of the student's fall benchmark to their Spring benchmark, will be converted to a HEDI scale from 0-20 as indicated below. For those teachers administering a district developed test a teacher will receive a HEDI score based on the percentage of students who achieve proficiency in their class based on the district developed summative assessment. Proficiency will be defined as students who achieve a grade of 65% or higher. The percent of students who achieve proficiency will be calculated by taking the total number of students who achieved proficiency on the district developed summative assessment and dividing it by the total number of students who had taken the assessment. The percentage will be then converted into a HEDI score based on the 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 = 95%-100% of students will achieve proficiency on district developed tests or make academic progress on the MAP

19 points = 90%-94% of students will achieve proficiency on district developed tests or make academic progress on the MAP.

18 points = 85%-89% of students will achieve proficiency on district developed tests or make academic progress on the MAP.

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

17 = 83%-84% of students will achieve proficiency on district developed tests or make academic progress on the MAP.

16 = 81%-82% of students will achieve proficiency on district developed tests or make academic progress on the MAP.

15 = 79%-80% of students will achieve proficiency on district developed tests or make academic progress on the MAP.

14 = 76%-78% of students will achieve proficiency on district developed tests or make academic progress on the MAP.

13 = 73%-75% of students will achieve proficiency on district developed tests or make academic progress on the MAP.

12 points = 71%-72% of students will achieve proficiency

on district developed tests or make academic progress on the MAP.
 11 points = 69%-70% of students will achieve proficiency on district developed tests or make academic progress on the MAP.
 10 points= 67%-68% of students will achieve proficiency on district developed tests or make academic progress on the MAP.
 9 points= 65%-66% of students will achieve proficiency on district developed tests or make academic progress on the MAP.

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

8 points= 63%-64% of students will achieve proficiency on district developed tests or make academic progress on the MAP.
 7 points= 61%-62% of students will achieve proficiency on district developed tests or make academic progress on the MAP.
 6 points= 59%-60% of students will achieve proficiency on district developed tests or make academic progress on the MAP..
 5 points= 57%-58% of students will achieve proficiency on district developed tests or make academic progress on the MAP.
 4 points= 55%-56% of students will achieve proficiency on district developed tests or make academic progress on the MAP.
 3 points= 53%-54% of students will achieve proficiency on district developed tests or make academic progress on the MAP.

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

2 points= 26%-52% of students will achieve proficiency on district developed tests or make academic progress on the MAP.
 1 point = 1%-25% of students will achieve proficiency on district developed tests or make academic progress on the MAP.
 0 points = 0% of students will achieve proficiency on district developed tests or make academic progress on the MAP.

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
K-2 Art	6(ii) School wide measure computed locally	Measures of Academic Progress(Primary Grades)
3-5 Art	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
K-2 Music	6(ii) School wide measure computed locally	Measures of Academic Progress (Primary Grades)
3-5 Music	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
K-2 Physical Education	6(ii) School wide measure computed locally	Measures of Academic Progress (Primary Grades)

3-5 Physical Education	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
6-7 Art	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
6-7 Music	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
6-8 Physical Education	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Grade 7 Family and Consumer Sciences 7	5) District/regional/BOCES-developed	Cohoes City School District developed Grade 7 Family and Consumer Science Assessment
Grade 8 Technology	5) District/regional/BOCES-developed	Cohoes City School District developed Grade 8 Technology Assessment
Grade 6 Reading	4) State-approved 3rd party	Measures of Academic Progress(ELA)
Grade 7 Spanish	5) District/regional/BOCES-developed	Cohoes City School District developed Grade 7 Spanish Assessment
Grade 8 Spanish	5) District/regional/BOCES-developed	Cohoes City School District developed Grade 8 Spanish Assessment
Grade 7 French	5) District/regional/BOCES-developed	Cohoes City School District developed Grade 7 French Assessment
Grade 8 French	5) District/regional/BOCES-developed	Cohoes City School District developed Grade 8 French Assessment
Grade 8 Health	5) District/regional/BOCES-developed	Cohoes City School District developed Grade 8 Health Assessment
Grade 9-12 Physical Education	5) District/regional/BOCES-developed	Cohoes City School District developed Grade 9-12 Physical Education Assessment
Grade 9-12 Band	5) District/regional/BOCES-developed	Questar 3 Cap Region BOCES developed Grade 9-12 Band Assessment
Grade 9-12 Chorus	5) District/regional/BOCES-developed	Questar 3 Cap Region BOCES developed Grade 9-12 Chorus 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	For those teachers administering Measures of Academic Progress -teachers will receive a point total based on the
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this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

percentage of students who demonstrate growth on the state approved 3rd party assessment . The overall percentage of students who increase their Rauch Unit (RIT), a comparison of the student's fall benchmark to their Spring benchmark, will be converted to a HEDI scale from 0-20 as indicated below. For those teachers administering district developed or BOCES developed assessments a teacher will receive a HEDI score based on the percentage of students who achieve proficiency in their class based on the district developed summative assessment. Proficiency will be defined as students who achieve a grade of 65% or higher. The percent of students who achieve proficiency will be calculated by taking the total number of students who achieved proficiency on the district developed summative assessment and dividing it by the total number of students who had taken the assessment. The percentage will be then converted into a HEDI score based on the 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 = 95%-100% of students will achieve proficiency.
19 points = 90%-94% of students will achieve proficiency.
18 points = 85%-89% of students will achieve proficiency.

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

17 points= 83%-84% of students will achieve proficiency.
16 points = 81%-82% of students will achieve proficiency.
15 points= 79%-80% of students will achieve proficiency.
14 points= 76%-78% of students will achieve proficiency.
13 points= 73%-75% of students will achieve proficiency.
12 points = 71%-72% of students will achieve proficiency.
11 points = 69%-70% of students will achieve proficiency.
10 points= 67%-68% of students will achieve proficiency.
9 points= 65%-66% of students will achieve proficiency.

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

8 points= 63%-64% of students will achieve proficiency.
7 points= 61%-62% of students will achieve proficiency.
6 points= 59%-60% of students will achieve proficiency.
5 points= 57%-58% of students will achieve proficiency.
4 points= 55%-56% of students will achieve proficiency.
3 points= 53%-54% of students will achieve proficiency.

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

2 points= 26%-52% of students will achieve proficiency.
1 point = 1%-25% of students will achieve proficiency.
0 points = 0% of students will achieve proficiency.

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

[assets/survey-uploads/5139/160022-Rp00l6pk1T/Form 3.12 - All Other Courses - Cohoes CSD.docx](#)

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

For teachers with more than one locally selected measure, a HEDI score will be computed for each local measure based on the number of students achieving proficiency on the district summative assessment for like classes. Each HEDI score will then be multiplied by a weighted percentage. The weighted percentage for each local measure will be determined by taking the number of students for each local measure and dividing it by the total number of students in all local measures for that teacher. The weighted HEDI scores will then be combined into a single subcomponent HEDI category and score. The teacher's final score accurately reflects the total number of students taught who took those assessments and were measured.

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 Thursday, June 14, 2012

Updated Wednesday, January 02, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0.

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	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
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The District will assign from 0-40 points for observations and 0-20 points for structured review of lesson plans, portfolios and other teacher artifacts. A tenured teacher will have one announced observation which will represent 25 of the 40 points and one unannounced observation which will represent 15 of the 40 points. A non-tenured teacher will have two announced observations which will represent 30 of the 40 points (15 points each) and one unannounced observation which will represent 10 of the 40 points.

Teachers will be rated based on the 4 domains of the Danielson 2011 Rubric, which covers each of the NYS Teaching Standards, using the Teachscape evaluation system platform. The Danielson rubric has 24 sections requiring a rating. Domain 1 has 6 categories; Domain 2 has 5 categories; Domain 3 has 7 categories and Domain 4 has 6 categories.

For tenured and non-tenured teachers, each subcategory of the 4 domains will receive a rating between 1 and 4. The average score of each domain will be calculated and then be multiplied by a weighted percentage (Domains 1 and 4 by 16.7% and Domains 2 and 3 by 33.3%) to determine a domain score. The domain scores will then be added together to determine an observational score.

The observational scores will then be multiplied on a weighted percentage based on if the observation is announced or unannounced. For tenured teachers, the announced observation score will be multiplied by 62.5% and the unannounced by 37.5%. For non-tenured teachers, the two (2) announced observation scores will be multiplied by 37.5% and the unannounced observation score will be multiplied by 25%. The weighted observation scores will then be added together to determine the overall observation score for a teacher.

Teachers will be evaluated for artifacts based on five (5) artifact categories aligned with the Danielson rubric. For each artifact category, a teacher will receive a rating between 1 and 4. The artifact scores that the teacher receives in each of the categories will be added together to determine an total artifact score of up to 20 points. This total artifact score will be multiplied by 20% to determine the overall artifact score. ((For example if a teacher earns the following in each of the five categories - 3, 3, 3, 2, 2 - this will result in a artifact score of 13 which will be multiplied by 20% which will result in an overall artifact score of 2.6)

The overall observation score and the overall artifact score will then be multiplied by a weighted percentage to determine an overall rubric score for the teacher. The overall observation score will be multiplied by 66.7% and the overall artifact score will be multiplied by 33.3%. All scores will be rounded to the nearest hundredth, using the rounding rule, except for the overall rubric score which will be rounded to the nearest tenth using the rounding rule.

The overall rubric score will then be converted to a HEDI rating utilizing the NYSUT conversion scale . An average rubric score of from 3.5 – 4.0 will be converted to a HEDI score of 59-60 resulting in an overall rating of highly effective. An average rubric score of from 2.5 – 3.4 will be converted to a HEDI score of 57-58 resulting in an overall rating of effective. An average rubric score of from 1.5 – 2.4 will be converted to a HEDI score of 50-56 resulting in an overall rating of developing. An average rubric score of from 1.0 – 1.4 will be converted to a HEDI score of 0-49 resulting in an overall rating of ineffective. The Cohoes City School District is aware that the final HEDI rating will be in whole numbers.

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

[assets/survey-uploads/5091/142606-eka9yMJ855/Scoring Methodology for the 60 % Teacher Effects.pdf](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A HEDI score of 59-60 will result in an overall rating of highly effective.
Effective: Overall performance and results meet NYS Teaching Standards.	A HEDI score of 57-58 will result in an overall rating of effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A HEDI score of 50-56 will result in an overall rating of developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A HEDI score of 0-49 will result in an overall rating of ineffective.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, August 07, 2012
Updated Tuesday, October 23, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, August 07, 2012
Updated Monday, December 10, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/159914-Df0w3Xx5v6/Teacher Improvement Plan.pdf>

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:

*Cohoes City School District/Cohoes Teachers' Association
APPR Appeals Process*

1. Only tenured teachers who receive a rating of "ineffective" and "developing" on their Annual Professional Performance Review ("APPR") may appeal their APPR through the procedure herein. Ratings of "effective" and "highly effective" may not be appealed. A

teacher may file only one appeal from a single APPR. Those eligible for an appeal shall simply be referred to as “teacher” below.

Probationary teachers may not file appeals through the procedure herein but may submit a written response which shall be filed with the APPR.

Probationary teachers do not forfeit their contractual right to the grievance procedure in regard to technical errors in regard to evaluation.

“APPR” and “evaluation” are used interchangeably herein. “Business days” as used herein shall be defined as those days other than weekends and declared holidays, that the District’s Central Office is open.

2. Within three (3) business days of the receipt of a teacher’s APPR from the building administrator, the teacher may request in writing to meet with the evaluating administrator. This meeting shall occur within five (5) business days of the teacher’s request. The purpose of such meeting is for the teacher and evaluating administrator to discuss possible changes to the evaluation based upon information provided by the teacher. The evaluating administrator shall advise the teacher in writing whether there will be any change in the evaluation either at the meeting or within two (2) business days of the meeting.

3. A teacher has ten (10) business days from receipt of the APPR or, if applicable, five (5) business days from receipt of the evaluating administrator’s response in paragraph “2” above, to submit a written appeal to the Superintendent setting forth any and all objections to the APPR. An appeal of an APPR must be based only upon one or more of the following grounds:

a. the substance of the annual professional performance review;

b. the school district’s adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;

c. the school district’s adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures; and,

d. the school district’s failure to issue and/or implement the terms of a Teacher Improvement Plan, where required under Education Law Section 3012-c.

The written appeal document must clearly identify the grounds for appeal, and shall explain, in detail, why and how the APPR should be modified. Failure to articulate a particular basis for the appeal shall be deemed a waiver of that claim. The burden of establishing that the APPR should be modified shall rest with the teacher.

4. The Superintendent, or his or her designee, will inform the evaluating administrator and the Association President that the teacher has initiated the appeals process. The Superintendent will provide a copy of the appeal and the evaluation to the evaluating administrator, Association President, and Appeals Committee (see below) within three (3) business days of receipt of the appeal from the evaluated teacher.

The evaluating administrator may, at his/her option, provide a written response to the appeal within three (3) business days of receipt of the Superintendent’s notification that an appeal has been filed. If a response is submitted, it must be submitted to the Superintendent, appealing teacher, Association President, and to the Appeals Committee for its consideration of the appeal.

5. Appeals shall be referred for consideration to an APPR Appeal Committee (“Committee”), a standing committee made up of two from a pool of six (6) administrators (five building principals and the Assistant Superintendent for Educational Services) from within the District appointed by the Superintendent of Schools, and two from a pool of tenured teachers (three CTA officers and teachers from the 2012 APPR negotiating committee) from within the District appointed by the President of the Association. Members shall be appointed for a term of three years and all members shall be required to complete the training required of lead evaluators under the APPR regulations. All APPR training expenses shall be paid by the District. Appointments and/or replacements to the Committee will be completed by the Association and the District, no later than ten (10) school days after the start of the school year. Any Committee vacancies shall be filled under the above procedure. The Committee shall determine its own rules and operating procedures, which may be altered as the Committee may deem necessary to hear any appeal.

6. Committee members with personal involvement in an evaluation shall be ineligible to serve as a Committee member for that specific appeal.

7. The Committee will convene within ten (10) business days of receipt from the Superintendent of the written appeal. The teacher’s written appeal, APPR, and evaluating administrator’s response (if any) shall comprise the record on appeal. Members of the Committee will receive the appeal record at least 48 hours in advance of the scheduled meeting.

8. All Committee deliberations will be conducted privately and remain confidential except as is required below to further process an appeal.

a. The Committee will evaluate the merits of the appeal based on review of submitted written documentation. All committee deliberations will be completed within a time span not to exceed 10 business days.

b. If the Committee comes to consensus and is in agreement on whether the appeal should be denied or granted, a single written determination shall be prepared and issued. This determination shall be provided to the appealing teacher, evaluating administrator, Association president, and the Superintendent of Schools within two (2) business days of the meeting of the Committee.

c. If the Committee cannot reach consensus, the matter shall be referred to the Superintendent of Schools immediately following the meeting of the Committee. Each member of the Committee (individually or jointly with another member) may submit to the Superintendent within three (3) business days of the meeting of the Committee a written statement describing his or her conclusions, justifications, and recommendation for disposition of the appeal. Any Committee Member statements submitted shall not be disclosed to either the appealing teacher or evaluating administrator. The Superintendent of Schools will review all statements and the record on appeal and will make the final determination. The Superintendent's final determination shall be in writing and shall be issued within ten (10) business days of the Committee's notice that it could not reach a determination or, if applicable, within ten (10) business days of the Superintendent's receipt of any written Committee statements referenced above. Copies of the Superintendent's determination shall be provided to the appealing teacher, evaluating administrator and Association president.

d. A copy of the APPR, the teacher's appeal, and the final written determination (Superintendent or Committee) shall be placed in the teacher's personnel file. A complete copy of the record on appeal, including any Committee Member statements, shall be separately maintained in a file in the Superintendent's office.

e. The total time frame from initiation to completion of the appeals process shall not exceed 51 business days.

9. The determination (by either the Committee or Superintendent) shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained in whole or in part, the Committee or the Superintendent may modify a rating or, order the rating vacated solely for the purpose of not having the rating count for possible disciplinary action pursuant to the expedited hearing process of Education Law Section 3020-a. Notwithstanding the above, a composite score shall be reported for each teacher.

10. The determination of the appeal pursuant to the above process is final and binding. It is not subject to any further appeal pursuant to the contractual grievance procedure, or to any administrative or judicial tribunal. However, the failure of either the District or the CTA to abide by the above agreed upon process shall be subject to the grievance procedure set forth in the parties' collective bargaining agreement.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The District will ensure that all lead evaluators and evaluators are properly trained and certified to complete an individual's professional performance review. The superintendent or designee will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The District will maintain records of the certification of evaluators.

Evaluator training will be conducted by appropriately qualified individuals and will occur locally and regionally in cooperation with the Capital Region BOCES. The training will include the following requirements for certified lead evaluators and evaluators:

- New York State Teaching Standards
- Evidence-based observations
- Application and use of Student Growth Percentile and/or Value Added Growth Model data
- Application and use of the Danielson 2011 Framework rubric
- Application and use of any assessment tools used to evaluate teachers
- Application and use of State-approved locally selected measures of student achievement
- Use of statewide instruction reporting system
- Scoring methodology used to evaluate teachers and specific considerations in evaluating teachers of English Language Learners and students with disabilities

Teachscope training on the Danielson Framework consisted of a three hour overview and at least 18 hours of training on modules and six hours of assessments. Evaluators also attended and will continue to attend numerous in-district and BOCES provided trainings incorporating all of the elements above. Coaches from the Capital Region BOCES team also continue to work with administrators on interpreting and analyzing locally selected measures and other data.

The District has established a process to maintain inter-rater reliability in accordance with NYSED guidance and protocols. This includes use of the TeachScape Proficiency series in which each evaluator works through a series of modules and must pass a final assessment. Ensuring inter-rater reliability will also be included in the agendas of Administrative Council meetings throughout the school year.

Certified evaluators will be monitored and recertified on a periodic basis to be determined by the District in collaboration with the Cohoes Teachers Association and the Cohoes Principals Association. Recertification will occur based on continued trainings through Capital Region BOCES and in district. These trainings will review elements as necessary, but will primarily focus on sharing and application of practice.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Monday, August 20, 2012

Updated Wednesday, January 02, 2013

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

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

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

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

K-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	NA
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	NA
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	NA
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	NA
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	NA

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)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

Not applicable

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, August 20, 2012

Updated Monday, December 31, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades) and Measures of Academic Progress (ELA)
6-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA)
9-12	(d) measures used by district for teacher evaluation	All Cohoes City School District developed assessments in all content areas 9-12

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For principals of grades k -5, and 6-8 school wide academic progress will be calculated based on the percentage of students who demonstrate growth on the Measures of Academic Progress measured by the percentage of students who increase their Rauch Unit (RIT), a comparison of the student's Fall benchmark to their Spring benchmark. This will be converted to a HEDI Scale from 0-15 as below. For the principal of grade 9-12 schoolwide academic proficiency will be calculated based on the percentage of students achieving proficiency on all district developed content area summative assessments. Proficiency will be defined as students demonstrating mastery of at least 65% of the New York State Learning Standards as measured by these district summative assessment.</p>
--	---

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 points = 94-100% of students making academic progress or achieving proficiency 14 points = 87-93% of students making academic progress or achieving proficiency
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 points = 80-86% of students making academic progress or achieving proficiency 12 points = 73-79% of students making academic progress or achieving proficiency 11 points = 66-72% of students making academic progress or achieving proficiency 10 points = 62-65% of students making academic progress or achieving proficiency 9 points = 59-61% of students making academic progress or achieving proficiency 8 points = 56-58% of students making academic progress or achieving proficiency
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 points = 53-55% of students making academic progress or achieving proficiency 6 points = 50-52% of students making academic progress or achieving proficiency 5 points = 47-49% of students making academic progress or achieving proficiency 4 points = 44-46% of students making academic progress or achieving proficiency 3 points = 41-43% of students making academic progress or achieving proficiency
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points = 31-40% of students making academic progress or achieving proficiency 1 points = 6-30% of students making academic progress or achieving proficiency 0 points = 0-5% of students making academic progress or achieving proficiency

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

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

attachment.

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
9-12	(d) measures used by district for teacher evaluation	All Cohoes City District developed assessments in content areas grades 9-12

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of

the points in a scoring range, consistent with regulations and assurances.

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Schoolwide academic proficiency will be calculated based on the percentage of students achieving proficiency on all district developed content area summative assessments grades 9-12. Proficiency will be defined as students demonstrating mastery of at least 65% of the New York State Learning standards as measured by the district summative assessments grades 9- 12. These will be converted to a HEDI scale as follows.</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 = 95%-100% of students making academic progress. 19 points = 90%-94% of students making academic progress. 18 points = 85%-89% of students making academic progress.</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>17 points = 83-84% of students making academic progress. 16 points = 81-82% of students making academic progress. 15 points = 79-80% of students making academic progress. 14 points = 76-78% of students making academic progress. 13 points = 73-75% of students making academic progress. 12 points = 71-72% of students making academic progress. 11 points = 69-70% of students making academic progress. 10 points = 67-68% of students making academic progress. 9 points = 65-66% of students making academic progress.</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 = 63-64% of students making academic progress. 7 points = 61-62% of students making academic progress. 6 points = 59-60% of students making academic progress. 5 points = 57-58% of students making academic progress. 4 points = 55-56% of students making academic progress. 3 points = 53-54 % of students making academic progress</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 = 26-52% of students making academic progress. 1 points = 1- 25% of students making academic progress 0 points = 0% of students making academic progress</p>

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

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

Not applicable

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.

Not applicable

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Monday, August 20, 2012

Updated Wednesday, January 02, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The District will assign from 0-60 points for principal observations. A tenured principal will have two announced and one unannounced observation. A non-tenured principal will have three announced and one unannounced observation. Principals will be observed on the six domains of the Multidimensional Principal Performance Rubric (MPPR) which is based on the ISLLC Standards. The application of the MPPR rubric will focus on thirty-one sub components. Principals will receive a rating between 1 and 4 for each sub-component. At the conclusion of the principal's third observation, the scores of each sub-component will be averaged. The sum of the average score for each sub-component will be calculated. The maximum number of points on the MPPR in the six observable domains will be 124. The total number of points earned on the MPPR will be divided by 31 (number of MPPR rubric components). This will be the principal's overall MPPR score. The rounding rule will be followed to convert decimals to the nearest tenth. The overall MPPR score will be converted to the HEDI rating scale utilizing the attached NYSUT conversion scale. The cohort City School District is aware that the final HEDI rating will be based on whole numbers.

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

<assets/survey-uploads/5143/165148-pMADJ4gk6R/NYSUT Conversion Chart.pdf>

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

Highly Effective: Overall performance and results exceed standards.	A HEDI score of 59-60 will result in an overall score of Highly Effective
Effective: Overall performance and results meet standards.	A HEDI score of 57-58 will result in an overall score of Effective
Developing: Overall performance and results need improvement in order to meet standards.	A HEDI score of 50-56 result in an overall score of Developing
Ineffective: Overall performance and results do not meet standards.	A HEDI score of 0-49 will result in an overall score of Ineffective

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	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

Tenured Principals

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

10. Composite Scoring (Principals)

Created Monday, August 20, 2012

Updated Tuesday, October 23, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, August 20, 2012

Updated Monday, December 10, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/165175-Df0w3Xx5v6/Principal Improvement Plan.pdf](assets/survey-uploads/5276/165175-Df0w3Xx5v6/Principal%20Improvement%20Plan.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:

A. Who May Appeal

Appeals are reserved for tenured Principals/Administrators. Only ratings of "developing" or "ineffective" on the annual total composite APPR may be appealed. A tenured Principal/Administrator may not file multiple appeals regarding the same performance review or PIP. All grounds for appeal must be raised within one appeal. The Principal/Administrator bears the burden of proof on an appeal.

B. How May an Appeal be Brought

The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law.

Further, a Principal/Administrator who is placed on a Principal/Administrator Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. When May an appeal be brought

An appeal of an APPR evaluation or a PIP must be commenced within ten (10) business days of the presentation of the final document to the Principal/Administrator, (extended by an additional period of up to 10 business days if he or she is going to be on a planned vacation during the 15 business days as referenced above) or else the right to appeal shall be deemed waived in all regards.

The Superintendent or the Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action.

D. Appeals Review:

The Superintendent will meet with the Principal/Administrator within ten (10) business days of receiving the appeal to see if the issue can be informally resolved. The Principal/Administrator may bring one other Principal/Administrator to the meeting.

If the appeal cannot be resolved, it will be referred to an Advisory Review Panel consisting of 2 tenured administrators from CPA, appointed by the CPA President and 2 central office administrators, appointed by the Superintendent. An individual administrator who is personally involved in an evaluation shall be ineligible to serve as a panel member for that specific appeal.

The panel will convene within ten (10) business days of receipt from the Superintendent of the written appeal. The Principal/Administrator's written appeal, APPR and evaluator's written response (if any) shall comprise the record on appeal. Members of the panel will receive the appeal record at least 48 hours in advance of the scheduled meeting.

E. Decision of the Appeal

All panel deliberations will be conducted privately and remain confidential except as required below to further process the appeal:

- o The panel will evaluate the merits of the appeal based on review of submitted written documentation*
- o If the panel comes to consensus and is in unanimous agreement on whether the appeal should be denied or granted, a single written determination shall be prepared and issued. This determination shall be provided to the appealing Principal/Administrator, Association president, and the Superintendent of Schools within two (2) business days of the meeting of the committee.*
- o If the panel cannot reach consensus within 10 business days, the matter shall be referred to the Superintendent of Schools immediately following the meeting of the panel. Each member of the panel may submit to the Superintendent within three (3) business days of the meeting of the committee a written statement describing his or her conclusions, justifications, and recommendation for disposition of the appeal. If the Superintendent was not the evaluating administrator, then s/he shall make the final determination of the appeal. If the Superintendent was the evaluating administrator, then the Superintendent of Schools will meet with the president of the Association and they will select a mutually agreed upon Superintendent from a local school district to review the appeal and the supporting documents. Said Superintendent will review all statements and the record on appeal and will make the final determination. The Superintendent's (or consulting Superintendent's) final determination shall be in writing and shall be issued within ten (10) business days after receiving the appeal documentation.*

The total time frame from initiation to completion of the Appeals Review process shall not exceed 45 business days.

The determination of the appeal pursuant to the above process is final and binding and is not subject to the grievance process, appeal or other review.

F. Other

The District and CPA shall maintain a list of no less than three (3) mutually agreed upon consulting Superintendents to serve as appeals officers.

Procedural objections to the appeal process or PIP plan shall be subject to the grievance procedure within the parties' collective bargaining agreement.

Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective or developing annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law.

G. Opener

The parties agree that the Appeal process described herein shall be subject to review on or before February 1, 2013. To this end the parties agree to convene a committee comprised of three representatives of the Association and two representatives of the District to

conduct such review. Such committee shall meet at least once each month for the remainder of the school year, unless an agreement regarding the need for any changes is achieved prior to such time. If during such review the parties agree upon changes to the appeal process, such changes shall be incorporated into this review process language. Any changes must be in accordance with Education Law 3012c. If the parties cannot agree upon changes proposed by either party, then the review process described herein shall remain unchanged.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The District will ensure that all lead evaluators and evaluators are properly trained and certified to complete an individual's professional performance review. The Board of Education will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The District will maintain records of the certification of evaluators.

Evaluator training will be conducted by appropriately qualified individuals and will occur locally and regionally in cooperation with the Capital Region BOCES. The training will include the following requirements for certified lead evaluators and evaluators:

- *New York State Teaching Standards and Leadership standards and their related functions*
- *Evidence-based observations*
- *Application and use of Student Growth Percentile and/or Value Added Growth Model data*
- *Application and use of the MultiDimensional Principal Performance Rubric Application and use of any assessment tools used to evaluate teachers and principals*
- *Application and use of State-approved locally selected measures of student achievement*
- *Use of statewide instruction reporting system*
- *Scoring methodology used to evaluate teachers and principals and specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities*

The District has established a process to maintain inter-rater reliability in accordance with NYSED guidance and protocols. In order to ensure inter-rater reliability lead evaluators will work as a group to collaboratively view sample observations in order to calibrate evidence, process and scoring. Ensuring inter-rater reliability will also be included in the agendas of Administrative Cabinet meetings throughout the school year.

Certified evaluators will be monitored and recertified on a periodic basis determined by the District in collaboration with the Cohoes Principals Association. Recertification will occur based on continued trainings through Capital Region BOCES and in district. These trainings will review elements as necessary, but will primarily focus on sharing and application of practice.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, August 07, 2012

Updated Wednesday, January 02, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/159912-3Uqgn5g9Iu/APPR Resubmittal.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.

Scoring Methodology for the 60% Teacher Effects

NYSUT recommends the outcomes/scores of the 60% Teacher Effects be tied to an average rubric score from 1-4. Using these standard scores will make the conversion to a rating easier to understand and compute.

Converting points to a rating

The teacher's rating will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first be rated according to the rubric, that rating would determine where the teacher falls in the HEDI categories, and then the points are applied. For example, a teacher that scores 3.0 on the rubric would translate to a score in the "effective" range. The teacher would then receive 58 points toward the composite score.

Calculating Steps

- Taking into account the SED preset scales for the other two sub-components and the composite scores, NYSUT calculated the scale (point distribution) for each rating category (Highly Effective=59-60, Effective=57-58, Developing=50-56, Ineffective=0-49) for this sub-component.
- Once these sub-component scale scores were determined, NYSUT calculated how much each rubric score category of 1-4 would be worth, based on the number of points within each category. For example, a 1 on the rubric equates to an ineffective rating, the number of possible rubric points in the 1 range would need to equate to the 49 points of the ineffective subcomponent score. SED requires that all points 0-60 are reachable, so the rubric scores in the Ineffective range were expanded in order to accommodate all of the possible scores 0-49. Each category conversion was calculated based on the possible number of rubric scores and the number of sub-component points within each category.

Teacher Effects Conversion Scale

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for that sub-component.

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48

1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Form 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Studio in Art	3) District/region/BOCES -developed	Questar3/Cap Region BOCES Commencement Art Assessment
Sequential Art	3) District/region/BOCES -developed	Questar3/Cap Region BOCES Commencement Art Assessment
Drawing and Painting	3) District/region/BOCES -developed	Questar3/Cap Region BOCES Commencement Art Assessment
Integrated Algebra Non Regents	3) District/region/BOCES -developed	Cohoes District developed Integrated Algebra Non Regents
Academic Skills Math	1) State assessment	NYS Math Regents Competency Test
Math and Financial Applications	3) District/region/BOCES -developed	Cohoes District developed Math and Financial Applications assessment
Keyboarding I	3) District/region/BOCES -developed	Cohoes District developed Keyboarding I assessment
Keyboarding II	3) District/region/BOCES -developed	Cohoes District developed Keyboarding II assessment
Business Law	3) District/region/BOCES -developed	Cohoes District developed Business Law assessment
Career Choices	3) District/region/BOCES -developed	Cohoes District developed Career Choices assessment
Grade 12 English Survey	3) District/region/BOCES -developed	Cohoes District developed Grade 12 English Survey assessment
Creative Writing	3) District/region/BOCES -developed	Cohoes District developed Creative Writing assessment
French 1R	3) District/region/BOCES -developed	Cohoes District developed French 1R assessment
French 2R	3) District/region/BOCES -developed	Cohoes District developed French 2R assessment
Spanish 1R	3) District/region/BOCES -developed	Cohoes District developed Spanish 1R assessment
Spanish 3R	3) District/region/BOCES -developed	Cohoes District developed Spanish 3R assessment
Consumer Math	3) District/region/BOCES -developed	Cohoes District developed Consumer Math assessment
Non Regents Geometry	3) District/region/BOCES -developed	Cohoes District developed NonRegents Geometry assessment
Statistics	3) District/region/BOCES -developed	Cohoes District developed Statistics assessment
Environmental Science	3) District/region/BOCES -developed	Cohoes District developed Environmental Science assessment
General Chemistry	3) District/region/BOCES -developed	Cohoes District developed General Chemistry assessment
Academic Skills English	1) State assessment	NYS Reading Competency Test
Academic Skills Science	1) State assessment	NYS Science Competency Test
Academic Skills Math	1) State assessment	NYS Math Regents Competency Test
Participation In Government	3) District/region/BOCES -developed	Cohoes District developed Participation in Government Assessment
Academic Skills US History	1) State assessment	NYS US History Regents Competency Test
Economics	3) District/region/BOCES -developed	Cohoes District developed Economics assessment
Functional Skills Math	1) State assessment	NYS Alternate Assessment
Functional Skills ELA	1) State assessment	NYS Alternate Assessment
Grades K-2 Reading	2) State approved 3rd party assessment M	Measures of Academic Progress Reading
Grades 3-5 Reading	1) State assessment	NYS ELA Grades 3, 4, 5

Grade 9-12 Health	5) District/regional/BOCES-developed	Cohoes District developed Grade 9-12 Health assessment
Grades 7 AIS	1) State Assessment	NYS ELA Grades 7
Grade 8 AIS	1) State Assessment	NYS ELA Grade 8

Form 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Studio in Art	5) District/regional/BOCES–developed	Cohoes District developed Studio in Art assessment
Sequential Art	5) District/regional/BOCES–developed	Cohoes District developed Sequential Art assessment
Drawing and Painting	5) District/regional/BOCES–developed	Cohoes District developed Drawing and Painting assessment
Graphic Design	5) District/regional/BOCES–developed	Cohoes District developed Graphic Design assessment
Advanced Drawing and Painting	5) District/regional/BOCES–developed	Cohoes District developed Advanced Drawing and Painting assessment
Math and Financial Applications	5) District/regional/BOCES–developed	Cohoes District developed Math and Financial Applications assessment
Keyboarding I	5) District/regional/BOCES–developed	Cohoes District developed Keyboarding I assessment
Keyboarding II	5) District/regional/BOCES–developed	Cohoes District developed Keyboarding II assessment
Business Law	5) District/regional/BOCES–developed	Cohoes District developed Business Law assessment
Career Choices	5) District/regional/BOCES–developed	Cohoes District developed Career Choices assessment
Grade 12 English Survey	5) District/regional/BOCES–developed	Cohoes District developed Grade 12 English Survey assessment
Detective Fiction	5) District/regional/BOCES–developed	Cohoes District developed Detective Fiction assessment
Creative Writing	5) District/regional/BOCES–developed	Cohoes District developed Creative Writing assessment
AP English	5) District/regional/BOCES–developed	Cohoes District developed AP English assessment
College Writing	5) District/regional/BOCES–developed	Cohoes District developed College Writing assessment
French 1R	5) District/regional/BOCES–developed	Cohoes District developed French 1R assessment
French 2R	5) District/regional/BOCES–developed	Cohoes District developed French 2R assessment
French 3R	5) District/regional/BOCES–developed	Cohoes District developed French 3R assessment
SUNY French	5) District/regional/BOCES–developed	Cohoes District developed SUNY French assessment
Spanish 1R	5) District/regional/BOCES–developed	Cohoes District developed Spanish 1R assessment
Spanish 2R	5) District/regional/BOCES–developed	Cohoes District developed Spanish 2R assessment
Spanish 3R	5) District/regional/BOCES–developed	Cohoes District developed Spanish 3R assessment
SUNY Spanish	5) District/regional/BOCES–developed	Cohoes District developed SUNY Spanish assessment
Pre-calculus	5) District/regional/BOCES–developed	Cohoes District developed Pre-calculus assessment
AP/SUNY Calculus	5) District/regional/BOCES–developed	Cohoes District developed AP/SUNY Calculus assessment
Consumer Math	5) District/regional/BOCES–developed	Cohoes District developed Consumer Math assessment
Statistics	5) District/regional/BOCES–developed	Cohoes District developed Statistics assessment
Environmental Science	5) District/regional/BOCES–developed	Cohoes District developed Environmental Science assessment
Integrated Science	5) District/regional/BOCES–developed	Cohoes District developed Integrated Science assessment
Human Anatomy & Physiology	5) District/regional/BOCES–developed	Cohoes District developed Human Anatomy & Physiology assessment
Science Research	5) District/regional/BOCES–developed	Cohoes District developed Science Research assessment

AP Economics	5) District/regional/BOCES-developed	Cohoes District developed AP Economics assessment
AP World History	5) District/regional/BOCES-developed	Cohoes District developed AP World History assessment
Civil War	5) District/regional/BOCES-developed	Cohoes District developed Civil War assessment
Participation in Government	5) District/regional/BOCES-developed	Cohoes District developed Participation in Government assessment
Economics	5) District/regional/BOCES-developed	Cohoes District developed Economics assessment
History through Film	5) District/regional/BOCES-developed	Cohoes District developed History through Film assessment
Grade 9-12 Health	5) District/regional/BOCES-developed	Cohoes District developed Grade 9-12 Health assessment

Scoring Methodology for the 60% Teacher Effects

NYSUT recommends the outcomes/scores of the 60% Teacher Effects be tied to an average rubric score from 1-4. Using these standard scores will make the conversion to a rating easier to understand and compute.

Converting points to a rating

The teacher's rating will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first be rated according to the rubric, that rating would determine where the teacher falls in the HEDI categories, and then the points are applied. For example, a teacher that scores 3.0 on the rubric would translate to a score in the "effective" range. The teacher would then receive 58 points toward the composite score.

Calculating Steps

- Taking into account the SED preset scales for the other two sub-components and the composite scores, NYSUT calculated the scale (point distribution) for each rating category (Highly Effective=59-60, Effective=57-58, Developing=50-56, Ineffective=0-49) for this sub-component.
- Once these sub-component scale scores were determined, NYSUT calculated how much each rubric score category of 1-4 would be worth, based on the number of points within each category. For example, a 1 on the rubric equates to an ineffective rating, the number of possible rubric points in the 1 range would need to equate to the 49 points of the ineffective subcomponent score. SED requires that all points 0-60 are reachable, so the rubric scores in the Ineffective range were expanded in order to accommodate all of the possible scores 0-49. Each category conversion was calculated based on the possible number of rubric scores and the number of sub-component points within each category.

Teacher Effects Conversion Scale

Level	Overall rubric average score	60 point distribution for composite
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Highly Effective	3.5-4	59-60

The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for that sub-component.

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48

1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

**Cohoes City School District
Teacher Improvement Plan
2012 - 2013**

Date: _____
Teacher: _____

School: _____
Administrator: _____

1) Area(s) in need of improvement/rationale

2) Activities to support teacher's improvement

3) Timeline for achieving improvement

4) Manner in which improvement will be assessed

Teacher signature

Date

Administrator signature

Date

Signature does not imply agreement, but does acknowledge review and receipt of report. Written comments attached.

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Clark Gill 1/2/2013

Teachers Union President Signature: Date:

Mary Ann Beavery 1/2/2013

Administrative Union President Signature: Date:

Theresa J. ... 1-2-2013

Board of Education President Signature: Date:

V. M. ... 1/2/2013