



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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January 8, 2013

Randall Squier, Superintendent  
Coxsackie-Athens Central School District  
24 Sunset Boulevard  
Coxsackie, NY 12051

Dear Superintendent Squier:

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: James Baldwin

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

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

# Annual Professional Performance Reviews: 2012-13

Created Thursday, November 29, 2012

Updated Wednesday, January 02, 2013

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 190501040000

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

*190501040000*

#### 1.2) School District Name: COXSACKIE-ATHENS CSD

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

*COXSACKIE-ATHENS CSD*

#### 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):

- 
- Strengthening Teacher and Leader Effectiveness RFP (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 Sunday, December 02, 2012

Updated Friday, January 04, 2013

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Coxsackie-Athens Central School District- developed K ELA assessment
1	District, regional, or BOCES-developed assessment	BOCES Questar 3- developed 1st grade ELA assessment
2	District, regional, or BOCES-developed assessment	Coxsackie-Athens Central School District- developed 2nd grade ELA assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in collaboration with Building Principals will establish class average growth targets using pre-assessment baseline data. Based on the post assessment results a target percentage will be determined by dividing post assessment results by the pre assessment class average growth target. This will result in a target percentage. A corresponding 0-20 HEDI score will be assigned using upload conversion chart in task 2.11. Example: A class scored an average of 40 on the pre-assessment. A growth of a minimum of 10 points is collaboratively determined to be appropriate- resulting in a target score of a class average of 50 (40 plus 10 points equals 50) The post assessment show a class average of 55. Result (55) divided by target (50) equals 1.1 or 110% target percentage. The teacher is awarded 19 points
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded 2.11 attachment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded 2.11 attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded 2.11 attachment
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded 2.11 attachment

### 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	District, regional, or BOCES-developed assessment	Coxsackie-Athens Central School District- developed K Math assessment
1	District, regional, or BOCES-developed assessment	Coxsackie-Athens Central School District- developed 1st grade Math assessment
2	District, regional, or BOCES-developed assessment	Coxsackie-Athens Central School District-developed 2nd grade Math Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or	Teachers in collaboration with Building Principals will establish class average growth targets using pre-assessment baseline data. Based on the post
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graphic at 2.11, below.	assessment results a target percentage will be determined by dividing post assessment results by the pre assessment class average growth target. This will result in a target percentage. A corresponding 0-20 HEDI score will be assigned using upload conversion chart in task 2.11. Example: A class scored an average of 40 on the pre-assessment. A growth of a minimum of 10 points is collaboratively determined to be appropriate- resulting in a target score of a class average of 50 (40 plus 10 points equals 50) The post assessment show a class average of 55. Result (55) divided by target (50) equals 1.1 or 110% target percentage. The teacher is awarded 19 points
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded 2.11 attachment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded 2.11 attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded 2.11 attachment
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded 2.11 attachment

### 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	Coxsackie-Athens Central School District- developed 6th grade science assesment
7	District, regional or BOCES-developed assessment	Coxsackie-Athens Central School District- developed 7th grade science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in collaboration with Building Principals will establish class average growth targets using pre-assessment baseline data. Based on the post assessment results a target percentage will be determined by dividing post assessment results by the pre assessment class average growth target. This will result in a target percentage. A corresponding 0-20 HEDI score will be assigned using upload conversion chart in task 2.11.
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Example:  
 A class scored an average of 40 on the pre-assessment. A growth of a minimum of 10 points is collaboratively determined to be appropriate- resulting in a target score of a class average of 50 (40 plus 10 points equals 50) The post assessment show a class average of 55. Result (55) divided by target (50) equals 1.1 or 110% target percentage.  
 The teacher is awarded 19 points

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded 2.11 attachment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded 2.11 attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded 2.11 attachment
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded 2.11 attachment

## 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	Coxsackie-Athens Central School District- developed 6th grade social studies assessment
7	District, regional or BOCES-developed assessment	Coxsackie-Athens Central School District- developed 7th grade social studies assessment
8	District, regional or BOCES-developed assessment	Coxsackie-Athens Central School District- developed 8th grade social studies assessment

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

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

Teachers in collaboration with Building Principals will establish class average growth targets using pre-assessment baseline data. Based on the post assessment results a target percentage will be determined by dividing post assessment results by the pre assessment class average growth target. This will result in a target percentage. A corresponding 0-20 HEDI score will be assigned using upload conversion chart in task 2.11.  
 Example:  
 A class scored an average of 40 on the pre-assessment. A growth of a minimum of 10 points is collaboratively determined to be appropriate- resulting in a target score of a class average of 50 (40 plus 10 points equals 50) The post assessment show a class average of 55. Result (55) divided by target (50) equals 1.1 or 110% target percentage.

	The teacher is awarded 19 points
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded 2.11 attachment
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded 2.11 attachment
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded 2.11 attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded 2.11 attachment

## 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	Coxsackie-Athens Central 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.	<p>Teachers in collaboration with Building Principals will establish class average growth targets using pre-assessment baseline data. Based on the post assessment results a target percentage will be determined by dividing post assessment results by the pre assessment class average growth target. This will result in a target percentage. A corresponding 0-20 HEDI score will be assigned using upload conversion chart in task 2.11.</p> <p>Example:  A class scored an average of 40 on the pre-assessment. A growth of a minimum of 10 points is collaboratively determined to be appropriate- resulting in a target score of a class average of 50 (40 plus 10 points equals 50)  The post assessment show a class average of 55.  Result (55) divided by target (50) equals 1.1 or 110% target percentage.  The teacher is awarded 19 points</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded 2.11 attachment

Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded 2.11 attachment
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded 2.11 attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded 2.11 attachment

## 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.	Teachers in collaboration with Building Principals will establish class average growth targets using pre-assessment baseline data. Based on the post assessment results a target percentage will be determined by dividing post assessment results by the pre assessment class average growth target. This will result in a target percentage. A corresponding 0-20 HEDI score will be assigned using upload conversion chart in task 2.11. Example: A class scored an average of 40 on the pre-assessment. A growth of a minimum of 10 points is collaboratively determined to be appropriate- resulting in a target score of a class average of 50 (40 plus 10 points equals 50) The post assessment show a class average of 55. Result (55) divided by target (50) equals 1.1 or 110% target percentage. The teacher is awarded 19 points
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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.	Teachers in collaboration with Building Principals will establish class average growth targets using pre-assessment baseline data. Based on the post assessment results a target percentage will be determined by dividing post assessment results by the pre assessment class average growth target. This will result in a target percentage. A corresponding 0-20 HEDI score will be assigned using upload conversion chart in task 2.11. Example: A class scored an average of 40 on the pre-assessment. A growth of a minimum of 10 points is collaboratively determined to be appropriate- resulting in a target score of a class average of 50 (40 plus 10 points equals 50) The post assessment show a class average of 55. Result (55) divided by target (50) equals 1.1 or 110% target percentage. The teacher is awarded 19 points
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded 2.11 attachment

## 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	Coxsackie-Athens Central School District -developed 9th grade ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Coxsackie-Athens Central School District- developed 10th grade ELA assessment
Grade 11 ELA	Regents assessment	Regents- developed 11th grade

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in collaboration with Building Principals will establish class average growth targets using pre-assessment baseline data. Based on the post assessment results a target percentage will be determined by dividing post assessment results by the pre assessment class average growth target. This will result in a target percentage. A corresponding 0-20 HEDI score will be assigned using upload conversion chart in task 2.11. Example: A class scored an average of 40 on the pre-assessment. A growth of a minimum of 10 points is collaboratively determined to be appropriate- resulting in a target score of a class average of 50 (40 plus 10 points equals 50) The post assessment show a class average of 55. Result (55) divided by target (50) equals 1.1 or 110% target percentage. The teacher is awarded 19 points
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded 2.11 attachment

## 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
ESL	State Assessment	NYSESLAT
Career Exploration	District, Regional or BOCES-developed	Coxsackie-Athens Central School District- developed Career Exploration assessment
Business Law	District, Regional or BOCES-developed	Coxsackie-Athens Central School District- developed Business Law assessment

7th grade technology	District, Regional or BOCES-developed	Coxsackie-Athens Central School District- developed 7th grade Technology assessment
8th Grade Technology	District, Regional or BOCES-developed	Coxsackie-Athens Central School District- developed 8th grade Technology assessment
Auto Tech	District, Regional or BOCES-developed	Coxsackie-Athens Central School District- developed Auto Tech assessments
Spanish 1/2/and 3	District, Regional or BOCES-developed	Coxsackie-Athens Central School District- developed Spanish 1/2/and 3 assessments
Math Finance	District, Regional or BOCES-developed	Coxsackie-Athens Central School District developed Math Finance assessment
Economics and Gov't	District, Regional or BOCES-developed	Coxsackie-Athens Central School District- developed Economics and Gov't assessment
Studio Art	District, Regional or BOCES-developed	Coxsackie-Athens Central School District- developed Studio Art assessment
Drawing/Painting	District, Regional or BOCES-developed	Coxsackie-Athens Central School District- developed Drawing/Painting assessment
Photography	District, Regional or BOCES-developed	Coxsackie-Athens Central School District- developed Photography assessment
7th Grade Art	District, Regional or BOCES-developed	Coxsackie-Athens Central School District- developed 7th grade Art assessment
Elementary Art	District, Regional or BOCES-developed	Coxsackie-Athens Central School District- developed course specific Art assessment
Elementary PE	District, Regional or BOCES-developed	Coxsackie-Athens Central School District- developed course specific PE assessment
Secondary PE	District, Regional or BOCES-developed	Coxsackie-Athens Central School District- developed course specific PE assessment
Health	District, Regional or BOCES-developed	Coxsackie-Athens Central School District- developed Health assessment
12th grade English	District, Regional or BOCES-developed	Coxsackie-Athens Central School District- developed 12th grade ELA assessment (Lit and Comp)
Music/Band/Chorus	District, Regional or BOCES-developed	Coxsackie-Athens Central School District- developed course specific Music/Band/Chorus assessments
For any teachers not named above	District, Regional or BOCES-developed	Coxsackie-Athens Central School District- developed course specific assessment

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

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

Teachers in collaboration with Building Principals will establish class average growth targets using pre-assessment baseline data. Based on the post assessment results a target percentage will be determined by dividing post assessment results by the pre assessment class average growth target. This will result in a target percentage. A corresponding 0-20 HEDI score will be assigned using upload conversion chart in task 2.11. Example:  
A class scored an average of 40 on the pre-assessment. A growth of a minimum of 10 points is collaboratively

determined to be appropriate- resulting in a target score of a class average of 50 (40 plus 10 points equals 50)  
The post assessment show a class average of 55.  
Result (55) divided by target (50) equals 1.1 or 110% target percentage.  
The teacher is awarded 19 points

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

See uploaded 2.11 attachment

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

See uploaded 2.11 attachment

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

See uploaded 2.11 attachment

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

See uploaded 2.11 attachment

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)

*(No response)*

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/260431-TXEttx9bQW/CA- SLO 20 point conversion chart.docx*

## 2.12) Locally Developed Controls

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

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

*(No response)*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Monday, November 26, 2012

Updated Friday, January 04, 2013

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central School District- developed 4th grade Local ELA assessment
5	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central School District- developed 5th grade local ELA assessment

6	5) District, regional, or BOCES–developed assessments	BOCES Questar 3- developed 6th grade ELA assessment
7	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central School District-developed 7th grade local ELA assessment
8	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central School District- developed 8th grade local ELA assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Step 1- Teachers in collaboration with Principals will establish achievement benchmarks. Achievement benchmarks approved by principals will be rigorous and comparable across classrooms.  Step 2- Teacher and Principal will then establish a target percentage of students to meet or exceed the achievement benchmark.  Step 3- Once post assessment results are attained, the percentage of students who met or exceed the achievement benchmark will be divided by the minimum target percentage expectation established at the beginning of the year in Step 2.  Points will be awarded based on the final percentage attained in Step 3 using the conversion chart uploaded in 3.3  Example: the target is set that 80% of the class will meet or exceed the achievement benchmark of 65 and the post assessment results show that 83% of students met or exceeded the 65 the percent to target score would be 104% which would award 14 points  <math>83 \div 80 = 1.04 \times 100 = 104\%</math></p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.3 attachment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.3 attachment
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.3 attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.3 attachment

### 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	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central School District -developed 4th grade Math assessment
5	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central School District- developed 5th grade Math assessment
6	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central School District- developed 6th grade Math assessment
7	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central School District- developed 7th grade Math assessment
8	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central School District- developed 8th grade Math assessment

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.	<p>Step 1- Teachers in collaboration with Principals will establish achievement benchmarks. Achievement benchmarks approved by principals will be rigorous and comparable across classrooms.</p> <p>Step 2- Teacher and Principal will then establish a target percentage of students to meet or exceed the achievement benchmark.</p> <p>Step 3- Once post assessment results are attained, the percentage of students who met or exceed the achievement benchmark will be divided by the minimum target percentage expectation established at the beginning of the year in Step 2.</p> <p>Points will be awarded based on the final percentage attained in Step 3 using the conversion chart uploaded in 3.3</p> <p>Example: the target is set that 80% of the class will meet or exceed the achievement benchmark of 65 and the post assessment results show that 83% of students met or exceeded the 65 the percent to target score would be 104% which would award 14 points</p> $83 \div 80 = 1.04 \times 100 = 104\%$
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.3 attachment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.3 attachment
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.3 attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	See uploaded 3.3 attachment

for grade/subject.

### 3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

*assets/survey-uploads/5139/249232-rhJdBgDruP/C-A - 15 point Conversion Chart.xls*

## 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	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central SchoolDistrict- developed K ELA assessment
1	5) District, regional, or BOCES–developed assessments	BOCES Questar 3- developed 1st grade ELA assessment
2	5) District, regional, or BOCES–developed assessments	BOCES Questar 3- developed 2nd grade ELA assessment
3	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central SchoolDistrict- developed 3rd grade ELA assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Step 1- Teachers in collaboration with Principals will establish achievement benchmarks. Achievement benchmarks approved by principals will be rigorous and comparable across classrooms.</p> <p>Step 2- Teacher and Principal will then establish a target percentage of students to meet or exceed the achievement benchmark.</p> <p>Step 3- Once post assessment results are attained, the percentage of students who met or exceed the achievement benchmark will be divided by the minimum target percentage expectation established at the beginning of the year in Step 2.</p> <p>Points will be awarded based on the final percentage attained in Step 3 using the conversion chart uploaded in 3.3</p>
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Example: the target is set that 80% of the class will meet or exceed the achievement benchmark of 65 and the post assessment results show that 83% of students met or exceeded the 65 the percent to target score would be 104% which would award 18 points  
 $83 \div 80 = 1.04 \times 100 = 104\%$

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.13 attachment
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.13 attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.13 attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.13 attachment

### 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	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central School District- developed K Math assessment
1	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central School District- developed 1st grade Math assessment
2	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central School District- developed 2nd grade Math assessment
3	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central School District- developed 3rd grade Math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Step 1- Teachers in collaboration with Principals will establish achievement benchmarks. Achievement benchmarks approved by principals will be rigorous and comparable across classrooms.</p> <p>Step 2- Teacher and Principal will then establish a target percentage of students to meet or exceed the achievement benchmark.</p> <p>Step 3- Once post assessment results are attained, the percentage of students who met or exceed the</p>
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achievement benchmark will be divided by the minimum target percentage expectation established at the beginning of the year in Step 2.  
 Points will be awarded based on the final percentage attained in Step 3 using the conversion chart uploaded in 3.3  
 Example: the target is set that 80% of the class will meet or exceed the achievement benchmark of 65 and the post assessment results show that 83% of students met or exceeded the 65 the percent to target score would be 104% which would award 18 points  
 $83 \div 80 = 1.04 \times 100 = 104\%$

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

See uploaded 3.13 attachment

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

See uploaded 3.13 attachment

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

See uploaded 3.13 attachment

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

See uploaded 3.13 attachment

### 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	Coxsackie-Athens Central School District- developed 6th grade science assessment
7	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central School District- developed 7th grade science assessment
8	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central School District- developed 8th grade 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.

Step 1- Teachers in collaboration with Principals will establish achievement benchmarks. Achievement benchmarks approved by principals will be rigorous and comparable across classrooms.  
 Step 2- Teacher and Principal will then establish a target percentage of students to meet or exceed the achievement benchmark.  
 Step 3- Once post assessment results are attained, the percentage of students who met or exceed the achievement benchmark will be divided by the minimum

target percentage expectation established at the beginning of the year in Step 2.  
 Points will be awarded based on the final percentage attained in Step 3 using the conversion chart uploaded in 3.3  
 Example: the target is set that 80% of the class will meet or exceed the achievement benchmark of 65 and the post assessment results show that 83% of students met or exceeded the 65 the percent to target score would be 104% which would award 18 points  
 $83 \div 80 = 1.04 \times 100 = 104\%$

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.13 attachment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.13 attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.13 attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.13 attachment

### 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	Coxsackie-Athens Central School District- developed 6th grade social studies assessment
7	5) District, regional, or BOCES—developed assessments	Coxsackie-Athens Central School District- developed 7th grade social studies assessment
8	5) District, regional, or BOCES—developed assessments	Coxsackie-Athens Central School District- developed 8th grade 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.	<p>Step 1- Teachers in collaboration with Principals will establish achievement benchmarks. Achievement benchmarks approved by principals will be rigorous and comparable across classrooms.</p> <p>Step 2- Teacher and Principal will then establish a target percentage of students to meet or exceed the</p>
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achievement benchmark.  
 Step 3- Once post assessment results are attained, the percentage of students who met or exceed the achievement benchmark will be divided by the minimum target percentage expectation established at the beginning of the year in Step 2.  
 Points will be awarded based on the final percentage attained in Step 3 using the conversion chart uploaded in 3.3  
 Example: the target is set that 80% of the class will meet or exceed the achievement benchmark of 65 and the post assessment results show that 83% of students met or exceeded the 65 the percent to target score would be 104% which would award 18 points  
 $83 \div 80 = 1.04 \times 100 = 104\%$

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.13 attachment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.13 attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.13 attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.13 attachment

### 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	Coxsackie-Athens Central School District- developed Global 1 assessment
Global 2	5) District, regional, or BOCES—developed assessments	Coxsackie-Athens Central School District- developed Global 2 assessment
American History	5) District, regional, or BOCES—developed assessments	Coxsackie-Athens Central School District- developed US 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.

Step 1- Teachers in collaboration with Principals will establish achievement benchmarks. Achievement benchmarks approved by principals will be rigorous and comparable across classrooms.  
 Step 2- Teacher and Principal will then establish a target percentage of students to meet or exceed the achievement benchmark.  
 Step 3- Once post assessment results are attained, the percentage of students who met or exceed the achievement benchmark will be divided by the minimum target percentage expectation established at the beginning of the year in Step 2.  
 Points will be awarded based on the final percentage attained in Step 3 using the conversion chart uploaded in 3.3  
 Example: the target is set that 80% of the class will meet or exceed the achievement benchmark of 65 and the post assessment results show that 83% of students met or exceeded the 65 the percent to target score would be 104% which would award 18 points  
 $83 \div 80 = 1.04 \times 100 = 104\%$

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

See uploaded 3.13 attachment

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

See uploaded 3.13 attachment

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

See uploaded 3.13 attachment

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

See uploaded 3.13 attachment

### 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	Coxsackie-Athens Central School District- developed Living Environment assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central School District- developed Earth Science assessment
Chemistry	3) Teacher specific achievement or growth score computed locally	Chemistry Regents
Physics	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central 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.*

<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>Step 1- Teachers in collaboration with Principals will establish achievement benchmarks. Achievement benchmarks approved by principals will be rigorous and comparable across classrooms.          Step 2- Teacher and Principal will then establish a target percentage of students to meet or exceed the achievement benchmark.          Step 3- Once post assessment results are attained, the percentage of students who met or exceed the achievement benchmark will be divided by the minimum target percentage expectation established at the beginning of the year in Step 2.          Points will be awarded based on the final percentage attained in Step 3 using the conversion chart uploaded in 3.3          Example: the target is set that 80% of the class will meet or exceed the achievement benchmark of 65 and the post assessment results show that 83% of students met or exceeded the 65 the percent to target score would be 104% which would award 18 points  <math>83 \div 80 = 1.04 \times 100 = 104\%</math></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>See uploaded 3.13 attachment</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See uploaded 3.13 attachment</p>
<p>Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See uploaded 3.13 attachment</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See uploaded 3.13 attachment</p>

### 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	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central School District- developed Algebra assessment

Geometry	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central School District- developed Geometry assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central 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.*

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>Step 1- Teachers in collaboration with Principals will establish achievement benchmarks. Achievement benchmarks approved by principals will be rigorous and comparable across classrooms.</p> <p>Step 2- Teacher and Principal will then establish a target percentage of students to meet or exceed the achievement benchmark.</p> <p>Step 3- Once post assessment results are attained, the percentage of students who met or exceed the achievement benchmark will be divided by the minimum target percentage expectation established at the beginning of the year in Step 2.</p> <p>Points will be awarded based on the final percentage attained in Step 3 using the conversion chart uploaded in 3.3</p> <p>Example: the target is set that 80% of the class will meet or exceed the achievement benchmark of 65 and the post assessment results show that 83% of students met or exceeded the 65 the percent to target score would be 104% which would award 18 points</p> $83 \div 80 = 1.04 \times 100 = 104\%$
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.13 attachment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.13 attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.13 attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.13 attachment

### 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	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central School District- developed 9th grade ELA assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central School District- developed 10th grade ELA assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Coxsackie-Athens Central School District- developed 11th grade 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.	<p>Step 1- Teachers in collaboration with Principals will establish achievement benchmarks. Achievement benchmarks approved by principals will be rigorous and comparable across classrooms.</p> <p>Step 2- Teacher and Principal will then establish a target percentage of students to meet or exceed the achievement benchmark.</p> <p>Step 3- Once post assessment results are attained, the percentage of students who met or exceed the achievement benchmark will be divided by the minimum target percentage expectation established at the beginning of the year in Step 2.</p> <p>Points will be awarded based on the final percentage attained in Step 3 using the conversion chart uploaded in 3.3</p> <p>Example: the target is set that 80% of the class will meet or exceed the achievement benchmark of 65 and the post assessment results show that 83% of students met or exceeded the 65 the percent to target score would be 104% which would award 18 points</p> $83 \div 80 = 1.04 \times 100 = 104\%$
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.13 attachment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.13 attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.13 attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 3.13 attachment

### 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
ESL	3) Teacher specific achievement/growth score computed locally	NYSESLAT
Web Design	5) District/regional/BOCES--developed	Coxsackie-Athens Central School District-developed Web Design assessment
Auto Tech	5) District/regional/BOCES--developed	Coxsackie-Athens Central School District-developed Auto Tech assessment
7th/8th Technology	5) District/regional/BOCES--developed	Coxsackie-Athens Central School District-developed 7th and 8th grade Technology assessment
Spanish 1/2/and 3	5) District/regional/BOCES--developed	Coxsackie-Athens Central School District-developed Spanish 1/2/and 3 assessment
Career Exploration	5) District/regional/BOCES--developed	Coxsackie-Athens Central School District-developed Career Exploration assessment
Studio Art	5) District/regional/BOCES--developed	Coxsackie-Athens Central School District-developed Studio Art assessment
Drawing/Painting	5) District/regional/BOCES--developed	Coxsackie-Athens Central School District-developed Drawing/Painting assessment
Photography	5) District/regional/BOCES--developed	Coxsackie-Athens Central School District-developed Photography assessment
Elementary Art	5) District/regional/BOCES--developed	Coxsackie-Athens Central School District-developed course specific Art assessment
Elementary PE	5) District/regional/BOCES--developed	Coxsackie-Athens Central School District-developed course specific PE assessment
Secondary PE	5) District/regional/BOCES--developed	Coxsackie-Athens Central School District-developed course specific PE assessment
Health	5) District/regional/BOCES--developed	Coxsackie-Athens Central School District-developed Health assessment
Math Finance	5) District/regional/BOCES--developed	Coxsackie-Athens Central School District-developed Math Finance assessment
Economics and Gov't	5) District/regional/BOCES--developed	Coxsackie-Athens Central School District-developed Economics and Gov't assessment
Elementary Music	5) District/regional/BOCES--developed	Coxsackie-Athens Central School District-developed course specific Music assessment
Band/Chorus	5) District/regional/BOCES--developed	Coxsackie-Athens Central School District-developed course specific Band/Chorus assessments

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Step 1- Teachers in collaboration with Principals will establish achievement benchmarks. Achievement benchmarks approved by principals will be rigorous and comparable across classrooms.            Step 2- Teacher and Principal will then establish a target percentage of students to meet or exceed the achievement benchmark.            Step 3- Once post assessment results are attained, the percentage of students who met or exceed the achievement benchmark will be divided by the minimum target percentage expectation established at the beginning of the year in Step 2.            Points will be awarded based on the final percentage attained in Step 3 using the conversion chart uploaded in 3.3            Example: the target is set that 80% of the class will meet or exceed the achievement benchmark of 65 and the post assessment results show that 83% of students met or exceeded the 65 the percent to target score would be 104% which would award 18 points  <math>83 \div 80 = 1.04 \times 100 = 104\%</math></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>See uploaded 3.13 attachment</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See uploaded 3.13 attachment</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See uploaded 3.13 attachment</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See uploaded 3.13 attachment</p>

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)

(No response)

### 3.13) HEDI Tables or Graphics

For questions 3.4 through 3.12 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

[assets/survey-uploads/5139/249232-y92vNseFa4/CA- Local 20 point conversion chart.docx](#)

### 3.14) Locally Developed Controls

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

*(No 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.

*Using applicable conversion chart HEDI scores will then be averaged equally resulting in a final HEDI score for the teacher.*

### 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 Monday, December 03, 2012

Updated Friday, January 04, 2013

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## Page 1

### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching (2011 Revised Edition)*

*(No response)*

### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

If you checked "no" above, fill in the group of teachers covered (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	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	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.

*For each observation using the Danielson Teachscape rubric an observation score from 1-4 will be determined as follows: For each sub component observed a score of 1-4 will be given, once all sub components are scored they will be averaged resulting in a domain score. Once all domains are scored an overall observation score will be determined by averaging the domain scores. Similarly for the additional measures each piece of data submitted by the teacher will be rated on a scale of 1-4 using an agreed upon rubric. The scores on the separate data pieces (agreed upon at the beginning of the year by the teacher and administrator) will then be averaged to create an overall additional measures score. Once both the observations and additional measures are complete the scores will be averaged together resulting in an overall score which will correspond to a 0-60 HEDI rating for the teacher using the uploaded conversion chart.*  
 Example-

*Observation 1: 4points*  
*Observation 2: 3 points*  
*Additional measures: 3 points*  
*total= 10 points*  
*divided by 3= overall rubric score of 3.3*  
*From conversion chart total of 58 points awarded*

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/5091/261152-eka9yMJ855/Scoring Overall Teacher Effectiveness.docx*

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	See uploaded 4.5 attachment
Effective: Overall performance and results meet NYS Teaching Standards.	See uploaded 4.5 attachment
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See uploaded 4.5 attachment
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See uploaded 4.5 attachment

Provide the ranges for the 60-point scoring bands.

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

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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



# 5. Composite Scoring (Teachers)

Created Monday, December 03, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	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 Monday, November 26, 2012

Updated Friday, January 04, 2013

## 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/5265/249240-Df0w3Xx5v6/Teacher Improvement Plans.docx](#)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *Timeline and Process:*

*In order to be timely, the notification of the APPR appeal shall be filed, in writing, within fifteen (15) days after the teacher has received the APPR. Notification of the appeal shall be provided to the Superintendent of Schools, or his designee.*

*Step 1: Conference with the Supervising Administrator:*

*The bargaining unit member shall upon request be entitled to an Association representative being present. The conference shall be an informal meeting wherein the authoring administrator and employee are able to discuss the evaluation and the area(s) of dispute. The conference must take place within five school days after receipt of the appeals notice. Any documents or written materials that are specific to this appeal, which have not been previously shared, will be made available three (3) school days prior to this conference. The supervising administrator shall render a written decision within three (3) school days from the conclusion of the conference. If the bargaining unit member is not satisfied with the outcome, he/she may proceed to the second step. Step two (2) shall be initiated by the unit member notifying the Superintendent and CATA co-presidents in writing, within five (5) school days of the receipt of the Step 1 decision.*

*Step 2: Annual Professional Performance Review Appeals Panel:*

*The panel shall consist of two (2) teachers selected by the CATA Co-Presidents and two (2) administrators (not inclusive of the administrator who authored the evaluation) selected by the Superintendent plus an additional person agreed upon by both the district and CATA. A list of agreed upon possible 5th persons will be mutually created by and reviewed by the CATA and the superintendent annually.*

*A- The panel shall reach its finding using the consensus model. The panel, by means of consensus, has the authority to sustain the composite effectiveness rating/TIP or amend/remove it.*

*B- The panel must meet within ten (ten) school days of receipt of notice that the teacher wishes to proceed to Step 2. At least three (3) days prior to the appeals panel meeting, the teacher and administrator who completed the APPR, must provide all documents or written materials that are specific to this appeal. The panel will review the written record. The teacher will not be present when the panel reviews the written records.*

*C- The panel must render and provide a written decision within 3 school days after the panel has met.*

*The decision of the appeals panel is considered final. The teacher may rebut the appeal in writing, but may not appeal, or grieve the substance of the decision.*

## 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.

*All Principal's and all other administrators whom may be completing classroom observations on teachers will be certified upon completion of the Teachscape Proficiency course and additional trainings provided by Questar III in evidence based observation and inter rater reliability . Re-certification will take place in accordance with the Commissioner's Regulations. Inter-rater reliability training will occur annually with all administrators as they participate in district administrative training on reaching inter-rater agreement across the use of each teacher practice rubric.*

## 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, December 03, 2012

Updated Friday, January 04, 2013

## Page 1

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

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

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

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

9-12
5-8
(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
K-4	State assessment	3rd and 4th Grade ELA state assessment results
K-4	State assessment	3rd and 4th grade Math state assessment results

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.	CACSD will use both the NY State grade 4 ELA and math assessments and the NY State grade 3 ELA and math assessments to measure student growth. The state will provide the HEDI results for the grade 4 ELA and Math SLOs, which will then be weighted proportionally with the 3rd grade ELA and math SLO. (see HEDI description below for grade three) Our process for establishing SLO for grade 3 ELA and math requires Principal in collaboration with Superintendent to examine a variety of baseline data together to set rigorous yet achievable targets. Based on the post assessments results a target percentage will be determines by dividing post assessment results by the pre assessment class average growth target. This will result in a target percentage. A corresponding 0-20 HEDI score will be assigned using upload conversion chart in task 7.3
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See uploaded attachment 7.3
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded attachment 7.3

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded attachment 7.3
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See uploaded attachment 7.3

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

*assets/survey-uploads/5365/262497-lha0DogRNw/CA- SLO 20 point conversion chart.docx*

### 7.4) Special Considerations for Comparable Growth Measures

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

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

*(No response)*

### 7.5) Principals with More Than One Growth Measure

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

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

### 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .	Checked

7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

# 8. Local Measures (Principals)

Created Monday, December 03, 2012

Updated Friday, January 04, 2013

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## Page 1

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(d) measures used by district for teacher evaluation	Coxsackie-Athens Central School District-developed 5-8 assessments
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	5 year Cohort- graduation rates

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>5-8 Principal</p> <p>Step 1- Principal in collaboration with Superintendent will establish achievement benchmarks. Achievement benchmarks approved by Superintendents will be rigorous and comparable across buildings.</p> <p>Step 2- Principal and Superintendent will then establish a target percentage of students to meet or exceed the achievement benchmark.</p> <p>Step 3- Once post assessment results are attained, the percentage of students who met or exceed the achievement benchmark will be divided by the minimum target percentage expectation established at the beginning of the year in Step 2.</p> <p>Points will be awarded based on the final percentage attained in Step 3 using the conversion chart uploaded in 8.1</p> <p>Example: the target is set that 80% of the students will meet or exceed the achievement benchmark of 65 and the post assessment results show that 83% of students met or</p>
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exceeded the 65 the percent to target score would be 104% which would award 14 points  
 $83 \div 80 = 1.04 \times 100 = 104\%$

9-12 Principal

Step 1- Principal in collaboration with Superintendent will establish a 5 year graduation percentage increase. (i.e. 5%)

Step 2- this percentage increase will be translated into the graduation percentage needed to achieve the increase (i.e. the graduate rate was 80%, a 5% increase would make a graduate rate of 84%. The target is set at 84%.

Step 3- Once the graduation results are attained, the percentage of students who graduated will be divided by target percentage expectation established at the beginning of the year in Step 2.

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

See uploaded attachment 8.1

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See uploaded attachment 8.1

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See uploaded attachment 8.1

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

See uploaded attachment 8.1

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word )

*(No response)*

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

[assets/survey-uploads/5366/262733-qBFVOWF7fC/C-A - 15 point Conversion Chart.xls](#)

## 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
k-4	(d) measures used by district for teacher evaluation	Coxsackie-Athens Central School District-developed K-4 ELA assessments

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>Step 1- Principal in collaboration with Superintendent will establish achievement benchmarks. Achievement benchmarks approved by Superintendents will be rigorous and comparable across buildings.            Step 2- Principal and Superintendent will then establish a target percentage of students to meet or exceed the achievement benchmark.            Step 3- Once post assessment results are attained, the percentage of students who met or exceed the achievement benchmark will be divided by the minimum target percentage expectation established at the beginning of the year in Step 2.            Points will be awarded based on the final percentage attained in Step 3 using the conversion chart uploaded in 8.2            Example: the target is set that 80% of the students will meet or exceed the achievement benchmark of 65 and the post assessment results show that 83% of students met or exceeded the 65 the percent to target score would be 104% which would award 14 points  <math>83 \div 80 = 1.04 \times 100 = 104\%</math></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>See uploaded attachment 8.2</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See uploaded attachment 8.2</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See uploaded attachment 8.2</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See uploaded attachment 8.2</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.

<assets/survey-uploads/5366/262733-T8MlGWUVm1/CA- Local 20 point conversion chart.docx>

### 8.3) Locally Developed Controls

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

(No response)

## 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.

*Using applicable conversion chart HEDI scores will then be averaged equally resulting in a final HEDI score for the teacher.*

## 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, December 03, 2012  
Updated Wednesday, January 02, 2013

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Marshall's Principal Evaluation Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals   Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
9.3) Assurances -- Goals   Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

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

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

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

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

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

*(No response)*

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

### *Marshall's Principal Rubric Scoring Methodology*

*Sub-categories of each Marshall domain shall be rated using the HEDI criteria which shall be converted to a four point scale: Highly Effective = 4 points; Effective = 3 points; Developing = 2 points; and Ineffective = 1 point. The sub-domain scores shall be averaged to determine a score for each of the six domains. Domain scores shall then be averaged and converted to a HEDI rating and allocated points pursuant to the following chart.*

*Level Overall rubric average score 60 point distribution for composite*

*Ineffective 1.0 – 1.8 0-49*

*Developing 1.9 – 2.8 50-56*

*Effective 2.9 – 3.6 57-58*

*Highly Effective 3.7 – 4.0 59-60*

*The district shall utilize the Marshall's Principal Evaluation Rubric for principal evaluation as the basis for the 60 "Other" points allocated to measures of leadership and management. This shall be according to the attached instrument. The superintendent's assessment shall be based on at least 2 visits of 30 minutes or more to the school, while in session. One will be agreed to between the superintendent and principal, the other (one) will be unannounced. Visits are to be completed no later than April 30, 2013. Principals will receive written feedback within five business days concerning evaluative visits. The three additional sources of information for the superintendent's consideration in utilizing the rubric and instrument shall be:*

*a. A portfolio of school documents related to components of the rubric. These shall be provided to the superintendent by May 31.*

*b. The superintendent shall consider the following discussions and reviews in assessing performance of the principal in leadership and management: 1.) The principal and superintendent shall conduct a joint critical analysis of the NYS School Report Card (or other similar NYS accountability report) no later than October 15, including identification of actions to be taken to address components and district resources to be made available to the principal and building. 2.) No later than May 31, the principal and superintendent shall meet to review the related initiatives and actions of the principal over the year as well as the availability and utilization of district provided resources.*

*c. The principal's self-analysis on the rubric for the superintendent's consideration and discussion.*

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/5143/262762-pMADJ4gk6R/Scoring Principal 60 points.docx](#)

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

assigned.

Highly Effective: Overall performance and results exceed standards.	Principal's receiving a score of 59-60 will be rated highly effective
Effective: Overall performance and results meet standards.	Principal's receiving a score of 57-58 will be rated effective
Developing: Overall performance and results need improvement in order to meet standards.	Principal's receiving a score of 50-56 will be rated developing
Ineffective: Overall performance and results do not meet standards.	Principal's receiving a score of 0-49 will be rated 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	2
By trained administrator	0
By trained independent evaluator	0
Enter Total	2

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Monday, December 03, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

Highly Effective	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, December 03, 2012

Updated Friday, January 04, 2013

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/262802-Df0w3Xx5v6/Principal improvement plan.docx](assets/survey-uploads/5276/262802-Df0w3Xx5v6/Principal%20improvement%20plan.docx)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *SECTION VI: APPEAL PROCESS*

*Coxsackie-Athens Central School District  
Principal APPR Appeal Process*

## *CHALLENGES IN AN APPEAL:*

*Appeals are limited to those identified by Education Law §3012-c, as follows:*

- (1) The substance of the annual professional performance review;*
- (2) The school district's adherence to the standards and methodologies required for such reviews;*
- (3) The adherence to Commissioner's Regulations, as applicable to such reviews;*
- (4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- (5) The school district's issuance and/or implementation of the terms of the principal improvement plan.*

## *RATINGS THAT MAY BE APPEALED:*

*Appeals of annual professional performance reviews may be brought for ineffective or developing. An appeal may only be initiated once a principal receives the overall composite score and rating.*

## *PROHIBITION AGAINST MORE THAN ONE APPEAL*

*A principal may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.*

## *TIME FRAME FOR FILING APPEAL*

*All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.*

*An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.*

*The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time (5 day maximum) in which to appeal may be granted by the superintendent upon written request.*

*When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.*

## *TIMEFRAME FOR DISTRICT RESPONSE*

*Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.*

## *DECISION PROCESS FOR APPEAL*

*Within five (5) business days of the district's response, a single individual reviewer shall be chosen from the list of reviewers approved mutually by the district and bargaining unit representing the principals.*

*The parties agree that:*

- a. *The reviewer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.*
- b. *The hearing shall be conducted in no more than one (1) business day unless extenuating circumstances are present and the hearing officer agrees to a second day.*
- c. *The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se.*
- d. *The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation.*

#### **DECISION**

*A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. The decision of reviewer of an appeal is final.*

*The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.*

#### **EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE**

*This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.*

#### **OTHER**

1. *The district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers or anyone the district and association agree on.*
2. *Appeals shall be assigned to reviewers on a rotational basis, alphabetically by last name. If a reviewer is not available the district and association will agree to solicit the next available reviewer on the list.*
3. *The district and unit agree that reviewers shall be paid no more than \$500.00 for the hearing date, analysis of documents, and production of the decision. This cost shall be the responsibility of the district.*
4. *In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.*
5. *A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.*

## **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.

*To ensure that the Coxsackie-Athens Central School District's evaluators are fully trained and highly qualified to evaluate Principals the Assistant Superintendent and Superintendent will attend the following trainings offered by Questar III BOCES and by LEAF through the Council of Superintendents.*

*The nature of this training will include all 9 requirements out line in the Regents regulations section 30-2.9 and will include but is not limited to:*

*ISLLC Standards Training*

*Marshall Rubric Training*

*Use of Student Growth Percentile Model and the Value Added Growth Model*

*This training will ensure that our lead evaluators maintain inter rater reliability over time.*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
-

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Monday, December 03, 2012

Updated Monday, January 07, 2013

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### Page 1

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

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

[assets/survey-uploads/5581/262816-3Uqgn5g9Iu/assurance\\_form\\_jan7.pdf](assets/survey-uploads/5581/262816-3Uqgn5g9Iu/assurance_form_jan7.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.

### State Growth Score:

The administrator and teacher will set a collaborative growth score for the growth measure and that teacher's HEDI score will be based on the percentage of the target achieved.

- Post assessment results  $\div$  target then multiplied by 100 = target percentage achieved.
- The following chart will then be used to award points for that target.

HIGHLY EFFECTIVE	20	> 110%
	19	106-110%
	18	101-105%
EFFECTIVE	17	98-100%
	16	96-97%
	15	92-95%
	14	88-91%
	13	84-87%
	12	80-83%
	11	76-79%
	10	72-75%
	9	68-71%
DEVELOPING	8	65-67%
	7	60-64%
	6	48-59%
	5	36-47%
	4	26-35%
	3	14-25%
INEFFECTIVE	2	7-13%
	1	1-6%
	0	< or = 0%

Example:

The class average for the pre-assessment is a 40. The target is set that average growth will be 10 points making the class average 50. 50 would be the target.

Once the post assessment is given the results show that the class average is 60.

The result (60) divided by the target (50) = 1.2 multiplied by 100= 120%

The HEDI score would be 20 points.

Coxsackie-Athens Conversion Chart 15 Points

APPROVED VALUE-ADDED MEASURE

Points	Percentage of Students who met the Achievement Goal
15	107+
14	101-107
13	96-100
12	91-95
11	86-90
10	80-85
9	74-79
8	68-73
7	58-67
6	47-57
5	36-46
4	25-35
3	14-24
2	7--13
1	1--6
0	0

8-13

3--7

0-2

68-100% effective

14-67% developing

below 14 ineffective

### Local Score:

- Post assessment results  $\div$  target then multiplied by 100 = target percentage achieved.
- The following chart will then be used to award points for that target.

HIGHLY EFFECTIVE	20	> 110%
	19	106-110%
	18	101-105%
EFFECTIVE	17	98-100%
	16	96-97%
	15	92-95%
	14	88-91%
	13	84-87%
	12	80-83%
	11	76-79%
	10	72-75%
	9	68-71%
DEVELOPING	8	65-67%
	7	60-64%
	6	48-59%
	5	36-47%
	4	26-35%
	3	14-25%
INEFFECTIVE	2	7-13%
	1	1-6%
	0	< or = 0%

Example:

The achievement benchmark is set at a 65% passing rate. The teacher and administrator set a target that 80% of the students will meet or exceed this benchmark.

Post assessments results show that 83% of students met or exceed the achievement benchmark of 65.

Result (83)  $\div$  Target (80) = 1.04 x 100 = 104% to target. Teacher/Principal awarded 18 points

**Scoring Overall Teacher Effectiveness:**

- The average score of each observation conducted and the score earned for multiple measures will be used to calculate a final score based on a 1-4 scale.
- The final score will then be converted to points utilizing the sub-component conversion chart.

	OBSERVATION 1	OBSERVATION 2	ADDITIONAL MEASURES
DOMAIN 1	2.5	3	
DOMAIN 2	3.5	3	
DOMAIN 3	3	3.25	
DOMAIN 4	N/A	3.5	
TOTAL POINTS	9.0	12.75	
<b>SCORE (1-4)</b>	<b>3.00</b>	<b>3.1875</b>	<b>3.25</b>
<b>FINAL SCORE</b>	<b>3.145</b>		
<b>TOTAL EFFECTIVENESS POINTS (OUT OF 60)*</b>	<b>58</b>		

\*See chart below for conversions

Coxsackie-Athens Central School District	
Rubric Score to Sub-Component Conversion Chart	
Total Average Rubric Score	Conversion Score for Composite
Ineffective 0-49	
1.000	0.000
1.008	1.000
1.017	2.000
1.025	3.000
1.033	4.000
1.042	5.000
1.050	6.000
1.058	7.000
1.067	8.000
1.075	9.000
1.083	10.000
1.092	11.000
1.100	12.000

1.108	13.000
1.115	14.000
1.123	15.000
1.131	16.000
1.138	17.000
1.146	18.000
1.154	19.000
1.162	20.000
1.169	21.000
1.177	22.000
1.185	23.000
1.192	24.000
1.200	25.000
1.208	26.000
1.217	27.000
1.225	28.000
1.233	29.000
1.242	30.000
1.250	31.000
1.258	32.000
1.267	33.000
1.275	34.000
1.283	35.000
1.292	36.000
1.300	37.000
1.308	38.000
1.317	39.000
1.325	40.000
1.333	41.000
1.342	42.000
1.350	43.000
1.358	44.000
1.400	45.000
1.500	46.000
1.600	47.000
1.700	48.000
1.800	49.000
Developing 50-56	
1.900	50.000
2.000	51.000
2.150	52.000

2.300	53.000
2.450	53.500
2.600	54.000
2.700	55.000
2.800	56.000
Effective 57-58	
2.900	57.000
3.000	57.250
3.150	57.500
3.250	57.750
3.400	58.000
3.500	58.000
3.600	58.000
Highly Effective 59-60	
3.700	59.000
3.725	59.000
3.750	59.000
3.775	59.000
3.800	59.000
3.825	60.000
3.850	60.000
3.875	60.000
3.900	60.000
3.950	60.000
4.000	60.000

## **Teacher Improvement Plans (TIP)**

For any teacher whose performance, based on overall composite effectiveness score, is evaluated as “developing” or “ineffective” based upon evidence clearly documented in the Annual Professional Performance Review (APPR), a Teacher Performance Plan (TIP) will be developed between the supervisor and the teacher, using the form agreed upon in this article. The TIP shall be provided as soon as practical, but in no case later than ten (10) days after the date for the opening of classes for students for the school year. The TIP shall be developed in consultation with the teacher, and union representation shall be afforded at the teacher’s request.

All parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action. The TIP shall address areas identified as in need of improvement. Supportive interventions may include but are not limited to classroom observations, assignment of a peer mentor and in-service courses relevant to the areas of weakness. A peer mentor, if assigned, will maintain a confidential relationship with the teacher involved in the TIP. The District will cover the costs associated with the agreed upon aspects and implementation of the TIP. If agreed upon, a third person or persons may become part of the TIP.

The TIP will become part of the teacher’s plan for that school year, and generally will last for a period of one (1) school year. The supervisor and the teacher shall establish a schedule of meetings to periodically monitor progress in the areas in need of improvement. The Association Co-Presidents shall be informed whenever a teacher is placed on a TIP, and with the agreement of the teacher, shall be provided with a copy of the TIP. An improvement plan defines specific standards-based goals that a teacher must make measurable progress toward attaining within a specific period of time, and shall include the identification of areas that need improvement, a timeline for achieving improvement, the manner in which improvement will be assessed, and, where appropriate, differentiated activities to support improvement in these areas.

The plan should clearly describe the professional learning activities that the educator must complete. These activities should be connected directly to the areas needing improvement. The artifacts that the teacher must produce that can serve as benchmarks of improvement and as evidence for the final stage of the improvement plan should be described, and could include items such as lesson plans and supporting materials, including student work. The supervisor should clearly state in the plan the additional support and assistance that the educator will receive. In the final stage of the improvement plan, the teacher should meet with his or her supervisor to review the plan, alongside any artifacts and evidence from evaluations, in order to determine if adequate improvement has been made in the required areas outlined within the plan for the teacher.

**Coxsackie-Athens Central School District**

**Annual Professional Performance Review**

**Teacher Improvement Plan (TIP)**

**Teacher/Subject or Grade Area:** \_\_\_\_\_

**Building:** \_\_\_\_\_ **Date:** \_\_\_\_\_

	<b>Area For Improvement</b>
<b>Domain/Elements identified for improvement; Performance Goals</b>	
<b>Action Steps</b>	
<b>Support/Resources Provided</b>	
<b>Who is responsible for what? Teacher responsibilities? Administrator responsibilities?</b>	
<b>Evidence that will show growth towards identified goals/success indicators</b>	
<b>Timeline (for goal completion, as well as periodic meetings times to assess progress)</b>	

**Teacher Comments:**

**Administrator/Supervisor Comments:**

**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Administrator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### State Growth Score:

The administrator and teacher will set a collaborative growth score for the growth measure and that teacher's HEDI score will be based on the percentage of the target achieved.

- Post assessment results ÷ target then multiplied by 100 = target percentage achieved.
- The following chart will then be used to award points for that target.

HIGHLY EFFECTIVE	20	> 110%
	19	106-110%
	18	101-105%
EFFECTIVE	17	98-100%
	16	96-97%
	15	92-95%
	14	88-91%
	13	84-87%
	12	80-83%
	11	76-79%
	10	72-75%
	9	68-71%
DEVELOPING	8	65-67%
	7	60-64%
	6	48-59%
	5	36-47%
	4	26-35%
	3	14-25%
INEFFECTIVE	2	7-13%
	1	1-6%
	0	< or = 0%

Example:

The class average for the pre-assessment is a 40. The target is set that average growth will be 10 points making the class average 50. 50 would be the target.

Once the post assessment is given the results show that the class average is 60.

The result (60) divided by the target (50) = 1.2 multiplied by 100= 120%

The HEDI score would be 20 points.

Coxsackie-Athens Conversion Chart 15 Points

APPROVED VALUE-ADDED MEASURE

Points	Percentage of Students who met the Achievement Goal
15	107+
14	101-107
13	96-100
12	91-95
11	86-90
10	80-85
9	74-79
8	68-73
7	58-67
6	47-57
5	36-46
4	25-35
3	14-24
2	7--13
1	1--6
0	0

8-13

3--7

0-2

68-100% effective

14-67% developing

below 14 ineffective

### Local Score:

- Post assessment results  $\div$  target then multiplied by 100 = target percentage achieved.
- The following chart will then be used to award points for that target.

HIGHLY EFFECTIVE	20	> 110%
	19	106-110%
	18	101-105%
EFFECTIVE	17	98-100%
	16	96-97%
	15	92-95%
	14	88-91%
	13	84-87%
	12	80-83%
	11	76-79%
	10	72-75%
	9	68-71%
DEVELOPING	8	65-67%
	7	60-64%
	6	48-59%
	5	36-47%
	4	26-35%
	3	14-25%
INEFFECTIVE	2	7-13%
	1	1-6%
	0	< or = 0%

Example:

The achievement benchmark is set at a 65% passing rate. The teacher and administrator set a target that 80% of the students will meet or exceed this benchmark.

Post assessments results show that 83% of students met or exceed the achievement benchmark of 65.

Result (83)  $\div$  Target (80) = 1.04 x 100 = 104% to target. Teacher/Principal awarded 18 points

Principal 60 point conversion chart

Coxsackie-Athens Central School District	
Rubric Score to Sub-Component Conversion Chart	
Total Average Rubric Score	Conversion Score for Composite
Ineffective 0-49	
1.000	0.000
1.008	1.000
1.017	2.000
1.025	3.000
1.033	4.000
1.042	5.000
1.050	6.000
1.058	7.000
1.067	8.000
1.075	9.000
1.083	10.000
1.092	11.000
1.100	12.000
1.108	13.000
1.115	14.000
1.123	15.000
1.131	16.000
1.138	17.000
1.146	18.000
1.154	19.000
1.162	20.000
1.169	21.000
1.177	22.000
1.185	23.000
1.192	24.000
1.200	25.000
1.208	26.000
1.217	27.000
1.225	28.000
1.233	29.000
1.242	30.000

1.250	31.000
1.258	32.000
1.267	33.000
1.275	34.000
1.283	35.000
1.292	36.000
1.300	37.000
1.308	38.000
1.317	39.000
1.325	40.000
1.333	41.000
1.342	42.000
1.350	43.000
1.358	44.000
1.400	45.000
1.500	46.000
1.600	47.000
1.700	48.000
1.800	49.000
Developing 50-56	
1.900	50.000
2.000	51.000
2.150	52.000
2.300	53.000
2.450	53.500
2.600	54.000
2.700	55.000
2.800	56.000
Effective 57-58	
2.900	57.000
3.000	57.250
3.150	57.500
3.250	57.750
3.400	58.000
3.500	58.000
3.600	58.000
Highly Effective 59-60	
3.700	59.000
3.725	59.000
3.750	59.000

3.775	59.000
3.800	59.000
3.825	60.000
3.850	60.000
3.875	60.000
3.900	60.000
3.950	60.000
4.000	60.000

**SECTION V: IMPROVEMENT PLAN**

**Coxsackie-Athens Central School District  
Principal Improvement Plan Process**

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The superintendent, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable timeline for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

# Principal Improvement Plan

Name of Principal \_\_\_\_\_

School Building \_\_\_\_\_ Academic Year \_\_\_\_\_

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

**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.

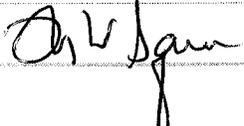
**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

- 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:

 1/7/13

Teachers Union President Signature:    Date:

 1/7/13

Administrative Union President Signature:    Date:

 1/7/13

Board of Education President Signature:    Date:

 1/7/13