



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

September 20, 2012

Dr. Lyn McKay, Superintendent
Chappaqua Central School District
66 Roaring Brook Road
Chappaqua, NY 10514

Dear Superintendent McKay:

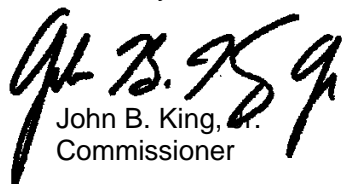
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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

c: James T. Langlois

NOTE: 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.

Annual Professional Performance Reviews: 2012-13

Created Monday, May 07, 2012

Updated Monday, August 27, 2012

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

661004060000

1.2) School District Name:

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

Chappaqua Central School District

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Saturday, May 05, 2012

Updated Wednesday, September 12, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Chappaqua Kindergarten Literacy Assessment
1	District, regional, or BOCES-developed assessment	Chappaqua First Grade Literacy Assessment
2	District, regional, or BOCES-developed assessment	Chappaqua Second Grade Literacy 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	Please see 2.11 for the uploaded graph that describes the general process for assigning HEDI categories.
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needed, you may upload a table or graphic at 2.11, below.	
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85 % - 100% of the students achieve or exceed the target determined in the Student Learning Objective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70 % - 84% of the students achieve or exceed the target determined in the Student Learning Objective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55 % - 69% of the students achieve or exceed the target determined in the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0 - 54% of the students achieve or exceed the target determined in the Student Learning Objective.

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	Chappaqua Kindergarten Mathematics Assessment
1	District, regional, or BOCES-developed assessment	Chappaqua First Grade Mathematics Assessment
2	District, regional, or BOCES-developed assessment	Chappaqua Second Grade Mathematics 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 graphic at 2.11, below.	Please see 2.11 for the uploaded graph that describes the general process for assigning HEDI categories.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85 % - 100% of the students achieve or exceed the target determined in the Student Learning Objective.
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0 - 54% of the students achieve or exceed the target determined in the Student Learning Objective.

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	Chappaqua Sixth Grade Science Assessment
7	District, regional or BOCES-developed assessment	Chappaqua Seventh 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.	Please see 2.11 for the uploaded graph that describes the general process for assigning HEDI categories.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85 % - 100% of the students achieve or exceed the target determined in the Student Learning Objective.
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Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55 % - 69% of the students achieve or exceed the target determined in the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0 - 54% of the students achieve or exceed the target determined in the Student Learning Objective.

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	Chappaqua Sixth Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Chappaqua Seventh Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Chappaqua Eighth 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.	Please see 2.11 for the uploaded graph that describes the general process for assigning HEDI categories.
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Developing (3 - 8 points) Results are below District goals for similar students.	55 % - 69% of the students achieve or exceed the target determined in the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 54% of the students achieve or exceed the target determined in the Student Learning Objective.

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	Chappaqua Global Studies 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.	Please see 2.11 for the uploaded graph that describes the general process for assigning HEDI categories.
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Developing (3 - 8 points) Results are below District goals for similar students.	55 % - 69% of the students achieve or exceed the target determined in the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 54% of the students achieve or exceed the target determined in the Student Learning Objective.

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	Not applicable	Not applicable

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.	Please see 2.11 for the uploaded graph that describes the general process for assigning HEDI categories.
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Developing (3 - 8 points) Results are below District goals for similar students.	55 % - 69% of the students achieve or exceed the target determined in the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 54% of the students achieve or exceed the target determined in the Student Learning Objective.

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	Not applicable	Not applicable
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.	Please see 2.11 for the uploaded graph that describes the general process for assigning HEDI categories.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 54% of the students achieve or exceed the target determined in the Student Learning Objective.

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	Chappaqua Ninth Grade English Assessment
Grade 10 ELA	Regents assessment	NYS English Regents
Grade 11 ELA	District, regional or BOCES-developed assessment	Chappaqua Eleventh Grade English Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Please see 2.11 for the uploaded graph that describes the general process for assigning HEDI categories.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 54% of the students achieve or exceed the target determined in the Student Learning Objective.

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
Enriched Geometry	District, Regional or BOCES-developed	Chappaqua Enriched Geometry Assessment
Standard Geometry	District, Regional or BOCES-developed	Chappaqua Standard Geometry Assessment
Foundations in Algebra 1	District, Regional or BOCES-developed	Chappaqua Foundations in Algebra 1 Assessment
Foundations in Algebra 2	State Assessment	Regents Exam
Foundations in Geometry	District, Regional or BOCES-developed	Chappaqua Foundations in Geometry Assessment
Pre-Calculus Enriched	District, Regional or BOCES-developed	Chappaqua Pre-Calculus Enriched Assessment
Enriched Algebra 2/Trigonometry	District, Regional or BOCES-developed	Chappaqua Enriched Algebra 2/Trigonometry Assessment
Enriched Algebra	State Assessment	Regents Exam
Standard Algebra	State Assessment	Regents Exam
AP Calculus AB	District, Regional or BOCES-developed	Chappaqua AP Calculus AB Assessment

AP Calculus BC	District, Regional or BOCES-developed	Chappaqua AP Calculus BC Assessment
Middle School Physical Education	District, Regional or BOCES-developed	Chappaqua Middle School Physical Education Assessment
Kindergarten Art	District, Regional or BOCES-developed	Chappaqua Kindergarten Art Assessment
Second Grade Art	District, Regional or BOCES-developed	Chappaqua Second Grade Art Assessment
Third Grade Art	District, Regional or BOCES-developed	Chappaqua Third Grade Art Assessment
Physics	District, Regional or BOCES-developed	Chappaqua Physics Assessment
Chemistry	State Assessment	Regents Exam
Biology	State Assessment	Regents Exam
Biology AP	District, Regional or BOCES-developed	Chappaqua Biology AP Assessment
Environmental Science AP	District, Regional or BOCES-developed	Chappaqua Environmental Science AP 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.	Please see 2.11 for the uploaded graph that describes the general process for assigning HEDI categories.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 % - 100% of the students achieve or exceed the target determined in the Student Learning Objective.
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Developing (3 - 8 points) Results are below District goals for similar students.	55 % - 69% of the students achieve or exceed the target determined in the Student Learning Objective
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 54% of the students achieve or exceed the target determined in the Student Learning Objective.

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

[assets/survey-uploads/5364/125427-avH4IQNZMh/Form_2_10_All_Other_Courses - Chappaqua Growth.pdf](assets/survey-uploads/5364/125427-avH4IQNZMh/Form_2_10_All_Other_Courses_-_Chappaqua_Growth.pdf)

2.11) HEDI Tables or Graphics

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

[assets/survey-uploads/5364/125427-TXEttx9bQW/SLO+HEDI+Criteria - with no value-added and value-added.pdf](assets/survey-uploads/5364/125427-TXEttx9bQW/SLO+HEDI+Criteria_-_with_no_value-added_and_value-added.pdf)

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.

All students with IEP mandated testing modifications will receive such modifications as per the IEP. In addition, students with modifications as per Section 504 or ELL status will receive all modifications as specified in their education plans.

Our school district houses two homeless shelters that provide temporary housing on both a short and long term basis. As such, we have a transient homeless population that is serviced at the elementary, middle, and high school level. Students move in and out of the shelters on a regular basis without prior notice to the school district. Our intention is to make necessary adjustments on a case-by-case basis as needed based on: 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.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.

Checked

3. Local Measures (Teachers)

Created Monday, May 07, 2012

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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	Chappaqua Fourth Grade Literacy Assessment
5	5) District, regional, or BOCES-developed assessments	Chappaqua Fifth Grade Literacy Assessment
6	5) District, regional, or BOCES-developed assessments	Chappaqua Sixth Grade Literacy Assessment
7	5) District, regional, or BOCES-developed assessments	Chappaqua Seventh Grade Literacy Assessment
8	5) District, regional, or BOCES-developed assessments	Chappaqua Eighth Grade Literacy 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.

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.	Each local assessment will be scored on a multidimensional rubric that leads to a final score of either 1, 2, 3, or 4. The local assessment scores will be applied to HEDI bands based on the achievement level of students. See attached HEDI correlation chart.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results exceed CCSD expectations for English Language Arts. Performance results exceed growth or achievement of ELA student learning standards for specified grade level. 77 % - 100 % of students achieve a level 3.0 - 4.0 on the local assessment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results meet CCSD expectations for English Language Arts. Performance results meet growth or achievement of ELA student learning standards for specified grade level. 70 % - 76 % of students achieve a level 3.0 - 4.0 on the local assessment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results are below CCSD expectations for English Language Arts. Performance results are below growth or achievement of ELA student learning standards for specified grade level. 56 % - 69 % of students achieve a level 3.0 - 4.0 on the local assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results are well-below CCSD expectations for English Language Arts. Performance results are well-below growth or achievement of ELA student learning standards for specified grade level. 0 % - 55 % of students achieve a level 3.0 - 4.0 on the local assessment.

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	Chappaqua Fourth Grade Mathematics Assessment
5	5) District, regional, or BOCES–developed assessments	Chappaqua Fifth Grade Mathematics Assessment
6	5) District, regional, or BOCES–developed assessments	Chappaqua Sixth Grade Mathematics Assessment
7	5) District, regional, or BOCES–developed assessments	Chappaqua Seventh Grade Mathematics Assessment
8	5) District, regional, or BOCES–developed assessments	Chappaqua Eighth Grade Mathematics 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.	Each local assessment will be scored on a multidimensional rubric that leads to a final score of either 1, 2, 3, or 4. The local assessment scores will be applied to HEDI bands based on the achievement level of students. See attached HEDI correlation chart.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results exceed CCSD expectations for mathematics. Performance results exceed growth or achievement of mathematics student learning standards for specified grade level. 77 % - 100 % of students achieve a level 3.0 - 4.0 on the local assessment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results meet CCSD expectations for mathematics. Performance results meet growth or achievement of mathematics student learning standards for specified grade level. 70 % - 76 % of students achieve a level 3.0 - 4.0 on the local assessment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results are below CCSD expectations for mathematics. Performance results are below growth or achievement of mathematics student learning standards for specified grade level. 56 % - 69 % of students achieve a level 3.0 - 4.0 on the local assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results are well-below CCSD expectations for mathematics. Performance results are well-below growth or achievement of mathematics student learning standards for specified grade level. 0 % - 55 % of students achieve a level 3.0 - 4.0 on the local assessment.

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/5139/125705-rhJdBgDruP/Local Assessment HEDI Bands - Point Correlation AND Value Added FINAL.pdf>

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	Chappaqua Kindergarten Literacy Assessment
1	5) District, regional, or BOCES—developed assessments	Chappaqua First Grade Literacy Assessment
2	5) District, regional, or BOCES—developed assessments	Chappaqua Second Grade Literacy Assessment
3	5) District, regional, or BOCES—developed assessments	Chappaqua Third Grade Literacy 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.

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.	Each local assessment will be scored on a multidimensional rubric that leads to a final score of either 1, 2, 3, or 4. The local assessment scores will be applied to HEDI bands based on the achievement level of students. See attached HEDI correlation chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results exceed CCSD expectations for English Language Arts. Performance results exceed growth or achievement of ELA student learning standards for specified grade level. 85 % - 100 % of students achieve a level 3.0 - 4.0 on the local assessment.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results meet CCSD expectations for English Language Arts. Performance results meet growth or achievement of ELA student learning standards for specified grade level. 70 % - 84 % of students achieve a level 3.0 - 4.0 on the local assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results are below CCSD expectations for English Language Arts. Performance results are below growth or achievement of ELA student learning standards for specified grade level. 55 % - 69 % of students achieve a level 3.0 - 4.0 on the local assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results are well-below CCSD expectations for English Language Arts. Performance results are well-below growth or achievement of ELA student learning standards for specified grade level. 0 % - 54 % of students achieve a level 3.0 - 4.0 on the local assessment.

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	Chappaqua Kindergarten Mathematics Assessment
1	5) District, regional, or BOCES-developed assessments	Chappaqua First Grade Mathematics Assessment
2	5) District, regional, or BOCES-developed assessments	Chappaqua Second Grade Mathematics Assessment
3	5) District, regional, or BOCES-developed assessments	Chappaqua Third Grade Mathematics 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.	Each local assessment will be scored on a multidimensional rubric that leads to a final score of either 1, 2, 3, or 4. The local assessment scores will be applied to HEDI bands based on the achievement level of students. See attached HEDI correlation chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results exceed CCSD expectations for mathematics. Performance results exceed growth or achievement of mathematics student learning standards for specified grade level. 85 % - 100 % of students achieve a level 3.0 - 4.0 on the local assessment.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results meet CCSD expectations for mathematics. Performance results meet growth or achievement of mathematics student learning standards for specified grade level. 70 % - 84 % of students achieve a level 3.0 - 4.0 on the local assessment.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results are below CCSD expectations for mathematics. Performance results are below growth or achievement of mathematics student learning standards for specified grade level. 55 % - 69 % of students achieve a level 3.0 - 4.0 on the local assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results are well-below CCSD expectations for mathematics. Performance results are well-below growth or achievement of mathematics student learning standards for specified grade level. 0 % - 54 % of students achieve a level 3.0 - 4.0 on the local assessment.

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	Chappaqua Sixth Grade Science Assessment
7	5) District, regional, or BOCES–developed assessments	Chappaqua Seventh Grade Science Assessment
8	5) District, regional, or BOCES–developed assessments	Chappaqua Eighth 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.	Each local assessment will be scored on a multidimensional rubric that leads to a final score of either 1, 2, 3, or 4. The local assessment scores will be applied to HEDI bands based on the achievement level of students. See attached HEDI correlation chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results exceed CCSD expectations for Science. Performance results exceed growth or achievement of Science student learning standards for specified grade level. 85

	% - 100 % of students achieve a level 3.0 - 4.0 on the local assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results meet CCSD expectations for Science. Performance results meet growth or achievement of Science student learning standards for specified grade level. 70 % - 84 % of students achieve a level 3.0 - 4.0 on the local assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results are below CCSD expectations for Science. Performance results are below growth or achievement of Science student learning standards for specified grade level. 55 % - 69 % of students achieve a level 3.0 - 4.0 on the local assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results are well-below CCSD expectations for Science. Performance results are well-below growth or achievement of Science student learning standards for specified grade level. 0 % - 54 % of students achieve a level 3.0 - 4.0 on the local assessment.

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	Chappaqua Sixth Grade Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Chappaqua Seventh Grade Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Chappaqua Eighth 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.	Each local assessment will be scored on a multidimensional rubric that leads to a final score of either 1, 2, 3, or 4. The local assessment scores will be applied to HEDI bands based on the achievement level of students. See attached HEDI correlation chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results exceed CCSD expectations for Social Studies. Performance results exceed growth or achievement of Social Studies student learning standards for specified grade level. 85 % - 100 % of students achieve a level 3.0 - 4.0 on the local assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results meet CCSD expectations for Social Studies. Performance results meet growth or achievement of Social Studies student learning standards for specified grade level. 70 % - 84 % of students achieve a level 3.0 - 4.0 on the

	local assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results are below CCSD expectations for Social Studies. Performance results are below growth or achievement of Social Studies student learning standards for specified grade level. 55 % - 69 % of students achieve a level 3.0 - 4.0 on the local assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results are well-below CCSD expectations for Social Studies. Performance results are well-below growth or achievement of Social Studies student learning standards for specified grade level. 0 % - 54 % of students achieve a level 3.0 - 4.0 on the local assessment.

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	Chappaqua Global 1 Studies Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Chappaqua Global 2 Social Studies Assessment
American History	5) District, regional, or BOCES–developed assessments	Chappaqua American History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Each local assessment will be scored on a multidimensional rubric that leads to a final score of either 1, 2, 3, or 4. The local assessment scores will be applied to HEDI bands based on the achievement level of students. See attached HEDI correlation chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results exceed CCSD expectations for Social Studies. Performance results exceed growth or achievement of Social Studies student learning standards for specified grade level. 85 % - 100 % of students achieve a level 3.0 - 4.0 on the local assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results meet CCSD expectations for Social Studies. Performance results meet growth or achievement of Social Studies student learning standards for specified grade level. 70 % - 84 % of students achieve a level 3.0 - 4.0 on the

	local assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results are below CCSD expectations for Social Studies. Performance results are below growth or achievement of Social Studies student learning standards for specified grade level. 55 % - 69 % of students achieve a level 3.0 - 4.0 on the local assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results are well-below CCSD expectations for Social Studies. Performance results are well-below growth or achievement of Social Studies student learning standards for specified grade level. 0 % - 54 % of students achieve a level 3.0 - 4.0 on the local assessment.

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	Chappaqua Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Chappaqua Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Chappaqua Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	Chappaqua Physics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Each local assessment will be scored on a multidimensional rubric that leads to a final score of either 1, 2, 3, or 4. The local assessment scores will be applied to HEDI bands based on the achievement level of students. See attached HEDI correlation chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results exceed CCSD expectations for Science. Performance results exceed growth or achievement of Science student learning standards for specified grade level. 85 % - 100 % of students achieve a level 3.0 - 4.0 on the local assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results are below CCSD expectations for Science. Performance results are below growth or achievement of Science student learning standards for specified grade level. 55 % - 69 % of students achieve a level 3.0 - 4.0 on the local assessment.

Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results meet CCSD expectations for Science. Performance results meet growth or achievement of Science student learning standards for specified grade level. 70 % - 84 % of students achieve a level 3.0 - 4.0 on the local assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results are well-below CCSD expectations for Science. Performance results are well-below growth or achievement of Science student learning standards for specified grade level. 0 % - 54 % of students achieve a level 3.0 - 4.0 on the local assessment.

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	Chappaqua Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Chappaqua Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Chappaqua 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.	Each local assessment will be scored on a multidimensional rubric that leads to a final score of either 1, 2, 3, or 4. The local assessment scores will be applied to HEDI bands based on the achievement level of students. See attached HEDI correlation chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results exceed CCSD expectations for Mathematics. Performance results exceed growth or achievement of Mathematics student learning standards for specified grade level. 85 % - 100 % of students achieve a level 3.0 - 4.0 on the local assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results exceed CCSD expectations for Mathematics. Performance results exceed growth or achievement of Mathematics student learning standards for specified grade level. 70 % - 84 % of students achieve a level 3.0 - 4.0 on the local assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results exceed CCSD expectations for Mathematics. Performance results exceed growth or achievement of Mathematics student learning standards for specified grade level. 55 % - 69 % of students achieve a level

3.0 - 4.0 on the local assessment.

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

Student performance results exceed CCSD expectations for Mathematics. Performance results exceed growth or achievement of Mathematics student learning standards for specified grade level. 0 % - 54 % of students achieve a level 3.0 - 4.0 on the local assessment.

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	Chappaqua Ninth Grade English Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Chappaqua Tenth Grade English Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Chappaqua Eleventh Grade English 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.	Each local assessment will be scored on a multidimensional rubric that leads to a final score of either 1, 2, 3, or 4. The local assessment scores will be applied to HEDI bands based on the achievement level of students. See attached HEDI correlation chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results exceed CCSD expectations for ELA. Performance results exceed growth or achievement of ELA student learning standards for specified grade level. 85 % - 100 % of students achieve a level 3.0 - 4.0 on the local assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results exceed CCSD expectations for ELA. Performance results exceed growth or achievement of ELA student learning standards for specified grade level. 70 % - 84 % of students achieve a level 3.0 - 4.0 on the local assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results exceed CCSD expectations for ELA. Performance results exceed growth or achievement of ELA student learning standards for specified grade level. 55 % - 69 % of students achieve a level 3.0 - 4.0 on the local assessment.

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

Student performance results exceed CCSD expectations for ELA. Performance results exceed growth or achievement of ELA student learning standards for specified grade level. 0 % - 54 % of students achieve a level 3.0 - 4.0 on the local assessment.

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
Enriched Geometry	5) District/regional/BOCES–developed	Chappaqua Enriched Geometry Assessment
Standard Geometry	5) District/regional/BOCES–developed	Chappaqua Standard Geometry Assessment
Foundations in Algebra 1	5) District/regional/BOCES–developed	Chappaqua Foundations in Algebra 1 Assessment
Foundations in Algebra 2	5) District/regional/BOCES–developed	Chappaqua Foundations in Algebra 2 Assessment
Foundations in Geometry	5) District/regional/BOCES–developed	Chappaqua Foundations in Geometry Assessment
Pre-Calculus Enriched	5) District/regional/BOCES–developed	Chappaqua Foundations in Pre-Calculus Enriched Assessment
Enriched Algebra 2/Trigonometry	5) District/regional/BOCES–developed	Chappaqua Foundations in Enriched Algebra 2/Trigonometry Assessment
Standard Algebra 2	5) District/regional/BOCES–developed	Chappaqua Foundations in Standard Algebra 2 Assessment
Enriched Algebra	5) District/regional/BOCES–developed	Chappaqua Foundations in Enriched Algebra Assessment
Standard Algebra	5) District/regional/BOCES–developed	Chappaqua Foundations in Standard Algebra Assessment
AP Calculus AB	5) District/regional/BOCES–developed	Chappaqua Foundations in AP Calculus AB Assessment
AP Calculus BC	5) District/regional/BOCES–developed	Chappaqua Foundations in AP Calculus BC Assessment
Middle School Physical Ed	5) District/regional/BOCES–developed	Chappaqua Foundations in Middle School Physical Ed Assessment
Kindergarten Art	5) District/regional/BOCES–developed	Chappaqua Foundations in Kindergarten Art Assessment
Second Grade Art	5) District/regional/BOCES–developed	Chappaqua Foundations in Second Grade Art Assessment
Third Grade Art	5) District/regional/BOCES–developed	Chappaqua Foundations in Third Grade Art Assessment
Physics	5) District/regional/BOCES–developed	Chappaqua Foundations in Physics Assessment
Chemistry	5) District/regional/BOCES–developed	Chappaqua Foundations in Chemistry Assessment
Biology	5) District/regional/BOCES–developed	Chappaqua Foundations in Biology Assessment
Biology AP	5) District/regional/BOCES–developed	Chappaqua Foundations in Biology AP Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Each local assessment will be scored on a multidimensional rubric that leads to a final score of either 1, 2, 3, or 4. The local assessment scores will be applied to HEDI bands based on the achievement level of students. See attached HEDI correlation chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Student performance results exceed CCSD expectations for ELA. Performance results exceed growth or achievement of ELA student learning standards for specified grade level. 85 % - 100 % of students achieve a level 3.0 - 4.0 on the local assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results exceed CCSD expectations for ELA. Performance results exceed growth or achievement of ELA student learning standards for specified grade level. 70 % - 84 % of students achieve a level 3.0 - 4.0 on the local assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results exceed CCSD expectations for ELA. Performance results exceed growth or achievement of ELA student learning standards for specified grade level. 55 % - 69 % of students achieve a level 3.0 - 4.0 on the local assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results exceed CCSD expectations for ELA. Performance results exceed growth or achievement of ELA student learning standards for specified grade level. 0 % - 54 % of students achieve a level 3.0 - 4.0 on the local assessment.

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

[assets/survey-uploads/5139/125705-Rp0Ol6pk1T/Form 3_12_All Other Courses1 - Chappaqua Local.pdf](#)

3.13) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/125705-y92vNseFa4/Local Assessment HEDI Bands - Point Correlationt AND Value Added FINAL.pdf](#)

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.

All students with IEP mandated testing modifications will receive such modifications as per the IEP. In addition, students with modifications as per Section 504 or ELL status will receive all modifications as specified in their education plans.

Our school district houses two homeless shelters that provide temporary housing on both a short and long term basis. As such, we have a transient homeless population that is serviced at the elementary, middle, and high school level. Students move in and out of the shelters on a regular basis without prior notice to the school district. Our intention is to make necessary adjustments on a case-by-case basis as needed based on: 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.

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.

Teachers with more than one locally selected measure will receive a composite score (0-15 or 0-20) based on the equal weighting of each individual assessment. Secondary teachers with more than one SLO will have a combined score based on the percentage of students covered by each SLO. Each SLO will be weighted based on the percentage of students covered by the SLO. All SLOs will be combined to generate one composite score for the locally selected measure.

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, May 07, 2012

Updated Friday, August 31, 2012

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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	20
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	(No response)

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.

Teachers in the Chappaqua Central School District will participate in a rigorous program of evaluation that uses the Danielson 2011 revised rubric along with the NYS teaching standards. We have correlated the domains of the rubric with our BOE Strategic Indicators of Effective Practice. Our indicators provide for evaluation of the following areas of educational practice:

- *Students and Student Learning: NYS Standards 1 & 2, Danielson Domain 1*
- *Content and Instructional Planning: NYS Standards 1 & 2, Danielson Domain 1*
- *Nature of Classroom Talk: NYS Standards 3,4 & 5, Danielson Domains 2 & 3*

- *Nature of Instruction: NYS Standards 3,4 & 5, Danielson Domains 2 & 3*
- *Learning Environment: NYS Standards 3,4 & 5, Danielson Domains 2 & 3*
- *Materials/Resources: NYS Standards 3,4 & 5, Danielson Domains 2 & 3*
- *Student Work: NYS Standards 3,4 & 5, Danielson Domains 2 & 3*
- *Nature of Assessment: NYS Standards 3,4 & 5, Danielson Domains 2 & 3*
- *Responsibilities and Collaboration: NYS Standards 6 & 7, Danielson Domain 4*
- *Professional Growth: NYS Standards 6 & 7, Danielson Domain 4*

Points will be assigned to teachers as follows:

1. Administrative Observations: 40 points

- a. Each teacher will be observed at least twice per year with one observation being unannounced.*
- b. Each teacher will participate in an annual reflective conference with an administrator along with an annual summative conference.*

2. Peer Observations and Inquiry Process: 20 points

- a. Each teacher will be engaged in a peer observation process that follows a research-based model of collaboration.*
- b. Each teacher will participate in an inquiry process that will link to areas defined in the annual reflective conference.*

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/5091/125834-eka9yMJ855/DanielsonpointsCCSD.doc>

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.	The overall performance of highly effective teachers in the Chappaqua Central School District will result in a point allocation of 55-60. Teachers deemed highly effective exceed NYS teaching standards as evidenced through a rigorous administrative, peer evaluation and inquiry process that is aligned with the Danileson 2011 revised rubric and grounded in research.
Effective: Overall performance and results meet NYS Teaching Standards.	The overall performance of effective teachers in the Chappaqua Central School District will result in a point allocation of 51-54. Teachers deemed effective meet NYS teaching standards as evidenced through a rigorous administrative, peer evaluation and inquiry process that is aligned with the Danileson 2011 revised rubric and grounded in research.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The overall performance of developing teachers in the Chappaqua Central School District will result in a point allocation of 42-50. Teachers deemed developing need improvment in order to meet NYS teaching standards as evidenced through a rigorous administrative, peer evaluation and inquiry process that is aligned with the Danileson 2011 revised rubric and grounded in research.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The overall performance of ineffective teachers in the Chappaqua Central School District will result in a point allocation of 0-41.

Teachers deemed ineffective do not meet NYS teaching standards as evidenced through a rigorous administrative, peer evaluation and inquiry process that is aligned with the Danileson 2011 revised rubric and grounded in research.

Provide the ranges for the 60-point scoring bands.

Highly Effective	55-60
Effective	51-54
Developing	42-50
Ineffective	0-41

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	2

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- Both

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

- Both

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	2

Independent evaluators

Formal/Long	0
Informal/Short	0

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

• Both

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

• Both

5. Composite Scoring (Teachers)

Created Monday, May 07, 2012
Updated Tuesday, June 19, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

Results are well above District- or BOCES-adopted expectations for 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	55-60
Effective	51-54
Developing	42-50
Ineffective	0-41

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, May 07, 2012

Updated Thursday, August 30, 2012

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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/5265/125846-Df0w3Xx5v6/Chappaqua Central School District - TIP.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPENDIX B

Chappaqua Central School District

Teacher APPR Appeals Process

Appeals Process:

A. A teacher who receives an ineffective or developing rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the evaluator, who shall be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SBL Certification. A tenured teacher may choose to submit a written rebuttal upon determination of an "Effective Rating" if desired, but may not appeal such rating.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a teacher who is placed on a Teacher Improvement Plan ("TIP") shall have a corresponding right to appeal concerns regarding the TIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an evaluation or a TIP must be commenced within ten (10) calendar days of the presentation of the document to the teacher or else the right to appeal shall be deemed waived in all regards.

D. The evaluator shall respond to the appeal with a written answer that either grants the appeal and directs further administrative action or denies the appeal. Such decision shall be made within ten (10) calendar days of the receipt of the appeal.

E. In the event that the teacher is unsatisfied with the result of the appeal, a further appeal may be taken to the Superintendent of Schools within ten (10) calendar days of receipt of the administrator's decision upon the appeal.

1. The first part of the appeal to the Superintendent shall consist of a review of the appeal by an Appeals Committee that shall be composed of the following membership:

The CCT President or designee

2 Tenured teachers selected by the CCT President or designee

1 Tenured Administrator selected by the Superintendent of Schools

2. Upon the selection of committee members, those who have not previously been trained in the appeals process by the District shall immediately be provided with such training.

3. The Appeals Committee shall conduct its proceedings confidentially and make a written recommendation to the Superintendent of Schools within ten (10) calendar days of receipt of the appeal.

F. The recommendation of the Appeals Committee shall not be revealed to any party other than the Superintendent of Schools, who following review of said recommendation shall issue his or her decision within ten (10) calendar days of receipt of the Appeals Committee's recommendation. The decision of the Superintendent shall be final and binding upon all parties in all regards and shall not be subject to review in arbitration, before any administrative agency or in any court of law.

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.

Chappaqua Central School District

Training of evaluators and lead evaluators

The Chappaqua Central School District shall ensure that evaluators have appropriate training before conducting an evaluation under the new APPR. The district shall also ensure that any lead evaluator has been certified as a qualified lead evaluator before conducting and/or completing a teacher's or principal's evaluation.

Ongoing training will be provided for the administrative team of the Chappaqua Central School District to ensure sufficient knowledge and understanding of the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable.

Our lead evaluator training began with a series of professional development sessions that were conducted during the 2011-2012 school year and will continue at the annual three day administrative retreat in July of 2012. In addition, administrators will participate in ongoing training at regular administrative council meetings (approximately 6 – 2 hour meetings) throughout the 2012-2013 school year. This training will include, but not be limited to:

- Evidence-based observation techniques that are grounded in research.*
- Application and use of the student growth percentile model and the value-added growth model.*
- Application and use of the Danielson 2011 revised rubric and the LCI MPPR for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice.*
- Application and use of the Chappaqua Central School District Inquiry Process.*
- Application and use of the Chappaqua Central School District Local Assessments of student achievement that will be used beginning with the 2012-2013 school year.*
- Use of the Statewide Instructional Reporting System.*
- The scoring methodology utilized by the Chappaqua Central School District to evaluate a teacher or principal, 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.

- Specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities.
- Training in the Chappaqua Central School District shall be designed to certify lead evaluators.
- The Chappaqua Central School District shall ensure that lead evaluators maintain inter-rater reliability over time by mandated participation in semi-annual observation norming and calibration following a protocol-based process of common viewing of lessons. In addition, we will engage in data analysis to detect disparities on the part of one or more evaluators along with periodic comparisons of a lead evaluator's assessment with another evaluator's assessment of the same classroom teacher or building principal.
- Any individual who fails to achieve required training or certification or re-certification, as applicable, by the Chappaqua Central School District shall not conduct or complete an evaluation of a teacher or principal.

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, May 07, 2012

Updated Wednesday, June 27, 2012

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):

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-4	District, regional, or BOCES-developed	Chappaqua Literacy Assessment
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)

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.	Please see below for description of the process for assigning HEDI categories in growth on state assessments or comparable measures for principals.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	85 % - 100% of the students achieve or exceed the target determined in the Student Learning Objective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70 % - 84% of the students achieve or exceed the target determined in the Student Learning Objective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55 % - 69% of the students achieve or exceed the target determined in the Student Learning Objective.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0 - 54% of the students achieve or exceed the target determined in the Student Learning Objective.

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/5365/125798-lha0DogRNw/SLO+HEDI+Criteria - Principals - with no value-added and value-added.pdf](#)

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.

All students with IEP mandated testing modifications will receive such modifications as per the IEP. In addition, students with modifications as per Section 504 or ELL status will receive all modifications as specified in their education plans. Our school district houses two homeless shelters that provide temporary housing on both a short and long term basis. As such, we have a transient homeless population that is serviced at the elementary, middle, and high school level. Students move in and out of the shelters on a regular basis without prior notice to the school district. Our intention is to make necessary adjustments on a case-by-case basis as needed based on: 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.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, May 07, 2012

Updated Wednesday, September 19, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(d) measures used by district for teacher evaluation	Chappaqua Literacy Assessment
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4 - Year Graduation Rate

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Each local assessment will be scored on a multidimensional rubric that leads to a final score of either 1, 2, 3, or 4. The local assessment scores will be applied to HEDI bands based on the achievement level of students.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results exceed CCSD expectations for English Language Arts. Performance results exceed growth or achievement of ELA student learning standards for specified grade level. 77 % - 100 % of students achieve a level 3.0 - 4.0 on the local assessment. The four year high school graduation rate is 83 % - 100%.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results meet CCSD expectations for English Language Arts. Performance results meet growth or achievement of ELA student learning standards for specified grade level. 70 % - 76 % of students achieve a level 3.0 - 4.0 on the local assessment. The four year high school graduation rate is 65 % - 82%.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results are below CCSD expectations for English Language Arts. Performance results are below growth or achievement of ELA student learning standards for specified grade level. 56 % - 69 % of students achieve a level 3.0 - 4.0 on the local assessment. The four year high school graduation rate is 55 % - 64%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results are well-below CCSD expectations for English Language Arts. Performance results are well-below growth or achievement of ELA student learning standards for specified grade level. 0 % - 55 % of students achieve a level 3.0 - 4.0 on the local assessment. The four year high school graduation rate is 0% - 54%.

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)

[assets/survey-uploads/5366/125845-8o9AH60arN/Local Assessment HEDI Bands - Point Correlationt AND Value Added FINAL - PRINCIPALS + 4 YR GRAD.pdf](#)

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

(No response)

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

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

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

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

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

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

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

(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations

(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students’ progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students’ progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	Chappaqua Literacy Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Each local assessment will be scored on a multidimensional rubric that leads to a final score of either 1, 2, 3, or 4. The local assessment scores will be applied to HEDI bands based on the achievement level of students.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results exceed CCSD expectations for English Language Arts. Performance results exceed growth or achievement of ELA student learning standards for specified grade level. 85 % - 100 % of students achieve a level 3.0 - 4.0 on the local assessment.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results meet CCSD expectations for English Language Arts. Performance results meet growth or achievement of ELA student learning standards for specified grade level. 70 % - 84 % of students achieve a level 3.0 - 4.0 on

	the local assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results are below CCSD expectations for English Language Arts. Performance results are below growth or achievement of ELA student learning standards for specified grade level. 55 % - 69 % of students achieve a level 3.0 - 4.0 on the local assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results are well-below CCSD expectations for English Language Arts. Performance results are well-below growth or achievement of ELA student learning standards for specified grade level. 0 % - 54 % of students achieve a level 3.0 - 4.0 on the local assessment.

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

All students with IEP mandated testing modifications will receive such modifications as per the IEP. In addition, students with modifications as per Section 504 or ELL status will receive all modifications as specified in their education plans.

Our school district houses two homeless shelters that provide temporary housing on both a short and long term basis. As such, we have a transient homeless population that is serviced at the elementary, middle, and high school level. Students move in and out of the shelters on a regular basis without prior notice to the school district. Our intention is to make necessary adjustments on a case-by-case basis as needed based on: 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.

8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

Principals with more than one locally selected measure will receive a composite score (0-15 or 0-20) based on the equal weighting of each individual assessment. Principals with more than one SLO will have a combined score based on the percentage of students covered by each SLO. Each SLO will be weighted based on the percentage of students covered by the SLO. All SLOs will be combined to generate one composite score for the locally selected measure.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances	Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances	Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances	Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances	Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances	Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' 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, May 07, 2012

Updated Thursday, August 30, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(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.

Chappaqua Central School District

Principal APPR Point Allocation

The Multidimensional Principal Performance Rubric (LCI)

Principals in the Chappaqua Central School District will participate in a rigorous program of evaluation that is grounded in research and incorporates the principles of the LCI MPPR rubric along with the ISLLC standards. We have correlated the domains of the rubric with the ISLLC standards. Points will be allocated equally across all six domains of the rubric. These standards provide for evaluation of the following areas of administrative practice:

Domain 1: Shared Vision of Learning

- *Promotes a culture of continual improvement for students and staff*
- *Collaborates with appropriate stakeholders to address the BOE strategic question*
- *Uses a variety of data to inform goal setting and implementation*
- *Guides and supports the achievement of department and building goals*

ISLLC Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Domain 2: School Culture and Instructional Program

- *Nurtures and sustains a culture of collaboration and one that monitors student growth using multiple measures*
- *Supports the ongoing development of a comprehensive, rigorous, engaging, and differentiated student learning environment*
- *Develops instructional and leadership capacity of staff*
- *Promotes effective use of technology to support teaching and learning*

ISLLC Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Domain 3: Safe, Efficient, Effective Learning Environment

- *Ensures that the use of time supports effective teaching and learning*
- *Develops the capacity for distributed leadership*
- *Protects the welfare and safety of students and staff*
- *Effectively and efficiently matches resources to needs to ensure optimal student learning*

ISLLC Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Domain 4: Community

- *Builds and sustains positive relationships*
- *Maintains an open and honest dialogue*
- *Promotes understanding of the school/district mission*

- Promotes respect and appreciation for the community's diverse cultural, social, and intellectual resources

ISLLC Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Domain 5: Integrity, Fairness, Ethics

- Is reflective, transparent, ethical, equitable and fair
- Ensures that student needs inform all aspects of schooling
- Considers and evaluates the potential moral and legal consequences of decision making

ISLLC Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Domain 6: Political, Social, Economic, Legal and Cultural Context

- Advocates broadly for children, families, and staff
- Understands and is sensitive to the world outside of school.
- Assesses, analyzes and anticipates emerging trends in order to adapt leadership strategies

ISLLC Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

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/5143/125847-pMADJ4gk6R/Administrators - APPR Point Allocation.pdf](#)

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

Highly Effective: Overall performance and results exceed standards.	The overall performance of highly effective principals in the Chappaqua Central School District will result in a point allocation of 55-60. Principals deemed highly effective exceed ISLLC standards as evidenced through a rigorous administrative, peer evaluation and inquiry process that is aligned with the LCI MPPR rubric and grounded in research.
Effective: Overall performance and results meet standards.	The overall performance of effective principals in the Chappaqua Central School District will result in a point allocation of 51-54. Principals deemed effective meet ISLLC standards as evidenced through a rigorous administrative, peer evaluation and inquiry process that is aligned with the LCI MPPR rubric and grounded in research.
Developing: Overall performance and results need improvement in order to meet standards.	The overall performance of developing principals in the Chappaqua Central School District will result in a point allocation of 42-50. Principals deemed developing need improvement in order to meet ISLLC standards as evidenced through a rigorous administrative, peer evaluation and inquiry process that is aligned with the LCI MPPR rubric and grounded in research.
Ineffective: Overall performance and results do not meet standards.	The overall performance of ineffective principals in the Chappaqua Central School District will result in a point allocation of 0-41. Principals deemed ineffective do not meet ISLLC standards as evidenced through a rigorous administrative, peer evaluation and inquiry process that is aligned with the LCI MPPR rubric and grounded in research.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	51-54
Developing	42-50
Ineffective	0-41

9.8) School Visits

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

Probationary Principals

By supervisor	4
By trained administrator	2
By trained independent evaluator	0
Enter Total	2

Tenured Principals

By supervisor	3
By trained administrator	2
By trained independent evaluator	0
Enter Total	2

10. Composite Scoring (Principals)

Created Monday, June 18, 2012

Updated Tuesday, June 19, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	55-60
Effective	51-54
Developing	42-50
Ineffective	0-41

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

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Updated Tuesday, June 19, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/125929-Df0w3Xx5v6/Principal Improvement Plan Template.pdf](assets/survey-uploads/5276/125929-Df0w3Xx5v6/Principal%20Improvement%20Plan%20Template.pdf)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPENDIX B

Chappaqua Central School District

Principal/Administrator APPR Appeals Process

Appeals Process:

- A. A principal who receives an ineffective rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Central Office administrative designee of the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SDL Certification.
- B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.
- C. An appeal of an evaluation or a PIP must be commenced within ten (10) calendar days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards.
- D. The Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action or deny the appeal. Such decision shall be made within ten (10) calendar days of the receipt of the appeal. In the event that the principal is unsatisfied with the result of the appeal, a further appeal may be taken to the Superintendent of Schools within ten (10) calendar days of receipt of the Superintendent's designee's decision upon the appeal.
- E. The Superintendent shall make his or her decision in writing regarding the further appeal within ten (10) calendar days of receipt of that appeal. The decision of the Superintendent shall be final and binding in all regards and shall not be subject to review or arbitration, before any administrative agency or in any court of law.

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.

Chappaqua Central School District Training of evaluators and lead evaluators

The Chappaqua Central School District shall ensure that evaluators have appropriate training before conducting an evaluation under the new APPR. The district shall also ensure that any lead evaluator has been certified as a qualified lead evaluator before conducting and/or completing a teacher's or principal's evaluation.

Ongoing training will be provided for the administrative team of the Chappaqua Central School District to ensure sufficient knowledge and understanding of the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable.

Our lead evaluator training began with a series of professional development sessions that were conducted during the 2011-2012 school year and will continue at the annual three day administrative retreat in July of 2012. In addition, administrators will participate in ongoing training at regular administrative council meetings (approximately 6 – 2 hour meetings) throughout the 2012-2013 school year. This training will include, but not be limited to:

- *Evidence-based observation techniques that are grounded in research.*
- *Application and use of the student growth percentile model and the value-added growth model.*
- *Application and use of the Danielson 2011 revised rubric and the LCI MPPR for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice.*
- *Application and use of the Chappaqua Central School District Inquiry Process.*
- *Application and use of the Chappaqua Central School District Local Assessments of student achievement that will be used beginning with the 2012-2013 school year.*
- *Use of the Statewide Instructional Reporting System.*
- *The scoring methodology utilized by the Chappaqua Central School District to evaluate a teacher or principal, 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.*
- *Specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities.*
- *Training in the Chappaqua Central School District shall be designed to certify lead evaluators.*
- *The Chappaqua Central School District shall ensure that lead evaluators maintain inter-rater reliability over time by mandated participation in semi-annual observation norming and calibration following a protocol-based process of common viewing of lessons. In addition, we will engage in data analysis to detect disparities on the part of one or more evaluators along with periodic comparisons of a lead evaluator's assessment with another evaluator's assessment of the same classroom teacher or building principal.*
- *Any individual who fails to achieve required training or certification or re-certification, as applicable, by the Chappaqua Central School District shall not conduct or complete an evaluation of a teacher or principal.*

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, June 18, 2012

Updated Wednesday, September 19, 2012

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/5581/143573-3Uqgn5g9Iu/Chappaqua District Certification - 09-19-12.pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

Form 2.10) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	SUPA Earth Systems Science	<ul style="list-style-type: none"><input type="radio"/> State Assessment<input type="radio"/> State-approved 3rd party assessment<input checked="" type="radio"/> District, Regional or BOCES-developed<input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua SUPA Earth Systems Science Assessment
	Elementary Physical Education	<ul style="list-style-type: none"><input type="radio"/> State Assessment<input type="radio"/> State-approved 3rd party assessment<input checked="" type="radio"/> District, Regional or BOCES-developed<input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Elementary Physical Education Assessment
	Middle School Health	<ul style="list-style-type: none"><input type="radio"/> State Assessment<input type="radio"/> State-approved 3rd party assessment<input checked="" type="radio"/> District, Regional or BOCES-developed<input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Middle School Health Assessment
	Elementary K-2 ELA	<ul style="list-style-type: none"><input type="radio"/> State Assessment<input type="radio"/> State-approved 3rd party assessment<input checked="" type="radio"/> District, Regional or BOCES-developed<input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Elementary K-2 ELA Assessment

Elementary 3-4 ELA	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Elementary 3-4 ELA Assessment
Elementary Vocal Music K-4	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Elementary Vocal Music K-4 Assessment
Band 4-8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Band 4-8 Assessment
Middle School Orchestra 5-8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Middle School Orchestra 5-8 Assessment
High School Orchestra	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua High School Orchestra Assessment

Middle School Vocal Music 5-8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Middle School Vocal Music 5-8 Assessment
High School Vocal Music	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua High School Vocal Music Assessment
Middle School Technology 5-8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Middle School Technology 5-8 Assessment
Chinese 1	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Chinese 1 Assessment
Chinese 2	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Chinese 2 Assessment

Chinese 3	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Chinese 3 Assessment
Latin 1	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Latin 1 Assessment
Latin 2	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Latin 2 Assessment
Latin 3	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Latin 3 Assessment
Latin 4	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Latin 4

Latin AP	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Chappaqua Latin AP Assessment
Spanish 1	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Chappaqua Spanish 1 Assessment
Spanish 2	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Chappaqua Spanish 2 Assessment
Spanish 3	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Chappaqua Spanish 3 Assessment
Spanish 4	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Chappaqua Spanish 4 Assessment

Spanish 5	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Spanish 5 Assessment
Spanish 9	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Spanish 9 Assessment
Spanish 10	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Spanish 10
Spanish 11	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Spanish 11 Assessment
Spanish AP	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Spanish AP Assessment

French 1	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Chappaqua French 1 Assessment
French 2	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Chappaqua French 2 Assessment
French 3	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Chappaqua French 3 Assessment
French 4	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Chappaqua French 4 Assessment
French 5	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Chappaqua French 5 Assessment

French 9	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua French 9 Assessment
French 10	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua French 10 Assessment
French 11	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua French 11 Assessment
French 12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua French 12 Assessment
Latin 5-8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Middle School Latin Assessment

Spanish 5-8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Middle School Spanish Assessment
French 5-8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Middle School French Assessment
Family & Consumer Science	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Middle School Gr. 6 Family & Consumer Science Assessment
Family & Consumer Science	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Middle School Gr. 8 Family & Consumer Science Assessment
Middle School 5-6 ELA	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Middle School 5-6 ELA Assessment

Middle School 7-8 ELA	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Middle School 7-8 ELA Assessment
High School English 9-10	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua High School English 9-10 Assessment
High School English 11-12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua High School English 11-12 Literature Assessment
High School English 11-12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua High School English 11-12 Writing Assessment
Middle School Math 5-6	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Middle School Math 5-6 Assessment

Middle School Math 7-8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Middle School Math 7-8 Assessment
Middle School Science 5-6	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Middle School Science 5-6 Assessment
Middle School Science 7-8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Middle School Science 7-8 Assessment
Middle School Social Studies 7-8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Middle School Social Studies 7-8 Assessment
Global Studies	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Global Studies Assessment

European Civilizations	<ul style="list-style-type: none"> ● State Assessment ○ State-approved 3rd party assessment District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State 	Regents Exam
American History	<ul style="list-style-type: none"> ● State Assessment ○ State-approved 3rd party assessment District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State 	Regents Exam
American History AP	<ul style="list-style-type: none"> ○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State 	Chappaqua American History AP Assessment
European Civilizations AP	<ul style="list-style-type: none"> ○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State 	Chappaqua European Civilizations AP Assessments
Child Study	<ul style="list-style-type: none"> ○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State 	Chappaqua Child Study Assessment

High School Health	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua High School Health Education Assessment
Intro to Business	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Intro to Business Assessment
Marketing	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Marketing Assessment
Money and Investing	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Money and Investing Assessment
LIFE Advisory	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua Advisory Assessment

Lifetime Skills	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua High School Lifetime Skills Assessment
Walking for Life, Mindfulness & Relaxation	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua High School Walking for Life, Mindfulness & Relaxation Assessment
9 th Grade Physical Education	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua High School 9 th Grade Physical Education
High School Acting 1-4	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Chappaqua High School Acting 1-4 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.	Please see 2.11 for the uploaded graph that describes the general process for assigning HEDI categories.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 % - 100% of the students achieve or exceed the target determined in the Student Learning Objective.
Effective (9 - 17 points) Results meet District goals for similar students.	70 % - 84% of the students achieve or exceed the target determined in the Student Learning Objective.
Developing (3 - 8 points) Results are below District goals for similar students.	55 % - 69% of the students achieve or exceed the target determined in the Student Learning Objective
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 54% of the students achieve or exceed the target determined in the Student Learning Objective.

Chappaqua Central School District

Student Learning Objectives as Comparable Growth Measures

A. HEDI Scoring Bands

The point values for the HEDI bands are different for teachers in grades or subjects with a *value-added measure* and for those using *comparable growth measures* with Student Learning Objectives. When a value-added growth measure applies, the local assessment component is reduced to 15 points. The chart below shows the point values for the effectiveness ratings for the Comparable Growth Measure (20%) and for the Value-Added Measure (25%).

<i>2012-2013 Growth Subcomponent Scoring Bands</i>	Comparable Growth Measure (SLOs) 20%	Value-Added Measure 25%
Highly Effective	18 - 20	22 - 25
Effective	9 - 17	10 - 21
Developing	3 - 8	3 - 9
Ineffective	0 - 2	0 - 2

B. HEDI CRITERIA with no value-added measure

The District criteria for scoring Student Learning Objectives with no value-added measure is as follows:

Highly Effective <i>18 – 20 points</i>	Effective <i>9 – 17 points</i>	Developing <i>3 – 8 points</i>	Ineffective <i>0 – 2 points</i>
85% of the students achieve or exceed the target determined in the Student Learning Objective.	70% - 84% of the students achieve or exceed the target determined in the Student Learning Objective.	55% - 69% of the students achieve or exceed the target determined in the Student Learning Objective.	Below 54% of the students achieve or exceed the target determined in the Student Learning Objective.
<i>The points within each category are distributed as follows:</i>			
18 points: 85% - 89% 19 points: 90% - 94% 20 points: 95% - 100%	9 points: 70% 10 points: 71% 11 points: 72% 12 points: 73% - 74% 13 points: 75% - 76% 14 points: 77% - 78% 15 points: 79% - 80% 16 points: 81% - 82% 17 points: 83% - 84%	3 points: 55% 4 points: 56% - 57% 5 points: 58% - 60% 6 points: 61% - 63% 7 points: 64% - 66% 8 points: 67% - 69%	0 points: 0% - 18% 1 point: 19% - 36% 2 points: 37% - 54%

C. HEDI CRITERIA with value-added measure

The District criteria for scoring Student Learning Objectives with value-added measure is as follows:

Highly Effective <i>14 – 15 points</i>	Effective <i>8 – 13 points</i>	Developing <i>3 – 7 points</i>	Ineffective <i>0 – 2 points</i>
85% of the students achieve or exceed the target determined in the Student Learning Objective.	70% - 84% of the students achieve or exceed the target determined in the Student Learning Objective.	55% - 69% of the students achieve or exceed the target determined in the Student Learning Objective.	Below 54% of the students achieve or exceed the target determined in the Student Learning Objective.
<i>The points within each category are distributed as follows:</i>			
18 points: 85% - 89% 19 points: 90% - 94% 20 points: 95% - 100%	8 points: 65% 9 points: 66% 10 points: 67% 11 points: 68% 12 points: 69% - 74% 13 points: 75% - 82% 14 points: 92% - 100% 15 points: 83% - 91%	3 points: 55% - 56% 4 points: 57% - 58% 5 points: 59% - 60% 6 points: 61% - 62% 7 points: 63% - 64%	0 points: 0% - 18% 1 point: 19% - 36% 2 points: 37% - 54%

Chappaqua Central School District

Student Learning Objectives as Comparable Growth Measures

A. HEDI Scoring Bands

The point values for the HEDI bands are different for principals in school configurations with a *value-added measure* and for those using *comparable growth measures* with Student Learning Objectives. When a value-added growth measure applies, the local assessment component is reduced to 15 points. The chart below shows the point values for the effectiveness ratings for the Comparable Growth Measure (20%) and for the Value-Added Measure (25%).

<i>2012-2013 Growth Subcomponent Scoring Bands</i>	Comparable Growth Measure (SLOs) 20%	Value-Added Measure 25%
Highly Effective	18 - 20	22 - 25
Effective	9 - 17	10 - 21
Developing	3 - 8	3 - 9
Ineffective	0 - 2	0 - 2

B. HEDI CRITERIA with no value-added measure

The District criteria for scoring Student Learning Objectives with no value-added measure is as follows:

Highly Effective <i>18 – 20 points</i>	Effective <i>9 – 17 points</i>	Developing <i>3 – 8 points</i>	Ineffective <i>0 – 2 points</i>
85% of the students achieve or exceed the target determined in the Student Learning Objective.	70% - 84% of the students achieve or exceed the target determined in the Student Learning Objective.	55% - 69% of the students achieve or exceed the target determined in the Student Learning Objective.	Below 54% of the students achieve or exceed the target determined in the Student Learning Objective.
<i>The points within each category are distributed as follows:</i>			
18 points: 85% - 89% 19 points: 90% - 94% 20 points: 95% - 100%	9 points: 70% 10 points: 71% 11 points: 72% 12 points: 73% - 74% 13 points: 75% - 76% 14 points: 77% - 78% 15 points: 79% - 80% 16 points: 81% - 82% 17 points: 83% - 84%	3 points: 55% 4 points: 56% - 57% 5 points: 58% - 60% 6 points: 61% - 63% 7 points: 64% - 66% 8 points: 67% - 69%	0 points: 0% - 18% 1 point: 19% - 36% 2 points: 37% - 54%

C. HEDI CRITERIA with value-added measure

The District criteria for scoring Student Learning Objectives with value-added measure is as follows:

Highly Effective <i>14 – 15 points</i>	Effective <i>8 – 13 points</i>	Developing <i>3 – 7 points</i>	Ineffective <i>0 – 2 points</i>
85% of the students achieve or exceed the target determined in the Student Learning Objective.	70% - 84% of the students achieve or exceed the target determined in the Student Learning Objective.	55% - 69% of the students achieve or exceed the target determined in the Student Learning Objective.	Below 54% of the students achieve or exceed the target determined in the Student Learning Objective.
<i>The points within each category are distributed as follows:</i>			
18 points: 85% - 89% 19 points: 90% - 94% 20 points: 95% - 100%	8 points: 65% 9 points: 66% 10 points: 67% 11 points: 68% 12 points: 69% - 74% 13 points: 75% - 82% 14 points: 92% - 100% 15 points: 83% - 91%	3 points: 55% - 56% 4 points: 57% - 58% 5 points: 59% - 60% 6 points: 61% - 62% 7 points: 63% - 64%	0 points: 0% - 18% 1 point: 19% - 36% 2 points: 37% - 54%

Chappaqua Central School District
Teacher APPR Point Allocation

Danielson's Rubric (2011 Edition)	Points
Domain 1: Planning and Preparation	15
1a. Demonstrating Knowledge of Content and Pedagogy	
1b. Demonstrating Knowledge of Students	
1c. Setting Instructional Outcomes	
1d. Demonstrating Knowledge of Resources	
1e. Designing Coherent Instruction	
1f. Designing Student Assessments	
Domain 2: The Classroom Environment	15
2a. Creating an Environment of Respect and Rapport	
2b. Establishing A Culture for Learning	
2c. Managing Classroom Procedures	
2d. Managing Student Behavior	
2e. Organizing Physical Space	
Domain 3: Instruction	15
3a. Communicating with Students	
3b. Using Questioning and Discussion Techniques	
3c. Engaging Students in Learning	
3d. Using Assessment in Instruction	
3e. Demonstrating Flexibility & Responsiveness	
Domain 4: Professional Responsibilities	15
4a. Reflecting on Teaching	
4b. Maintaining Accurate Records	
4c. Communicating with Families	
4d. Participating in a Professional Community	
4e. Growing and Developing Professionally	
4f. Showing Professionalism	
Total Points (Domains 1 through 4)	60

Chappaqua Central School District

Principal APPR Point Allocation

The Multidimensional Principal Performance Rubric (LCI)

Principals in the Chappaqua Central School District will participate in a rigorous program of evaluation that is grounded in research and incorporates the principles of the LCI MPPR rubric along with the ISLLC standards. We have correlated the domains of the rubric with the ISLLC standards. These standards provide for evaluation of the following areas of administrative practice:

ISLLC Standard	The Multidimensional Principal Performance Rubric (LCI)	Points
1 A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	Domain 1: Shared Vision of Learning <ul style="list-style-type: none">Promotes a culture of continual improvement for students and staffCollaborates with appropriate stakeholders to address the BOE strategic questionUses a variety of data to inform goal setting and implementationGuides and supports the achievement of department and building goals	10
2 A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	Domain 2: School Culture and Instructional Program <ul style="list-style-type: none">Nurtures and sustains a culture of collaboration and one that monitors student growth using multiple measuresSupports the ongoing development of a comprehensive, rigorous, engaging, and differentiated student learning environmentDevelops instructional and leadership capacity of staffPromotes effective use of technology to support teaching and learning	10
3 A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	Domain 3: Safe, Efficient, Effective Learning Environment <ul style="list-style-type: none">Ensures that the use of time supports effective teaching and learningDevelops the capacity for distributed leadershipProtects the welfare and safety of students and staffEffectively and efficiently matches resources to needs to ensure optimal student learning	10
4 A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	Domain 4: Community <ul style="list-style-type: none">Builds and sustains positive relationshipsMaintains an open and honest dialoguePromotes understanding of the school/district missionPromotes respect and appreciation for the community's diverse cultural, social, and intellectual resources	10

<p>5</p> <p>A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.</p>	<p>Domain 5: Integrity, Fairness, Ethics</p> <ul style="list-style-type: none"> • Is reflective, transparent, ethical, equitable and fair • Ensures that student needs inform all aspects of schooling • Considers and evaluates the potential moral and legal consequences of decision making 	<p>10</p>
<p>6</p> <p>A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>	<p>Domain 6: Political, Social, Economic, Legal and Cultural Context</p> <ul style="list-style-type: none"> • Advocates broadly for children, families, and staff • Understands and is sensitive to the world outside of school. • Assesses, analyzes and anticipates emerging trends in order to adapt leadership strategies 	<p>10</p>
	<p>Total</p>	<p>60</p>

Chappaqua Central School District

Teacher Improvement Plan

Teacher's Name: _____ Position: _____

School: _____

Evaluator's Name: _____ Position: _____

Date of ineffective or developing assessment: _____

Date Improvement Plan was commenced: _____

NOTE: For probationary teachers, this document must be discussed and commenced no later than 10 days before the start of a school year and must be completed within 3 months to 1 semester. For tenured teachers, this document must be discussed and commenced no later than 10 days before the start of a school year and must be completed within 1 school year.

1. Delineation of deficiencies that promulgated the ineffective or developing assessment:

2. Specific goal/improvement outcomes:

3. Specific improvement action steps/activities:

4. Required and accessible resources necessary to achieve goals:

5. Evaluation Process:

Date	Goal/Outcome	Evidence Noted	Progress Achieved

Teacher and administrator will agree upon a meeting schedule at the onset of the improvement plan that provides for timely feedback on progress.

6. Summative Assessment:

Teacher's Signature_____ Date_____

Evaluator's Signature_____ Date _____

2012-2013

Chappaqua Central School District Local Assessment HEDI Bands - Point Correlation with Value Added Measure			
Highly Effective	Effective	Developing	Ineffective
15 points: 79% - 100%	13 points: 75% - 76%	8 points: 67% - 69%	3 points: 55%
14 points: 77% - 78%	12 points: 73% - 74%	7 points: 64% - 66%	2 points: 37% - 54%
	11 points: 72%	6 points: 61% - 63%	1 points: 19% - 36%
	10 points: 71%	5 points: 58% - 60%	0 point: 0% - 18%
	9 points: 70%	4 points: 56% - 57%	

Chappaqua Central School District Local Assessment HEDI Bands - Point Correlation			
Highly Effective	Effective	Developing	Ineffective
20 points: 95% - 100%	17 points: 83% - 84%	8 points: 67% - 69%	2 points: 37% - 54%
19 points: 90% - 94%	16 points: 81% - 82%	7 points: 64% - 66%	1 point: 19% - 36%
18 points: 85% - 89%	15 points: 79% - 80%	6 points: 61% - 63%	0 points: 0% - 18%
	14 points: 77% - 78%	5 points: 58% - 60%	
	13 points: 75% - 76%	4 points: 56% - 57%	
	12 points: 73% - 74%	3 points: 55%	
	11 points: 72%		
	10 points: 71%		
	9 points: 70%		

Form 3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	SUPA Earth Systems Science	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua SUPA Earth Systems Science Assessment
	Elementary Physical Education	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Elementary Physical Education Assessment
	Middle School Health	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Middle School Health Assessment

Elementary K-2 ELA	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES—developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Elementary K-2 ELA Assessment
Elementary 3-4 ELA	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES—developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Elementary 3-4 ELA Assessment
Elementary Vocal Music K- 4	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES—developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Elementary Vocal Music K-4 Assessment

Band 4-8	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Band 4-8 Assessment
Middle School Orchestra 5-8	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Middle School Orchestra 5-8 Assessment
High School Orchestra	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua High School Orchestra Assessment

Middle School Vocal Music 5-8	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Middle School Vocal Music 5-8 Assessment
High School Vocal Music	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua High School Vocal Music Assessment
Middle School Technology 5-8	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Middle School Technology 5-8 Assessment

Chinese 1	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES—developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Chappaqua Chinese 1 Assessment
Chinese 2	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES—developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Chappaqua Chinese 2 Assessment
Chinese 3	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES—developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Chappaqua Chinese 3 Assessment

Latin 1	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES—developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Latin 1 Assessment
Latin 2	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES—developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Latin 2 Assessment
Latin 3	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES—developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Latin 3 Assessment

Latin 4	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Latin 4
Spanish 1	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Spanish 1 Assessment
Spanish 2	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Spanish 2 Assessment

	Spanish 3	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Chappaqua Spanish 3 Assessment
	Spanish 4	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Chappaqua Spanish 4 Assessment
	Spanish 5	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Chappaqua Spanish 5 Assessment

Spanish 9	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES—developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Chappaqua Spanish 9 Assessment
Spanish 10	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES—developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Chappaqua Spanish 10 Assessment
Spanish 11	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES—developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Chappaqua Spanish 11 Assessment

Spanish AP	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Spanish AP Assessment
French 1	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua French 1 Assessment
French 2	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua French 2 Assessment

French 3	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua French 3 Assessment
French 4	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua French 4 Assessment
French 5	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua French 5 Assessment

	French 9	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES—developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Chappaqua French 9 Assessment
	French 10	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES—developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Chappaqua French 10 Assessment
	French 11	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES—developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Chappaqua French 11 Assessment

French 12	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES—developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Chappaqua French 12 Assessment
Latin 5-8	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES—developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Chappaqua Middle School Latin Assessment
Spanish 5-8	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES—developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Chappaqua Middle School Spanish Assessment

French 5-8	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Middle School French Assessment
Family & Consumer Science	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Middle School Gr. 6 Family & Consumer Science Assessment
Family & Consumer Science	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Middle School Gr. 8 Family & Consumer Science Assessment

Middle School 5-6 ELA	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Middle School 5-6 ELA Assessment
Middle School 7-8 ELA	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Middle School 7-8 ELA Assessment
High School English 9-10	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua High School English 9-10 Assessment

High School English 11-12	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES—developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Chappaqua High School English 11-12 Literature Assessment
High School English 11-12	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES—developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Chappaqua High School English 11-12 Writing Assessment
Middle School Math 5-6	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES—developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Chappaqua Middle School Math 5-6 Assessment

Middle School Math 7-8	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Middle School Math 7-8 Assessment
Middle School Science 5-6	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Middle School Science 5-6 Assessment
Middle School Science 7-8	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Middle School Science 7-8 Assessment

Middle School Social Studies 7-8	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Middle School Social Studies 7-8 Assessment
Global Studies	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Global Studies Assessment
European Civilizations	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua European Civilizations Assessment

American History	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES—developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Chappaqua American History Assessment
American History AP	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES—developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Chappaqua American History AP Assessment
European Civilizations AP	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES—developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Chappaqua European Civilizations AP Assessments

Child Study	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES—developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Child Study Assessment
High School Health	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES—developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua High School Health Education Assessment
Intro to Business	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES—developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Intro to Business Assessment

Marketing	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Marketing Assessment
Money and Investing	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Money and Investing Assessment
LIFE Advisory	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua Advisory Assessment

Lifetime Skills	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES—developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua High School Lifetime Skills Assessment
Walking for Life, Mindfulness & Relaxation	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES—developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua High School Walking for Life, Mindfulness & Relaxation Assessment
9 th Grade Physical Education	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES—developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua High School 9 th Grade Physical Education

High School Acting 1-4	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES—developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Chappaqua High School Acting 1-4 Assessment
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For all additional courses, as applicable: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Each local assessment will be scored on a multidimensional rubric that leads to a final score of either 1, 2, 3, or 4. The local assessment scores will be applied to HEDI bands based on the achievement level of students.
Highly Effective (14 - 15 points) Results are well above District- or BOCES - adopted expectations for growth or achievement for grade/subject.	Student performance results exceed CCSD expectations for English Language Arts. Performance

	results exceed growth or achievement of ELA student learning standards for specified grade level. 85 % - 100 % of students achieve a level 3.0 - 4.0 on the local assessment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results meet CCSD expectations for English Language Arts. Performance results meet growth or achievement of ELA student learning standards for specified grade level. 70 % - 84 % of students achieve a level 3.0 - 4.0 on the local assessment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results are below CCSD expectations for English Language Arts. Performance results are below growth or achievement of ELA student learning

	standards for specified grade level. 55 % - 69 % of students achieve a level 3.0 - 4.0 on the local assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student performance results are well-below CCSD expectations for English Language Arts. Performance results are well-below growth or achievement of ELA student learning standards for specified grade level. 0 % - 54 % of students achieve a level 3.0 - 4.0 on the local assessment.

2012-2013

Chappaqua Central School District Local Assessment HEDI Bands - Point Correlation with Value Added Measure			
Highly Effective	Effective	Developing	Ineffective
15 points: 79% - 100%	13 points: 75% - 76%	8 points: 67% - 69%	3 points: 55%
14 points: 77% - 78%	12 points: 73% - 74%	7 points: 64% - 66%	2 points: 37% - 54%
	11 points: 72%	6 points: 61% - 63%	1 points: 19% - 36%
	10 points: 71%	5 points: 58% - 60%	0 point: 0% - 18%
	9 points: 70%	4 points: 56% - 57%	

Chappaqua Central School District Local Assessment HEDI Bands - Point Correlation			
Highly Effective	Effective	Developing	Ineffective
20 points: 95% - 100%	17 points: 83% - 84%	8 points: 67% - 69%	2 points: 37% - 54%
19 points: 90% - 94%	16 points: 81% - 82%	7 points: 64% - 66%	1 point: 19% - 36%
18 points: 85% - 89%	15 points: 79% - 80%	6 points: 61% - 63%	0 points: 0% - 18%
	14 points: 77% - 78%	5 points: 58% - 60%	
	13 points: 75% - 76%	4 points: 56% - 57%	
	12 points: 73% - 74%	3 points: 55%	
	11 points: 72%		
	10 points: 71%		
	9 points: 70%		

2012-2013

PRINCIPALS

Chappaqua Central School District Local Assessment HEDI Bands - Point Correlation with Value Added Measure			
Highly Effective	Effective	Developing	Ineffective
15 points: 79% - 100% 14 points: 77% - 78%	13 points: 75% - 76% 12 points: 73% - 74% 11 points: 72% 10 points: 71% 9 points: 70%	8 points: 67% - 69% 7 points: 64% - 66% 6 points: 61% - 63% 5 points: 58% - 60% 4 points: 56% - 57%	3 points: 55% 2 points: 37% - 54% 1 points: 19% - 36% 0 point: 0% - 18%

Chappaqua Central School District Local Assessment HEDI Bands - Point Correlation with Value Added Measure - 4 Year Graduation Rate			
Highly Effective	Effective	Developing	Ineffective
15 points: 92% - 100% 14 points: 83% - 91%	13 points: 78% - 82% 12 points: 73% - 77% 11 points: 67 - 72% 10 points: 66% 9 points: 65%	8 points: 64% 7 points: 63% 6 points: 62% 5 points: 58% - 61% 4 points: 55% - 57%	3 points: 54% 2 points: 37% - 53% 1 points: 19% - 36% 0 point: 0% - 18%

Chappaqua Central School District Local Assessment HEDI Bands - Point Correlation			
Highly Effective	Effective	Developing	Ineffective
20 points: 95% - 100% 19 points: 90% - 94% 18 points: 85% - 89%	17 points: 83% - 84% 16 points: 81% - 82% 15 points: 79% - 80% 14 points: 77% - 78% 13 points: 75% - 76% 12 points: 73% - 74% 11 points: 72% 10 points: 71% 9 points: 70%	8 points: 67% - 69% 7 points: 64% - 66% 6 points: 61% - 63% 5 points: 58% - 60% 4 points: 56% - 57% 3 points: 55%	2 points: 37% - 54% 1 point: 19% - 36% 0 points: 0% - 18%

Chappaqua Central School District

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: _____

Required and Accessible Resources: _____

Date(s) of formative evaluation: _____

Evidence of Goal Achievement: _____

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:

Stacy McKay

9/19/12

Teachers Union President Signature: Date:

Ellen Pincus

9/19/12

Administrative Union President Signature: Date:

John J. [Signature]

9/19/12

Board of Education President Signature: Date:

Vicki Lynn

9/19/12