



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

Commissioner of Education
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August 26, 2013

Revised

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. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: James T. Langlois

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, June 27, 2013

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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 considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 661004060000

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

661004060000

1.2) School District Name: CHAPPAQUA CSD

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

Chappaqua Central School District

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Monday, August 26, 2013

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 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 in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

2.2) Grades K-3 ELA

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

| | ELA | Assessment |
|---|--|------------------------|
| K | School-or BOCES-wide, group or team results based on State assessments | NYS ELA 3-4 Assessment |
| 1 | School-or BOCES-wide, group or team results based on State assessments | NYS ELA 3-4 Assessment |
| 2 | School-or BOCES-wide, group or team results based on State assessments | NYS ELA 3-4 Assessment |

| | ELA | Assessment |
|---|------------------|----------------------------|
| 3 | State assessment | 3rd Grade State Assessment |

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

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

Please see 2.11 for the uploaded graph that describes the general process for assigning HEDI categories. Teachers will use historical standardized assessment data along with historical local assessment data and pre-assessment data to set school-wide growth targets for students. Growth targets will be designed to show how a student performs on the pre-assessment as compared to the post-assessment. Building principals and /or direct supervisors will approve growth targets for each SLO. Points are assigned to individual teachers according to the percentage of students who achieve the growth target.

For the third grade state assessment, teachers in collaboration with the principal will set class-wide growth targets using

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| | pre-assessment and historical data. Based on the percentage of students who achieve the class wide growth target, a corresponding 0-20 HEDI score will be determined. |
| 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 | School-or BOCES-wide, group or team results based on State assessments | NYS Math 3-4 Assessment |
| 1 | School-or BOCES-wide, group or team results based on State assessments | NYS Math 3-4 Assessment |
| 2 | School-or BOCES-wide, group or team results based on State assessments | NYS Math 3-4 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 measuring student growth on the assessments listed for this Task.

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| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | <p>Please see 2.11 for the uploaded graph that describes the general process for assigning HEDI categories. Teachers will use historical standardized assessment data along with historical local assessment data and pre-assessment data to set school-wide growth targets for students. Growth targets will be designed to show how a student performs on the pre-assessment as compared to the post-assessment. Building principals and /or direct supervisors will approve growth targets for each SLO. Points are assigned to individual teachers according to the percentage of students who achieve the growth target.</p> <p>For the third grade state assessment, teachers in collaboration with the principal will set class-wide growth targets using pre-assessment and historical data. Based on the percentage of students who meet the class-wide growth target, a corresponding 0-20 HEDI score will be determined.</p> |
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| 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. |

2.4) 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 CSD developed Sixth Grade Science Assessment |
| 7 | District, regional or BOCES-developed assessment | Chappaqua CSD developed Seventh Grade Science Assessment |
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| | Science | Assessment |
| 8 | State assessment | 8th Grade State Science Assessment |

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

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| 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. Teachers will use historical standardized assessment data along with historical local assessment data and pre-assessment data to set class-wide growth targets for students. Growth targets will be designed to show how a student performs on the pre-assessment as compared to the post-assessment. Building principals and /or direct supervisors will approve growth targets for each SLO. Points are assigned to individual teachers according to the percentage of students who achieve the growth target. |
| 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. |

2.5) 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 CSD developed Sixth Grade Social Studies Assessment |
| 7 | District, regional or BOCES-developed assessment | Chappaqua CSD developed Seventh Grade Social Studies Assessment |
| 8 | District, regional or BOCES-developed assessment | Chappaqua CSD developed 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 measuring student growth on the assessments listed for this Task.

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| 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. Teachers will use historical standardized assessment data along with historical local assessment data and pre-assessment data to set class-wide growth targets for students. Growth targets will be designed to show how a student performs on the pre-assessment as compared to the post-assessment. Building principals and /or direct supervisors will approve growth targets for each SLO. Points are assigned to individual teachers according to the percentage of students who achieve the growth target. |
| 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. |

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 School-/BOCES-wide group/team results based on State assessments | NYS Global Regents assessment |

| Social Studies Regents Courses | Assessment |
|----------------------------------|--------------------|
| Global 2 Regents assessment | Regents assessment |

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|------------------|--------------------|--------------------|
| American History | Regents assessment | Regents assessment |
|------------------|--------------------|--------------------|

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

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| 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. Teachers will use historical standardized assessment data along with historical local assessment data and pre-assessment data to set class-wide growth targets for students. Growth targets will be designed to show how a student performs on the pre-assessment as compared to the post-assessment. Building principals and /or direct supervisors will approve growth targets for each SLO. Points are assigned to individual teachers according to the percentage of students who achieve the growth target. Global 1 teachers will be assessed based on school-wide results. Global 2 and American History teachers will be assessed based on their class-wide measures. |
| 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. |

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 measuring student growth on the assessments listed for this Task.

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| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this | Please see 2.11 for the uploaded graph that describes the general process for assigning HEDI categories. Teachers will use |
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| subcomponent. If needed, you may upload a table or graphic at 2.11, below. | historical standardized assessment data along with historical local assessment data and pre-assessment data to set class-wide growth targets for students. Growth targets will be designed to show how a student performs on the pre-assessment as compared to the post-assessment. Building principals and /or direct supervisors will approve growth targets for each SLO. Points are assigned to individual teachers according to the percentage of students who achieve the growth target. |
| 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. |

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 measuring student growth on the assessments listed for this Task.

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

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| 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. Teachers will use historical standardized assessment data along with historical local assessment data and pre-assessment data to set class-wide growth targets for students. Growth targets will be designed to show how a student performs on the pre-assessment as compared to the post-assessment. Building principals and /or direct supervisors will approve growth targets for each SLO. Points are assigned to individual teachers according to the percentage of students who achieve the growth target. We will be using the NYS Integrated Algebra Regents in addition to the NYS Common Core Algebra Regents as the measure(s). If |
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| | students take both regents exams, we will use the higher score of the two. |
| 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. |

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 | School-/BOCES-wide group/team results based on State assessments | NYS Comprehensive English Regents Exam and NYS Common Core aligned English Regents Exam |
| Grade 10 ELA | Regents assessment | NYS Comprehensive English Regents Exam and NYS Common Core aligned English Regents Exam |
| Grade 11 ELA | School-/BOCES-wide group/team results based on State assessments | NYS Comprehensive English Regents Exam and NYS Common Core aligned English Regents Exam |

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

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

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| 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. Teachers will use historical standardized assessment data along with historical local assessment data and pre-assessment data to set school-wide growth targets for students. For grade 10, teachers in collaboration with the principal will use pre-assessment data to set class-wide growth targets. Growth targets will be designed to show how a student performs on the pre-assessment as compared to the post-assessment. Building principals and /or direct supervisors will approve growth targets for each SLO. Points are assigned to individual teachers according to the percentage of students who achieve the growth target. We will be using both the NYS Comprehensive English Regents and the NYS Common Core English Regents as the measure(s). If |
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| | students take both regents exams, we will use the higher score of the two. |
| 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. |

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 |
|---|---|--|
| Non regents Enriched Geometry | School/BOCES-wide/group/team results based on State | NYS Integrated Algebra Regents exam and NYS Common Core aligned Algebra Regents exam |
| Non regents standard Geometry | School/BOCES-wide/group/team results based on State | NYS Integrated Algebra Regents exam and NYS Common Core aligned Algebra Regents exam |
| Non regents foundations in Algebra 1 | School/BOCES-wide/group/team results based on State | NYS Integrated Algebra Regents exam and NYS Common Core aligned Algebra Regents exam |
| Non regents Foundations in Algebra 2 | School/BOCES-wide/group/team results based on State | NYS Integrated Algebra Regents exam and NYS Common Core aligned Algebra Regents exam |
| Non regents Foundations in Geometry | School/BOCES-wide/group/team results based on State | NYS Integrated Algebra Regents exam and NYS Common Core aligned Algebra Regents exam |
| Pre-Calculus Enriched | School/BOCES-wide/group/team results based on State | NYS Integrated Algebra Regents exam and NYS Common Core aligned Algebra Regents exam |
| Non regents Enriched Algebra 2/Trigonometry | School/BOCES-wide/group/team results based on State | NYS Integrated Algebra Regents exam and NYS Common Core aligned Algebra Regents exam |
| Non regents Enriched Algebra | School/BOCES-wide/group/team results based on State | NYS Integrated Algebra Regents exam and NYS Common Core aligned Algebra Regents exam |
| Non regents Standard Algebra | School/BOCES-wide/group/team results based on State | NYS Integrated Algebra Regents exam and NYS Common Core aligned Algebra Regents exam |
| AP Calculus AB | School/BOCES-wide/group/team results based on State | NYS Integrated Algebra Regents exam and NYS Common Core aligned Algebra Regents exam |
| AP Calculus BC | School/BOCES-wide/group/team results based on State | NYS Integrated Algebra Regents exam and NYS Common Core aligned Algebra Regents exam |
| Middle School Physical Education | School/BOCES-wide/group/team results based on State | NYS ELA and Math 5-8 |
| Kindergarten Art | School/BOCES-wide/group/team results based on State | NYS ELA and Math 3-4 |
| Second Grade Art | School/BOCES-wide/group/team results based on State | NYS ELA and Math 3-4 |
| Third Grade Art | School/BOCES-wide/group/team results based on State | NYS ELA and Math 3-4 |

| | | |
|--------------------------|---|---|
| Non-Regents Physics | School/BOCES-wide/group/team results based on State | NYS Living Environment Regents assessment |
| Biology AP | School/BOCES-wide/group/team results based on State | NYS Living Environment Regents assessment |
| Environmental Science AP | School/BOCES-wide/group/team results based on State | NYS Living Environment Regents assessment |

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Please see 2.11 for the uploaded graph that describes the general process for assigning HEDI categories. Teachers will use historical standardized assessment data along with historical local assessment data and pre-assessment data to set school-wide growth targets for students. Growth targets will be designed to show how a student performs on the pre-assessment as compared to the post-assessment. Building principals and /or direct supervisors will approve growth targets for each SLO. Points are assigned to individual teachers according to the percentage of students who achieve the growth target. We will be using both the NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents as the measure(s). If students take both NYS algebra regents exams, we will use the higher score of the two. |
| 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. |

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

(No response)

2.11) HEDI Tables or Graphics

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

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2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, August 26, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--|
| 4 | 5) District, regional, or BOCES-developed assessments | Chappaqua CSD developed Fourth Grade Literacy Assessment |
| 5 | 5) District, regional, or BOCES-developed assessments | Chappaqua CSD developed Fifth Grade Literacy Assessment |
| 6 | 5) District, regional, or BOCES-developed assessments | Chappaqua CSD developed Sixth Grade Literacy Assessment |

| | | |
|---|---|---|
| 7 | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed Seventh Grade Literacy Assessment |
| 8 | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed 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 assigns 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. The measure for the local assessment is that of students performing in level 3 and 4. See attached HEDI correlation chart. Points will be assigned based on the percentage of students meeting or exceeding the achievement target. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attached Chart 3.3. |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attached Chart 3.3. |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attached Chart 3.3. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attached Chart 3.3. |

3.2) Grades 4-8 Math

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--|
| 4 | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed Fourth Grade Mathematics Assessment |
| 5 | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed Fifth Grade Mathematics Assessment |
| 6 | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed Sixth Grade Mathematics Assessment |
| 7 | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed Seventh Grade Mathematics Assessment |
| 8 | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed 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 assigns 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. The measure for the local assessment is that of students performing in level 3 and 4. See attached HEDI correlation chart. Points will be assigned based on the percentage of students meeting or exceeding the achievement target. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attached Chart 3.3. |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attached Chart 3.3. |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attached Chart 3.3. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attached Chart 3.3. |

3.3) HEDI Tables or Graphics

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--|
| K | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed Kindergarten Literacy Assessment |
| 1 | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed First Grade Literacy Assessment |
| 2 | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed Second Grade Literacy Assessment |
| 3 | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed 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 assigns 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. The measure for the local assessment is that of students performing in level 3 and 4. See attached HEDI correlation chart. Points will be assigned based on the percentage of students meeting or exceeding the achievement target. |
| 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 achievement targets 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 achievement targets 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 achievement targets 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 achievement targets 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| K | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed Kindergarten Mathematics Assessment |
| 1 | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed First Grade Mathematics Assessment |
| 2 | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed Second Grade Mathematics Assessment |
| 3 | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed 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 assigns 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. The measure for the local assessment is that of students performing in level 3 and 4. See attached HEDI correlation chart. Points will be assigned based on the percentage of students meeting or exceeding the achievement target. |
| 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 achievement targets 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 achievement targets 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 achievement targets 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 achievement targets 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--|
| 6 | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed Sixth Grade Science Assessment |
| 7 | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed Seventh Grade Science Assessment |
| 8 | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed 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 assigns 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. The measure for the local assessment is that of students performing in level 3 and 4. See attached HEDI correlation chart. Points will be assigned based on the percentage of students meeting or exceeding the achievement target. |
| 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 achievement targets 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 achievement targets 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 achievement targets 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 achievement targets 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 6 | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed Sixth Grade Social Studies Assessment |
| 7 | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed Seventh Grade Social Studies Assessment |
| 8 | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed 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 assigns 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. The measure for the local assessment is that of students performing in level 3 and 4. See attached HEDI correlation chart. Points will be assigned based on the percentage of students meeting or exceeding the achievement target. |
| 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 achievement targets 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 achievement targets 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 achievement targets 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 achievement targets 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|------------------|---|--|
| Global 1 | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed Global 1 Studies Assessment |
| Global 2 | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed Global 2 Social Studies Assessment |
| American History | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed American History Assessment |

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Each local assessment will be scored on a multidimensional rubric that assigns 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. The measure for the local assessment is that of students performing in level 3 and 4. See attached HEDI correlation chart. Points will be assigned based on the percentage of students meeting or exceeding the achievement target. |
| 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 achievement targets 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 achievement targets 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 achievement targets 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 achievement targets 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|--------------------|---|---|
| Living Environment | 5) District, regional, or BOCES-developed assessments | Chappaqua CSD developed Living Environment Assessment |
| Earth Science | 5) District, regional, or BOCES-developed assessments | Chappaqua CSD developed Earth Science Assessment |
| Chemistry | 5) District, regional, or BOCES-developed assessments | Chappaqua CSD developed Chemistry Assessment |
| Physics | 5) District, regional, or BOCES-developed assessments | Chappaqua CSD developed Physics Assessment |

For High School Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Each local assessment will be scored on a multidimensional rubric that assigns 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. The measure for the local assessment is that of students performing in level 3 and 4. See attached HEDI correlation chart. Points will be assigned based on the percentage of students meeting or exceeding the achievement target. |
| 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 achievement targets 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 achievement targets 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 achievement targets 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 achievement targets 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|-----------|---|--|
| Algebra 1 | 5) District, regional, or BOCES-developed assessments | Chappaqua CSD developed Algebra 1 Assessment |
| Geometry | 5) District, regional, or BOCES-developed assessments | Chappaqua CSD developed Geometry Assessment |
| Algebra 2 | 5) District, regional, or BOCES-developed assessments | Chappaqua CSD developed Algebra 2 Assessment |

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

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Each local assessment will be scored on a multidimensional rubric that assigns 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. The measure for the local assessment is that of students performing in level 3 and 4. See attached HEDI correlation chart. Points will be assigned based on the percentage of students meeting or exceeding the achievement target. |
| 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 achievement targets 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 exceed achievement targets 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 achievement targets 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 achievement targets 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|-------------|---|--|
| Grade 9 ELA | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed Ninth Grade English Assessment |

| | | |
|--------------|---|---|
| Grade 10 ELA | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed Tenth Grade English Assessment |
| Grade 11 ELA | 5) District, regional, or BOCES–developed assessments | Chappaqua CSD developed 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.

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Each local assessment will be scored on a multidimensional rubric that assigns 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. The measure for the local assessment is that of students performing in level 3 and 4. See attached HEDI correlation chart. Points will be assigned based on the percentage of students meeting or exceeding the achievement target. |
| 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 or achievement targets 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 ELA. Performance results exceed achievement targets 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 ELA. Performance results are below achievement targets 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 ELA. Performance results are well below achievement targets 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 |
|-------------------------|---|------------|
|-------------------------|---|------------|

[illegible]

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 assigns 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. The measure for the local assessment is that of students performing in level 3 and 4. See attached HEDI correlation chart. Points will be assigned based on the percentage of students meeting or exceeding the achievement target. |
| 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. Performance results exceed achievement targets of 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. Performance results meet achievement targets of 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. Performance results are below achievement targets of 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. Performance results are well below achievement targets of 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. \(MS Word\)](#)

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/521806-y92vNseFa4/Local Assessment HEDI Bands 3 13- Point Correlationt August 23 2013.pdf

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

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 measure will have a combined score based on the percentage of students covered by each measure. Each measure will be weighted based on the percentage of students covered by the measure. All measures will be combined to generate one composite score for the locally selected measure.

Traditional rounding rules will apply and in no event will a teachers HEDI rating change as a result of rounding.

3.16) Assurances

Please check all of the boxes below:

| | |
|--|---------|
| 3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent. | Checked |
| 3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws. | Checked |
| 3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded. | Checked |
| 3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized. | Checked |
| 3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction. | Checked |
| 3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent. | Checked |
| 3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district. | Checked |
| 3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing. | Checked |
| 3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent. | Checked |

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, August 26, 2013

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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 by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

| | |
|--|---------------|
| Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points] | 40 |
| One or more observation(s) by trained independent evaluators | (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) |

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teachers 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

Each of the two observations will receive up to 20 points with 2 points being awarded for each of the 10 BOE Strategic Indicators of Effective Practice as correlated to the Danielson Domains as above. Each observation will evaluate the 10 BOE Strategic Indicators holistically scoring 0(I), 1(D), 1.5(E) or 2(H) points awarded to each strategic indicator, based on the evidence collected during each observation.

- Each teacher will be observed at least twice per year with one observation being unannounced.
- 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

Each Peer Observation will receive up to 10 points with 1 point being awarded for each of the 10 BOE Strategic Indicators of Effective Practice as correlated to the Danielson Domains as above. The ten points will be assigned holistically based on all of the evidence collected and observed during the peer observation (0-2=I, 3-5=D, 6-8=E, 9-10=H).

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

The total number of points for Observations is as follows:

Administrative Observation 1: 20 points

Administrative Observation 2: 20 points

Peer Observation 1: 10 points

Peer Observation 2: 10 points

Total Observation Points: 60 Points

General rounding rules will apply to the overall composite score(great than or equal to .5 rounds up less than .5 rounds down). In no event will rounding allow for a teacher to move between HEDI categories.

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

(No response)

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

| | |
|--|---|
| Highly Effective: Overall performance and results exceed NYS Teaching Standards. | 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 improvement 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 Tuesday, April 30, 2013

Updated Tuesday, July 30, 2013

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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.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

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

**Other Measures of Effectiveness
(60 points)**

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

Where Value-Added growth measure applies

Growth or Comparable Measures

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

**Other Measures of Effectiveness
(60 points)**

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Tuesday, July 30, 2013

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/125846-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:

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 of Lead Evaluators and Evaluators and Certification of Lead Evaluators

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

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 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. Lead evaluators will participate in certification and renewal at PNW BOCES offered by the regional Network Team. Evaluators will be trained in the district and certified by lead evaluators during July/August as part of the mandatory summer administrator retreat

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 school year and will continue at the annual three day administrative retreat during the summer. In addition, administrators will participate in ongoing training at regular administrative council meetings (approximately 6 – 2 hour meetings) throughout the school year. In addition, each administrator will participate in four school-based site visits that include observations and norming of classroom visitations. 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.
- 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 Tuesday, April 30, 2013

Updated Monday, August 26, 2013

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

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

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

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

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

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

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

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

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

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.
Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.
If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.
State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

| School or Program Type | SLO with Assessment Option | Name of the Assessment |
|------------------------|----------------------------|---|
| K-4 | State assessment | NYS ELA and Math grades 3 and 4 assessments |
| | | |
| | | |
| | | |

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

| | |
|--|--|
| Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below. | <p>Chappaqua CSD will be using the NYS grade 4 ELA, Math assessments and the NYS grade 3 ELA and Math assessments to measure growth. The State will provide HEDI scores based on the results of the NYS grade 4 ELA and Math assessments.</p> <p>For the grade 3 assessments, Principals will use historical standardized assessment data along with historical local assessment data and pre-assessment data to set growth targets for students. School-wide growth targets will be designed to show how a student performs on the pre-assessment as compared to the post-assessment. District-level administrators will approve growth targets for each SLO. Points are assigned to individual principals according to the percentage of students who achieve the growth target. Please see below for description of the process for assigning HEDI categories in growth on state assessments or comparable measures for principals.</p> <p>The State-provided growth scores will then be weighted</p> |
|--|--|

| | |
|---|---|
| | proportionately with the results from the other SLOs for grade 3 ELA and Math based on the number of students within each SLO. The result will be a single HEDI score for the principal growth subcomponent.” |
| 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/12156/521810-lha0DogRNw/SLO+HEDI+Criteria - Principals - with no value-added - 7 3 - August 26 2013.pdf

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

| | |
|--|---------|
| 7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures. | Checked |
| 7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws. | Checked |

| | |
|---|---------|
| 7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized. | Checked |
| 7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document . | 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)

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Updated Monday, August 26, 2013

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 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/Program | Locally-Selected Measure from List of Approved Measures | Assessment |
|-----------------------------|---|---|
| 5-8 | (d) measures used by district for teacher evaluation | Chappaqua CSD developed 5-8 Literacy Assessment |
| 9-12 | (d) measures used by district for teacher evaluation | Chappaqua CSD Developed Course Specific assessments |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

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

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

| | |
|---|--|
| Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below. | For the 5-8 and 9-12 principals, each local assessment will be scored on a multidimensional rubric that assigns 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. The measure for the local assessment is that of students performing in level 3 and 4. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See upload in 8.1 |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See upload in 8.1 |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See upload in 8.1 |

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

See upload in 8.1

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

(No response)

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

assets/survey-uploads/12190/521811-qBFVOWF7fC/Local Assessment HEDI Bands - Point Correlationt AND Value Added FINAL - PRINCIPALS + 4 YR GRAD - 8 1 - AUG 26 2013.pdf

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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

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

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

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 assigns 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. The measure for the local assessment is that of students performing in level 3 and 4. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See upload in 8.1 |
| Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See upload in 8.1 |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See upload in 8.1 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See upload in 8.1 |

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

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 measure will have a combined score based on the percentage of students covered by each measure. Each measure will be weighted based on the percentage of students covered by the measure. All measures will be combined to generate one composite score for the locally selected measure. Standard rounding rules will apply. In no event will a principals HEDI rating change as a result of rounding.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Monday, August 26, 2013

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

| | |
|--|---------------|
| 9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance). | (No response) |
|--|---------------|

9.4) Sources of Evidence (if applicable)

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

| | |
|--|---------------|
| 9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool | (No response) |
|--|---------------|

| | |
|--|---------------|
| 9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool | (No response) |
|--|---------------|

| | |
|--|---------------|
| 9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool | (No response) |
|--|---------------|

| | |
|--|---------------|
| 9.4) Sources of Evidence (if applicable) School visits by other trained evaluators | (No response) |
|--|---------------|

| | |
|---|---------------|
| 9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source) | (No response) |
|---|---------------|

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

| | |
|---|---------------|
| Principal Evaluation Tripod School Perception Survey for Teachers | (No response) |
|---|---------------|

| | |
|--|---------------|
| K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York | (No response) |
|--|---------------|

| | |
|---|---------------|
| K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York | (No response) |
|---|---------------|

| | |
|--|---------------|
| K12 Insight Parent Survey for Principal Evaluation in New York | (No response) |
|--|---------------|

| | |
|---|---------------|
| K12 Insight Teacher/Staff Survey for Principal Evaluation in New York | (No response) |
|---|---------------|

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

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. Points in the HEDI rating will be allocation evenly with 10 points holistically assigned for each domain 0-6.5 (I), 6.6- 8.5 (D), 8.6-9.4(E), and 9.5-10(H). These standards provide for evaluation of the following areas of administrative practice:

Domain 1: Shared Vision of Learning : 10 points

- 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: 10 points

- 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: 10 points

- 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: 10 points

- 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: 10 points

- 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: 10 points

- 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.

Each probationary principal will have six scheduled site visits. A district-level supervisor will conduct four visits while two additional visits will be conducted a trained evaluator. Evidence will be collected throughout the year and a final 0-60 score will be determined using the point allocations listed above.

Each tenured principal will have five scheduled site visits. A district-level supervisor will conduct three visits while two additional visits will be conducted a trained evaluator. Evidence will be collected throughout the year and a final 0-60 score will be determined using the point allocations listed above.

General rounding rules will apply to the overall composite score(great than or equal to .5 rounds up less than .5 rounds down). In no event will a principals HEDI rating change as a result of rounding.

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.

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. A highly effective principal will receive a minimum point allocation of 55. 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 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. |
| 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 | 6 |

Tenured Principals

| | |
|----------------------------------|---|
| By supervisor | 3 |
| By trained administrator | 2 |
| By trained independent evaluator | 0 |

| | |
|-------------|---|
| Enter Total | 5 |
|-------------|---|

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, August 01, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

Where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Thursday, August 01, 2013

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/125929-Df0w3Xx5v6/Principal Improvement Plan Template.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 of Lead Evaluators and Evaluators and Certification of Lead Evaluators

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

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 each summer at the annual three day administrative retreat in July. Lead evaluators will be re-certified at the annual certification at PNW BOCES (the site of our regional network team). In addition, administrators will participate in ongoing training at regular administrative council meetings (approximately 6 – 2 hour meetings) throughout the school year. In addition, all administrators will participate in four annual school-based site visits that will be focused on the observation and feedback process applying the Danielson domains. 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.
- 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

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Monday, August 26, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/521815-3Uqgn5g9Iu/APPR DISTRICT CERT - 08-26-13.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.

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>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

Teachers will use historical standardized assessment data along with historical local assessment data and pre-assessment data to set growth targets for students. Growth targets will be designed to show how a student performs on the pre-assessment as compared to the post-assessment. Building principals and /or direct supervisors will approve growth targets for each SLO. Points are assigned to individual teachers according to the percentage of students who achieve the growth target. 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% and above 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. | 54% and below 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% |

| 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% | 7 points: 67% - 69% | 2 points: 37% - 55% |
| 14 points: 77% - 78% | 12 points: 74% | 6 points: 64% - 66% | 1 points: 19% - 36% |
| | 11 points: 73% | 5 points: 61% - 63% | 0 point: 0% - 18% |
| | 10 points: 72% | 4 points: 58% - 60% | |
| | 9 points: 71% | 3 points: 56% - 57% | |
| | 8 points: 70% | | |

| 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% | | |

| 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

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 _____

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. The chart below shows the point values for the effectiveness ratings for the Comparable Growth Measure (20%).

| <i>Growth Subcomponent Scoring Bands</i> | Comparable Growth Measure (SLOs) 20% |
|--|--------------------------------------|
| Highly Effective | 18 - 20 |
| Effective | 9 - 17 |
| Developing | 3 - 8 |
| Ineffective | 0 - 2 |

B. HEDI CRITERIA

Principals will use historical standardized assessment data along with historical local assessment data and pre-assessment data to set growth targets for students. Growth targets will be designed to show how a student performs on the pre-assessment as compared to the post-assessment. District-level administrators will approve growth targets for each SLO. Points are assigned to individual principals according to the percentage of students who achieve the growth target. 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% and above 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. | 54% and below 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% |

PRINCIPALS

| 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 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: 74% 11 points: 73% 10 points: 72% 9 points: 71% 8 points: 70% | 7 points: 64% - 69% 6 points: 61% - 63% 5 points: 58% - 60% 4 points: 57% 3 points: 56% | 2 points: 37% - 55% 1 points: 19% - 36% 0 point: 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 certify that this APPR plan is the district's or BOCES' complete APPR plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

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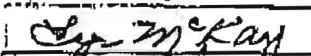
CHAPPAQUA CSD

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- Assume 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
- Assume 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
- Assume 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
- Assume 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
- Assume 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
- Assume 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)
- Assume 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
- Assume 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
- Assume that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDL descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assume 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
- Assume that Student Growth/Value Added Measure will be used where applicable
- Assume 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
- Assume that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assume that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assume that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

 8/26/13


Teachers' Union President Signature: Date:

 8/26/13

Administrative Union President Signature: Date:

 8/26/13

Board of Education President Signature: Date:

 8/26/13