



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

Acting Commissioner of Education
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May 19, 2015

Revised

Cheryl Nuciforo, Superintendent
Chatham Central School District
50 Woodbridge Avenue
Chatham, NY 12037

Dear Superintendent Nuciforo:

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,

Elizabeth R. Berlin
Acting Commissioner

Attachment

c: Dr. Gladys Cruz

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: 04/30/2013

Last updated: 04/15/2015

The contents of this form represent the Annual Professional Performance Review Plan for classroom teachers and building principals of . The primary objective of teacher and principal evaluation is to provide educators the feedback they need to improve instruction and help every student attain college and career readiness. Pursuant to Education Law Section 3012-c, this Annual Professional Performance Review Plan is being submitted to the Commissioner on behalf of for the review of all its classroom teachers and building principals. Once approved, will post this form online for all member of the community so everyone understands what expects of its classroom teachers and building principals.

NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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 :

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

101001040000

1.2) School District Name:

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

CHATHAM CSD

1.3) Assurances

Please check all of the boxes below:

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
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
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 districts, BOCES, or charter schools that did not have an approved APPR plan in the previous school year, 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 previous 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: 04/30/2013

Last updated: 04/07/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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 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:

Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
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: grade 8 Science, 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Chatham CSD Gr K ELA Assessment
1	District, regional, or BOCES-developed assessment	Chatham CSD Gr 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Chatham CSD Gr 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Chatham CSD has set the goal of increasing passing and mastery levels on NYS assessments and local summative assessments. To this end, every student will be pre-assessed at the start of the school year. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. Based on the pre-assessment results, individual banded student growth targets will be set by teachers and approved by principals. The HEDI ratings will be determined by the % of students who reach the targeted amount of growth. The District reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year of growth.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The percentage of students (81-100%) who meet or exceed the targeted amount of growth is higher than what was projected.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The percentage of students (61-80%) who meet or exceed the targeted amount of growth is at or near the projected level.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The percentage of students (41-60%) who meet or exceed the targeted amount of growth is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The percentage of students (0-40%) who meet or exceed the targeted amount of growth is significantly lower than what was projected.

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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Chatham CSD Gr K Math Assessment
1	District, regional, or BOCES-developed assessment	Chatham CSD Gr 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Chatham CSD Gr 2 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Chatham CSD has set the goal of increasing passing and mastery levels on NYS assessments and local summative assessments. To this end, every student will be pre-assessed at the start of the school year. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. Based on the pre-assessment results, individual banded student growth targets will be set by teachers and approved by principals. The HEDI ratings will be determined by the % of students who reach the targeted amount of growth. The District reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year of growth.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The percentage of students (81-100%) who meet or exceed the targeted amount of growth is higher than what was projected.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The percentage of students (61-80%) who meet or exceed the targeted amount of growth is at or near the projected level.
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The percentage of students (0-40%) who meet or exceed the targeted amount of growth is significantly lower than what was projected.

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	Chatham CSD Gr 6 Science Assessment
7	District, regional or BOCES-developed assessment	Chatham CSD Gr 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Chatham CSD has set the goal of increasing passing and mastery levels on NYS assessments and local summative assessments. To this end, every student will be pre-assessed at the start of the school year. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. Based on the pre-assessment results, individual banded student growth targets will be set by teachers and approved by principals. The HEDI ratings will be determined by the % of students who reach the targeted amount of growth. The District reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year of growth.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The percentage of students (81-100%) who meet or exceed the targeted amount of growth is higher than what was projected.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The percentage of students (61-80%) who meet or exceed the targeted amount of growth is at or near the projected level.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The percentage of students (41-60%) who meet or exceed the targeted amount of growth is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The percentage of students (0-40%) who meet or exceed the targeted amount of growth is significantly lower than what was projected.

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	Chatham CSD Gr 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Chatham CSD Gr 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Chatham CSD Gr 8 Social Studies Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Chatham CSD has set the goal of increasing passing and mastery levels on NYS assessments and local summative assessments. To this end, every student will be pre-assessed at the start of the school year. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. Based on the pre-assessment results, individual banded student growth targets will be set by teachers and approved by principals. The HEDI ratings will be determined by the % of students who reach the targeted amount of growth. The District reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year of growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students (81-100%) who meet or exceed the targeted amount of growth is higher than what was projected.
Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students (61-80%) who meet or exceed the targeted amount of growth is at or near the projected level.
Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students (41-60%) who meet or exceed the targeted amount of growth is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students (0-40%) who meet or exceed the targeted amount of growth is significantly lower than what was projected.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Chatham CSD Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Chatham CSD has set the goal of increasing passing and mastery levels on NYS assessments and local summative assessments. To this end, every student will be pre-assessed at the start of the school year. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. Based on the pre-assessment results, individual banded student growth targets will be set by teachers and approved by principals. The HEDI ratings will be determined by the % of students who reach the targeted amount of growth. The District reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year of growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students (81-100%) who meet or exceed the targeted amount of growth is higher than what was projected.
Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students (61-80%) who meet or exceed the targeted amount of growth is at or near the projected level.
Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students (41-60%) who meet or exceed the targeted amount of growth is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students (0-40%) who meet or exceed the targeted amount of growth is significantly lower than what was projected.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Chatham CSD has set the goal of increasing passing and mastery levels on NYS assessments and local summative assessments. To this end, every student will be pre-assessed at the start of the school year. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. Based on the pre-assessment results, individual banded student growth targets will be set by teachers and approved by principals. The HEDI ratings will be determined by the % of students who reach the targeted amount of growth. The District reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year of growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students (81-100%) who meet or exceed the targeted amount of growth is higher than what was projected.
Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students (61-80%) who meet or exceed the targeted amount of growth is at or near the projected level.

Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students (41-60%) who meet or exceed the targeted amount of growth is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students (0-40%) who meet or exceed the targeted amount of growth is significantly lower than what was projected.

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Chatham CSD has set the goal of increasing passing and mastery levels on NYS assessments and local summative assessments. To this end, every student will be pre-assessed at the start of the school year. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. Chatham CSD administers both the Integrated Algebra and Common Core Algebra and 2005 Standards and Common Core Geometry Regents tests as summative assessments and takes the highest scores so long as permitted by NYSED. Based on the pre-assessment results, individual banded student growth targets will be set by teachers and approved by principals. The HEDI ratings will be determined by the % of students who reach the targeted amount of growth. The District reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year of growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students (81-100%) who meet or exceed the targeted amount of growth is higher than what was projected.
Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students (61-80%) who meet or exceed the targeted amount of growth is at or near the projected level.
Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students (41-60%) who meet or exceed the targeted amount of growth is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students (0-40%) who meet or exceed the targeted amount of growth is significantly lower than what was projected.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Chatham CSD Gr 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Chatham CSD Gr 10 ELA Assessment
Grade 11 ELA	Regents assessment	English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Chatham CSD has set the goal of increasing passing and mastery levels on NYS assessments and local summative assessments. To this end, every student will be pre-assessed at the start of the school year. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. When both the Common Core Regents exams and the 2005 standards Regents exams are offered, the District may administer both exams, but will administer the Common Core Regents per NYS guidelines. When students take a Common Core Regents and a 2005 Standards Regents exam for the same course the higher score will be used for APPR purposes so long as permitted by NYSED. Based on the pre-assessment results, individual banded student growth targets will be set by teachers and approved by principals. The HEDI ratings will be determined by the % of students who reach the targeted amount of growth. The District reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year of growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students (81-100%) who meet or exceed the targeted amount of growth is higher than what was projected.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students (0-40%) who meet or exceed the targeted amount of growth is significantly lower than what was projected.

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". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 5th drop-down option applies to grades K-2.

upload that file here.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/1551045-TXEttx9bQW/HEDI CHARTS—Teachers_iraL1TY.pdf

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 locally developed controls

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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.

Checked

Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Checked

3. Local Measures (Teachers)

Created: 04/30/2013

Last updated: 04/07/2015

For guidance on the Locally Selected Measures subcomponent, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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Locally Selected Measures of Student Achievement or Growth

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

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

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

Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. 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	Chatham CSD Gr 4 ELA Assessment
5	5) District, regional, or BOCES–developed assessments	Chatham CSD Gr 5 ELA Assessment
6	5) District, regional, or BOCES–developed assessments	Chatham CSD Gr 6 ELA Assessment
7	5) District, regional, or BOCES–developed assessments	Chatham CSD Gr 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Chatham CSD Gr 8 ELA Assessment

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

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

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.	Chatham CSD has set the goal of increasing passing and mastery levels on NYS assessments and local summative assessments. To this end, every student will be pre-assessed at the start of the school year. Achievement will be measured by determining progress from the pre-assessment results to the summative assessment. Based on the pre-assessment results, individual banded student achievement targets will be set by teachers and approved by principals. The HEDI ratings will be determined by the % of students who reach the achievement target (The target score set by the District for passing is Level 3, and the target for mastery is Level 4) .
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (81-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (61-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (41-60%) who meet or exceed the targeted achievement level is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0-40%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

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	Chatham CSD Gr 4 Math Assessment
5	5) District, regional, or BOCES–developed assessments	Chatham CSD Gr 5 Math Assessment
6	5) District, regional, or BOCES–developed assessments	Chatham CSD Gr 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	Chatham CSD Gr 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	Chatham CSD Gr 8 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Chatham CSD has set the goal of increasing passing and mastery levels on NYS assessments and local summative assessments. To this end, every student will be pre-assessed at the start of the school year. Achievement will be measured by determining progress from the pre-assessment results to the summative assessment. Based on the pre-assessment results, individual banded student achievement targets will be set by teachers and approved by principals. The HEDI ratings will be determined by the % of students who reach the achievement target (The target score set by the District for passing is Level 3, and the target for mastery is Level 4) .
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (81-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (61-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (41-60%) who meet or exceed the targeted achievement level is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0-40%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

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.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/1551046-rhJdBgDruP/HEDI CHARTS—Teachers_B3uhVv0.pdf

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above

- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Chatham CSD Gr K ELA Assessment
1	5) District, regional, or BOCES–developed assessments	Chatham CSD Gr 1 ELA Assessment
2	5) District, regional, or BOCES–developed assessments	Chatham CSD Gr 2 ELA Assessment
3	5) District, regional, or BOCES–developed assessments	Chatham CSD Gr 3 ELA Assessment

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

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

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.	Chatham CSD has set the goal of increasing passing and mastery levels on NYS assessments and local summative assessments. To this end, every student will be pre-assessed at the start of the school year. Achievement will be measured by determining progress from the pre-assessment results to the summative assessment. Based on the pre-assessment results, individual banded student achievement targets will be set by teachers and approved by principals. The 20 point HEDI ratings will be determined by the % of students who reach the achievement target (The target score set by the District for passing is Level 3, and the target for mastery is Level 4) .
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (81-100%) who meet or exceed the targeted achievement level is higher than what was projected.

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (61-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (41-60%) who meet or exceed the targeted achievement level is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0-40%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Chatham CSD Gr K Math Assessment
1	5) District, regional, or BOCES–developed assessments	Chatham CSD Gr 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	Chatham CSD Gr 2 Math Assessment
3	5) District, regional, or BOCES–developed assessments	Chatham CSD Gr 3 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Chatham CSD has set the goal of increasing passing and mastery levels on NYS assessments and local summative assessments. To this end, every student will be pre-assessed at the start of the school year. Achievement will be measured by determining progress from the pre-assessment results to the summative assessment. Based on the pre-assessment results, individual banded student achievement targets will be set by teachers and approved by principals. The 20 point HEDI ratings will be determined by the % of students who reach the achievement target (The target score set by the District for passing is Level 3, and the target for mastery is Level 4) .
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (81-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (61-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (41-60%) who meet or exceed the targeted achievement level is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0-40%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

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	Chatham CSD Gr 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Chatham CSD Gr 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	Chatham CSD Gr 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Chatham CSD has set the goal of increasing passing and mastery levels on NYS assessments and local summative assessments. To this end, every student will be pre-assessed at the start of the school year. Achievement will be measured by determining progress from the pre-assessment results to the summative assessment. Based on the pre-assessment results, individual banded student achievement targets will be set by teachers and approved by principals. The 20 point HEDI ratings will be determined by the % of students who reach the achievement target (The target score set by the District for passing is 65/100, and the target for mastery is 85/100) .
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (81-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (61-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (41-60%) who meet or exceed the targeted achievement level is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0-40%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

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	Chatham CSD Gr 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Chatham CSD Gr 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Chatham CSD Gr 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Chatham CSD has set the goal of increasing passing and mastery levels on NYS assessments and local summative assessments. To this end, every student will be pre-assessed at the start of the school year. Achievement will be measured by determining progress from the pre-assessment results to the summative assessment. Based on the pre-assessment results, individual banded student achievement targets will be set by teachers and approved by principals. The 20 point HEDI ratings will be determined by the % of students who reach the achievement target (The target score set by the District for passing is 65/100, and the target for mastery is 85/100).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (81-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (61-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (41-60%) who meet or exceed the targeted achievement level is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0-40%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

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	Chatham CSD Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Chatham CSD Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	Chatham CSD 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.	Chatham CSD has set the goal of increasing passing and mastery levels on NYS assessments and local summative assessments. To this end, every student will be pre-assessed at the start of the school year. Achievement will be measured by determining progress from the pre-assessment results to the summative assessment. Based on the pre-assessment results, individual banded student achievement targets will be set by teachers and approved by principals. The 20 point HEDI ratings will be determined by the % of students who reach the achievement target (The target score set by the District for passing is 65/100, and the target for mastery is 85/100).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (81-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (61-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (41-60%) who meet or exceed the targeted achievement level is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0-40%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

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	Chatham CSD Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Chatham CSD Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Chatham CSD Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	Chatham CSD 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.	Chatham CSD has set the goal of increasing passing and mastery levels on NYS assessments and local summative assessments. To this end, every student will be pre-assessed at the start of the school year. Achievement will be measured by determining progress from the pre-assessment results to the summative assessment. Based on the pre-assessment results, individual banded student achievement targets will be set by teachers and approved by principals. The 20 point HEDI ratings will be determined by the % of students who reach the achievement target (The target score set by the District for passing is 65/100, and the target for mastery is 85/100).
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (81-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (61-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (41-60%) who meet or exceed the targeted achievement level is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0-40%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

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	Chatham CSD Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Chatham CSD Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Chatham CSD 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, for Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, 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.	Chatham CSD has set the goal of increasing passing and mastery levels on NYS assessments and local summative assessments. To this end, every student will be pre-assessed at the start of the school year. Achievement will be measured by determining progress from the pre-assessment results to the summative assessment. Based on the pre-assessment results, individual banded student achievement targets will be set by teachers and approved by principals. The 20 point HEDI ratings will be determined by the % of students who reach the achievement target (The target score set by the District for passing is 65/100, and the target for mastery is 85/100).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (81-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (61-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (41-60%) who meet or exceed the targeted achievement level is below the projected level, but still indicates student progress.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0-40%) who meet or exceed the targeted achievement level is significantly lower than what was projected.
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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	Chatham CSD Gr 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Chatham CSD Gr 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Chatham CSD Gr 11 ELA Assessment

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

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

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents in addition to the Common Core English Regents, or just the latter, 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.	Chatham CSD has set the goal of increasing passing and mastery levels on NYS assessments and local summative assessments. To this end, every student will be pre-assessed at the start of the school year. Achievement will be measured by determining progress from the pre-assessment results to the summative assessment. Based on the pre-assessment results, individual banded student achievement targets will be set by teachers and approved by principals. The 20 point HEDI ratings will be determined by the % of students who reach the achievement target (The target score set by the District for passing is 65/100, and the target for mastery is 85/100).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (81-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (61-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (41-60%) who meet or exceed the targeted achievement level is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0-40%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR

(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.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/1551046-y92vNseFa4/HEDI CHARTS—Teachers_aOUqQIM.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 local controls.

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 multiple measures will have a 15 or 20 point score calculated on each measure and those scores will be averaged for a final score. Normal rounding procedures will be used. Rounding will not cause movements between HEDI rankings.

3.16) Assurances

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
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
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked

<p>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.</p>	<p>Checked</p>
<p>Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.</p>	<p>Checked</p>
<p>Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.</p>	<p>Checked</p>
<p>Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.</p>	<p>Checked</p>

4. Other Measures of Effectiveness (Teachers)

Created: 04/30/2013

Last updated: 03/12/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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.)

Marzano's Causal Teacher Evaluation Model

(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]	41
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	19

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.

Tripod Early Elementary Student Perception Survey K-2	
Tripod Elementary Student Perception Survey 3-5	
Tripod Secondary Student Perception Survey	

District Variance	
My Student Survey, LLC's Survey of Teacher Practice (STeP) survey for use in grades 3-12	

4.4) Assurances

Please check all of the boxes below:

Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
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.

60 points Completion of the Marzano's Causal Teacher Evaluation Rubric (Appendix B) based on the following evidence:

Formal observations— The administrator will provide a window of time with no less than 5 school days notice in which the teacher will schedule the observation. Said time will be subject to the administrator's availability. The teacher has the right to waive this notice requirement. Formal observation is a pre-announced classroom visit consisting of 3 components—

Pre-Conference—The teacher and principal will meet to discuss lesson objectives, introduction, learning activities, closure, the make-up of the class, and the length of the lesson.

Classroom Visit— The parties agree that the most effective observations include an entire lesson, and observations will be scheduled to encompass an instructional period or a logical segment of an instructional period. No formal observation will be less than 30 minutes.

If an observation is interrupted for more than 10 minutes, the observation will be rescheduled, unless waived by the teacher.

Teachers should keep originals or copies of materials and student work generated as a result of the observation for use in the post-conference.

Post-Conference—The observing administrator will prepare a draft write-up of the observation and/or talking points

and questions. The observing administrator and teacher will meet within 15 school days after the classroom visit to discuss the observation and evidence associated with it. The teacher will have the opportunity to provide additional supporting evidence within 1 school day of the post conference.

Tenured teachers will be formally observed once every three years. Non-tenured teachers will be formally observed at least twice per year, once first semester and once second semester. Either party may request an additional formal observation. The principal reserves the right to have any additional formal observation conducted by another administrator.

It is understood that a teacher on a Teacher Improvement Plan may have additional formal observations.

After the post conference, the observing administrator will prepare a final written report of the observation. The teacher has the right to request an additional meeting with the observing administrator after receiving the final written observation.

Informal observation—An informal observation is an unannounced classroom visit by the supervising administrator(s) in which evidence is collected for use in evaluation.

In years when they are formally observed, each teacher will be informally observed for a minimum of 30 minutes total classroom time each year by his/her supervising administrator(s), with at least one informal observation lasting at least 15 minutes. Informal observation minimums may be prorated based on extended leaves of absence. This does not preclude the administrator from making additional informal observations.

In years when they are not formally observed, tenured teachers will be informally observed at least twice, with a minimum of 60 total minutes of informal observation. One of these observations will be at least 20 minutes in length.

Other Evidence—The supervising administrator and the teacher will collect evidence throughout the year that demonstrates the extent to which the teacher meets the criteria on the APPR rubric. Such evidence may include, but not be limited to administrative notes, correspondence with parents and colleagues, records of professional interactions, student feedback, student work, student academic and discipline records, professional communication, news or media reports, attendance records, etc.

If the teacher and the administrator agree, evidence may be collected electronically during an observation. Teachers may elect to provide a blanket agreement to collection of electronic evidence at the start of each school year or elect to address the issue on each occasion it arises. In the absence of a blanket agreement, teachers and administrators will discuss at the pre-conference the potential collection of electronic evidence during a formal observation. In the absence of a blanket agreement, the administrator will check with the teacher before any other instance of electronically collecting evidence. At the teacher's request, a copy of the electronic evidence will be provided to the teacher.

On the annual evaluation each domain of the rubric is assigned a holistic score from 1-4. An average score from 1-4 is calculated using a weighted average based on the number of elements in each domain. Since 41 of the elements can only be determined through classroom observation, this ensures the appropriate weighting of observation vs. other evidence. On the annual evaluation each domain of the rubric is assigned a holistic score from 1-4. Domain 1 is holistically scored based on all observations and domains 2-4 are scored based on structured review of artifacts and observation. An average score from 1-4 is calculated using a weighted average of the domain scores based on the number of elements in each domain. (Domain 1 is 41 of 60.) The 1-4 weighted average score will be converted to a 0 to 60 score using the uploaded chart.

In calculating the scores, normal rounding procedures will be used. Rounding will not cause movements between HEDI rankings.

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

assets/survey-uploads/12179/1551047-eka9yMJ855/HEDI Conversion Tables 60%.pdf

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

<p>Highly Effective: Overall performance and results exceed NYS Teaching Standards.</p>	<p>Teachers rated highly effective will demonstrate that their results are well above these expectations. Their practice will be evaluated based on observation and review of evidence and 59-60 points will be assigned based on the attached Conversion table.</p>
<p>Effective: Overall performance and results meet NYS Teaching Standards.</p>	<p>Teachers rated effective will demonstrate that their results meet these expectations. Their practice will be evaluated based on observation and review of evidence and 57-58 points will be assigned based on the attached Conversion table.</p>
<p>Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.</p>	<p>Teachers rated developing will demonstrate that their results show some growth but are below these expectations. Their practice will be evaluated based on observation and review of evidence and 50-56 points will be assigned based on the attached Conversion table.</p>
<p>Ineffective: Overall performance and results do not meet NYS Teaching Standards.</p>	<p>Teachers rated ineffective will demonstrate that their results are well below these expectations. Their practice will be evaluated based on observation and review of evidence and 0-49 points will be assigned based on the attached Conversion table.</p>

Provide the ranges for the 60-point scoring bands.

<p>Highly Effective</p>	<p>59-60</p>
<p>Effective</p>	<p>57-58</p>
<p>Developing</p>	<p>50-56</p>

Ineffective	0-49
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4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

In Person

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

In Person

4.7) Observations of Tenured Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building

principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

In Person

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

In Person

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, February 26, 2015

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

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

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

Overall
Composite Score

Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created: 04/30/2013

Last updated: 04/06/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Teacher Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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
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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12193/1551049-Df0w3Xx5v6/97890392-ATIP form.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:

The appeals process applies to

- (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

according to the following process:

a. All overall APPR ratings of ineffective or developing can be appealed within 10 school days of receipt of the rating. Upon filing an appeal, the teacher will be entitled to any and all final documentary evidence used as the basis of the overall APPR rating. For appeals based on procedural issues, the teacher will provide to the District, upon filing of the appeal, any and all evidence of procedural failure or error and the resulting impact on the APPR rating.

b. omitted

c. In a ratings appeal the teacher will need to identify specific element(s) of the rating being challenged and provide a rationale for the challenge.

d. A teacher's ratings appeal and procedural appeal shall be consolidated for the appeal process.

e. Both procedural and ratings appeals will be conducted in the same manner.

f. The teacher will have the right to Association representation during all stages of his/her appeal. The Association will be the sole representative for the teacher unless the Association otherwise notifies the District that the teacher chooses to represent him or herself.

g. If the schedules of all parties permit, it is desirable to process appeals during the summer months, before the start of the new school year. In no case will the appeals process begin until the teacher receives his/her composite score.

h. Appeals will follow the following procedure:

Stage 1: The teacher will appeal to the evaluating supervisor in writing within 10 days of receiving the rating. The teacher and the evaluating supervisor will have a meeting to discuss the appeal and the supervisor will respond in writing to the teacher within 10 school days of the teacher's submission of the written appeal. For all tenured teachers, when an appeal has not been resolved to the teacher's satisfaction at Stage 1, the appeal will move to Stage 2. For all non-tenured teachers, when an appeal has not been resolved to the teacher's satisfaction at Stage 1, the appeal will move directly to Stage 3.

Stage 2: If the teacher is not satisfied with the appeal decision, the teacher may appeal in writing to the APPR Appeals Panel within 10 school days of the Stage 1 decision. The APPR Panel will consist of an administrator other than the evaluating supervisor, chosen by the Superintendent, and an Association representative, chosen by the Association president. The Superintendent and Association President will consult with each other before making their selections for the panel. All documents and communications from the evaluation record and from Stage 1 shall be provided to the panel. If the panel members agree, in addition to considering the written records when making its decision, the panel may request additional written information, which may include questions addressed to the teacher and/or the evaluating administrator, in order to render its decision. Both the teacher and the Superintendent will be notified of the panel's information requests. In the event the panel's request for information delays the process, such delay shall not be unreasonable. The members of the APPR panel will review and confer on the information provided. Then each member of the panel will independently prepare an advisory opinion to the Superintendent in writing. These opinions will be submitted to the Superintendent within 10 school days of the filing of the Stage 2 appeal. When the advisory opinions of the APPR panel members disagree on the outcome of the appeal, the appeal shall be considered denied. When the advisory opinions of the APPR panel members agree, the Superintendent will follow the recommendation. The Superintendent will notify the teacher of the decision within 5 school days. If the teacher is not satisfied with the appeal decision, the teacher may appeal in writing to the Superintendent within 10 school days of the decision.

Stage 3: The Superintendent will schedule a meeting to discuss the appeal within 5 school days of the appeal being filed at Stage 3. The Superintendent will render a decision on the appeal to the teacher in writing within 10 school days after the meeting. The Superintendent's decision shall be final and binding upon the parties.

i. If at any stage of the appeals process, where the rating is being appealed, a decision is made in favor of the teacher, the decision must include a recalculation of the score consistent with the decision.

j. Under no circumstances shall the pendency of an APPR appeal cause or permit a teacher to receive tender by estoppel.

k. This appeals process is the exclusive remedy for resolving disputes regarding an individual's APPR rating.

All steps of this appeals process will be timely and expeditious.

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.

(a) The "lead evaluator" is the administrator who is primarily responsible for a teacher's evaluation under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a teacher.

(b) All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations thereunder. Such training shall include application and use of the State-approved teacher practice rubric(s) selected by the District for use in evaluations.

(c) Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District as a lead evaluator.

(d) Evaluators will be certified through at least 1 day of training provided by the Questar III BOCES and the District to cover all elements. During these trainings, evaluators will review the elements and then apply them to our specific District plan. A sample record of such trainings is attached. Inter rater reliability will be developed by viewing videos and examining evidence and applying the rubric.

(e) Recertification will occur based on continued trainings through Questar III BOCES and in district. These trainings will review elements as necessary, but will primarily focus on sharing and application practice.

6.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:

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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
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6.6) Assurances -- Teachers

Please check all of the boxes below:

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
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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: 04/30/2013

Last updated: 04/07/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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):

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

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

Please check the boxes below:

Assure that the value-added growth score(s) provided by NYSED will be used, where applicable	Checked
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.

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 4th drop-down option applies to grades K-2.

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	Principals of Grades K-5 who do not receive NYS growth score	State assessment	Grade 4-5 NYS ELA and math assessments
	Principals of Grades 6-8 who do not receive NYS growth score	State assessment	Grade 6-8 NYS ELA and math 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.

<p>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>	<p>Chatham CSD has set the goal of increasing passing and mastery levels on NYS assessments and local summative assessments. To this end, every student will be pre-assessed at the start of the school year. Growth will be measured by determining progress from the pre-assessment results to the summative assessment.</p> <p>If the State provides growth scores for the grades K-5 and 6-8 principals, and such scores represent less than 30% of the students supervised by that principal, the district will set SLOs for the largest courses in the building until at least 30% of students are covered. Where such courses end in a State assessment, that assessment will be used with the SLO. The State-provided growth scores will then be weighted proportionately with the SLO results for the final HEDI score for the principals. Using baseline data, the principal will set and the Superintendent will approve individual growth targets for students. HEDI points for the SLO will be assigned based on the percentage of students that meet or exceed their target.</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).	See upload in 7.3.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See upload in 7.3.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See upload in 7.3.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See upload in 7.3.

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

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12156/1551050-lha0DogRNw/HEDI CHARTS—Principals_Qi0DpF3.pdf

7.4) Special Considerations for Comparable Growth Measures

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

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

None

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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

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
Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

Created: 04/30/2013

Last updated: 04/07/2015

For guidance on locally selected measures of student achievement or growth, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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).

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing/>).

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
	K-5	(d) measures used by district for teacher evaluation	NYS Gr 3, 4, and 5 ELA & Math Assessments
	K-5	(d) measures used by district for teacher evaluation	Chatham CSD Gr K, 1,2 ELA & Math Assessments
	6-8	(d) measures used by district for teacher evaluation	NYS Gr 6, 7, & 8 ELA & Math Assessments
	6-8	(d) measures used by district for teacher evaluation	NYS Grade 8 Science Assessment
	6-8	(d) measures used by district for teacher evaluation	Chatham CSD Gr 7, 8 Social Studies Assessment
	6-8	(d) measures used by district for teacher evaluation	Chatham CSD Gr 7 Science Assessment
	K-5	(d) measures used by district for teacher evaluation	Chatham CSD gr K-5 Music Art & Physical Education Assessments
	6-8	(d) measures used by district for teacher evaluation	Chatham CSD Gr 6, 7, 8 PE and Health Assessments
	6-8	(d) measures used by district for teacher evaluation	Chatham CSD Gr 6, 7, & 8 Music & Art Assessments
	6-8	(d) measures used by district for teacher evaluation	Chatham CSD Gr 6, 7, & 8 Technology and FACS 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.	Chatham CSD has set the goal of increasing passing and mastery levels on NYS assessments and local summative assessments. To this end, every student will be pre-assessed at the start of the school year. Achievement will be measured by determining progress from the pre-assessment results to the summative assessment. Principals will set individual banded student achievement targets in collaboration with teachers and with superintendent approval. The HEDI ratings will be determined by the % of students who reach the achievement target. When students take a Common Core Regents and a 2005 Standards Regents exam for the same course the higher score will be used for APPR purposes so long as permitted by NYSED.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (81-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (61-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (41-60%) who meet or exceed the targeted achievement level is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0-40%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

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. \(MS Word \)](#)

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/1551051-8o9AH60arN/APPR_LOCAL_MEASURES_table_principals_8.1_0INy8MO.pdf

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

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/1551051-qBFVOWF7fC/HEDI_CHARTS—Principals_TG7uyIG.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.

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

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.	NA All Chatham principals covered under 8.1
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA All Chatham principals covered under 8.1
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA All Chatham principals covered under 8.1
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA All Chatham principals covered under 8.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA All Chatham principals covered under 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.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/1551051-T8MIGWUVm1/HEDI CHARTS—Principals_2zOCmHa.pdf

8.3) Locally Developed Controls

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.

Not applicable

8.4) Principals with More Than One Locally Selected Measure

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

Principals with multiple measures will have a 15 or 20 point score calculated on each measure and those scores will be averaged for a final score. Normal rounding procedures will be used. Rounding will not cause movements between HEDI rankings.

8.5) Assurances

Please check all of the boxes below:

Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
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
Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
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
Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
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

<p>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.</p>	<p>Check</p>
<p>Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.</p>	<p>Check</p>
<p>Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.</p>	<p>Check</p>
<p>Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.</p>	<p>Check</p>

9. Other Measures of Effectiveness (Principals)

Created: 04/30/2013

Last updated: 04/07/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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9.1) Principal Practice Rubric

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

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

Rubric	Multidimensional Principal Performance Rubric
Second rubric (if applicable)	(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":

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)
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):

Structured feedback from teachers using a State-approved tool	(No response)
Structured feedback from students using a State-approved tool	(No response)
Structured feedback from families using a State-approved tool	(No response)
School visits by other trained evaluators	(No response)
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:

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(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:

Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
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
Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district or BOCES.	Checked

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The 60 points will be calculated as follows—

(1) 60 points—Completion Domains 1-6 of the Multidimensional Principal Performance Rubric holistically scored based on the following evidence:

Building Visits— The superintendent will visit each building at least quarterly. At least one of these visits will be unannounced. This does not preclude the superintendent from making other building visits, announced or unannounced.

Other Observations—The superintendent will record other observation data during meetings and other interactions that occur routinely during the school year.

Other Evidence—The superintendent and the principal will collect evidence throughout the year that demonstrates the extent to which the principal meets the criteria on the MPPR rubric. Such evidence may include, but not be limited to administrative notes, meeting agendas, correspondence, records of professional interactions, student, staff, and/or parent feedback, academic, supervision, and discipline records, professional communication, news or media reports, attendance records, etc.

If the superintendent and principal agree, evidence may be collected electronically during an observation. Principals may elect to provide a blanket agreement to collection of electronic evidence at the start of each school year or elect to address the issue on each occasion it arises. In the absence of a blanket agreement, the superintendent will check with the principal before any other instance of electronically collecting evidence. At the principal's request, a copy of the electronic evidence will be provided to the teacher.

The domains are weighted per the attached file.

Normal rounding rules will apply. In no case will rounding cause movement to a higher HEDI band.

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12205/1551052-pMADJ4gk6R/SCORING OF 60 POINTS FOR PRINCIPALS IgXQY2U.pdf>

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

Highly Effective: Overall performance and results exceed standards.	Principals rated highly effective will demonstrate that their results are well above these expectations. Their practice will be evaluated based on observation and review of evidence and 59-60 points will be assigned based on the attached Conversion table.
Effective: Overall performance and results meet standards.	Principals rated effective will demonstrate that their results meet these expectations. Their practice will be evaluated based on observation and review of evidence and 57-58 points will be assigned based on the attached Conversion table.
Developing: Overall performance and results need improvement in order to meet standards.	Principals rated developing will demonstrate that their results show some growth but are below these expectations. Their practice will be evaluated based on observation and review of evidence and 50-56 points will be assigned based on the attached Conversion table.
Ineffective: Overall performance and results do not meet standards.	Principals rated ineffective will demonstrate that their results are well below these expectations. Their practice will be evaluated based on observation and review of evidence and 0-49 points will be assigned based on the attached Conversion table.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	4
---------------	---

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, February 26, 2015

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

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: 04/30/2013

Last updated: 04/06/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Principal Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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
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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12168/1551054-Df0w3Xx5v6/97890569-APIP form.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:

This appeals process applies to:

- (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,

Appeals of "Ineffective" and "Developing" Ratings Only:

A. Probationary administrators may submit a written rebuttal that will be attached to the Annual Professional Performance Review in the member's personnel file. Probationary administrators may not appeal the Annual Professional Performance Review.

B. Tenured administrators may submit written rebuttals for determination of "Effective" if desired, but may not appeal such ratings.

Tenured administrators may only appeal the substance and rating, adherence to the standards and methodologies required for such review, adherence to the Commissioner of Education's regulations, with "Ineffective" and "Developing" determinations. An administrator may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Time Frame for Filing an Appeal:

Stage 1: The principal will appeal to the superintendent in writing within 10 business days of receipt of the APPR. Within 5 business days of the submission of the appeal the principal and the superintendent will have a meeting to discuss the appeal and the superintendent will respond in writing to the principal within 10 business days of the meeting.

Stage 2: The appeal must be resubmitted in writing to the Superintendent. A panel will be established, consisting of a minimum of two retired District-Level Administrators, mutually agreed upon by the Administrators Association and Superintendent. The appeal must be filed within ten business days of issuance of the stage 1 appeal decision, and shall set forth the basis of appeal. The failure to file an appeal within the time frame shall be deemed a waiver of the right to appeal, and the appeal shall be deemed abandoned.

When filing an appeal, the administrator must submit a detailed written description of the specific areas of disagreement over his or her performance review and any additional documents or materials relevant to the appeal. The performance review being challenged must be submitted with the appeal. If the panel members agree, in addition to considering the written records when making its decision, the panel may request additional written information, which may include questions addressed to the principal and/or the superintendent, in order to render its decision. Both the principal and the Superintendent will be notified of the panel's information requests. In the event the panel's request for information delays the process, such delay shall not be unreasonable. Other than additional information requested by the panel, any information not submitted at the time the appeal is filed shall not be considered.

Decision:

A written decision on the merits of the appeal by the Review Committee shall be rendered no later than thirty (30) calendar days from the date upon which the principal filed his or her appeal. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal. Such decision will be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. A copy of the decision will be provided to the principal and evaluator. The principal may rebut the appeal in writing but may not appeal the substance of the decision. However, failure of the District or Association to abide by the above agreed upon process is subject to the grievance procedure.

If at any stage of the appeals process, where the rating is being appealed, a decision is made in favor of the principal, the decision must include a recalculation of the score consistent with the decision.

This appeals process is the exclusive remedy for resolving disputes regarding an individual's APPR rating.

All steps of this appeal process will be timely and expeditious.

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.

(a) The "lead evaluator" is the administrator who is primarily responsible for a principal's evaluation under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a principal.

(b) All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations thereunder. Such training shall include application and use of the MPPR rubric(s) selected by the District for use in evaluations.

(c) Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District as a lead evaluator.

(d) Evaluators are certified through training consisting of 2 days of workshops provided by NYSCOSS, at least 4 days of workshops provided by Questar III BOCES, and half day Superintendent's Meetings at Questar III. All required elements were included. During these trainings, evaluators review the elements and then apply them to our specific District plan. A sample record of such trainings is attached. Inter rater reliability will be developed by viewing videos and examining evidence and applying the rubric.

(e) Recertification will occur based on continued trainings through Questar III BOCES, NYSCOSS and in district. These trainings will review elements as necessary, but will primarily focus on sharing and application practice.

11.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:

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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
---	---------

11.6) Assurances -- Principals

Please check all of the boxes below:

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
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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: 04/30/2013

Last updated: 04/15/2015

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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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/1551055-3Uqgn5g9lu/APPRDistrictCertificationForm April 15.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.

HEDI CHART—20 pt Teachers

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
The percentage of students who meet or exceed the target is significantly lower than what was projected.		The percentage of students who meet or exceed the target is below the projected level, but still indicates student progress.		The percentage of students who meet or exceed the target is at or near the projected level.		The percentage of students who meet or exceed the target is higher than what was projected.	
0	≤14%	3	41%-44%	9	61%-63%	18	81%-85%
1	15-27%	4	45%-48%	10	64%-66%	19	86%-90%
2	28-40%	5	49%-51%	11	67%-68%	20	>90%
		6	52%-54%	12	69%-70%		
		7	55%-57%	13	71%-72%		
		8	58%-60%	14	73%-74%		
				15	75%-76%		
				16	77%-78%		
				17	79%-80%		

HEDI CHART—Local Achievement Score—Teachers 15 point

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
The percentage of students who meet or exceed the target is significantly lower than what was projected.		The percentage of students who meet or exceed the target is below the projected level, but still indicates student progress.		The percentage of students who meet or exceed the target is at or near the projected level.		The percentage of students who meet or exceed the target is higher than what was projected.	
0	≤14%	3	41%-43%	8	61%-63%	14	81%-90%
1	15-27%	4	44%-47%	9	64%-66%	15	>90%
2	28-40%	5	48%-51%	10	67%-70%		
		6	52%-55%	11	71%-74%		
		7	56%-60%	12	75%-77%		
				13	78%-80%		

HEDI CHART—20 pt Teachers

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
The percentage of students who meet or exceed the target is significantly lower than what was projected.		The percentage of students who meet or exceed the target is below the projected level, but still indicates student progress.		The percentage of students who meet or exceed the target is at or near the projected level.		The percentage of students who meet or exceed the target is higher than what was projected.	
0	≤14%	3	41%-44%	9	61%-63%	18	81%-85%
1	15-27%	4	45%-48%	10	64%-66%	19	86%-90%
2	28-40%	5	49%-51%	11	67%-68%	20	>90%
		6	52%-54%	12	69%-70%		
		7	55%-57%	13	71%-72%		
		8	58%-60%	14	73%-74%		
				15	75%-76%		
				16	77%-78%		
				17	79%-80%		

HEDI CHART—Local Achievement Score—Teachers 15 point

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
The percentage of students who meet or exceed the target is significantly lower than what was projected.		The percentage of students who meet or exceed the target is below the projected level, but still indicates student progress.		The percentage of students who meet or exceed the target is at or near the projected level.		The percentage of students who meet or exceed the target is higher than what was projected.	
0	≤14%	3	41%-43%	8	61%-63%	14	81%-90%
1	15-27%	4	44%-47%	9	64%-66%	15	>90%
2	28-40%	5	48%-51%	10	67%-70%		
		6	52%-55%	11	71%-74%		
		7	56%-60%	12	75%-77%		
				13	78%-80%		

HEDI CHART—20 pt Teachers

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
The percentage of students who meet or exceed the target is significantly lower than what was projected.		The percentage of students who meet or exceed the target is below the projected level, but still indicates student progress.		The percentage of students who meet or exceed the target is at or near the projected level.		The percentage of students who meet or exceed the target is higher than what was projected.	
0	≤14%	3	41%-44%	9	61%-63%	18	81%-85%
1	15-27%	4	45%-48%	10	64%-66%	19	86%-90%
2	28-40%	5	49%-51%	11	67%-68%	20	>90%
		6	52%-54%	12	69%-70%		
		7	55%-57%	13	71%-72%		
		8	58%-60%	14	73%-74%		
				15	75%-76%		
				16	77%-78%		
				17	79%-80%		

HEDI CHART—Local Achievement Score—Teachers 15 point

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
The percentage of students who meet or exceed the target is significantly lower than what was projected.		The percentage of students who meet or exceed the target is below the projected level, but still indicates student progress.		The percentage of students who meet or exceed the target is at or near the projected level.		The percentage of students who meet or exceed the target is higher than what was projected.	
0	≤14%	3	41%-43%	8	61%-63%	14	81%-90%
1	15-27%	4	44%-47%	9	64%-66%	15	>90%
2	28-40%	5	48%-51%	10	67%-70%		
		6	52%-55%	11	71%-74%		
		7	56%-60%	12	75%-77%		
				13	78%-80%		

**APPENDIX B
CONVERSION CHART – 60% OTHER MEASURES**

	Category	Conversion for 60% Teacher Practice Score
Ineffective 0-49		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

APPENDIX D

Chatham Central School District
Administrative Teacher Improvement Plan

Teacher Name: _____

School: _____

Date: _____

CERTIFICATION: A meeting was held with teacher, _____ and his representative, on _____ to develop this plan and a copy has been provided to him.

Administrator Signature

Date

ACKNOWLEDGEMENT: I acknowledge that this improvement plan was developed with my input and I have been provided with a copy of the plan. I was notified of my right to union representation at improvement meeting(s).

Teacher Signature

Date

Union Representative Signature

Date

AREAS OF FOCUS:

DURATION OF PLAN:

ACTIVITIES

(Activities will be planned based on the areas of focus. All TIP's will not include all activities.)

Observations:

Coaching:

Informal Observations:

Bi-monthly Meetings:

GOALS:

Goal 1:

Step 1 –
Timeline—

Step 2 –
Timeline—

Goal 1 Assessment:

Goal 2:

Step 1 –
Timeline—

Step 2 –
Timeline—

Goal 2 Assessment:

HEDI CHART—20 pt Principals

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
The percentage of students who meet or exceed the target is significantly lower than what was projected.		The percentage of students who meet or exceed the target is below the projected level, but still indicates student progress.		The percentage of students who meet or exceed the target is at or near the projected level.		The percentage of students who meet or exceed the target is higher than what was projected.	
0	≤14%	3	41%-44%	9	61%-63%	18	81%-85%
1	15-27%	4	45%-48%	10	64%-66%	19	86%-90%
2	28-40%	5	49%-51%	11	67%-68%	20	>90%
		6	52%-54%	12	69%-70%		
		7	55%-57%	13	71%-72%		
		8	58%-60%	14	73%-74%		
				15	75%-76%		
				16	77%-78%		
				17	79%-80%		

HEDI CHART—Local Achievement Score—Principals 15 point

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
The percentage of students who meet or exceed the target is significantly lower than what was projected.		The percentage of students who meet or exceed the target is below the projected level, but still indicates student progress.		The percentage of students who meet or exceed the target is at or near the projected level.		The percentage of students who meet or exceed the target is higher than what was projected.	
0	≤14%	3	41%-43%	8	61%-63%	14	81%-90%
1	15-27%	4	44%-47%	9	64%-66%	15	>90%
2	28-40%	5	48%-51%	10	67%-70%		
		6	52%-55%	11	71%-74%		
		7	56%-60%	12	75%-77%		
				13	78%-80%		

GRADE CONFIGURATION	LOCAL-SELECTED MEASURE FROM LIST OF APPROVED MEASURES	ASSESSMENT
9-12	(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations.	Algebra 1, Geometry & Algebra 2 Regents
9-12	(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations.	Global 2 and US History Regents
9-12	(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations.	English Regents
9-12	(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations.	Earth Science, Living Environment, & Physics Regents
9-12	(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations.	Chatham CSD Gr 9, 10, & 12 English Assessments
9-12	(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations.	Chatham CSD Course Specific Science Assessments
9-12	(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations.	Chatham CSD Course Specific Math Assessments
9-12	(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations.	Chatham CSD Gr 9 & 12 Social Studies Assessments
9-12	(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations.	Chatham CSD Course Specific Art, Music, PE, Technology, FACS, & Health Assessments

Chatham Central School District

8.1 Locally Selected Measures of Student Achievement for Principals with Value Added Measures, continued

HEDI CHART—20 pt Principals

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
The percentage of students who meet or exceed the target is significantly lower than what was projected.		The percentage of students who meet or exceed the target is below the projected level, but still indicates student progress.		The percentage of students who meet or exceed the target is at or near the projected level.		The percentage of students who meet or exceed the target is higher than what was projected.	
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1	15-27%	4	45%-48%	10	64%-66%	19	86%-90%
2	28-40%	5	49%-51%	11	67%-68%	20	>90%
		6	52%-54%	12	69%-70%		
		7	55%-57%	13	71%-72%		
		8	58%-60%	14	73%-74%		
				15	75%-76%		
				16	77%-78%		
				17	79%-80%		

HEDI CHART—Local Achievement Score—Principals 15 point

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
The percentage of students who meet or exceed the target is significantly lower than what was projected.		The percentage of students who meet or exceed the target is below the projected level, but still indicates student progress.		The percentage of students who meet or exceed the target is at or near the projected level.		The percentage of students who meet or exceed the target is higher than what was projected.	
0	≤14%	3	41%-43%	8	61%-63%	14	81%-90%
1	15-27%	4	44%-47%	9	64%-66%	15	>90%
2	28-40%	5	48%-51%	10	67%-70%		
		6	52%-55%	11	71%-74%		
		7	56%-60%	12	75%-77%		
				13	78%-80%		

HEDI CHART—20 pt Principals

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
The percentage of students who meet or exceed the target is significantly lower than what was projected.		The percentage of students who meet or exceed the target is below the projected level, but still indicates student progress.		The percentage of students who meet or exceed the target is at or near the projected level.		The percentage of students who meet or exceed the target is higher than what was projected.	
0	≤14%	3	41%-44%	9	61%-63%	18	81%-85%
1	15-27%	4	45%-48%	10	64%-66%	19	86%-90%
2	28-40%	5	49%-51%	11	67%-68%	20	>90%
		6	52%-54%	12	69%-70%		
		7	55%-57%	13	71%-72%		
		8	58%-60%	14	73%-74%		
				15	75%-76%		
				16	77%-78%		
				17	79%-80%		

HEDI CHART—Local Achievement Score—Principals 15 point

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
The percentage of students who meet or exceed the target is significantly lower than what was projected.		The percentage of students who meet or exceed the target is below the projected level, but still indicates student progress.		The percentage of students who meet or exceed the target is at or near the projected level.		The percentage of students who meet or exceed the target is higher than what was projected.	
0	≤14%	3	41%-43%	8	61%-63%	14	81%-90%
1	15-27%	4	44%-47%	9	64%-66%	15	>90%
2	28-40%	5	48%-51%	10	67%-70%		
		6	52%-55%	11	71%-74%		
		7	56%-60%	12	75%-77%		
				13	78%-80%		

Multidimensional Principal Practice Rubric

Principals will be ranked as follows on Domains 1-6 of the Marzano Causal Teacher Evaluation Rubric based on a review of evidence outlined above for a total of up to 100 points as follows:

		Possible Points	H	E	D	I
Domain 1	Shared Vision of Learning	10	8-10	5-7	2-4	0-1
Domain 2	School Culture and Instructional Program	25	21-25	11-20	4-10	0-3
Domain 3	Safe, Efficient, and Effective learning environment	25	21-25	11-20	4-10	0-3
Domain 4	Community	15	12-15	6-11	3-5	0-2
Domain 5	Integrity, Fairness, Ethics	15	12-15	6-11	3-5	0-2
Domain 6	Political, Social, Economic, Legal, and Cultural Context	10	8-10	5-7	2-4	0-1
Total		100	85-100	44-84	13-43	0-12

The rubric rating will be converted to a perform rating by the following formula—

$$\frac{\text{rubric rating} * 3}{10}$$

The overall performance rating will be converted to a Professional Practice Score using the conversion table.

CONVERSION CHART—60% OTHER MEASURES

MARZANO TEACHER RUBRIC RATING	MPPR PRINCIPAL RUBRIC & GOAL RATING	CATEGORY	CONVERSION FOR 60% PRACTICE SCORE
INEFFECTIVE 0-49			
1	0		0
1.1	1		12
1.2	2		25
1.3	3		37
1.4	4		49
DEVELOPING 50-56			
1.5	5		50
1.6	6		50.7
1.7	7		51.4
1.8	8		52.1
1.9	9		52.8
2	10		53.5
2.1	11		54.2
2.2	12		54.9
2.3	13		55.6
2.4	14		56.3
EFFECTIVE 57-58			
2.5	15		57
2.6	16		57.2
2.7	17		57.4
2.8	18		57.6
2.9	19		57.8
3	20		58
3.1	21		58.2
3.2	22		58.4
3.3	23		58.6
3.4	24		58.8
HIGHLY EFFECTIVE 59-60			
3.5	25		59
3.6	26		59.3
3.7	27		59.5
3.8	28		59.8
3.9-4	29-30		60

APPENDIX D

Chatham Central School District
Administrative Principal Improvement Plan

Principal name: _____

School: _____

Date: _____

CERTIFICATION: A meeting was held with principal, _____ and his/her representative, on _____ to develop this plan and a copy has been provided to him/her.

Superintendent Signature

Date

ACKNOWLEDGEMENT: I acknowledge that this improvement plan was developed with my input and I have been provided with a copy of the plan.

Principal Signature

Date

Union Representative Signature

Date

AREAS OF FOCUS:

DURATION OF PLAN:

ACTIVITIES

(Activities will be planned based on the areas of focus. All PIP's will not include all activities.)

Observations:

Coaching:

Informal Observations:

Bi-monthly Meetings:

GOALS:

Goal 1:

Step 1 –
Timeline—

Step 2 –
Timeline—

Goal 1 Assessment:

Goal 2:

Step 1 –
Timeline—

Step 2 –
Timeline—

Goal 2 Assessment:

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

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

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

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR Plan is the district's or BOCES' complete APPR Plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the Plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

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

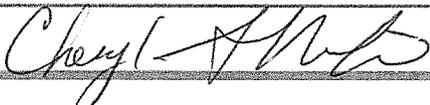
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

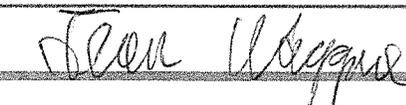
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Signatures, dates

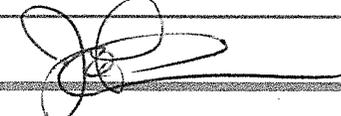
Superintendent Signature: Date:

 4/8/15

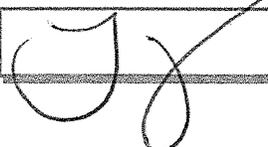
Teachers Union President Signature: Date:

 4/13/15

Administrative Union President Signature: Date:

 4/8/15

Board of Education President Signature: Date:

 4/15/15

For APPR plans submitted to the Commissioner on or after March 2, 2014 for use in the 2014-15 school year and thereafter the school district or BOCES also makes the following specific assurance with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the Superintendent, District Superintendent or Chancellor attests that for the 2014-15 school year and thereafter the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade; and the amount of time devoted to test preparation using traditional standardized assessments under standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for the grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, performance assessments, formative assessments, and diagnostic assessments is not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability.

Superintendent / District Superintendent / Chancellor Signature: Date:

