



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

Acting Commissioner of Education
89 Washington Avenue, Room 111
Albany, New York 12234

E-mail: commissioner@nysed.gov
Twitter: @NYSEDNews
Tel: (518) 474-5844
Fax: (518) 473-4909

April 24, 2015

Revised

John Fairchild, Superintendent
Chazy Union Free School District
609 Miner Farm Road
Chazy, NY 12921

Dear Superintendent Fairchild:

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. Mark Davey

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, October 17, 2013

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 090601020000

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

090601020000

1.2) School District Name: CHAZY UFSD

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

CHAZY UFSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created: 04/30/2013

Last updated: 03/25/2015

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	School-or BOCES-wide, group or team results based on State assessments	4-6 NYS ELA Assessments
1	School-or BOCES-wide, group or team results based on State assessments	4-6 NYS ELA Assessments
2	School-or BOCES-wide, group or team results based on State assessments	4-6 NYS ELA Assessments

	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.	<p>Teachers will receive HEDI scores based on the percent of students in a teacher's class or school-wide reaching their individual student growth targets. Targets are set by the teacher in collaboration with the principal using baseline/historical data. The Principal will approve the targets developed. (See chart 2.11 for additional information.)</p> <p>In grades K-2 all teachers will receive a school-wide score. Points will be determined as described above and in table 2.11.</p> <p>Teachers of grade 3 will receive points based on the performance of the students in their classrooms. A pre-test, similar to the New York State Assessment for grade 3, in both Math and ELA will be given at the start of the school year. The student's percentage score will be converted to a 1-4 rating as follows: 0-54 converts to a 1, 55-64 convert to a 2, 65 to 84 converts to a 3, and 85 and above converts to a 4. These scores will be compared with the NYS 3rd Grade Assessment to determine student growth as described in Table 2.11.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% or more of the students showing individual growth as defined in Table 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70% - 84% of the students showing individual growth as defined in Table 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	52% - 69% of the students showing individual growth as defined in Table 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% - 51% of the students showing individual growth as defined in Table 2.11.

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	School-or BOCES-wide, group or team results based on State assessments	4-6 NYS Math Assessments
1	School-or BOCES-wide, group or team results based on State assessments	4-6 NYS Math Assessments
2	School-or BOCES-wide, group or team results based on State assessments	4-6 NYS Math Assessments

	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.	Teachers will receive HEDI scores based on the percent of students in a teacher's class or school-wide reaching their individual student growth targets. Targets are set by the teacher in collaboration with the principal using baseline/historical data. The Principal will approve the targets developed.(See chart 2.11 for additional information.) In grades K-2 all teachers will receive a school-wide score. Points will be determined as described above and in table 2.11. Teachers of grade 3 will receive points based on the performance of the students in their classrooms. A pre-test, similar to the New York State Assessment for grade 3, in both Math and ELA will be given at the start of the school year. The student's percentage score will be converted to a 1-4 rating as follows: 0-54 converts to a 1, 55-64 convert to a 2, 65 to 84 converts to a 3, and 85 and above converts to a 4. These scores will be compared with the NYS 3rd Grade Assessment to determine student growth as described in Table 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% or more of the students showing individual growth as defined in Table 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70% - 84% of the students showing individual growth as defined in Table 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	52% - 69% of the students showing individual growth as defined in Table 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% - 51% of the students showing individual growth as defined in Table 2.11.

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	Not applicable	common branch
7	District, regional or BOCES-developed assessment	Chazy UFSD developed grade 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.	HEDI categories are assigned based on the percentage of students showing individual growth from the pre-assessment to the summative assessment (grade 7) or State Science Assessment in grade 8. All pre and post assessments will be scored on a 1 to 4 scale. (See table at 2.11) Growth score targets will be made through collaboration between the Principal and the teacher after examining baseline data. The Principal will approve the targets developed. HEDI points will be awarded based on the percentage of students who meet growth targets as described in table 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% or more of the students showing individual growth as defined in Table 2.11.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70% - 84% of the students showing individual growth as defined in Table 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	52% - 69% of the students showing individual growth as defined in Table 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% - 51% of the students showing individual growth as defined in Table 2.11.

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	Not applicable	common branch
7	District, regional or BOCES-developed assessment	Chazy UFSD developed grade 7 social studies assessment
8	District, regional or BOCES-developed assessment	Chazy UFSD developed grade 8 social studies assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	HEDI categories are assigned based on the percentage of students showing individual growth from the pre-assessment to the summative assessment. All pre and post assessments will be scored on a 1 to 4 scale. (See table at 2.11) Growth score targets will be made through collaboration between the Principal and the teacher after examining baseline data. The Principal will approve the targets developed. HEDI points will be awarded based on the percentage of students who meet growth targets as described in table 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or more of the students showing individual growth as defined in Table 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	70% - 84% of the students showing individual growth as defined in Table 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	52% - 69% of the students showing individual growth as defined in Table 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 51% of the students showing individual growth as defined in Table 2.11.

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	Chazy UFSD developed grade 9 Global Studies assessment.

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	HEDI categories are assigned based on the percentage of students showing individual growth from the pre-assessment to the summative assessment (a district developed or Regents exam as listed above). All pre and post assessments will be scored on a 1 to 4 scale. (See table at 2.11) Growth score targets will be made through collaboration between the Principal and the teacher after examining baseline data. The Principal will approve the targets developed. HEDI points will be awarded based on the percentage of students who meet growth targets as described in table 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or more of the students showing individual growth as defined in Table 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	70% - 84% of the students showing individual growth as defined in Table 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	52% - 69% of the students showing individual growth as defined in Table 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 51% of the students showing individual growth as defined in Table 2.11.

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.	HEDI categories are assigned based on the percentage of students showing individual growth from the pre-assessment to the Regents Exam in the subject area. All pre and post assessments will be scored on a 1 to 4 scale. (See table at 2.11) Growth score targets will be made through collaboration between the Principal and the teacher after examining baseline data. The Principal will approve the targets developed. HEDI points will be awarded based on the percentage of students who meet growth targets as described in table 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or more of the students showing individual growth as defined in Table 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	70% - 84% of the students showing individual growth as defined in Table 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	52% - 69% of the students showing individual growth as defined in Table 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 51% of the students showing individual growth as defined in Table 2.11.

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>HEDI categories are assigned based on the percentage of students showing individual growth from the pre-assessment to the Regents Exam in the subject area. All pre and post assessments will be scored on a 1 to 4 scale. (See table at 2.11) Growth score targets will be made through collaboration between the Principal and the teacher after examining baseline data. The Principal will approve the targets developed. HEDI points will be awarded based on the percentage of students who meet growth targets as described in table 2.11.</p> <p>For Algebra 1 the Common Core Algebra Regents Exam will be used. If allowable the Integrated Algebra Regents will also be used for the Algebra 1 course. Students in the second year of a two-year Algebra 1 course will also take a district developed pre-assessment and will be using the Common Core Algebra Regents or the Integrated Algebra Regents, if allowable, as their post-assessment. For any student taking both exams the better of the two scores will be used in calculating growth.</p> <p>For Geometry, the students will take a district developed pre-assessment and the Common Core Geometry Regents will be used. If allowable, the 2005 Learning Standards based Geometry Regents exam will also be used. The better of the scores will be used as the post-assessment for determining student growth.</p> <p>For Algebra 2/Trigonometry the students will take a district developed pre-assessment and the Algebra 2/Trigonometry Regents will be the post-assessment.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>85% or more of the students showing individual growth as defined in Table 2.11.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>70% - 84% of the students showing individual growth as defined in Table 2.11.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>52% - 69% of the students showing individual growth as defined in Table 2.11.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>0% - 51% of the students showing individual growth as defined in Table 2.11.</p>

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	Chazy UFSD developed grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Chazy UFSD grade 10 ELA developed assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment/Common Core 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>HEDI categories are assigned based on the percentage of students showing individual growth from the pre-assessment to the Regents Exam in the subject area. All pre and post assessments will be scored on a 1 to 4 scale. (See table at 2.11) Growth score targets will be made through collaboration between the Principal and the teacher after examining baseline data. The Principal will approve the targets developed. HEDI points will be awarded based on the percentage of students who meet growth targets as described in table 2.11.</p> <p>HEDI categories are assigned based on the percentage of students showing individual growth from the district developed pre-assessment to the summative assessment in the course for English 9 and 10. For English 11 the post-assessment will be either the Comprehensive English Regents (2014-15 school year) or the Common Core English Regents (in future years) as determined by state regulations. In the future, if both exams are allowable by the State Education Department the district will use both assessments. If students take both exams, when allowable, the better of the two scores will be used in determining growth.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>85% or more of the students showing individual growth as defined in Table 2.11.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>70% - 84% of the students showing individual growth as defined in Table 2.11.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>52% - 69% of the students showing individual growth as defined in Table 2.11.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>0% - 51% of the students showing individual growth as defined in Table 2.11.</p>

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.

	Course(s) or Subject(s)	Option	Assessment
	All other elementary teachers not named above	School/BOCES-wide/group/team results based on State	NYS Grade 4 ELA and NYS Grade 4 Math Assessments, NYS Grade 5 ELA and NYS Grade 5 Math Assessments, and NYS Grade 6 ELA and NYS Grade 6 Math Assessments

	All other secondary teachers not named above	School/BOCES-wide/group/team results based on State	7-8 NYS ELA and Math assessments and 5 required Regents exams ((Integrated Algebra/Common Core Algebra Regents, Living Environment Regents, Comprehensive English Regents/Common Core English Regents, Global Studies and Geography Regents, and U.S. History and Government Regents) (See table at 2.11).)
	English 12 teacher	District, Regional or BOCES-developed	Chazy UFSD developed grade 12 English Assessment
	Social 12 teacher	District, Regional or BOCES-developed	Chazy UFSD developed grade 12 Social Studies assessment
	Grade 4 teachers of ELA (backup SLO)	State Assessment	Grade 4 NYS ELA Assessment
	Grade 5 teachers of ELA (backup SLO)	State Assessment	Grade 5 NYS ELA Assessment
	Grade 6 teachers of ELA (backup SLO)	State Assessment	Grade 6 NYS ELA Assessment
	Grade 7 teachers of ELA (backup SLO)	State Assessment	Grade 7 NYS ELA Assessment
	Grade 8 teachers of ELA (backup SLO)	State Assessment	Grade 8 NYS ELA Assessment
	Grade 4 math teachers (backup SLO)	State Assessment	Grade 4 NYS Math Assesment
	Grade 5 math teachers (backup SLO)	State Assessment	Grade 5 NYS Math Assesment
	Grade 6 math teachers (backup SLO)	State Assessment	Grade 6 NYS Math Assesment
	Grade 7 math teachers (backup SLO)	State Assessment	Grade 7 NYS Math Assesment
	Grade 8 math teachers (backup SLO)	State Assessment	Grade 8 NYS Math Assesment

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

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

Teachers will receive HEDI scores based on the percent of students in a teacher's class or school-wide reaching their individual student growth targets. Targets are set by the teacher in collaboration with the principal using baseline/historical data. The Principal will approve the targets developed. (See chart 2.11 for additional information.)

Building wide score calculation:

HEDI categories are assigned based on the percentage of students showing individual growth on the grade 4 to 6 NYS Math and ELA Assessments for teachers in the Elementary Building. A growth percentage for each test will be calculated and the scores from all 6 exams will be averaged using a weighted average based on enrollment numbers to calculate an overall percentage of students showing growth. This average will be rounded to the nearest percent. Points will be earned as listed below and in table 2.11 and on the 20 point rubric.

For secondary teachers the NYS ELA and Math Assessments for grades 7 and 8 and the 5 required Regents exams: (Integrated Algebra/ Common Core Algebra Regents, the Living Environment Regents, Comprehensive English Regents/Common Core English Regents, Global Studies and Geography Regents, and U.S. History and Government Regents) (See table at 2.11) will be used to calculate the overall percentage of students showing growth. The calculation will be done in a similar manner to the Elementary Teacher calculation.

Teachers not receiving a building score will evaluate student growth through a locally developed pre-assessment and post-assessment. The percentage of students showing growth as defined in table 2.11 will be calculated for these teachers in their specific classes. An overall growth percentage will be calculated from a weighted average of all courses for which the teacher has developed an SLO. This overall growth percentage will earn points as identified below and in table 2.11.

In the event a teacher or teachers in grades 4-8 ELA and/or Math do not receive a state provided growth score, the teacher will use a back-up SLO. In the back-up SLO growth will be determined for each student based on individual student growth targets set by the teacher in collaboration with the principal using baseline/historical data. Teachers will receive HEDI scores based on the percentage of students reaching their targets as defined in Table 2.11.

The Comprehensive English Regents will be administered until the 2014-15 school year, after which the Common Core English Regents will be administered. In future years, if the state education department allows students to take both exams the better score will be used for any student who takes both exams, otherwise only the Common Core English Regents will be used.

For Algebra 1 the Common Core Algebra Regents Exam will be used. If allowable the Integrated Algebra Regents will also be used for the Algebra 1 course. Students in the second year of a two-year Algebra 1 course will also take a district developed pre-assessment and will be using the Common Core Algebra Regents or the Integrated Algebra Regents, if allowable, as their post-assessment. For any student taking both exams the better of the two scores will be used in calculating growth.

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

85% or more of the students showing individual growth as defined in Table 2.11.

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

70% - 84% of the students showing individual growth as defined in Table 2.11.

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

52% - 69% of the students showing individual growth as defined in Table 2.11.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 51% of the students showing individual growth as defined in Table 2.11.
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If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. [Click here for a downloadable copy of Form 2.10. \(MS Word\)](#)

(No response)

2.11) HEDI Tables or Graphics

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

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/702663-TXEttx9bQW/Task 2.11 Building Growth score SLO template and growth score calculation 20 point scale_aPw0kEc.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.

There are no local 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: 03/13/2015

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 6(ii) School wide measure computed locally	NYS 3-6 ELA and Math Assessments
5 6(ii) School wide measure computed locally	NYS 3-6 ELA and Math Assessments
6 6(ii) School wide measure computed locally	NYS 3-6 ELA and Math Assessments
7 6(ii) School wide measure computed locally	NYS ELA 7 assessment, NYS ELA 8 assessment, NYS Math 7 assessment, NYS Math 8 assessment, 5 required regents (Integrated Algebra/Common Core Algebra Regents Assessment , Physical Setting: Earth Science Regents Assessment or Living Environment Regents Assessment, Comprehensive English/Common Core English Regents Assessment, Global Studies and Geography Regents Assessment, U. S. History and Government Regents Assessment)
8 6(ii) School wide measure computed locally	NYS ELA 7 assessment, NYS ELA 8 assessment, NYS Math 7 assessment, NYS Math 8 assessment, 5 required regents (Integrated Algebra/Common Core Algebra Regents Assessment , Physical Setting: Earth Science Regents Assessment or Living Environment Regents Assessment, Comprehensive English/Common Core English Regents Assessment, Global Studies and Geography Regents Assessment, U. S. History and Government Regents 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.

Chazy Elementary School will use a building score for the entire elementary teaching staff in order to determine the local achievement score for APPR evaluations. The score will be based on a comparison of the State Mean Scale Score for each exam (ELA and Math grades 3-6) to the Mean Scale Score for Chazy on each exam. To determine the overall HEDI score, first, the HEDI score for each assessment will be weighted based on the number of students taking each exam and combined to result in a single HEDI score for each subject. Then, these HEDI scores will be averaged together to determine a final HEDI score. Total points earned may range from 0-15. If a value added score is not available, we will use the twenty point HEDI table as shown in Task 3.13. Our target will be to equal the State Mean Scaled Score, which will earn 10 points. The score will increase or decrease if Chazy's Mean Scaled Score is above or below the State score. For each three points, that the Chazy Mean Scaled Score is above the State Mean Scaled Score teachers will earn an additional point, from 10 for equaling the State score. For each three points below, teachers will lose a point, again from the 10 points for equaling the State score. This calculation will be made for each test. Scores will not be rounded off. Total points earned may range from 0-15. (see chart 3.3 for additional information) For teachers in Chazy Junior-Senior High School: Points from the Regents exams will be earned by taking the percentage of students passing, scoring 65 or better, on each exam. These percentages will be averaged to determine an overall passing rate. The higher percentage of those passing either the Earth Science or Living Environment Regents will be used. For Algebra: the Common Core Algebra Regents will be used. If allowable the Integrated Algebra Regents

	<p>Exam will also be used. If students take both exams the better individual result will be used in HEDI calculations. The Global History and Geography Regents and the United States History and Government Regents will be used. For English we will use the Comprehensive English Regents, in the 2014-15 school year, after which the Common Core English Regents will be used. If in the future the State Education department allows students to take both English Regents the district will. The better individual result will be used for calculating HEDI scores. Only Regents given during the June testing period will be used for this calculation. The grade 7 and 8 score will be based on a comparison of the State Mean Scale Score for each exam (ELA and Math grades 7-8) to the Mean Scale Score for Chazy on each exam. To determine the overall HEDI score, first, the HEDI score for each assessment will be weighted based on the number of students taking each exam and combined to result in a single HEDI score for each subject. Second, these HEDI scores will be averaged together to determine a final HEDI score for grades 7 and 8. The third step will take the HEDI score determined for the Regents courses and average that with the HEDI score determined for grades 7 and 8. This score will be used for the entire teaching staff of the secondary school. If a value added score is not available, we will use the twenty point HEDI table as shown in Task 3.13.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The average Chazy Mean Scaled Score, for all grade 3-6 ELA and Math state assessments, will exceed the State Mean Scaled Score by at least 12 scale score points. The results are exceptional and exceed district expectations. See attached for the point assignment for the teachers of grades 7 and 8.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The average Chazy Mean Scaled Score, for all grade 3-6 ELA and Math state assessments, will be between 8 points below and 11 points above the State Mean Scaled Score. Combined test scores are in the average range and meet district expectations. See attached for the point assignment for the teachers of grades 7 and 8.</p>

<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The average Chazy Mean Scaled Score, for all grade 3-6 ELA and Math state assessments, will be between 23 points below and 9 points below the State Mean Scaled Score. Combined test scores do not meet district expectations and demonstrate opportunities for improvement. See attached for the point assignment for the teachers of grades 7 and 8.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The average Chazy Mean Scaled Score, for all grade 3-6 ELA and Math state assessments, will be 24 or more points below the State Mean Scaled Score. Combined test scores are not acceptable and significantly reflect a need for immediate improvement. See attached for the point assignment for the teachers of grades 7 and 8.</p>

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 6(ii) School wide measure computed locally	NYS 3-6 ELA and Math Assessments
5 6(ii) School wide measure computed locally	NYS 3-6 ELA and Math Assessments

6	6(ii) School wide measure computed locally	NYS 3-6 ELA and Math Assessments
7	6(ii) School wide measure computed locally	NYS ELA 7 assessment, NYS ELA 8 assessment, NYS Math 7 assessment, NYS Math 8 assessment, 5 required regents (Integrated Algebra/Common Core Algebra Regents Assessment , Physical Setting: Earth Science Regents Assessment or Living Environment Regents Assessment, Comprehensive English/Common Core English Regents Assessment, Global Studies and Geography Regents Assessment, U. S. History and Government Regents Assessment)
8	6(ii) School wide measure computed locally	NYS ELA 7 assessment, NYS ELA 8 assessment, NYS Math 7 assessment, NYS Math 8 assessment, 5 required regents (Integrated Algebra/Common Core Algebra Regents Assessment , Physical Setting: Earth Science Regents Assessment or Living Environment Regents Assessment, Comprehensive English/Common Core English Regents Assessment, Global Studies and Geography Regents Assessment, U. S. History and Government Regents 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.

	<p>Chazy Elementary School will use a building score for the entire elementary teaching staff in order to determine the local achievement score for APPR evaluations. The score will be based on a comparison of the State Mean Scale Score for each exam (ELA and Math grades 3-6) to the Mean Scale Score for Chazy on each exam. To determine the overall HEDI score, first, the HEDI score for each assessment will be weighted based on the number of students taking each exam and combined to result in a single HEDI score for each subject. Then, these HEDI scores will be averaged together to determine a final HEDI score. Total points earned may range from 0-15. If a value added score is not available, we will use the twenty point HEDI table as shown in Task 3.13. Our target will be to equal the State Mean Scaled Score, which will earn 10 points. The score will increase or decrease if Chazy's Mean Scaled Score is above or</p>
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Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.

below the State score. For each three points, that the Chazy Mean Scaled Score is above the State Mean Scaled Score teachers will earn an additional point, from 10 for equaling the State score. For each three points below, teachers will lose a point, again from the 10 points for equaling the State score. This calculation will be made for each test. Scores will not be rounded off. Total points earned may range from 0-15. (see chart 3.3 for additional information) For teachers in Chazy Junior-Senior High School: Points from the Regents exams will be earned by taking the percentage of students passing, scoring 65 or better, on each exam. These percentages will be averaged to determine an overall passing rate. The higher percentage of those passing either the Earth Science or Living Environment Regents will be used. For Algebra: the Common Core Algebra Regents will be used. If allowable the Integrated Algebra Regents Exam will also be used. If students take both exams the better individual result will be used in HEDI calculations. The Global History and Geography Regents and the United States History and Government Regents will be used. For English we will use the Comprehensive English Regents, in the 2014-15 school year, after which the Common Core English Regents will be used. If in the future the State Education department allows students to take both English Regents the district will. The better individual result will be used for calculating HEDI scores. Only Regents given during the June testing period will be used for this calculation. The grade 7 and 8 score will be based on a comparison of the State Mean Scale Score for each exam (ELA and Math grades 7-8) to the Mean Scale Score for Chazy on each exam. To determine the overall HEDI score, first, the HEDI score for each assessment will be weighted based on the number of students taking each exam and combined to result in a single HEDI score for each subject. Second, these HEDI scores will be averaged together to determine a final HEDI score for grades 7 and 8. The third step will take the HEDI score determined for the Regents courses and average that with the HEDI score determined for grades 7 and 8. This score will be used for the entire teaching staff of the secondary school. If a value added score is not

	available, we will use the twenty point HEDI table as shown in Task 3.13.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average Chazy Mean Scaled Score, for all grade 3-6 ELA and Math state assessments, will exceed the State Mean Scaled Score by at least 12 scale score points. The results are exceptional and exceed district expectations. See attached for the point assignment for the teachers of grades 7 and 8.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average Chazy Mean Scaled Score, for all grade 3-6 ELA and Math state assessments, will be between 8 points below and 11 points above the State Mean Scaled Score. Combined test scores are in the average range and meet district expectations. See attached for the point assignment for the teachers of grades 7 and 8.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average Chazy Mean Scaled Score, for all grade 3-6 ELA and Math state assessments, will be between 23 points below and 9 points below the State Mean Scaled Score. Combined test scores do not meet district expectations and demonstrate opportunities for improvement. See attached for the point assignment for the teachers of grades 7 and 8.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average Chazy Mean Scaled Score, for all grade 3-6 ELA and Math state assessments, will be 24 or more points below the State Mean Scaled Score. Combined test scores are not acceptable and significantly reflect a need for immediate improvement. See attached for the point assignment for the teachers of grades 7 and 8.

3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/12149/702664-rhJdBgDruP/Final Task 3.3 15 point Teacher HEDI Charts for 2014-15.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	6(ii) School-wide measure computed locally	NYS ELA 3, NYS ELA 4, NYS ELA 5, NYS ELA 6, NYS Math 3, NYS Math 4, NYS Math 5, and NYS Math 6 Assessments
1	6(ii) School-wide measure computed locally	NYS ELA 3, NYS ELA 4, NYS ELA 5, NYS ELA 6, NYS Math 3, NYS Math 4, NYS Math 5, and NYS Math 6 Assessments
2	6(ii) School-wide measure computed locally	NYS ELA 3, NYS ELA 4, NYS ELA 5, NYS ELA 6, NYS Math 3, NYS Math 4, NYS Math 5, and NYS Math 6 Assessments
3	6(ii) School-wide measure computed locally	NYS ELA 3, NYS ELA 4, NYS ELA 5, NYS ELA 6, NYS Math 3, NYS Math 4, NYS Math 5, and NYS Math 6 Assessments

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.

Chazy Elementary School will use a building score for the entire elementary teaching staff in order to determine the local achievement score for APPR evaluations. The score will be based on a comparison of the State Mean Scale Score for each exam (ELA and Math grades 3-6) to the Mean Scale Score for Chazy on each exam. To determine the overall HEDI score, first, the HEDI score for each assessment will be weighted based on the number of students taking each exam and combined to result in a single HEDI score for each subject. Then, these HEDI scores will be averaged together to determine a final HEDI score. Our target will be to equal the State Mean Scaled Score, which will earn 13 points. The score will increase or decrease if Chazy's Mean Scaled Score is above or below the State score. For each three points, that the Chazy Mean Scaled Score is above the State Mean Scaled Score teachers will earn an additional point, from 13 for equaling the State score. For each three points below, teachers will lose a point, again from the 13 points for equaling the State score. This calculation will be made for each test. Scores will not be rounded off. Total points earned may range from 0-20. Total points earned may range from 0 - 20. (see chart 3.13 for additional information)

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

The average Chazy Mean Scaled Score, for all grade 3-6 ELA and Math state assessments, will exceed the State Mean Scaled Score by at least 15 scale score points. The results are exceptional and exceed district expectations.

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

The average Chazy Mean Scaled Score, for all grade 3-6 ELA and Math state assessments, will be between 14 points below and 14 points above the State Mean Scaled Score. Combined test scores are in the average range and meet district expectations

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

The average Chazy Mean Scaled Score, for all grade 3-6 ELA and Math state assessments, will be between 32 points below and 15 points below the State Mean Scaled Score. Combined test scores do not meet district expectations and demonstrate opportunities for improvement.

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

The average Chazy Mean Scaled Score, for all grade 3-6 ELA and Math state assessments, will be 33 or more points below the State Mean Scaled Score. Combined test scores are not acceptable and significantly reflect a need for immediate improvement.

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	6(ii) School-wide measure computed locally	NYS ELA 3, NYS ELA 4, NYS ELA 5, NYS ELA 6, NYS Math 3, NYS Math 4, NYS Math 5, and NYS Math 6 Assessments
1	6(ii) School-wide measure computed locally	NYS ELA 3, NYS ELA 4, NYS ELA 5, NYS ELA 6, NYS Math 3, NYS Math 4, NYS Math 5, and NYS Math 6 Assessments
2	6(ii) School-wide measure computed locally	NYS ELA 3, NYS ELA 4, NYS ELA 5, NYS ELA 6, NYS Math 3, NYS Math 4, NYS Math 5, and NYS Math 6 Assessments
3	6(ii) School-wide measure computed locally	NYS ELA 3, NYS ELA 4, NYS ELA 5, NYS ELA 6, NYS Math 3, NYS Math 4, NYS Math 5, and NYS Math 6 Assessments

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.

Chazy Elementary School will use a building score for the entire elementary teaching staff in order to determine the local achievement score for APPR evaluations. The score will be based on a comparison of the State Mean Scale Score for each exam (ELA and Math grades 3-6) to the Mean Scale Score for Chazy on each exam. To determine the overall HEDI score, first, the HEDI score for each assessment will be weighted based on the number of students taking each exam and combined to result in a single HEDI score for each subject. Then, these HEDI scores will be averaged together to determine a final HEDI score. Our target will be to equal the State Mean Scaled Score, which will earn 13 points. The score will increase or decrease if Chazy's Mean Scaled Score is above or below the State score. For each three points, that the Chazy Mean Scaled Score is above the State Mean Scaled Score teachers will earn an additional point, from 13 for equaling the State score. For each three points below, teachers will lose a point, again from the 13 points for equaling the State score. This calculation will be made for each test. Scores will not be rounded off. Total points earned may range from 0-20. Total points earned may range from 0 - 20. (see chart 3.13 for additional information)

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

The average Chazy Mean Scaled Score, for all grade 3-6 ELA and Math state assessments, will exceed the State Mean Scaled Score by at least 15 scale score points. The results are exceptional and exceed district expectations.

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

The average Chazy Mean Scaled Score, for all grade 3-6 ELA and Math state assessments, will be between 14 points below and 14 points above the State Mean Scaled Score. Combined test scores are in the average range and meet district expectations

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

The average Chazy Mean Scaled Score, for all grade 3-6 ELA and Math state assessments, will be between 32 points below and 15 points below the State Mean Scaled Score. Combined test scores do not meet district expectations and demonstrate opportunities for improvement.

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

The average Chazy Mean Scaled Score, for all grade 3-6 ELA and Math state assessments, will be 33 or more points below the State Mean Scaled Score. Combined test scores are not acceptable and significantly reflect a need for immediate improvement.

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	Not applicable	common branch teacher
7	6(ii) School wide measure computed locally	NYS ELA 7 assessment, NYS ELA 8 assessment, NYS Math 7 assessment, NYS Math 8 assessment, 5 required regents (Integrated Algebra/Common Core Algebra Regents Assessment , Physical Setting: Earth Science Regents Assessment or Living Environment Regents Assessment, Comprehensive English/Common Core English Regents Assessment, Global Studies and Geography Regents Assessment, U. S. History and Government Regents Assessment)
8	6(ii) School wide measure computed locally	NYS ELA 7 assessment, NYS ELA 8 assessment, NYS Math 7 assessment, NYS Math 8 assessment, 5 required regents (Integrated Algebra/Common Core Algebra Regents Assessment , Physical Setting: Earth Science Regents Assessment or Living Environment Regents Assessment, Comprehensive English/Common Core English Regents Assessment, Global Studies and Geography Regents Assessment, U. S. History and Government Regents 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.

For teachers in Chazy Junior-Senior High School: Points from the Regents exams will be earned by taking the percentage of students passing, scoring 65 or better, on each exam. These percentages will be averaged to determine an overall passing rate. The higher percentage of those passing either the Earth Science or Living Environment Regents will be used. For Algebra: the Common Core Algebra Regents will be used. If allowable the Integrated Algebra Regents Exam will also be used. If students take both exams the better individual result will be used in HEDI calculations. The Global History and Geography Regents and the United States History and Government Regents will be used. For English we will use the Comprehensive English Regents, in the 2014-15 school year, after which the Common Core English Regents will be used. If in the future the State Education department allows students to take both English Regents the district will. The better individual result will be used for calculating HEDI scores. Only Regents given during the June testing period will be used for this calculation. The grade 7 and 8 score will be based on a comparison of the State Mean Scale Score for each exam (ELA and Math grades 7-8) to the Mean Scale Score for Chazy on each exam. To determine the overall HEDI score, first, the HEDI score for each assessment will be weighted based on the number of students taking each exam and combined to result in a single HEDI score for each subject. Second, these HEDI scores will be averaged together to determine a final HEDI score for grades 7 and 8. The third step will take the HEDI score determined for the Regents courses and average that with the HEDI score determined for grades 7 and 8. This score will be used for the entire teaching staff of the secondary school. If a value added score is not available, we will use the twenty point HEDI table as shown in Task 3.13.

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

A Highly Effective rating will be earned if the average of the two scores identified above result in 18 or above. This will indicate the results are exceptional and exceed district expectations.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating will be earned if the average of the two scores indicated above is between 9 and 17 points. This will indicate that the results are in the average range and meet district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Developing rating will be earned if the average of the two scores indicated above is between 3 and 8 points. This will indicate that the results do not meet district expectations and demonstrate opportunities for improvement.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating will be earned if the average of the two scores indicated above is between 0 and 2 points. This will indicate that the results are not acceptable and significantly reflect a need for immediate improvement.

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	Not applicable	common branch teacher
7	6(ii) School wide measure computed locally	NYS ELA 7 assessment, NYS ELA 8 assessment, NYS Math 7 assessment, NYS Math 8 assessment, 5 required regents (Integrated Algebra/Common Core Algebra Regents Assessment , Physical Setting: Earth Science Regents Assessment or Living Environment Regents Assessment, Comprehensive English/Common Core English Regents Assessment, Global Studies and Geography Regents Assessment, U. S. History and Government Regents Assessment)
8	6(ii) School wide measure computed locally	NYS ELA 7 assessment, NYS ELA 8 assessment, NYS Math 7 assessment, NYS Math 8 assessment, 5 required regents (Integrated Algebra/Common Core Algebra Regents Assessment , Physical Setting: Earth Science Regents Assessment or Living Environment Regents Assessment, Comprehensive English/Common Core English Regents Assessment, Global Studies and Geography Regents Assessment, U. S. History and Government Regents 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.

For teachers in Chazy Junior-Senior High School: Points from the Regents exams will be earned by taking the percentage of students passing, scoring 65 or better, on each exam. These percentages will be averaged to determine an overall passing rate. The higher percentage of those passing either the Earth Science or Living Environment Regents will be used. For Algebra: the Common Core Algebra Regents will be used. If allowable the Integrated Algebra Regents Exam will also be used. If students take both exams the better individual result will be used in HEDI calculations. The Global History and Geography Regents and the United States History and Government Regents will be used. For English we will use the Comprehensive English Regents, in the 2014-15 school year, after which the Common Core English Regents will be used. If in the future the State Education department allows students to take both English Regents the district will. The better individual result will be used for calculating HEDI scores. Only Regents given during the June testing period will be used for this calculation. The grade 7 and 8 score will be based on a comparison of the State Mean Scale Score for each exam (ELA and Math grades 7-8) to the Mean Scale Score for Chazy on each exam. To determine the overall HEDI score, first, the HEDI score for each assessment will be weighted based on the number of students taking each exam and combined to result in a single HEDI score for each subject. Second, these HEDI scores will be averaged together to determine a final HEDI score for grades 7 and 8. The third step will take the HEDI score determined for the Regents courses and average that with the HEDI score determined for grades 7 and 8. This score will be used for the entire teaching staff of the secondary school. If a value added score is not available, we will use the twenty point HEDI table as shown in Task 3.13.

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

A Highly Effective rating will be earned if the average of the two scores identified above result in 18 or above. This will indicate the results are exceptional and exceed district expectations.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating will be earned if the average of the two scores indicated above is between 9 and 17 points. This will indicate that the results are in the average range and meet district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Developing rating will be earned if the average of the two scores indicated above is between 3 and 8 points. This will indicate that the results do not meet district expectations and demonstrate opportunities for improvement.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating will be earned if the average of the two scores indicated above is between 0 and 2 points. This will indicate that the results are not acceptable and significantly reflect a need for immediate improvement.

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	6(ii) School wide measure computed locally	NYS ELA 7 assessment, NYS ELA 8 assessment, NYS Math 7 assessment, NYS Math 8 assessment, 5 required regents (Integrated Algebra/Common Core Algebra Regents Assessment , Physical Setting: Earth Science Regents Assessment or Living Environment Regents Assessment, Comprehensive English/Common Core English Regents Assessment, Global Studies and Geography Regents Assessment, U. S. History and Government Regents Assessment)
Global 2	6(ii) School wide measure computed locally	NYS ELA 7 assessment, NYS ELA 8 assessment, NYS Math 7 assessment, NYS Math 8 assessment, 5 required regents (Integrated Algebra/Common Core Algebra Regents Assessment , Physical Setting: Earth Science Regents Assessment or Living Environment Regents Assessment, Comprehensive English/Common Core English Regents Assessment, Global Studies and Geography Regents Assessment, U. S. History and Government Regents Assessment)

American History	6(ii) School wide measure computed locally	NYS ELA 7 assessment, NYS ELA 8 assessment, NYS Math 7 assessment, NYS Math 8 assessment, 5 required regents (Integrated Algebra/Common Core Algebra Regents Assessment , Physical Setting: Earth Science Regents Assessment or Living Environment Regents Assessment, Comprehensive English/Common Core English Regents Assessment, Global Studies and Geography Regents Assessment, U. S. History and Government Regents Assessment)
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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.

For teachers in Chazy Junior-Senior High School: Points from the Regents exams will be earned by taking the percentage of students passing, scoring 65 or better, on each exam. These percentages will be averaged to determine an overall passing rate. The higher percentage of those passing either the Earth Science or Living Environment Regents will be used. For Algebra: the Common Core Algebra Regents will be used. If allowable the Integrated Algebra Regents Exam will also be used. If students take both exams the better individual result will be used in HEDI calculations. The Global History and Geography Regents and the United States History and Government Regents will be used. For English we will use the Comprehensive English Regents, in the 2014-15 school year, after which the Common Core English Regents will be used. If in the future the State Education department allows students to take both English Regents the district will. The better individual result will be used for calculating HEDI scores. Only Regents given during the June testing period will be used for this calculation. The grade 7 and 8 score will be based on a comparison of the State Mean Scale Score for each exam (ELA and Math grades 7-8) to the Mean Scale Score for Chazy on each exam. To determine the overall HEDI score, first, the HEDI score for each assessment will be weighted based on the number of students taking each exam and combined to result in a single HEDI score for each subject. Second, these HEDI scores will be averaged together to determine a final HEDI score for grades 7 and 8. The third step will take the HEDI score determined for the Regents courses and average that with the HEDI score determined for grades 7 and 8. This score will be used for the entire teaching staff of the secondary school. If a value added score is not available, we will use the twenty point HEDI table as shown in Task 3.13.

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

A Highly Effective rating will be earned if the average of the two scores identified above result in 18 or above. This will indicate the results are exceptional and exceed district expectations.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating will be earned if the average of the two scores indicated above is between 9 and 17 points. This will indicate that the results are in the average range and meet district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Developing rating will be earned if the average of the two scores indicated above is between 3 and 8 points. This will indicate that the results do not meet district expectations and demonstrate opportunities for improvement.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating will be earned if the average of the two scores indicated above is between 0 and 2 points. This will indicate that the results are not acceptable and significantly reflect a need for immediate improvement.

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	6(ii) School wide measure computed locally	NYS ELA 7 assessment, NYS ELA 8 assessment, NYS Math 7 assessment, NYS Math 8 assessment, 5 required regents (Integrated Algebra/Common Core Algebra Regents Assessment , Physical Setting: Earth Science Regents Assessment or Living Environment Regents Assessment, Comprehensive English/Common Core English Regents Assessment, Global Studies and Geography Regents Assessment, U. S. History and Government Regents Assessment)
Earth Science	6(ii) School wide measure computed locally	NYS ELA 7 assessment, NYS ELA 8 assessment, NYS Math 7 assessment, NYS Math 8 assessment, 5 required regents (Integrated Algebra/Common Core Algebra Regents Assessment , Physical Setting: Earth Science Regents Assessment or Living Environment Regents Assessment, Comprehensive English/Common Core English Regents Assessment, Global Studies and Geography Regents Assessment, U. S. History and Government Regents Assessment)

Chemistry	6(ii) School wide measure computed locally	NYS ELA 7 assessment, NYS ELA 8 assessment, NYS Math 7 assessment, NYS Math 8 assessment, 5 required regents (Integrated Algebra/Common Core Algebra Regents Assessment , Physical Setting: Earth Science Regents Assessment or Living Environment Regents Assessment, Comprehensive English/Common Core English Regents Assessment, Global Studies and Geography Regents Assessment, U. S. History and Government Regents Assessment)
Physics	6(ii) School wide measure computed locally	NYS ELA 7 assessment, NYS ELA 8 assessment, NYS Math 7 assessment, NYS Math 8 assessment, 5 required regents (Integrated Algebra/Common Core Algebra Regents Assessment , Physical Setting: Earth Science Regents Assessment or Living Environment Regents Assessment, Comprehensive English/Common Core English Regents Assessment, Global Studies and Geography Regents Assessment, U. S. History and Government Regents 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.

For teachers in Chazy Junior-Senior High School: Points from the Regents exams will be earned by taking the percentage of students passing, scoring 65 or better, on each exam. These percentages will be averaged to determine an overall passing rate. The higher percentage of those passing either the Earth Science or Living Environment Regents will be used. For Algebra: the Common Core Algebra Regents will be used. If allowable the Integrated Algebra Regents Exam will also be used. If students take both exams the better individual result will be used in HEDI calculations. The Global History and Geography Regents and the United States History and Government Regents will be used. For English we will use the Comprehensive English Regents, in the 2014-15 school year, after which the Common Core English Regents will be used. If in the future the State Education department allows students to take both English Regents the district will. The better individual result will be used for calculating HEDI scores. Only Regents given during the June testing period will be used for this calculation. The grade 7 and 8 score will be based on a comparison of the State Mean Scale Score for each exam (ELA and Math grades 7-8) to the Mean Scale Score for Chazy on each exam. To determine the overall HEDI score, first, the HEDI score for each assessment will be weighted based on the number of students taking each exam and combined to result in a single HEDI score for each subject. Second, these HEDI scores will be averaged together to determine a final HEDI score for grades 7 and 8. The third step will take the HEDI score determined for the Regents courses and average that with the HEDI score determined for grades 7 and 8. This score will be used for the entire teaching staff of the secondary school. If a value added score is not available, we will use the twenty point HEDI table as shown in Task 3.13.

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

A Highly Effective rating will be earned if the average of the two scores identified above result in 18 or above. This will indicate the results are exceptional and exceed district expectations.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating will be earned if the average of the two scores indicated above is between 9 and 17 points. This will indicate that the results are in the average range and meet district expectations.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Developing rating will be earned if the average of the two scores indicated above is between 3 and 8 points. This will indicate that the results do not meet district expectations and demonstrate opportunities for improvement.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating will be earned if the average of the two scores indicated above is between 0 and 2 points. This will indicate that the results are not acceptable and significantly reflect a need for immediate improvement.

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	6(ii) School wide measure computed locally	NYS ELA 7 assessment, NYS ELA 8 assessment, NYS Math 7 assessment, NYS Math 8 assessment, 5 required regents (Integrated Algebra/Common Core Algebra Regents Assessment , Physical Setting: Earth Science Regents Assessment or Living Environment Regents Assessment, Comprehensive English/Common Core English Regents Assessment, Global Studies and Geography Regents Assessment, U. S. History and Government Regents Assessment)
Geometry	6(ii) School wide measure computed locally	NYS ELA 7 assessment, NYS ELA 8 assessment, NYS Math 7 assessment, NYS Math 8 assessment, 5 required regents (Integrated Algebra/Common Core Algebra Regents Assessment , Physical Setting: Earth Science Regents Assessment or Living Environment Regents Assessment, Comprehensive English/Common Core English Regents Assessment, Global Studies and Geography Regents Assessment, U. S. History and Government Regents Assessment)

Algebra 2	6(ii) School wide measure computed locally	NYS ELA 7 assessment, NYS ELA 8 assessment, NYS Math 7 assessment, NYS Math 8 assessment, 5 required regents (Integrated Algebra/Common Core Algebra Regents Assessment , Physical Setting: Earth Science Regents Assessment or Living Environment Regents Assessment, Comprehensive English/Common Core English Regents Assessment, Global Studies and Geography Regents Assessment, U. S. History and Government Regents Assessment)
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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.

For teachers in Chazy Junior-Senior High School: Points from the Regents exams will be earned by taking the percentage of students passing, scoring 65 or better, on each exam. These percentages will be averaged to determine an overall passing rate. The higher percentage of those passing either the Earth Science or Living Environment Regents will be used. For Algebra: the Common Core Algebra Regents will be used. If allowable the Integrated Algebra Regents Exam will also be used. If students take both exams the better individual result will be used in HEDI calculations. The Global History and Geography Regents and the United States History and Government Regents will be used. For English we will use the Comprehensive English Regents, in the 2014-15 school year, after which the Common Core English Regents will be used. If in the future the State Education department allows students to take both English Regents the district will. The better individual result will be used for calculating HEDI scores. Only Regents given during the June testing period will be used for this calculation. The grade 7 and 8 score will be based on a comparison of the State Mean Scale Score for each exam (ELA and Math grades 7-8) to the Mean Scale Score for Chazy on each exam. To determine the overall HEDI score, first, the HEDI score for each assessment will be weighted based on the number of students taking each exam and combined to result in a single HEDI score for each subject. Second, these HEDI scores will be averaged together to determine a final HEDI score for grades 7 and 8. The third step will take the HEDI score determined for the Regents courses and average that with the HEDI score determined for grades 7 and 8. This score will be used for the entire teaching staff of the secondary school. If a value added score is not available, we will use the twenty point HEDI table as shown in Task 3.13.

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

A Highly Effective rating will be earned if the average of the two scores identified above result in 18 or above. This will indicate the results are exceptional and exceed district expectations.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating will be earned if the average of the two scores indicated above is between 9 and 17 points. This will indicate that the results are in the average range and meet district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Developing rating will be earned if the average of the two scores indicated above is between 3 and 8 points. This will indicate that the results do not meet district expectations and demonstrate opportunities for improvement.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating will be earned if the average of the two scores indicated above is between 0 and 2 points. This will indicate that the results are not acceptable and significantly reflect a need for immediate improvement.

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	6(ii) School wide measure computed locally	NYS ELA 7 assessment, NYS ELA 8 assessment, NYS Math 7 assessment, NYS Math 8 assessment, 5 required regents (Integrated Algebra/Common Core Algebra Regents Assessment , Physical Setting: Earth Science Regents Assessment or Living Environment Regents Assessment, Comprehensive English/Common Core English Regents Assessment, Global Studies and Geography Regents Assessment, U. S. History and Government Regents Assessment)
Grade 10 ELA	6(ii) School wide measure computed locally	NYS ELA 7 assessment, NYS ELA 8 assessment, NYS Math 7 assessment, NYS Math 8 assessment, 5 required regents (Integrated Algebra/Common Core Algebra Regents Assessment , Physical Setting: Earth Science Regents Assessment or Living Environment Regents Assessment, Comprehensive English/Common Core English Regents Assessment, Global Studies and Geography Regents Assessment, U. S. History and Government Regents Assessment)

Grade 11 ELA	6(ii) School wide measure computed locally	NYS ELA 7 assessment, NYS ELA 8 assessment, NYS Math 7 assessment, NYS Math 8 assessment, 5 required regents (Integrated Algebra/Common Core Algebra Regents Assessment , Physical Setting: Earth Science Regents Assessment or Living Environment Regents Assessment, Comprehensive English/Common Core English Regents Assessment, Global Studies and Geography Regents Assessment, U. S. History and Government Regents Assessment)
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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.

For teachers in Chazy Junior-Senior High School: Points from the Regents exams will be earned by taking the percentage of students passing, scoring 65 or better, on each exam. These percentages will be averaged to determine an overall passing rate. The higher percentage of those passing either the Earth Science or Living Environment Regents will be used. For Algebra: the Common Core Algebra Regents will be used. If allowable the Integrated Algebra Regents Exam will also be used. If students take both exams the better individual result will be used in HEDI calculations. The Global History and Geography Regents and the United States History and Government Regents will be used. For English we will use the Comprehensive English Regents, in the 2014-15 school year, after which the Common Core English Regents will be used. If in the future the State Education department allows students to take both English Regents the district will. The better individual result will be used for calculating HEDI scores. Only Regents given during the June testing period will be used for this calculation. The grade 7 and 8 score will be based on a comparison of the State Mean Scale Score for each exam (ELA and Math grades 7-8) to the Mean Scale Score for Chazy on each exam. To determine the overall HEDI score, first, the HEDI score for each assessment will be weighted based on the number of students taking each exam and combined to result in a single HEDI score for each subject. Second, these HEDI scores will be averaged together to determine a final HEDI score for grades 7 and 8. The third step will take the HEDI score determined for the Regents courses and average that with the HEDI score determined for grades 7 and 8. This score will be used for the entire teaching staff of the secondary school. If a value added score is not available, we will use the twenty point HEDI table as shown in Task 3.13.

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

A Highly Effective rating will be earned if the average of the two scores identified above result in 18 or above. This will indicate the results are exceptional and exceed district expectations.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating will be earned if the average of the two scores indicated above is between 9 and 17 points. This will indicate that the results are in the average range and meet district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Developing rating will be earned if the average of the two scores indicated above is between 3 and 8 points. This will indicate that the results do not meet district expectations and demonstrate opportunities for improvement.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating will be earned if the average of the two scores indicated above is between 0 and 2 points. This will indicate that the results are not acceptable and significantly reflect a need for immediate improvement.

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 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, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

Course(s) or Subject(s)	Locally- Selected Measure from List of Approved Measures	Assessment
All other elementary teachers	6(ii) School wide measure computed locally	NYS ELA 3, NYS ELA 4, NYS ELA 5, NYS ELA 6, NYS Math 3, NYS Math 4, NYS Math 5, and NYS Math 6 Assessments

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.

from the 13 points for equaling the State score. This calculation will be made for each test. Scores will not be rounded off. For teachers in Chazy Junior-Senior High School: Points from the Regents exams will be earned by taking the percentage of students passing, scoring 65 or better, on each exam. These percentages will be averaged to determine an overall passing rate. The higher percentage of those passing either the Earth Science or Living Environment Regents will be used. For Algebra: the Common Core Algebra Regents will be used. If allowable the Integrated Algebra Regents Exam will also be used. If students take both exams the better individual result will be used in HEDI calculations. The Global History and Geography Regents and the United States History and Government Regents will be used. For English we will use the Comprehensive English Regents, in the 2014-15 school year, after which the Common Core English Regents will be used. If in the future the State Education department allows students to take both English Regents the district will. The better individual result will be used for calculating HEDI scores. Only Regents given during the June testing period will be used for this calculation. The grade 7 and 8 score will be based on a comparison of the State Mean Scale Score for each exam (ELA and Math grades 7-8) to the Mean Scale Score for Chazy on each exam. To determine the overall HEDI score, first, the HEDI score for each assessment will be weighted based on the number of students taking each exam and combined to result in a single HEDI score for each subject. Second, these HEDI scores will be averaged together to determine a final HEDI score for grades 7 and 8. The third step will take the HEDI score determined for the Regents courses and average that with the HEDI score determined for grades 7 and 8. This score will be used for the entire teaching staff of the secondary school. If a value added score is not available, we will use the twenty point HEDI table as shown in Task 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES - adopted expectations for growth or achievement for grade/subject.	A Highly Effective rating will be earned if the average of the two scores identified above result in 18 or above. This will indicate the results are exceptional and exceed district expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating will be earned if the average of the two scores indicated above is between 9 and 17 points. This will indicate that the results are in the average range and meet district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Developing rating will be earned if the average of the two scores indicated above is between 3 and 8 points. This will indicate that the results do not meet district expectations and demonstrate opportunities for improvement.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating will be earned if the average of the two scores indicated above is between 0 and 2 points. This will indicate that the results are not acceptable and significantly reflect a need for immediate improvement.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/702664-y92vNseFa4/TASK 3.13 20 Point Growth Score Chart (updated Jnauary 23, 2015).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.

Based on research that demonstrates poor attendance has a negative effect on student learning and test scores, scores for students who miss more than 10% of classroom instruction time may be weighted based on the percentage of attendance of the individual student at the discretion of the classroom teacher(s). The district has a proactive attendance policy that will be used to keep parents informed regarding their child's attendance and to encourage attendance according to district policy. In no case will the weighting add more than 2 points to any teacher's Local Assessment score.

For example on Regents exam calculation: If a 20 students take an exam and two have an 80% attendance rate the total number of students achieving a 3 or 4 will be divided by 19.6 (18 times 1 plus 2 times 0.8) rather than 20. If 15 students score at 3 or 4 the calculation will be $15/19.6 = 77\%$ reaching goal, rather than $15/20 = 75\%$ reaching goal. This results in 19 points for the growth score rather than 18 points.

3-8 State Assessment calculation: The school Mean Score for a grade and an assessment will be multiplied by the number of student who have a valid assessment score, i.e. class mean of 305 times 20 students, results in 6100 for a total score.

A weighting will be calculated for any student who has excessive absences, over 10%, by dividing the number of days attended by the possible number of days, i.e. 153 days attended divided by 180 days possible results in a weighting of 0.85. The number of students in the class will be adjusted using the weighted attendance. If there are 20 students with a valid test score and two of them have a 0.85 weighting, then the class size for calculations will be 19.7 rather than 20.

The next step will be to divide the total score, in this example 6100, by the adjusted class size, in this example 19.7. The result, 309.6, will then be compared to the State Mean Score for that specific assessment. The difference between these two scores will be used to determine a HEDI score for this assessment.

This calculation will be made for each ELA and Math assessment in grades 3-8, if there are students with excessive absences. The points earned from each assessment will be used, through a weighted average method, to calculate the overall HEDI scores based on our conversion chart 3.13.

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.

As indicated above all elementary teachers will receive the same score as calculated above. All secondary teachers will also receive a common score as indicated above. For teachers who teach in both buildings a weighted average of the two building scores will be calculated. The calculation will use the number of students taught in each building by the teacher divided by the total number of students taught by the teacher. The resulting percentages will be multiplied by each building score with the results being added together to get the score for shared teachers. This final score will be rounded to the nearest point.

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
If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked
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.	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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, February 26, 2015

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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.)

4.1) Teacher Practice Rubric Rubric	NYSUT Teacher Practice Rubric (2012 Edition)
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Second Rubric, if applicable	(No response)
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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]	60
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey	(No response)
[SurveyTools.3] District Variance	(No response)
[SurveyTools.4] My Student Survey, LLC’s Survey of Teacher Practice (STeP) survey for use in grades 3-12	(No response)

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

G. Details of the District’s Evaluation System

1. Teacher’s performance will be assessed using multiple measures grounded in the New York State Teaching Standards. The NYSUT Teacher Practice Rubric will be used to assess teachers’ professional practice. Evidence for evaluations may come from teacher self-evaluation, formal classroom observations, unannounced observations, walk-through for evidence collection, teacher created materials, and other resources provided by the teacher (for example, portfolios and professional learning plans.) The responsibility for gathering evidence of the teacher’s performance is shared by the administration and the teacher. Both must demonstrate a commitment to providing a complete and accurate picture of a teacher’s professional performance.

2. Probationary teachers will receive a minimum of two announced “Administrative Observations”. Announced observations shall be preceded by a conference of which prior notification will be given at least two days in advance. At the preconference, the teacher shall be required to present the New York State Standards that will be utilized in the lesson and how they will meet those standards. No later

than seven (7) days after such announced observation, there shall be a post-evaluation conference between the teacher and administrator, during which the lesson will be discussed. A write up of the observation using the mutually agreed upon forms will be provided to the teachers within ten school days of the post conference meeting.

3. Tenured teachers will receive a minimum of one announced “Administrative Observations”. Announced observations shall be preceded by a conference of which prior notification will be given at least two days in advance. At the preconference, the teacher shall be required to present the New York State Standards that will be utilized in the lesson and how they will meet those standards. No later than seven (7) days after such announced observation, there shall be a post-evaluation conference between the teacher and administrator, during which the lesson will be discussed. A write up of the observation using the mutually agreed upon forms will be provided to the teachers within ten school days of the post conference meeting.

4. Administrators will annually conduct for probationary teachers at least two (2) unannounced observations, of no less than ten (10) minutes. Unannounced observations shall be at the sole discretion of the administrator, and shall not require a pre or post conference. The parties will create a mutually agreed upon unannounced observation form that will be given to the teacher within five school days of the unannounced observation.

5. Administrators will annually conduct for tenured teachers at least one (1) unannounced observation, of no less than ten (10) minutes. Unannounced observations shall be at the sole discretion of the administrator, and shall not require a pre or post conference. The parties will use a mutually agreed upon unannounced observation form that will be given to the teacher within five school days of the unannounced observation

6. The parties agree that upon mutual agreement between a teacher and evaluator, the District may utilize either audio and/or video recordings to record the lesson. A video recording shall be used in lieu of or in conjunction with the administrator being physically present during the observation. An audio recording shall be used in conjunction with the administrator being present during the observation. Any expenses associated shall be borne by the District. Copies shall be provided to the teacher.

7. All observations will be performed by certified evaluators. Evidence for each teacher will be systematically organized using a mutually agreed upon document. For each teacher, each standard will be rated on a 1-4 scale. The standard scores will then be averaged to determine a final average score on the 1-4 rubric rating scale for each teacher. The overall score will be rounded to the nearest thousandth of a point. This score is converted to a HEDI rating. The HEDI rating categories are:

- 1.000 – 1.499 - Ineffective
- 1.500 – 2.499 – Developing
- 2.500 – 3.249 – Effective
- 3.250 – 4.000 – Highly Effective

This final score will then be converted to a 60 point score using the chart in Appendix C. This converted score will be the teacher’s score for the “teacher practice” portion of the APPR.

8. Prior to the second Friday of June, the evaluator will provide each teacher with a summary score for the 60 point teacher practice portion of the APPR evaluation. Each teacher has the option of requesting a meeting with the evaluator to discuss the evaluation. If a meeting is requested, the teacher must make this request via email or in writing within five (5) school days of receipt of the summary score. This meeting must occur within three (3) school days of the written request at a mutually agreed upon time. The meeting will occur during the regular school day, outside of regular instructional time, unless another time is mutually agreed upon by teacher and evaluator. The purpose of this conference will be to review the evidence gathered throughout the school year to arrive at the “teacher practice” subcomponent score (0-60 points).

The score will be combined with the subcomponent score for student growth on state assessments (or other comparable measures) and the subcomponent score for locally selected measures of student achievement to arrive at the teacher’s overall composite score.

All seven standards will be evaluated annually on a 1 to 4 scale based on a holistic review at the conclusion of the school year of the indicators observed. As evaluation is an ongoing process with both summative and formative portions, only the overall end of year summary sheet will include ratings. Standards will be rated on the 1-4 point scale based on the totality of evidence collected from all applicable observations, walkthroughs, conferences, and evidence binders. All the standards will then be averaged to get an overall score rounded to three decimal places. This score will be converted to a score between 0 and 60, using the 60 Point Teacher Effectiveness Measure Conversion Chart.

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.

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	3.250- 4.000 - Highly Effective or 59-60 points on the composite score
Effective: Overall performance and results meet NYS Teaching Standards.	2.500 - 3.249 - Effective or 57 - 58 points on the composite score
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	1.500 - 2.499 - Developing or 50 -56 points on the composite score
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	1.000 - 1.499 - Ineffective or 0 - 49 points on the composite score

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	2
Enter Total	4

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?

-
- Both
-

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

-
- Both
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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?

-
- Both
-

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

-
- Both
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, November 05, 2014

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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 Tuesday, April 30, 2013

Updated Monday, November 24, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/12193/702667-Df0w3Xx5v6/Appendix D TIP Form with directions.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:

Chazy UFSD appeals process:

I. Appeals of Annual Professional Performance Reviews

To the extent that a teacher wishes to issue an appeal, the following appeals procedure is established.

I. Appeals will be limited to the following situations:

- a. Probationary Teachers may submit a written rebuttal that will be attached to the APPR in the member's personnel file. Probationary teachers may not appeal the APPR.
- b. Any other teacher may appeal only an ineffective or developing APPR composite rating.
- c. Any other teacher may appeal an improvement plan if and only if the plan was generated as the result of an ineffective or developing composite rating, in accordance with Section 2, e, below.

II. The scope of any appeal will be limited to the following subjects:

- a. The substance of the individual's annual professional performance review.
- b. The District's adherence to the standards and methodologies required for such review, pursuant to Education Law 3012-c.
- c. The adherence to the Commissioner's regulations, as applicable to such reviews.
- d. Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews, as limited in Section I, above.
- e. The District's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law 3012-c.

III. A teacher 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.

IV. In an appeal, the teacher has the burden of demonstrating a right to a relief requested and the burden of establishing the facts upon which petitioner seeks relief.

V. The following timelines will be strictly adhered to unless extended by mutual agreement in no such case will the extension not be timely or expeditious. Failure of the petitioner to meet a timeline will nullify the appeal; failure of the respondent to meet a timeline will allow movement of the appeal to the next level.

Level 1 – Evaluator

Within five (5) school days of receipt of the composite score, in accordance with Sections I and II above, the teacher shall be entitled to schedule and hold a follow-up meeting to informally discuss with the evaluator any and all related issues.

If, within five (5) school days of the informal meeting, or ten (10) days of the receipt of the composite score if the teacher does not request an informal discussion, the teacher wants to file an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal as well as the performance review being challenged, using the approved appeals form. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for the appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.

Within ten (10) school days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must submit a detailed written response to the appeal. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation/information not submitted or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal, and the Teachers' Association President, shall receive copies of the response and any and all additional information submitted with the response.

Level 2 – Panel

Within five (5) school days of receipt of the Level 1 determination, if the teacher is not satisfied with such determination and if the Teachers' Association deems the appeal meritorious, the Association must submit the appeal to a bipartisan panel* comprised of three people; one (1) teacher representative, one (1) administration representative, and one mutually agreed to by the District and Association. The panel will be provided the entire appeals record; however, any information identifying the appellant or the evaluator will be redacted prior to receipt by the panel. Further, the anonymity of the panel members will be protected to the extent possible throughout this procedure.

Within five (5) school days of receipt of the Association's appeal, the panel will jointly conduct a paper review and deliberation of the matter, and will issue a written decision for resolution to the Teachers' Association President and the Superintendent of Schools or designee. The decision may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the decision, as well as dissenting opinions, if any, will be included with the decision. The panel's decision will be final and binding for all appeals on developing ratings. The panel's decision of ineffective ratings shall be advisory only and shall move to Level 3 as described herein.

Level 3 – Superintendent or Designee

Within ten (10) school days of receipt of the Level 2 determination on an ineffective rating, the Superintendent of Schools or designee shall issue a decision either accepting or rejecting the advisory decision of the panel. This decision shall be final and binding.

Please note that if the Superintendent conducted the evaluation at issue, he/she shall not sit on the panel nor shall he/she be designated at Level 3 to make a final and binding decision.

VI. The entire appeals record will be part of the teacher's APPR.

VII. This appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving any and all appeals within the scope for Sections I and II, above. A teacher may not resort to any other contractual grievance procedure for the resolution of these appeals, except as otherwise authorized by law.

VIII. Nothing in this appeals procedure will restrict the right of the district or the obligation of the teacher to proceed in accordance with otherwise standard practice, e.g., implementation of an improvement plan or denial/granting of tenure, while the appeal is pending. All actions will be consistent with NYS Education Law 3012-c and 30-2.11 of the Rules of the Board of Regents. The district may only terminate or deny tenure to a probationary teacher for constitutionally and statutorily permissible reasons other than the performance being appealed while an appeal is pending.

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.

Teacher Evaluator Training Description

EVALUATOR TRAINING

The CEWW BOCES District Superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:

- (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;
- (4) Application and use of the teacher rubric, including training on the effective application of such rubrics to observe a teacher's practice;
- (5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers, 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 locally selected measures of student achievement used by the district evaluate its teachers;
- (7) Use of the Statewide Instructional Reporting System;
- (8) The scoring methodology 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 overall rating and their subcomponent ratings; and

(9) Specific considerations in evaluating teachers of English language learners and students with disabilities.

The District Superintendent will ensure that lead evaluators participate in annual training ensuring inter-rater reliability and are re-certified on an annual basis. The BOCES Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations. Lead evaluator training will be a minimum of 6 hours each year. Other evaluators will have a minimum of 3 hours of training annually provided by CEWW BOCES, a neighboring BOCES, or a Lead Evaluator certified by the Chazy UFSD Board of Education to perform evaluations.

All administrators performing evaluations will be annually certified by the Chazy UFSD Board of Education after completion of the CEWW BOCES training.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013
Updated Friday, January 23, 2015

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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 - 6
7 - 12

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

Please check the boxes below:

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

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

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

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

State assessments, required if one exists
 District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms
 List of State-approved 3rd party assessments

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

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
N/A		

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

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

Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test). N/A

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

No special considerations

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures 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
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7.6) Assurances -- Comparable Growth Measures 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
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8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, February 17, 2015

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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 - 6	(d) measures used by district for teacher evaluation	NYS ELA 3, NYS ELA 4, NYS ELA 5, NYS ELA 6, NYS Math 3, NYS Math 4, NYS Math 5, and NYS Math 6 assessments
7 - 12	(d) measures used by district for teacher evaluation	7-NYS ELA 7 assessment, NYS ELA 8 assessment, NYS Math 7 assessment, NYS Math 8 assessment, 5 required regents (Integrated Algebra/Common Core Algebra Regents Assessment, Physical Setting: Earth Science Regents Assessment or Living Environment Regents Assessment, Comprehensive English/Common Core English Regents Assessment, Global Studies and Geography Regents Assessment, U. S. History and Government Regents 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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For the Elementary School Principal: The principal score will be based on a comparison of the State Mean Scale Score for each exam (ELA and Math grades 3-6) to the Mean Scale Score for Chazy on each exam. To determine the overall HEDI score, first, the HEDI score for each assessment will be weighted based on the number of students taking each exam and combined in a single HEDI score for each subject. Then those HEDI scores will be averaged together to determine a final HEDI score.</p> <p>Our target will be to equal the State Mean Scaled Score, which will earn 10 points. The score will increase or decrease if</p>
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Chazy's Mean Scaled Score is above or below the State score. For each three points, that the Chazy Mean Scaled Score is above the State Mean Scaled Score the principal will earn an additional point, from 10 for equaling the State score. For each three points below, the principal will lose a point, again from the 10 points for equaling the State score. This calculation will be made for each test. Scores will not be rounded off. Total points earned may range from 0-15.

(see chart 8.1 for additional information)

If a value-added score is not available, we will use a twenty point HEDI table as shown in 8.1.

For the Chazy Junior-Senior High School Principal: Points from the Regents exams will be earned by taking the percentage of students passing, scoring 65 or better, on each exam. These percentages will be averaged to determine an overall passing rate. The higher percentage of those passing either the Earth Science or Living Environment Regents will be used. For Algebra: the Common Core Algebra Regents will be used. If allowable the Integrated Algebra Regents Exam will also be used. If students take both exams the better individual result will be used in HEDI calculations. The Global History and Geography Regents and the United States History and Government Regents will be used. For English we will use the Comprehensive English Regents, in the 2014-15 school year, after which the Common Core English Regents will be used. If in the future the State Education department allows students to take both English Regents the district will. The better individual result will be used for calculating HEDI scores. Only Regents given during the June testing period will be used for this calculation.

The grade 7 and 8 score will be based on a comparison of the State Mean Scale Score for each exam (ELA and Math grades 7-8) to the Mean Scale Score for Chazy on each exam. To determine the overall HEDI score, first, the HEDI score for each assessment will be weighted based on the number of students taking each exam and combined to result in a single HEDI score for each subject. Second, these HEDI scores will be averaged together to determine a final HEDI score for grades 7 and 8.

The third step will take the HEDI score determined for the Regents courses and average that with the HEDI score determined for grades 7 and 8.

Our target will be to have 75% of our students earn a passing score. This will result in 10 points for the principal. Points will be added or subtracted from 10, based on our passing percentage being above or below the target percentage, 75%. For each point above the target an additional point will be earned. For every two points the average is below our target one point will be lost. Total points earned will be between 0 and 15.

In the event that NYS uses a 20 point growth score rather than a 25 point value added score, the principal will receive a score from the 20 point table included with Task 8.1.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Highly Effective rating will be earned if the assessment results lead to 14 or 15 points based on the procedure described for the principal of each building. These results are exceptional and exceed district expectations.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating will be earned if the assessment results lead to 8 to 13 points based on the procedure described for the principal of each building. These results are average and meet district expectations.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Developing rating will be earned if the assessment results lead to 3 to 7 points based on the procedure described for the principal of each building. The results are below average and indicate areas for improvement.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating will be earned if the assessment results lead to 0 to 2 points based on the procedure described for the principal of each building. These results are not acceptable and significantly indicate areas for immediate improvement.

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

(No response)

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

assets/survey-uploads/12190/702669-qBFVOWF7fC/Updated Task 8.1 15 and 20 point HEDI Charts for Principals in 2014-15.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

- (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
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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.	Not applicable as all principals are covered in task 8.1.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable as all principals are covered in task 8.1.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable as all principals are covered in task 8.1.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable as all principals are covered in task 8.1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable as all principals are covered in task 8.1.

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

(No response)

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

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a 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.

There are no special considerations

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.

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, February 17, 2015

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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.

9.1) Principal Practice Rubric 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](#)

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Principals' performance will be assessed using multiple measures grounded in the Multidimensional Principal Performance Rubric. The Elementary Principal will be evaluated by the Superintendent, evidence for the evaluation portion of the Principal component will be determined through a minimum of two visits to the elementary school by the Superintendent. Other measures included in the evaluation include, Principal created materials (portfolio/resume), and/or other resources provided by the Principal. The goal is to create an accurate portrayal of the Principal's effectiveness and professional performance.

The Secondary Principal is also the Superintendent of the District. His evaluation will be performed by another trained administrator/independent evaluator from a neighboring school district. The evaluation will include at least two visits by the evaluator to the school for evidence collection and observation of the principal. Other measures included in the evaluation include, Principal created materials (portfolio/resume), and/or other resources provided by the Principal. The goal is to create an accurate portrayal of the Principal's effectiveness and professional performance.

Each indicator in the MPPR will be rated on a 1-4 scale according to the rubric based upon all school visits and the preponderance of the evidence collected. All of the indicator scores will then be averaged to three decimal places to determine an overall score. This score will be converted to a number from 0 to 60 based on the 60 Point Principal Effectiveness Measure Conversion Chart. The score will then be converted to a HEDI rating. The HEDI rating categories are:

- 1.000 - 1.499 - Ineffective
- 1.500 - 2.499 - Developing
- 2.500 - 3.249 - Effective
- 3.250 - 4.000 - Highly Effective

After calculating the final average rubric score it will be converted to a 60 point composite score.

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/12205/702670-pMADJ4gk6R/Principal Effectiveness 60 Point Conversion Chart updated for 2013-14 task 9.7.xlsx

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.	3.250 - 4.000 - Highly Effective or 59 - 60 points on the composite
Effective: Overall performance and results meet standards.	2.500 - 3.249 - Effective or 57 - 58 points on the composite score
Developing: Overall performance and results need improvement in order to meet standards.	1.500 - 2.499 - Developing or 50 - 56 points on the composite score
Ineffective: Overall performance and results do not meet standards.	1.000 - 1.499 - Ineffective or 0 - 49 points on the composite score

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

By supervisor	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, November 05, 2014

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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 Tuesday, April 30, 2013

Updated Monday, November 24, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

<assets/survey-uploads/5276/129779-Df0w3Xx5v6/Principal Improvement Plan Document.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:

All appeals of the Principal's evaluation will be forwarded to the CEWW BOCES District Superintendent or his designee for evaluation of the validity and merits of the appeal and a decision. The Principal must initiate an appeal by notifying the evaluator within ten days of receiving his completed evaluation of his/her intent to request a review by the CEWW BOCES District Superintendent. The District Superintendent or his designee will review the appeal and make a decision within 30 days of the appeal. Only an ineffective or developing rating may be appealed. Consistent with NYS Education Law 3012-c any appeal will be timely and

expeditious.

The Principal may bring an appeal on all grounds permitted by Education Law Section 3012-c.

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.

Principal Evaluator Training

The CEWW BOCES District Superintendent will ensure that all evaluators have been trained and that all lead evaluators (Directors of Special Education and CTE) have been trained and certified in accordance with regulation. The District will utilize the CEWW BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:

- (1) The New York State Teaching Standards, the ISLLC Learning Standards, and their related elements and performance indicators 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;
- (4) Application and use of the teacher or principal rubric(s), 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 locally selected measures of student achievement used by the district evaluate its teachers or principals;
- (7) Use of the Statewide Instructional Reporting System;
- (8) The scoring methodology 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; and
- (9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

The CEWW BOCES District Superintendent will ensure that lead evaluators participate in annual training ensuring inter-rater reliability and are re-certified on an annual basis. The CEWW BOCES Network Team will be utilized to provide the training and recertification. Evaluator training will be a minimum of six hours each year.

The lead evaluators will be annually certified by the Board of Education that employs the evaluator.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

- (1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Last updated: 04/23/2015

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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%3A//NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/3324204-3Uqgn5g9lu/APPR%20signature%20page.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.

New York State Student Learning Objective Template

<i>All SLOs MUST include the following basic components:</i>	
Population	<i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i>
Learning Content	<i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i>
Interval of Instructional Time	<i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i>
Evidence	<i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i>
Baseline	<i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i>

Target(s)	<i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i>																				
HEDI Scoring	<i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i>																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	92-100	89-91	85-88	84	83	82	81	80	78-79	76-77	74-75	70-73	67-69	64-66	61-63	58-60	55-57	52-54	49-51	40-48	0-39
Rationale	<i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i>																				

Growth will be determined based on the following chart:

Prior year or pre-assessment score (on a 1-4 scale)	End of year assessment – (State test when available or district summative assessment) Score of 1	End of year assessment – (State test when available or district summative assessment) Score of 2	End of year assessment – (State test when available or district summative assessment) Score of 3	End of year assessment – (State test when available or district summative assessment) Score of 4
1	No	Yes	Yes	Yes

Task 2.11 – Updated 3/25/2015

2	No	Yes	Yes	Yes
3	No	No	Yes	Yes
4	No	No	Yes	Yes

For teachers with state assessments a pre-test will be given with a 100 point score. The score will be converted to a 1-4 scale according to the following chart:

- 0-54 is a 1
- 55-64 is a 2
- 65-84 is a 3
- 85-100 is a 4

This score along with the state assessment at the end of the year will be used to determine student growth in the course. The percentage of students showing growth will be used with the 20 point scale above to assign a teacher score. Any teacher with multiple SLO's will have a score calculated for each SLO and then a weighted average, based on course load, will be used to calculate the overall Growth Score for the teacher.

The district reserves the right to review all targets and require additional changes and is responsible for insuring that targets represent 1 year grade level growth.

Task 3.3 Chart for Local Achievement Scores when a Value Added Growth Score is provided by NYS

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	<u>10</u>	9	8	7	6	5	4	3	2	1	0
+15 or more	+12 to +14	+9 to +11	+6 to +8	+3 to +5	-2 to +2	-5 to -3	-8 to -6	-11 to -9	-14 to -12	-17 to -15	-20 to -18	-23 to -21	-26 to -24	-29 to -27	-30 or less

15 Point Chart for Local Achievement when a Value Added Growth Score is available for Elementary Teachers. Points are calculated in the same manner as described with the 20 point chart. The district target is the State Mean Scaled Score for Math and ELA. For every three points that Chazy’s Mean Scaled Score is above or below the State Mean Scaled Score for each exam, one point will be added or subtracted from 10, the number of points assigned if meeting the State Mean Scaled Score. This chart will be used for both teachers and principals in the Elementary Building.

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	<u>10</u>	9	8	7	6	5	4	3	2	1	0
+10 or more	+8 to +9	+6 to +7	+4 to +5	+2 to +3	-1 to +1	-3 to -2	-5 to -4	-7 to -6	-9 to -8	-11 to -10	-13 to -12	-15 to -14	-17 to -16	-19 to -18	-20 or less

15 Point Chart for Local Achievement, using State Assessments in ELA and Math at grades 7 and 8, when a Value Added Growth Score is available for 7th and 8th grade Teachers.

Points are calculated in the same manner as described with the 20 point chart. The district target is the State Mean Scaled Score for Math and ELA. For every two points that Chazy’s Mean Scaled Score is above or below the State Mean Scaled Score for each exam, one point will be added or subtracted from 10, the number of points assigned if meeting the State Mean Scaled Score. This chart will be used for teachers in the Junior/Senior High School Building.

Task 3.3 Chart for Local Achievement Scores when a Value Added Growth Score is provided by NYS

Highly Effective		Effective						Developing					Ineffective			
15	14	13	12	11	<u>10</u>	9	8	7	6	5	4	3	2	1	0	Points
80-100	79	78	77	76	74-75	72-73	70-71	68-69	66-67	64-65	62-63	60-61	58-59	56-57	0-55	Percent Passing

15 Point Chart for Secondary Teachers using Regents results from the 5 required Regents exams. To be used when a Value Added Score is available.

The measure used is the percent of students scoring 65 or above on each of the 5 required Regents, as previously described. These 5 percentages will be averaged to the nearest point to determine the overall percentage passing. This chart will then be used to convert that percentage to a teacher score. This score will be used for all secondary teachers. An additional point will be earned for every percentage point above the target of 75 percent passing. A point will be lost for every two percentage points below the target of 75.

20 Point Charts to be used in calculating Growth Scores

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
+21 or more	+18 to +20	+15 to +17	+12 to +14	+9 to +11	+6 to +8	+3 to +5	-2 to +2	-5 to -3	-8 to -6	-11 to -9	-14 to -12	-17 to -15	-20 to -18	-23 to -21	-26 to -24	-29 to -27	-32 to -30	-35 to -33	-38 to -36	-39 or below

(points listed are above or below the Mean Scaled Score for New York State on the ELA and Math assessments grades 3-6)

We will be using building wide scores as described below.

Elementary Teachers and Principal:

Chazy Elementary School will use a building score for the entire elementary teaching staff to determine the Local Achievement score for APPR evaluations. The score will be based on a comparison of the State Mean Scale Score for each exam (ELA and Math grades 3-6) to the Mean Scale Score for Chazy on each exam.

Our target will be to equal the State Mean Scaled Score, which will earn 13 points. The score will increase or decrease if Chazy's Mean Scaled Score is above or below the State score. For each three points that Chazy's Mean Scaled Score is above the State Mean Scaled Score, teachers will earn an additional point, from the 13 for equaling the State score. For each three points below teachers will lose a point, again from the 13 points for equaling the State score. This calculation will be made for each test. Scores will not be rounded off. Total points earned may range from 0-20.

To determine the overall score a weighted average based on the number of students taking each exam will be used to calculate a weighted score for each test. The Math and ELA exams will be totaled separately and the two totals will then be averaged to determine a final score. This score will be a straight average of the Math and ELA results for grades 3-6. Total points earned may range from 0-20

Task 3.13 20 Point Chart for Locally Selected Measures for Teachers when a 20 point growth score is provided by NYS

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
+14 or more	+12 to +13	+10 to +11	+8 to +9	+6 to +7	+4 to +5	+2 to +3	-1 to +1	-3 to -2	-5 to -4	-7 to -6	-9 to -8	-11 to -10	-13 to -12	-15 to -14	-17 to -16	-19 to -18	-21 to -20	-23 to -22	-25 to -24	-26 or lower

The chart above is for the calculation of local achievement points based on grade 7 and 8 ELA and Math Mean Scaled Scores as compared to the State Mean Scaled Score for each test. 13 points for equaling the State Mean and an additional point added/lost for every two points above/below the State Mean.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
82- 100	81	80	79	78	77	76	74- 75	72- 73	70- 71	68- 69	66- 67	64- 65	62- 63	60- 61	58- 59	56- 57	54- 55	52- 53	50- 51	0- 49

The chart above will be used to calculate the points earned based on results from the 5 required regents exams. Our target is 75% of all students taking the exams receiving a passing grade of at least 65. One additional point is earned for every percentage point above the target of 75. One point is lost for every two percentage points below the target of 75. No rounding off will be used.

Secondary Teachers and Principal:

Chazy Junior-Senior High School will use a combination of the State Assessments in Math and ELA for grades 7 and 8 along with the 5 required Regents exams, as described in the plan, to determine the Local Achievement Points for a building score for all teachers of grades 7-12 in the Chazy Junior-Senior High School building.

The ELA and Math results for grades 7 and 8 will be tabulated similar to the Elementary School, but with every two points above or below the State Mean Scaled Score earning or losing a point. The final point total from the 7-8 testing will be averaged with the points earned from the Regents exams to get a final Local Achievement score for each teacher. Total points will be between 0 and 20.

Task 3.13 20 Point Chart for Locally Selected Measures for Teachers when a 20 point growth score is provided by NYS

Points from the Regents exams will be earned by taking the percent of students passing, scoring 65 or above, each exam. These percentages will be averaged to determine an overall passing rate, rounded to the nearest point. Our target will be to have 75% of our students earn a passing score (65). This will result in 13 points for each teacher and the principal. Points will be added or subtracted from 13, based on our passing percentage being above or below the target percentage, 75. Total points earned will be between 0 and 20.

Note: For teachers that have both elementary and secondary students, their score will be the weighted average of the elementary and secondary scores based on the number of students taught at each level by the teacher.

60 Point Teacher Effectiveness Measure Conversion Chart

Total Average Rubric Score	Category	Conversion Score for Composite
Ineffective		
1.000-1.007		0
1.008-1.016		1
1.017-1.024		2
1.025-1.032		3
1.033-1.041		4
1.042-1.049		5
1.050-1.057		6
1.058-1.066		7
1.067-1.074		8
1.075-1.082		9
1.083-1.091		10
1.092-1.099		11
1.100-1.107		12
1.108-1.114		13
1.115-1.122		14
1.123-1.130		15
1.131-1.137		16
1.138-1.145		17
1.146-1.153		18
1.154-1.161		19
1.162-1.169		20
1.170-1.176		21
1.177-1.184		22
1.185-1.191		23
1.192-1.199		24
1.200-1.207		25
1.208-1.216		26
1.217-1.224		27
1.225-1.232		28
1.233-1.241		29
1.242-1.249		30
1.250-1.257		31
1.258-1.266		32
1.267-1.274		33
1.275-1.282		34
1.283-1.291		35
1.292-1.299		36
1.300-1.307		37
1.308-1.316		38
1.317-1.324		39
1.325-1.332		40
1.333-1.341		41
1.342-1.349		42
1.350-1.357		43
1.358-1.366		44
1.367-1.374		45
1.375-1.382		46
1.383-1.391		47
1.392-1.399		48
1.400-1.499		49

60 Point Teacher Effectiveness Measure Conversion Chart

Developing

1.500-1.649		50
1.650-1.799		51
1.800-1.949		52
1.950-2.099		53
2.100-2.249		54
2.250-2.399		55
2.400-2.499		56

Effective

2.500-2.849		57
2.850 - 3.249		58

Highly Effective

3.250-3.649		59
3.650-4.000		60

The attached Teacher Improvement Plan is to be completed cooperatively by the teacher and the principal/administrator. A representative from the Chazy Teachers Association may also be involved to assist and represent the teacher.

The following information must be included in the plan:

Identify the area(s) needing improvement.

Action steps: with a detailed description and a timeline for each step.

Supports and resources that are available to assist the teacher in the improvement process.

Identify the name of the person(s) responsible for each action step.

Include benchmarks and checkpoints as well as a final evaluation date for completion of all agreed upon action steps.

TEACHER IMPROVEMENT PLAN EVALUATION SHEET (To be completed by the teacher and administrator)

Name _____ Bldg. _____ Gr./Subj. _____ Date _____

Area(s) Needing Improvement/Desired Outcome	Action Steps (Provide Detailed Description)	Support/Resources Provided	Who is Responsible Admin/Supervisor	Teacher Responsible	Benchmarks/Checkpoints Evaluation Dates

Teacher's Comments: _____

Administrator's Comments: _____

Teacher's Signature _____ Date _____ Administrator's Signature _____ Date _____ Association President _____ Date _____

I waive my right to CTA representation. _____ Date _____

Teacher Signature _____ Date _____

TEACHER IMPROVEMENT PLAN WORKSHEET

Name _____ Bldg. _____ Gr./Subj. _____ Date _____ Evaluation _____

Area(s) Needing Improvement/Desired Outcomes	Action Steps Completed	Support/Resouces Provided	Satisfactory Progress? (Provide comment for Justification)	Area Satisfied?

Teacher's Comments: _____

Administrator's Comments: _____

Teacher's Signature _____ Date _____ Administrator's Signature _____ Date _____ Association President _____ Date _____

I waive my right to CTA representation. _____ Date _____

Teacher's Signature _____ Date _____

Task 8.1: 15 and 20 Point Chart for Principals Locally Selected Measures

15 Point Charts for Locally Selected Measures when NYS provides a Value Added Growth Score:

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	<u>10</u>	9	8	7	6	5	4	3	2	1	0
+15 or more	+12 to +14	+9 to +11	+6 to +8	+3 to +5	-2 to +2	-5 to -3	-8 to -6	-11 to -9	-14 to -12	-17 to -15	-20 to -18	-23 to -21	-26 to -24	-29 to -27	-30 or lower

HEDI Points: Scaled score difference from NYS Mean Score for each assessment

15 Point Chart for Local Achievement when a Value Added Score is available for Elementary Principals. To move to the next point level a full 3 points above or below the State Average must be scored.

Points are calculated in the same manner as described with the 20 point chart. The district target is the State Mean Scaled Score for Math and ELA. For every three points that Chazy’s Mean Scaled Score is above or below the State Mean Scaled Score for each exam, one point will be added or subtracted from 10, the number of points assigned if meeting the State Mean Scaled Score. This chart will be used for the principal in the Elementary Building.

Task 8.1: 15 and 20 Point Chart for Principals Locally Selected Measures

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	<u>10</u>	9	8	7	6	5	4	3	2	1	0
+10 or more	+8 to +9	+6 to +7	+4 to +5	+2 to +3	-1 to +1	-3 to -2	-5 to -4	-7 to -6	-9 to -8	-11 to -10	-13 to -12	-15 to -14	-17 to -16	-19 to -18	-20 or lower

HEDI points: Scaled score difference from NYS Mean Score for each assessment

15 Point Chart for Local Achievement, using State Assessments in ELA and Math at grades 7 and 8, when a Value Added Score is available for 7th and 8th grade Principals.

Points are calculated in the same manner as described with the 20 point chart. The district target is the State Mean Scaled Score for Math and ELA. For every two points that Chazy’s Mean Scaled Score is above or below the State Mean Scaled Score for each exam, one point will be added or subtracted from 10, the number of points assigned if meeting the State Mean Scaled Score. This chart will be used for principals in the Junior/Senior High School Building. The points earned from the 7th and 8th grade State Assessments will be averaged, using a weighted average based on the number of assessments taken, with the results from the 5 required Regents exams. This average will determine the final Local Achievement Score for the secondary principal.

Task 8.1: 15 and 20 Point Chart for Principals Locally Selected Measures

Highly Effective		Effective						Developing					Ineffective			
15	14	13	12	11	<u>10</u>	9	8	7	6	5	4	3	2	1	0	Points
80-100	79	78	77	76	74-75	72-73	70-71	68-69	66-67	64-65	62-63	60-61	58-59	56-57	0-55	Percent Passing

15 Point Chart for Secondary Principals using Regents results from the 5 required Regents exams. To be used when a Value Added Score is available.

The measure used is the percent of students scoring 65 or above on each of the 5 required Regents, as previously described. These 5 percentages will be averaged to the nearest point to determine the overall percentage passing. This chart will then be used to convert that percentage to a principal score. This score will be used for all secondary principals.

20 Point Charts to be used in calculating Achievement Scores when a Value Added Score is not provided by NYS

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
+21 or more	+18 to +20	+15 to +17	+12 to +14	+9 to +11	+6 to +8	+3 to +5	-2 to +2	-5 to -3	-8 to -6	-11 to -9	-14 to -12	-17 to -15	-20 to -18	-23 to -21	-26 to -24	-29 to -27	-32 to -30	-35 to -33	-38 to -36	-39 or below

(points listed are above or below the Mean Scaled Score for New York State on the ELA and Math assessments grades 3-6)

We will be using building wide scores as described below.

Elementary Teachers and Principal:

Chazy Elementary School will use a building score for the principal to determine the Local Achievement score for APPR evaluations. The score will be based on a comparison of the State Mean Scale Score for each exam (ELA and Math grades 3-6) to the Mean Scale Score for Chazy on each exam.

Our target will be to equal the State Mean Scaled Score, which will earn 13 points. The score will increase or decrease if Chazy’s Mean Scaled Score is above or below the State score. For each three points that Chazy’s Mean Scaled Score is above the State Mean Scaled Score, the principal will earn an additional point, from the 13 for equaling the State score. For each three points below the principal will lose a point, again from the 13 points for equaling the State score. This calculation will be made for each test. Scores will not be rounded off. Total points earned may range from 0-20.

To determine the overall score a weighted average based on the number of students taking each exam will be used to calculate a weighted score for each test. The Math and ELA exams will be totaled separately and the two totals will then be averaged to determine a final score. This score will be a straight average of the Math and ELA results for grades 3-6. Total points earned may range from 0-20

Task 8.1: 15 and 20 Point Chart for Principals Locally Selected Measures

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
+14 or more	+12 to +13	+10 to +11	+8 to +9	+6 to +7	+4 to +5	+2 to +3	-1 to +1	-3 to -2	-5 to -4	-7 to -6	-9 to -8	-11 to -10	-13 to -12	-15 to -14	-17 to -16	-19 to -18	-21 to -20	-23 to -22	-25 to -24	-26 or lower

The chart above is for the calculation of local achievement points based on grade 7 and 8 ELA and Math Mean Scaled Scores as compared to the State Mean Scaled Score for each test. 13 points for equaling the State Mean and an additional point added/lost for every two points above/below the State Mean.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
82	81	80	79	78	77	76	74- 75	72- 73	71- 72	68- 69	66- 67	64- 65	62- 63	60- 61	58- 59	56- 57	54- 55	52- 53	50- 51	0- 49

The chart above will be used to calculate the points earned based on results from the 5 required regents exams. Our target is 75% of all students taking the exams receiving a passing grade of at least 65.

Secondary Principal:

Chazy Junior-Senior High School will use a combination of the State Assessments in Math and ELA for grades 7 and 8 along with the 5 required Regents exams to determine the Local Achievement Points for a building score for the principal of grades 7-12 in the Chazy Junior-Senior High School building. The 5 required Regents will be Integrated Algebra/Common Core Algebra, Global History, United States History and Government, Comprehensive English/Common Core English (exam determined by state education department requirements for the student, if the student takes both exams the better score will be used) and the better of Earth Science or Living Environment.

The ELA and Math results for grades 7 and 8 will be tabulated similar to the Elementary School, but with every two points above or below the State Mean Scaled Score earning or losing a point. The final point total from the 7-8 testing will be averaged with the points earned from the Regents exams to get a final Local Achievement score for the principal. Total points will be between 0 and 20.

Points from the Regents exams will be earned by taking the percent of students passing, scoring 65 or above, each exam. These percentages will be averaged to determine an overall passing rate, rounded to the nearest point. Our target will be to have 75% of our students earn a passing score (65). This will result in 13 points for each teacher and the principal. Points will be added or subtracted from 13, based on our passing percentage being above or below the target percentage, 75. Total points earned will be between 0 and 20.

Task 8.1: 15 and 20 Point Chart for Principals Locally Selected Measures

60 Point Principal Effectiveness Measure Conversion Chart

Total Average Rubric Score	Category	Conversion Score for Composite
----------------------------	----------	--------------------------------

Ineffective

1.000-1.007		0
1.008-1.016		1
1.017-1.024		2
1.025-1.032		3
1.033-1.041		4
1.042-1.049		5
1.050-1.057		6
1.058-1.066		7
1.067-1.074		8
1.075-1.082		9
1.083-1.091		10
1.092-1.099		11
1.100-1.107		12
1.108-1.114		13
1.115-1.122		14
1.123-1.130		15
1.131-1.137		16
1.138-1.145		17
1.146-1.153		18
1.154-1.161		19
1.162-1.169		20
1.170-1.176		21
1.177-1.184		22
1.185-1.191		23
1.192-1.199		24
1.200-1.207		25
1.208-1.216		26
1.217-1.224		27
1.225-1.232		28
1.233-1.241		29
1.242-1.249		30
1.250-1.257		31
1.258-1.266		32
1.267-1.274		33
1.275-1.282		34
1.283-1.291		35
1.292-1.299		36
1.300-1.307		37
1.308-1.316		38
1.317-1.324		39
1.325-1.332		40
1.333-1.341		41
1.342-1.349		42
1.350-1.357		43
1.358-1.366		44
1.367-1.374		45
1.375-1.382		46
1.383-1.391		47
1.392-1.399		48
1.400-1.499		49

60 Point Principal Effectiveness Measure Conversion Chart

Developing

1.500-1.649		50
1.650-1.799		51
1.800-1.949		52
1.950-2.099		53
2.100-2.249		54
2.250-2.399		55
2.400-2.499		56

Effective

2.500-2.849		57
2.850 - 3.249		58

Highly Effective

3.250-3.649		59
3.650-4.000		60

Principal Improvement Plan (To be completed by principal and evaluator.)

Name _____ Bldg. _____ Date _____

Area(s) needing improvement/desired outcomes	Action steps (provide detailed description)	Support/resources to be provided	Identify principal's responsibilities and evaluator's responsibilities.	Benchmarks/Checkpoints (dates for progress checks)

Principal's comments: _____

Evaluator's comments: _____

Principal's signature

date

Evaluator's signature

date

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: 3/25/15

John Farnsworth

Teachers Union President Signature: Date: 3-25-15

Mark Trueme

Administrative Union President Signature: Date:

No Administrative Union

Board of Education President Signature: Date: 3-25-15

John Assembly

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: 3/25/15

