



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

Commissioner of Education
President of the University of the State of New York
89 Washington Avenue, Room 111
Albany, New York 12234

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

February 12, 2021

APPR Plan - Variance

Jen Lamia, Superintendent
Byram Hills Central School District
10 Tripp Ln.
Armonk, NY 10504

Dear Superintendent Lamia:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review (APPR) plan variance application meets the criteria outlined in section 30-3.16 of the Rules of the Board of Regents and has been approved. As a reminder, we are relying on the information you provided in your variance application, including the narrative descriptions, certifications, and assurances that are included in the application. During the approved term of this variance, your LEA will implement the variance along with all other remaining provisions of your approved APPR plan. If any material changes are made to your approved plan and/or the terms of your approved variance, your LEA 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-d, 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 Performance category and the Teacher Observation or Principal School Visits category, and/or if the teachers' or principals' overall ratings and subcomponent scores show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results, and/or if schools or districts show a pattern of anomalous results in the Student Performance category and/or the Observation/School Visits category.

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 school leader to support their professional growth, and every student achieves success.

Thank you again for your hard work.

Sincerely,

Betty A. Rosa
Commissioner

Attachment

c: Harold Coles

NOTE:

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

Pursuant to section 30-3.16 of the Rules of the Board of Regents, please note that an LEA with an approved variance shall provide to the Department, upon its request, any documentation related to the implementation and efficacy of the approach proposed in the variance, including but not limited to: reports on the correlation in assigned ratings for different measures of the LEA's evaluation system and differentiation among educators within each subcomponent and category of the evaluation system

Your variance is approved for the 2020-21 school year. Because you requested this variance to address issues related to COVID-19, the approval of this variance for any future school years (up to a three school year period) is contingent on the continuation of the current COVID-19 pandemic notwithstanding your request for this variance to apply in future school years. Upon expiration of state-imposed restrictions or emergency measures related to the pandemic, or abatement of the pandemic, it is expected that your variance will no longer be required. As such, SED may withdraw its approval of this variance for any subsequent school years or may require a separate application or other documentation for continuation of the variance in future school years. Upon expiration of the approved term of your variance, you must implement the terms of your current APPR plan as approved by the Commissioner.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 1. General Information - General Information**

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Annual Professional Performance Review Variance (Education Law 3012-d)

For guidance related to the Annual Professional Performance Review variance, see NYSED APPR Guidance.

At its October 2019 meeting, the Board of Regents amended sections 30-3 of the Rules of the Board of Regents to allow LEAs to apply for a variance from Annual Professional Performance Review (APPR) plan requirements to permit them to develop and implement new and innovative approaches to evaluation that meet the specific needs of the LEA, upon a finding by the Commissioner that the new and innovative approach demonstrates how it will ensure differentiated results over time and how the results of the evaluation will be used to provide personalized professional learning opportunities to teachers and principals, while complying with the requirements of Education Law §3012-d.

In instances where a variance is approved, the term(s) described in the approved variance will replace the related sections of the LEA's currently approved APPR plan. However, please note that all other terms as are present in the LEA's currently approved plan will remain in effect and must be implemented without modification.

Once a variance is approved by the Department, it shall be considered part of the LEA's APPR plan during the approved term of the variance. **In any instance in which there is an approved variance and such variance contains information that conflicts with the information provided in the approved Education Law §3012-d APPR plan, the provisions of the approved variance will apply during the approved term of the variance.**

Variance Application Timeline

Variance applications must be approved by the Department by December 1 of a school year to be implemented in that school year.

Submission by November 1 is suggested to allow time for review, revision and approval in order to meet the approval deadline for implementation in the same school year.

Absent a finding by the Commissioner of extraordinary circumstances, a variance application approved after December 1 of a school year will not be implemented until the following school year.

For more information regarding the variance approval deadline, including a possible extension, please contact APPRVariance@nysed.gov.

Variance Assurances**Please check all of the boxes below**

- Assure that the contents of this form are in compliance with Education Law Section 3012-d.
- Assure that a detailed version of the LEA's variance is kept on file and that a copy of such variance will be provided to the Department upon request for review of compliance with Education Law Section 3012-d.
- Assure that this variance will be posted on the LEA's website, in addition to its current full APPR plan, no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall occur later.
- Assure that it is understood that this LEA's variance will be posted in its entirety on the NYSED website* following approval.

Teacher Variance**Please check the appropriate box below.**

- Assure that any task not included in the following variance request(s) for teachers will be carried out in the manner described in the currently approved APPR plan.

Principal Variance

Education Law §3012-d requires that the principal evaluation system be aligned to the requirements for teacher evaluation. Therefore, when completing a variance request for the evaluation of principals, the processes identified must be aligned to such requirements.

Please check the appropriate box below.

- Assure that any requested variance for principal evaluation is aligned to the requirements for teacher evaluation provided in Education Law Section 3012-d and that any task not included in the following variance request(s) for principals will be carried out in the manner described in the currently approved APPR plan.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 2. TEACHERS: Required Student Performance - Variance Request**

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Required Student Performance Subcomponent

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance.

100% of the Student Performance category if only the Required subcomponent is used or locally determined if the Optional subcomponent is selected.

Education Law §3012-d requires that each teacher have a Student Learning Objective (SLO) consistent with a goal-setting process based on appropriate growth targets. The process must include, at a minimum, the following elements:

A description of the measure(s) of student growth to be used (e.g., the SLO goal setting process; SLO components),

Applicable evidence of student learning (e.g., how growth will be measured through various forms of assessment, evaluation of student performance),

A method for converting student results to a score on a scale from 0-20,

A scale for conversion of the score of 0 to 20 to a HEDI rating.

This requirement currently approved APPR plan will apply.

must be met through

Variance Request

LEAs may use this variance application to develop an SLO process for a teacher or group of teachers that differs from the process described in the Commissioner's regulations.

Any teachers not covered by this variance request

Please make the appropriate selection below.

- A variance is not requested for the required student performance subcomponent for teachers.
- The details of the variance request for the required student performance subcomponent for teachers is described in the subsequent section.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 2. TEACHERS: Required Student Performance - Applicability

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Applicable Teachers

Please indicate all teachers to whom this required student performance variance request applies.

Core Teachers

Use the table below to list the core teachers this required student performance variance request is applicable to (teachers of other courses should be listed in the subsequent section).

	All Core Teachers	Common Branch	ELA	Math	Science	Social Studies
Courses	<input checked="" type="checkbox"/> All core teachers (K-3; 4-8 ELA, math, science, social studies; high school ELA and Regents courses) [if this option is selected, please do not make selections in subsequent columns]					

Other Teachers

Teachers of other courses included in this required student performance variance request are listed in the table below.

Fill in the following for all other teachers in additional grades/subjects that are included in this required student performance variance request:

Column 1: lowest grade that corresponds to the course

Column 2: highest grade that corresponds to the course

Column 3: subject of the course

Follow the examples below to list other courses.

	(1) lowest grade	(2) highest grade	(3) subject
All Other Courses	K	12	All courses not named above
K-3 Art	K	3	Art
Grades 9-12 English Electives	9	12	English Electives

Click "Add Row" to add additional courses. Only list additional courses if they are included in this required student performance variance request.

Grade From	Grade To	Subject
K	12	All courses not named above

Applicable Areas

A variance may be requested for the following areas of the required student performance subcomponent:

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 2. TEACHERS: Required Student Performance - Applicability

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- A description of the measure(s) of student growth to be used (e.g., the SLO goal setting process; SLO components)
- Applicable evidence of student learning (e.g., how growth will be measured through various forms of assessment, evaluation of student performance)
- A method for converting student results to a score on a scale from 0-20*
- A scale for conversion of the score of 0 to 20 to a HEDI rating*

Please indicate the area(s) of the required student performance subcomponent for which a variance is being requested.

- Measures of student growth
- Evidence of student learning
- Conversion to a 20-point score*
- HEDI ranges*

*Only select "Conversion to a 20-point score" or "HEDI ranges"

Highly Effective			Effective			Developing		Ineffective												
								1	1	1	9	8	7	6	5	4	3	2	1	0
								2	1	0										
20	19	18	17	16	15	14	13	5	4	4	3	3	2	2	2	1	1			
97-	93-	90-	85-	80-	75-			5	9	4	9	4	9	5	1	7	3	9	5	0
100%	96%	92%	89%	84%	79%	67-74%	60-66%	-	-	-	-	-	-	-	-	-	-	-	-	-
								5	5	4	4	3	3	2	2	2	1	1	8	4
								9	4	8	3	8	3	8	4	0	6	2	%	%
								%	%	%	%	%	%	%	%	%	%	%	%	%

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 2. TEACHERS: Required Student Performance - Measures of Student Growth

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Measures of Student Growth

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 2. TEACHERS: Required Student Performance - Measures of Student Growth**

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Describe the measure(s) that will be used to evaluate teachers for the required student performance subcomponent (e.g., the SLO goal setting process; SLO components).

Each teacher will submit a District-developed SLO that will be used to evaluate teacher performance in the student performance subcomponent. The process for establishing student performance goals in the SLO are as follows:

Tenured Teacher:

1. Reflection on past performance. Teachers reflect upon a) their prior year's evaluation in terms of recommendations for growth, b) current assessment data (local and state assessments, grades, performance data, observational data, etc) from their students' performance; and c) aspects of their curriculum, instruction, and/or assessment that would leverage improvements in student learning in the future.
2. The professional growth plan. Based upon their reflection, teachers develop a professional growth plan that consists of:
 - Description of their plan: teacher describes the student learning outcomes they hope to achieve and the areas of professional growth they will engage in to work toward these outcomes. The learning outcomes for students are based upon the analysis from item #1 and will vary across classrooms. The teacher outlines the methods for achieving the elements of the plan.
 - Teacher practice rubric: teachers select appropriate domains and components from the teacher practice rubric that apply to the plan.
 - Reflection on plan: teachers bring representations of their professional learning using appropriate methods, such as: anecdotal records, logs/journals, examples of student learning, summary of action research project, walk-through visits data, peer visits, or other appropriate methods.
3. Initial conference. Teachers meet with their administrator to discuss their professional growth plan and they agree upon the elements of the plan.
4. Progress toward plan. The teacher may maintain representations of their professional learning plan and bring to the final conference at the end of the year. Those representations may include: anecdotal records; log or journal; examples of student learning; summary of action research project; walk-through visits; peer visits; or other methods as appropriate.
5. Final conference. At the end of the year, the teacher and administrator discuss and assess completion of the plan. The administrator writes a summary of the teacher's professional growth and attainment of the goals of the plan in the final evaluation, and rates the plan according to the agreed-upon rubric (see subsequent section.) The rubric addresses Domain 4 of the Danielson Framework and additional selected components relevant to each teacher's growth plan.
6. Additionally, the teacher considers the following questions:
 - What did you learn?
 - How have you grown as a teacher?
 - What areas of practice do you believe you need to focus on next year?

Probationary Teachers:

1. Reflection on past performance. Teachers reflect upon a) their previous year's evaluation in terms of recommendations for growth, b) assessment data (local and state assessments, grades, performance data, observational data, etc) from the previous year's student performance; and c) aspects of their curriculum, instruction, and/or assessment that would leverage improvements in student learning. Teachers in their first year in the District will meet with their administrator to review their teaching assignment relevant to the information above.
2. The observation process. Probationary teachers receive three formal observations throughout the year. Before each observation, the teacher meets with their administrator for a pre observation conference. The teacher completes the pre observation conference form and discusses the ways in which they will help students meet their learning goals. After the observation, the teacher meets with their administrator for the post observation conference. Following the post observation conference, the teacher reflects upon their professional practice and how their actions contributed to student learning. This becomes part of the teacher's growth project.
3. The growth project. Teachers will engage in a growth project to provide an avenue of self-reflection on one's professional practice with their administrator about the impact of curriculum, instruction, and assessment on student learning. It provides a structure and process for teachers to document their thinking about their professional practice. The components of the growth project include the following:
 - The first observation will focus on curriculum, and the teacher references the relevant components of the Danielson Framework to reflect upon their professional practice as it relates to how the curriculum impacts student learning and growth.
 - The second observation will focus on instruction, and the teacher references the relevant components of the Danielson Framework to reflect upon their professional practice as it relates to how their instructional design impacts student learning and growth.
 - The third observation will focus on assessment, and the teacher references the relevant components of the Danielson Framework to reflect upon their professional practice as it relates to how their assessment strategies impact student learning and growth.
4. Final conference. At the end of the year, the teacher and administrator discuss and assess completion of the growth project. The administrator writes a summary of the teacher's professional growth and attainment of the goals of the project in the final evaluation, and rates the plan according to the agreed-upon rubric (see subsequent section.) The rubric will focus on the relevant components of the Danielson Framework as it relates to curriculum, instruction, and assessment and each teacher's growth project.
5. Additionally, the teacher considers the following questions:
 - What did you learn?
 - How have you grown as a teacher?

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Task 2. TEACHERS: Required Student Performance - Measures of Student Growth

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- What areas of practice do you believe you need to focus on next year?

Measures Assurance

Please check the box below.

- Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.

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Task 2. TEACHERS: Required Student Performance - Evidence of Student Learning

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Evidence of Student Learning

Please identify any evidence of student learning to be used. A description of how growth will be measured through various forms of assessment should be included in the last section of this variance request.

Type(s) of Evidence

- Other (add details below)

Other Evidence

Identify evidence of student growth used that is not a State, locally-developed, or third party assessment.

A variety of evidence will be used to identify student growth, including: various forms of assessment data, evidence from classroom observations, and examples of teacher professional practice; and other evidence provided by the teacher aligned to their growth plan/project and the rubric noted in the subsequent section. Examples of other evidence may include, but not limited to, the following: state or local assessment data; benchmark assessments; student performance assessments; video evidence; and other data appropriate to the teacher's professional growth plan or growth project.

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Task 2. TEACHERS: Required Student Performance - Conversion

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Conversion to a 20-point Score

In the table below, please complete the values used to convert student results to a score from 0-20 for a teacher. Be sure to include each point from 0 to 20.

If your process does not lend itself to a conversion table, please use the text box below to describe how a 0-20 score is derived for a teacher.

	Low Value	High Value
0	(No Response)	(No Response)
1	(No Response)	(No Response)
2	(No Response)	(No Response)
3	(No Response)	(No Response)
4	(No Response)	(No Response)
5	(No Response)	(No Response)
6	(No Response)	(No Response)
7	(No Response)	(No Response)
8	(No Response)	(No Response)
9	(No Response)	(No Response)
10	(No Response)	(No Response)
11	(No Response)	(No Response)
12	(No Response)	(No Response)
13	(No Response)	(No Response)
14	(No Response)	(No Response)
15	(No Response)	(No Response)
16	(No Response)	(No Response)
17	(No Response)	(No Response)
18	(No Response)	(No Response)
19	(No Response)	(No Response)
20	(No Response)	(No Response)

In the text box below, describe how a 0-20 score is derived for a teacher.

This text box is not required if the conversion chart above is complete.

The rubrics in the subsequent sections will be applied to the evidence discussed with the teacher and their administrator. The rubric scale of 1 to 4 will be calculated for each of five elements which total 20 points. The rating scale will translate to the HEDI ratings:

Highly Effective: 17-20

Effective: 13-16

Developing: 9-12

Ineffective: 0-8

Any of the five elements not completed will result in a rating of zero for that component.

If a teacher receives a rating lower than Effective, a review will be automatically conducted by a District office administrator using a predetermined process.

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HEDI Ranges

In the table below, please indicate the locally-determined scoring ranges for each of the rating categories.

	Low Value	High Value
Highly Effective	17	20
Effective	13	16
Developing	9	12
Ineffective	0	8

Annual Professional Performance Review - Variance, Education Law §3012-dTask 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurances

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Variance Details*Please read the questions below and answer each prompt in a concise manner.***Rationale****Please provide a rationale for this variance request.****> Your rationale should include information regarding the specific, identified needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the required student performance variance request.**

The District's evaluation system and professional learning plan create a reflective cycle of continuous professional growth for probationary and tenured teachers aligned to the Byram Hills mission and initiatives, which are aligned to Board of Education goals. Charlotte Danielson (2007) writes, "Skilled reflection is characterized by accuracy, specificity, and ability to use the analysis in future teaching." To this end, teachers will reflect on their learning with their administrator on their professional practice as it relates to student learning. We know that a tightly aligned system -- from the District level to the teacher classroom practice -- creates a focus for the district on the current initiatives, priorities, and mission.

The challenge we face is that relying on a single state or state-approved test or multiple tests to evaluate teachers ignores other factors that help us meet the demands of the Byram Hills mission, the Board of Education goals, or current initiatives. For example, we have developed "lifelong learner standards" and 21st Century Skills that are a priority in the District but are not reflected in the current student performance category. Furthermore, we are challenged to adapt to the needs of our current assessment data. For example, our building data team may discover an area to address in student performance and set a building wide goal in this area for the year. We need a system that allows teachers to align their SLO to the current needs in the building based on emerging or changing data.

We developed this process, based on the input model, for several reasons:

1. This SLO process ensures a system that can adapt to the needs of the students in each teacher's classroom. At the start of each year, teachers and administrators review student data, information, and learning needs, and will set appropriate goals for learning and processes that impact student learning over the course of the year. These goals and processes will be reflected in the principals' and teachers' plans (i.e. their SLOs described in the subsequent sections.)
2. This system maintains a tight link between teacher practice and student learning outcomes. Richard Elmore (2009) notes that you cannot improve student performance without addressing the instructional core, which he defines as these three elements: **the teacher's actions** in the classroom; **the student's actions** in the classroom; and **the task (and, thus, the content) that students do** in the classroom. The input model for teachers directly connects the teacher's influence on the instructional core to student learning outcomes.
3. Successful principals and teachers do not work in isolation. This process was designed to ensure **consistent** and **continuous** dialogue and collaboration between teachers and their administrators, and between principals and their supervisors. Strong collaborative networks throughout the organization build trust and support **collective responsibility** for the student learning outcomes and student growth throughout the District.

This variance is not static; it allows for teacher practice, professional learning, and areas of focus to meet the current demands based on priorities and current student learning needs and supports strong vertical alignment to District goals and initiatives.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurances

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Standards and Procedures

Please provide a description of the standards and procedures that will be used in lieu of those included in the LEA's most recently approved evaluation plan.

> This description should include a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request.

> This description should include, but not be limited to, a description of the alternate measures of student growth and/or evidence of student learning that will be used to evaluate educators.

This variance for teachers will utilize a SLO process that models the principals input model. The process outlined below aligns with the District's rigorous evaluation process for teachers that produces high quality learning for students. The approach will be explained for two groups of teachers: 1) probationary teachers. and 2) tenured teachers.

Probationary Teachers

The probationary teacher will complete a portfolio project that connects the teachers' actions in the classroom to student learning outcomes and growth throughout the year. The teachers will reflect upon the actions they take -- with respect to decisions about the curriculum, instructional strategies, and assessment design -- and how these decisions influence student learning over the course of the year. The portfolio project provides a vehicle for the teachers and their administrators to discuss the evidence of classroom practice and how it impacts student learning (using Elmore's theory of the instructional core), and to determine professional learning needs for continued growth that influences student learning. The administrator will provide feedback on the portfolio project and assess the teacher's professional practice using the rubric below.

The rubric reflects Charlotte Danielson's theory that three elements of teacher reflective practice are necessary for teacher growth, and thus, impact the instructional core that influences student learning:

1. The teacher can accurately reflect on their teaching practice;
2. The teacher can provide specific evidence of their practice that impacts student learning (again, building on Elmore's theory of the instructional core); and
3. The teacher uses their learning in future instruction to positively impact student learning.

The rubric includes two additional elements:

4. The teacher's ability to utilize resources to enhance professional practice in ways that positively impact student learning; and
5. The teacher's ability to identify their areas for growth, the elements that help them grow (metacognition and self-awareness), and areas for future growth (take initiative for lifelong learning in preparation for tenure.)

The administrator will evaluate five elements based on the teacher's portfolio project over the course of the year, using a holistic approach and growth over time. The five elements, noted in the rubric below, include: 1) the accuracy of teacher's thinking about their curriculum, instruction, and assessment; 2) the specificity of their analysis of the lesson; 3) the ability to use the feedback in future lessons; 4) the teacher's ability to utilize other resources to enhance their professional practice; and 5) the teacher's ability to identify their areas for growth, the elements that help them grow, and areas for future growth.

The rubric below will be the standards used to evaluate the probationary teacher's growth as it applies to their portfolio project and aligns with the student learning outcomes:

Highly Effective (4 points)	Effective (3 points)	Developing (2 points)	Ineffective (1 points)
The teacher's reflections accurately capture what happened throughout the lessons and how they impact student learning and growth.	The teacher's reflections are mostly accurate in capturing what happened throughout the lessons and how they impact student learning and growth.	The teacher reflects on the lesson, sometimes with accuracy in capturing what happened throughout the lesson.	The teacher's reflections are not accurate in capturing what happened throughout the lesson.
The teacher reflects upon specific elements of the lesson, offering a detailed analysis aligned to specific components of the Danielson Framework and how they impact student learning and growth.	The teacher reflects upon somewhat specific elements of the lesson, offering a fairly detailed analysis aligned to specific components of the Danielson Framework and how they impact student learning and growth.	The teacher reflects upon general elements of the lesson, offering a general analysis aligned to general aspects of the Danielson Framework.	The teacher does not provide a specific analysis of the lesson and/or does not mention the components of the Danielson Framework..
The teacher reflects upon specific ways they will use the feedback from the lesson observation in	The teacher reflects upon ways they will use the feedback from the lesson observation in future	The teacher acknowledges that they want to change the lesson but does not provide future actions.	The teacher does not describe how they will use feedback in the future.

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Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurances

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future teaching.

The teacher identifies at least two resources they will utilize to enhance their professional practice (such as, colleagues; administrators; students; families; consultants; courses; workshops; books; articles; etc.)

The teacher addresses the following questions in specific ways:

- What were your greatest areas of growth?
- What helped you to grow in these areas?
- What are areas in which you want to focus next year?

teaching.

The teacher identifies one resource they will utilize to enhance their professional practice (such as, colleagues; administrators; students; families; consultants; courses; workshops; books; articles; etc.)

The teacher addresses the following questions in specific ways:

- What were your greatest areas of growth?
- What helped you to grow in these areas?

The teacher references general resources they will utilize to advance their professional learning.

The teacher addresses the following questions in general terms:

- What were your greatest areas of growth?
- What helped you to grow in these areas?

The teacher does not identify resources to enhance their professional learning.

The teacher generally discusses their areas of growth.

Any element not submitted or completed by the teacher will result in a score of zero for that element.

Tenured Teachers

Building upon the rigorous focus on teacher practice during the probationary years, the tenured teachers collaborate with their administrator to develop their professional growth plans each year. The professional growth plan focuses on classroom practice which stems from the previous year's evaluation feedback in the areas of curriculum, instruction, and assessment. The process, connection to student growth, and examples of collected evidence are outlined in detail in the Measures of Student Growth section. Below is the rubric that will be applied to the teacher's professional growth plan.

The administrator will evaluate the teacher's growth plan using elements from the Charlotte Danielson rubric, most specifically Domain 4. The five elements in the rubric include the teacher's ability to: 1) accurately and specifically assess their professional learning; 2) provide specific examples of their professional growth and how it impacts student learning; 3) demonstrate leadership amongst their colleagues related to professional learning; 4) seek opportunities for continued professional learning; and 5) identify their areas for growth, the elements that help them grow, and areas for future growth.

The rubric below will be the standards used to evaluate the tenured teacher's growth as it applies to their professional growth plan and aligns with the student learning outcomes:

Highly Effective (4 points)	Effective (3 points)	Developing (2 points)	Ineffective (1 points)
The teacher provides an accurate and specific assessment of their professional learning throughout the year, aligned to their professional growth plan.	The teacher provides an accurate assessment of their professional learning throughout the year, aligned to their professional growth plan.	The teacher provides a general overview of their professional learning throughout the year, aligned to their professional growth plan.	The teacher considers their professional learning but draws incorrect conclusions or did not reference their professional growth plan.
The teacher provides specific examples of their professional growth and how it impacted student learning.	The teacher provides specific examples of their professional growth.	The teacher discusses their professional growth in general terms.	The teacher is unable to identify how they grew professionally throughout the year.
The teacher demonstrates leadership amongst their colleagues in promoting activities related to their professional learning.	The teacher demonstrates collaborative and/or supportive relationships with colleagues related to professional learning.	The teacher demonstrates cordial relationships with colleagues.	The teacher is not collaborative and/or their relationships with colleagues are combative and/or negative.
The teacher seeks regular opportunities for continued professional learning, including initiating action research (i.e.,	The teacher seeks and/or initiates regular opportunities for continued professional learning.	The teacher participates in professional learning activities when they are required to do so.	The teacher ignores opportunities to participate in professional learning activities.

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reflective practice in a continuous improvement cycle) in their classroom.

The teacher addresses the following questions in specific ways:

- What were your greatest areas of growth?
- What helped you to grow in these areas?
- What are areas in which you want to focus next year?

The teacher addresses the following

questions in specific ways:

- What were your greatest areas of growth?
- What helped you to grow in these areas?

The teacher addresses the following

questions in general terms:

- What were your greatest areas of growth?
- What helped you to grow in these areas?

The teacher generally discusses their areas of growth.

Any element not submitted or completed by the teacher will result in a score of zero for that element.

Review Process for Ratings Lower than Effective

If a rating for the Student Performance Category is *lower than Effective*, the following procedures will occur:

The deputy superintendent or assistant superintendent will:

1. Review any documents that were presented during the final conference.
2. Discuss the rating and evidence with the lead evaluator and building principal.
3. Discuss the rating and evidence with the teacher.
4. Decide whether the original rating remains or if a new rating is warranted. If a new rating is warranted, will provide a written review with a new scoring rubric
5. Review the decision with the superintendent.
6. Present the review to the teacher and administrator.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurances**

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Rigor

Please provide a description of how the LEA will ensure that evaluations are rigorous and enable strong and equitable inferences about the effectiveness of the LEA's educators.

> This description should include how rigor is achieved and maintained, including relevant processes and methodologies.

> This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.

The District employs several systems to ensure a rigor and strong evaluation system.

First, the evaluation process is overseen by an Evaluation Committee, comprised of teachers, administrators, and facilitated by the deputy superintendent. The evaluation committee collects feedback from teachers and administrators and uses this feedback to reflect upon the processes in the evaluation system. Additionally, evaluation data is analyzed through the electronic evaluation portal to look for components of the Danielson Framework during observations that may need to be addressed. (That is, are there low ratings in a particular building or across the district where professional learning opportunities are needed.) The committee also serves to communicate information to build continuity across the entire district. Second, the District-level and building level data teams annually review various forms of student performance data and create building-specific data goals to improve an aspect of student performance. These goals are shared with the faculty in the fall, which in turn, provides areas of focus in terms of priorities for the professional growth projects/plans.

Third, professional development opportunities are reviewed, evaluated, and designed by the Professional Learning Committee, comprised of teachers, administrators, and parents. This committee reviews the evaluations from the professional development workshops, and reviews the district mission, needs assessments, the information from the data team or instructional support teams, and feedback from teachers and administrators. Based on this review, the committee designs the professional development for the upcoming year.

Fourth, the administrative team collaborates to ensure continuity of evaluations and professional learning across the district. The deputy superintendent conducts lead evaluator training annually; this new process will be included in the training and the administrators will review each other's evaluations as they build their shared understanding to increase inter-rater reliability.

Additionally, the deputy superintendent or assistant superintendent will do the following to ensure inter-rater reliability across the district:

1. Provide training to administrators and members of the Evaluation Committee (comprised of administrators and teachers) on an annual basis.
2. Periodically review random evaluations and scoring to evaluate rigor and continuity.
3. Review the alignment of the student performance score to the observation score.
4. Reflect on the process with the administrative team, the evaluation committee, and the professional learning committee.

Finally, each of these systems mentioned above provide useful data for the district administrators to review, and this information will be used to identify areas of strength and areas for focus in the subsequent school year. This occurs during the district's annual administrative retreat each summer and presented to the Board of Education through the annual assessment report and the annual presentation from the administrative team.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurances**

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Professional Learning

Please provide a description of how the LEA will use the information collected through the evaluation system, including the assigned effectiveness ratings, to provide personalized professional learning opportunities for educators.

> This description may include, but is not limited to, methodologies and procedures for:

- **collecting information about educator effectiveness to inform professional learning,**
- **specific details regarding both the type(s) and extent of professional learning opportunities anticipated,**
- **processes for delivery of personalized learning opportunities, and**
- **use of data to measure the efficacy of such professional learning.**

Some of this information was outlined in the previous section, "Rigor." The District outlines the thorough approach to professional learning in the District's Professional Learning Plan.

The existing process for professional learning has been very successful and is well-suited to the system outlined in this variance. Our approach is responsive to current needs based on assessment data and input from various constituents on a regular basis and aligns tightly with the District mission, Board of Education goals, and current initiatives.

Several ways the District collects and uses information to inform the district initiatives and professional development courses and workshops are outlined in the needs assessment in the professional learning plan. To summarize, the needs assessment includes:

- The Evaluation Committee conducts formal surveys of faculty to get feedback on the evaluation process and needs that grow out of it. Additionally, informal information is shared at monthly committee meetings and reviewed by the committee.
- The District Data Team meets with the building
- The Professional Development committee reviews the course survey data, reviews the processes for providing professional learning, and makes recommendations annually.
- The District's Site-Based Teams, consisting of administrators, teachers, parents, and students meet regularly to learn about district initiatives, support the development of new initiatives and programs, learn about new curriculum efforts, and provide the district with feedback on various programs and curriculum.
- Teachers in year 1 and year 2 of their probationary period participate in a new teachers course. This course provides opportunities for teachers to learn about the district, engage in learning about district initiatives and priorities, support their transition to a new environment. Additionally, new teachers in their first year participate in a mentor program and have a teacher mentor assigned to them. These structures provide important feedback to the district to help guide changes and additional support that may be needed.
- The district presents an annual assessment report to the Board of Education that summarizes student assessment data and reviews initiatives and priorities. This assessment report is shared with the administrators and faculty and used in the growth plans.

We offer an extensive catalog of courses through the District's in-service program. The offerings, which grow out of the process outlined above, emerge from District initiatives and teacher needs. Examples of professional learning opportunities include:

- Action research course
- Focus on performance-based assessment (provided by Innovative Designs in Education)
- Using rubrics to measure student learning progressions
- Various training in elementary literacy
- Various training on elementary mathematics
- Using phenomenon in science inquiry
- Utilizing historical thinking skills in social studies
- Technology utilization
- Additional topics that emerge through the District's professional learning communities

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurances**

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Effectiveness of Implementation**Please provide a description of how the LEA will assess the effectiveness of the implementation of the variance.****> This description may include, but is not limited to, processes and procedures for:**

- **collection and analysis of both short- and long-term data,**
- **the standard(s) used to measure the effectiveness of implementation, and**
- **how results will be used to inform future implementation.**

The District will do the following to assess the effectiveness of this variance:

1. Gather feedback from the administrative team midway through the year to reflect upon a) what is working well and b) what are areas for improvement. We will review the collected data to date and consider areas for growth.
2. The evaluation committee will develop a feedback process to gather input from the faculty throughout the year. This information will be compiled and reviewed by the evaluation committee and shared at a faculty meeting.
3. The professional learning committee will gather information on the degree to which professional learning opportunities align with the expectations and areas in which the district can improve upon.
4. At the end of the year, the deputy superintendent will analyze the scores from the student performance category and share the data with the administrative team and the evaluation committee. The data will be used in conjunction with the information described above to consider the effectiveness of this process.
5. The evaluation committee will make recommendations for any necessary changes in the future based on the various information.

This results of how well this process is working will be communicated to the administrative team during monthly meetings and annually at the administrative retreat. Additionally, the Evaluation Committee will present to the faculty at various times as they support the new system. This occurs during faculty meetings. The superintendent will report to the Board of Education.

Use of the Optional Student Performance Subcomponent & Weighting**Please indicate if the Optional subcomponent will be used in the process included in this variance request by making the appropriate selection below.**

- The optional subcomponent is not included in this variance; the required subcomponent will comprise 100% of the Student Performance category.

Required Student Performance Variance Assurances**Please check the box below as applicable to all teachers included in this required student performance variance request.**

- Assure that each teacher covered by this variance request will have an SLO consistent with the process described in the LEA's approved APPR plan and/or this variance application and in compliance with Education Law Section 3012-d.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 3. TEACHERS: Optional Student Performance - Variance Request

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Variance Request

LEAs may use this variance application to develop an optional second measure for a teacher or group of teachers that differs from the process described in the Commissioner's regulations.

Any teachers not covered by this variance request

Please make the appropriate selection below.

A variance is not requested for the optional student performance subcomponent for teachers.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 4. TEACHERS: Observations - Variance Request

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Variance Request

LEAs may use this variance application to evaluate teacher practice in a manner that differs from the process described in the Commissioner's regulations.

Any teachers not covered by this variance request

Please make the appropriate selection below.

A variance is not requested for the teacher observation category.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 5. TEACHERS: Overall Scoring - Variance Request**

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Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

Education Law §3012-d requires that each teacher be given a final score for both the Student Performance and Teacher Observation categories, which will be converted to a final category rating based on the HEDI scale, and that these ratings be used to provide an Overall Rating using the prescribed scoring matrix.

These requirements must be met through either the LEA's current APPR plan or this variance. To the extent that the variance does not address a requirement, the currently approved APPR plan will apply.

Variance Request

LEAs may use this variance application to define the HEDI ranges for the Student Performance and/or Teacher Observation category that is different than those included in the Commissioner's regulations.

Any teachers not covered by this variance request

Please make the appropriate selection below.

A variance is not requested for category ratings for teachers.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 6. TEACHERS: Additional Requirements - Variance Request**

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Additional Requirements for Teachers

For more information on the additional requirements for teachers, see NYSED APPR Guidance.

Education Law §3012-d requires that a complete APPR plan must include a process for teacher improvement plans, appeals, and evaluator training as determined by the Commissioner. The following minimum requirements under Education Law §3012-d are applicable to teachers:

- A form for development of a Teacher Improvement Plan,
- A timely and expeditious process for resolving educator's appeals of APPR ratings,
- A process for training all evaluators of applicable educators.

These requirements must be met through either the LEA's current APPR plan or this variance. To the extent that the variance does not address a requirement, the currently approved APPR plan will apply.

Variance Request

LEAs may use this variance application to develop a process for Teacher Improvement Plans, appeals and/or training in a manner that differs from the process described in the Commissioner's regulations.

Any teachers not covered by this variance request

Choose the appropriate response below.

- A variance is not requested for teacher improvement plans, appeals, or training.
- The details of the variance request applicable to teacher improvement plans, appeals, and/or training is described in the subsequent section.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 7. PRINCIPALS: Required Student Performance - Variance Request

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Required Student Performance Subcomponent

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance.

100% of the Student Performance category if only the Required subcomponent is used or locally determined if the Optional subcomponent is selected.

Education Law §3012-d requires that the principal evaluation system be aligned to the requirements for teacher evaluations, including the required student performance subcomponent. Therefore, the required student performance subcomponent variance request for principals must be aligned to the teacher evaluation requirements.

This requirement

must be met through

currently approved APPR plan will apply.

Variance Request

LEAs may use this variance application to develop a process to demonstrate student growth based on principal practice for a principal or group of principals that differs from the process described in the Commissioner’s regulations.

Any principals not covered by this variance request

Choose the appropriate response below.

- A variance is not requested for the required student performance subcomponent for principals.
- The details of the variance request for the required student performance subcomponent for principals is described in the subsequent section.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 7. PRINCIPALS: Required Student Performance - Applicability

Page Last Modified: 11/30/2020

Applicable Principals

Please indicate all principals to whom this required student performance variance request applies.

To add configurations for additional principals, click "Add Row".

Grade From	Grade To
K	2
3	5
6	8
9	12

Applicable Areas

A variance may be requested for the following areas of the required student performance subcomponent:

- A description of the measure(s) of student growth to be used (e.g., the SLO goal setting process; SLO components)
- Applicable evidence of student learning (e.g., how growth will be measured through various forms of assessment, evaluation of student performance)
- A method for converting student results to a score on a scale from 0-20*
- A scale for conversion of the score of 0 to 20 to a HEDI rating*

Please indicate the area(s) of the required student performance subcomponent for which a variance is being requested.

- Measures of student growth
- Evidence of student learning
- Conversion to a 20-point score*
- HEDI ranges*

*Only select 'Conversion to a 20-point score' or 'HEDI ranges' if your variance request involves different values than those included in the table below.

Highly Effective			Effective			Developing		Ineffective													
								1	1	1	9	8	7	6	5	4	3	2	1	0	
20	19	18	17	16	15	14	13	5	4	4	3	3	2	2	2	1	1	9			
97-	93-	90-	85-	80-	75-	67-74%	60-66%	5	9	4	9	4	9	5	1	7	3	9	5	0	
100%	96%	92%	89%	84%	79%			-	-	-	-	-	-	-	-	-	-	-	-	-	-
								5	5	4	4	3	3	2	2	2	1	1	8	4	
								9	4	8	3	8	3	8	4	0	6	2	%	%	%
								%	%	%	%	%	%	%	%	%	%	%	%	%	%

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 7. PRINCIPALS: Required Student Performance - Measures of Student Growth

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Measures of Student Growth

Describe the measure(s) that will be used to evaluate principals for the required student performance subcomponent (e.g., goal setting process; demonstration of student growth).

The input model will be used to evaluate principals.
Principals will be evaluated on their ability to establish a culture focused on instruction where they align their work to a shared vision for learning, define student outcomes that are well-defined and aligned to the District's mission and initiatives, develop sound plans and a strategy for achieving the student outcomes, take actions by mobilizing others and monitoring progress, and evaluate their attainment of the student outcomes and the impact on student learning/growth. The measure used will be various components of the Multidimensional Principal Performance Rubric and the ISLLC Standards (standards 1 & 2.)
Principals will demonstrate how their actions impact areas of student learning and growth.

Measures Assurance

Please check the box below.

- Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 7. PRINCIPALS: Required Student Performance - Evidence of Student Learning

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Evidence of Student Learning

Please identify any evidence of student learning to be used. A description of how growth will be measured through various forms of assessment should be included in the last section of this variance request.

Type(s) of Evidence

- Other (add details below)

Other Evidence

Identify evidence of student growth used that is not a State, locally-developed, or third party assessment.

A variety of evidence will be used to identify student growth, including: various forms of assessment data; school visits; and other evidence provided by the principal aligned to the rubric noted in the subsequent section. Examples of other evidence may include, but not limited to, the following: state or local assessment data; benchmark assessments; student performance assessments; video evidence; graduation rates; college admissions data; school climate data; and other data appropriate to the principal's action plans.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 7. PRINCIPALS: Required Student Performance - Conversion

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Conversion to a 20-point Score

In the table below, please complete the values used to convert student results to a score from 0-20 for a principal. Be sure to include each point from 0 to 20.

If your process does not lend itself to a conversion table, please use the text box below to describe how a 0-20 score is derived for a principal.

	Low Value	High Value
0	(No Response)	(No Response)
1	(No Response)	(No Response)
2	(No Response)	(No Response)
3	(No Response)	(No Response)
4	(No Response)	(No Response)
5	(No Response)	(No Response)
6	(No Response)	(No Response)
7	(No Response)	(No Response)
8	(No Response)	(No Response)
9	(No Response)	(No Response)
10	(No Response)	(No Response)
11	(No Response)	(No Response)
12	(No Response)	(No Response)
13	(No Response)	(No Response)
14	(No Response)	(No Response)
15	(No Response)	(No Response)
16	(No Response)	(No Response)
17	(No Response)	(No Response)
18	(No Response)	(No Response)
19	(No Response)	(No Response)
20	(No Response)	(No Response)

In the text box below, describe how a 0-20 score is derived for a principal. This text box is not required if the conversion chart above is complete.

The rubrics in the subsequent sections will be applied to the evidence and discussed with the principal and their supervisor. The rubric scale of 1 to 4 will be calculated for each element which totals to 20 points. Any element in the rubric that is incomplete or not submitted will receive a zero. The rating scale will translate to the HEDI ratings:
 Highly Effective: 17-20
 Effective: 13-16
 Developing: 9-12
 Ineffective: 0-8

Annual Professional Performance Review - Variance, Education Law §3012-dTask 7. PRINCIPALS: Required Student Performance - HEDI Ranges

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HEDI Ranges

In the table below, please indicate the locally-determined scoring ranges for each of the rating categories.

	Low Value	High Value
Highly Effective	17	20
Effective	13	16
Developing	9	12
Ineffective	0	8

Annual Professional Performance Review - Variance, Education Law §3012-dTask 7. PRINCIPALS: Required Student Performance - Variance Details, Weighting & Assurances

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Variance Details*Please read the questions below and answer each prompt in a concise manner.***Rationale****Please provide a rationale for this variance request.****> Your rationale should include information regarding the specific, identified needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the required student performance variance request.**

The District's evaluation system and professional learning plan create a reflective cycle of continuous professional growth for teachers and administrators (principals, directors and chairpersons) aligned to the Byram Hills mission, initiatives, and Board of Education goals. The District prides itself on a rigorous process to evaluate student learning needs and align district goals and school initiatives to specific and measurable student outcomes. Each year, the administrative team engages in a reflective cycle to determine areas of success and continued areas for growth and improvement. This process leads to the development of an action plan, which is shared by the entire administrative team at a public meeting with the Board of Education.

The state-determined student learning objectives for principals does not always fit the needs of the District or specific goals as determined by our review process. This variance will better meet the District needs to create accountability for progress toward principal action plans and to directly link this rigorous process to the evaluation of principals. Principals will reflect on their attainment of the student outcomes in their action plan with their supervisor (the superintendent or their designee) and reflect upon their leadership skills.

This tightly aligned system -- from the District level to the teacher classroom practice -- creates a focus for the District on the current initiatives, priorities, and District mission in a more direct way than the current process allows.

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Task 7. PRINCIPALS: Required Student Performance - Variance Details, Weighting & Assurances

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Standards and Procedures

Please provide a description of the standards and procedures that will be used in lieu of those included in the LEA's most recently approved evaluation plan.

> This description should include a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request.

> This description should include, but not be limited to, a description of the alternate measures of student growth and/or evidence of student learning that will be used to evaluate educators.

The input model for principals will be used.

The process outlined below aligns with the District's rigorous evaluation process for principals that produces high quality learning for students. Each year the principals, in collaboration with the district office administration, develop a plan that aligns with the District mission and initiatives, and that support a rigorous academic program for students. The process includes:

- A review of student assessment data
- Reflection on the previous year's plan
- Consideration of Board of Education goals and district initiatives
- Feedback data from various stakeholder groups
- Other survey or climate data (such as, from Challenge Success)
- Develop in conjunction with the superintendent
- Focus on observable outcomes of student learning

The elements of the school visit rubric, the Multidimensional Principal Performance Rubric, will focus on a thorough process to evaluate the implementation of their action plan and attainment of the student outcomes. Principal leadership focused on student learning will promote student growth from year to year. Specifically, the principal will be rated on their ability to:

- Develop, articulate and implement a shared vision of learning
- Align and define action plans to promote student learning outcomes
- Prioritize and strategize to attain these outcomes
- Take action by mobilizing others and monitoring progress toward the outcomes
- Evaluating attainment of the student outcomes

The principal will collect evidence that aligns to the rubrics below. The evidence will be collected and reviewed during monthly meetings between the principal and their supervisor, and during various school visits throughout the year. Additional evidence is observed during an annual discussion with the Board of Education in October, and evidence discussed during the end-of-year meeting where the principal demonstrates and reflects upon how they achieved or made progress toward their defined student outcomes.

The rubric below, comprised of five elements, will be the standards used to evaluate the principal's performance. Elements not observed or incomplete will receive a rating of zero.

(These elements are taken from the Multidimensional Principal Performance Rubric and align with the ISLLC Standards, standards 1 & 2)

Element	Highly Effective (4 points)	Effective (3 points)	Developing (2 points)	Ineffective (1 points)
Culture	engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision and mission for learning	collaborates with key stakeholders in the school to develop and implement a shared vision and mission for learning	identifies the school's vision and mission, and makes them public	claims to have a vision and mission for the school, but keeps it private
Attitudes, knowledge, behaviors, and beliefs that characterize the school environment and are shared by its stakeholders	school vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of learning district wide	school vision and mission aligns with the vision and mission of the district	school vision and mission are created in isolation of the district's vision and mission and aligned as an afterthought	school vision and mission are unrelated to the district vision and mission
	uses the school's vision and mission as a compass to	explicitly links the school's vision and mission to programs and policies	refers to the school vision and mission as a document unconnected to programs, policies or practices	disregards the need to use the school's vision and mission to guide goals, plans and actions

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Task 7. PRINCIPALS: Required Student Performance - Variance Details, Weighting & Assurances

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	inform reflective practice, goal-setting, and decision making			
	embraces the goal setting process as part of ongoing work to improve learning by decreasing the distance between the school's current reality and the vision	engages in the goal setting process as part of own professional improvement as related to improving student learning	completes goal setting activities to satisfy external expectations and assumptions about the connection between principal practice and student learning	"does" goal setting in order to be in compliance with mandates or regulations
Alignment	engages a cross role group, including the superintendent, teachers and other administrators, to triangulate the school and district vision with data depicting the current reality of student learning, teacher practice, academic results and/or the school learning environment	works with the superintendent to consider the school and district vision and student learning needs, as well as information gathered about teacher practice, academic results and/or the school learning environment	considers data gathered about teacher practice, academic results and/or school learning environment in isolation of the school and district vision	operates from own opinion and perceptions without attending to vision and data
Outcomes align with district mission and initiatives	Generates outcomes that maximize on the principal's role in improving teacher practice, academic results, and/or school learning environment in the service of improving learning	creates outcomes that connect changes in principal practice to the improvement of teacher practice, academic results, and/or school learning environment in order to improve student learning	establishes outcomes that focus on improving teacher practice, and academic results and/or school learning environment	extracts outcomes from own interests
	outcomes are expressed in statements that are both actionable and measurable	outcomes are stated in ways that allow progress toward them to be assessed	outcomes are broad, general, aspirational statements that are too big to be assessed	outcomes are isolated action steps, unaligned to a goal that can actually be worked toward
	prioritizes outcomes by considering the potential benefits and unintended consequences of pursuing certain outcomes vis-a-vis others	prioritizes outcomes by considering what can be gained by pursuing each	prioritizes outcomes based on own interests	considers outcomes in no special order
Strategic Planning	uses the perspectives of others to test own assumptions about the outcomes articulated and to see if they are truly connected to the school/district vision and needs	uses superintendent's perspective to test own assumptions about outcomes to see if they are truly connected to the school/district vision and needs	relies on own perspective to assert the importance and alignment of identified outcomes	changes commitment to outcomes as new ones emerge
Deliberate approach to achieve desired student outcomes	articulates strategies supporting actions and also for overcoming obstacles to	articulates strategies supporting actions, and reasons for selecting them	lists strategies that will be used to accomplish goals identified	lists generic strategies that could apply to a variety of goals
	articulates strategies supporting actions and also for overcoming obstacles to	identifies anticipated specific measures of success for each outcomes	describes, in general terms, what successful outcomes attainment will look like and accomplish	states the benefits of attaining the outcome(s)

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Task 7. PRINCIPALS: Required Student Performance - Variance Details, Weighting & Assurances

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<p>Taking Action Ability to mobilize others, monitor progress toward the vision, and refine the process as needed</p>	<p>the plan, with rationale for selecting them that includes anticipated results, implementation intentions related to each, and evidence of strategy’s impact.</p>	<p>describes the evidence that, when collected and annotated, will support that attending to these outcomes actually decreases the distance between current reality and the vision</p>	<p>designs an action plan that clearly differentiates between short and long term goals and their associated steps and strategies</p>	<p>creates an action plan that delineates steps and strategies for all goals, regardless of whether they are short or long term</p>	<p>Ability to mobilize others, monitor progress toward the vision, and refine the process as needed</p>	<p>build a culture of inquiry by inspiring others to engage in their own goal setting to improve learning</p>	<p>implements the action plan publicly, and invites others to use it as a model for goal setting that they can do as well</p>	<p>implements the action plan quietly and privately</p>	<p>refers in general to working toward goals, but is unable to articulate related steps or strategies</p>
<p>Evaluating progress toward shared vision and culture of learning</p>	<p>seeks multiple, diverse perspectives to review evidence collected and contribute to own questions about process, actions, strategies and progress, to support revisions to the action plan</p>	<p>monitors and refines goals and/or action steps, based on formative assessment of evidence collected</p>	<p>adjusts goals and actions based on instinct and self perceptions</p>	<p>changes goals to better match what is currently happening or uses what is happening to rationalize giving up</p>	<p>Evaluating progress toward shared vision and culture of learning</p>	<p>systematically documents and reflects upon emerging insights, questions, perceived accomplishments, obstacles encountered, and unintended consequences</p>	<p>periodically documents own thinking and reactions to the progress made obstacles encountered, and insights or questions that arise</p>	<p>sporadically documents thinking related to key moments, obstacles or achievements</p>	<p>documentation is a beginning and end event and focuses on restating actions taken and noting obstacles to goal achievement</p>
	<p>taps the perspectives of those who supported the initial data analysis to help evaluate intended outcomes and related impact on learning by assessing “evidence of success,” establishing the degree to</p>	<p>evaluates intended outcomes by assessing “evidence of success,” establishing the degree to which progress has been achieved, and determining next steps towards attaining the school vision</p>	<p>evaluates intended outcomes based on own impressions of what success should have looked like and what was actually achieved</p>	<p>categorically claims failure to meet intended outcomes set as evidence that the process does not work</p>				<p>considers new outcomes based on success in achieving current outcomes, adjusting them to match</p>	<p>dismisses the possibility of using outcomes to define next steps</p>

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which the goal has been achieved, and determining next steps in attaining the school vision and improving learning

determines next steps and future actions to improve student learning, teacher practice, academic results and/or the school learning environment in light how successful the recent work was in making improvements

engages stakeholders in planning, future actions and next steps to improve student learning, teacher practice, academic results and/or the school learning environment based on how much closer the school and district are to the vision

perceived ability of the school to actually improve

Rigor

Please provide a description of how the LEA will ensure that evaluations are rigorous and enable strong and equitable inferences about the effectiveness of the LEA's educators.

> This description should include how rigor is achieved and maintained, including relevant processes and methodologies.

> This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.

The District employs several systems to ensure a rigorous and strong evaluation system.

First, the evaluation process is overseen by an Evaluation Committee, comprised of teachers, administrators (including principals), and facilitated by the deputy superintendent. The evaluation committee collects feedback from teachers and administrators and uses this feedback to reflect upon the processes in the evaluation system. Additionally, evaluation data is analyzed through the electronic evaluation portal to look for components of the Danielson Framework (for teachers) or the Multidimensional Principals Performance Rubric (for principals) during observations that may need to be addressed. (That is, are there low ratings in a particularly building or across the district where professional learning opportunities are needed.) The committee also serves to communicate information to build continuity across the entire district.

Second, professional development opportunities are reviewed, evaluated, and designed by the Professional Learning Committee, comprised of teachers, administrators, and parents. This committee reviews the evaluations from the professional development workshops, and reviews the district mission, needs assessments, and feedback from teachers and administrators. Based on this review, the committee designs the professional development for the upcoming year.

Third, the administrative team collaborates to ensure continuity of evaluations and professional learning across the district. The deputy superintendent conducts lead evaluator training annually; this new process will be included in the training and the administrators will review each other's evaluations as they build their shared understanding to increase inter-rater reliability.

Additionally, the deputy superintendent or assistant superintendent will do the following to ensure inter-rater reliability across the district:

1. Provide training to administrators and members of the Evaluation Committee (comprised of administrators and teachers) on an annual basis.
2. Periodically review random evaluations and scoring to evaluate rigor and continuity.
3. Review the alignment of the student performance score to the observation score.
4. Reflect on the process with the administrative team, the evaluation committee, and the professional learning committee.

Fourth, the District administration reviews annual assessment data, including state test scores and other local assessment data, to align principals' action plans with student learning needs. Principals (and all administrators) reflect upon and consider this data as they develop plans for the school year.

Finally, each of these systems mentioned above provide useful data for the district administrators to review, and this information will be used to identify areas of strength and areas for focus in the subsequent school year. This occurs during the district's annual administrative retreat each summer.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 7. PRINCIPALS: Required Student Performance - Variance Details, Weighting & Assurances**

Page Last Modified: 12/10/2020

Professional Learning

Please provide a description of how the LEA will use the information collected through the evaluation system, including the assigned effectiveness ratings, to provide personalized professional learning opportunities for educators.

> This description may include, but is not limited to, methodologies and procedures for:

- **collecting information about educator effectiveness to inform professional learning,**
- **specific details regarding both the type(s) and extent of professional learning opportunities anticipated,**
- **processes for delivery of personalized learning opportunities, and**
- **use of data to measure the efficacy of such professional learning.**

Some of this information was outlined in the previous section, "Rigor." The District outlines the thorough approach to professional learning the District's Professional Learning Plan.

Several ways the District collects and uses information to inform the District initiatives and professional development courses and workshops are outlined in the needs assessment in the professional learning plan. To summarize, the needs assessment includes:

- **Evaluation Committee:** The Evaluation Committee conducts formal surveys of faculty and administrators (including principals) to get feedback on the evaluation process and needs that grow out of it. Additionally, informal information is shared at monthly committee meetings and reviewed by the committee.
- **Professional Learning Committee:** The Professional Learning committee reviews the course survey data, reviews the processes for providing professional learning, and makes recommendations annually.
- **Site-Based Team:** The District's Site-Based Teams, consisting of each building principal, other administrators, teachers, parents, and students meet regularly to learn about District initiatives, support the development of new initiatives and programs, learn about new curriculum efforts, and provide the district with feedback on various programs and curriculum.
- **Tri State Constortium:** The District is a member of the Tri State Constortium, which provides professional learning communities for building principals and additional learning opportunities as needed by member districts.
- **Mentor Program:** Administrators (including principals) and teachers in their first year participate in a mentor program and have a mentor assigned to them. The mentor is trained to provide guidance on the expectations for principals or teacher professional learning and the evaluation system. Additionally, the mentor program supports new principals/teachers in learning about the expectations for student learning and assists in the transition to a new culture.
- **Executive Coaching:** The District provides an executive coaching program for administrators. Any administrator who either wished to have a coach or is recommended to have a coach by their supervisor can apply. A coach is assigned to provide executive leadership training and target any areas for growth. These areas for growth are identified through the evaluation process for administrators. The superintendent or designee meets with the administrator at the midyear and end of year to reflect upon their learning and assess the success of the executive coaching program.
- **Assessment Report:** The District presents an annual assessment report to the Board of Education that summarizes student assessment data and reviews initiatives and priorities. This assessment report is shared with the administrators and faculty and used in the principal action plans to identify growth areas for student learning outcomes.

Additionally, the administrative team meets annually for a retreat to review the data from above and determine a plan for the upcoming school year. The plan is purposely aligned to the District mission and the Board of Education goals. Furthermore, the administrative team reviews their plan at a public Board of Education meeting to provide time to review the plan and hold us accountable for achieving the defined outcomes.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 7. PRINCIPALS: Required Student Performance - Variance Details, Weighting & Assurances**

Page Last Modified: 12/10/2020

Effectiveness of Implementation**Please provide a description of how the LEA will assess the effectiveness of the implementation of the variance.****> This description may include, but is not limited to, processes and procedures for:**

- **collection and analysis of both short- and long-term data,**
- **the standard(s) used to measure the effectiveness of implementation, and**
- **how results will be used to inform future implementation.**

The District will do the following to assess the effectiveness of this variance:

1. Gather feedback from the administrative team midway through the year to reflect upon a) what is working well and b) what are areas for improvement. We will review the collected data to date and consider areas for growth.
2. The evaluation committee will develop a feedback process to gather input from the faculty and administrators throughout the year. This information will be compiled and reviewed by the evaluation committee and shared at a faculty meeting.
3. The professional learning committee will gather information on the degree to which professional learning opportunities align with the expectations and areas in which the district can improve upon.
4. The superintendent or designee will review feedback from the midyear and end-of-year reflection on the executive coaching program to evaluate the effectiveness of the leadership development goals.
5. At the end of the year, the deputy superintendent will analyze the scores from the student performance category and share the data with the administrative team and the evaluation committee. The data will be used in conjunction with the information described above to consider the effectiveness of this process.
6. The evaluation committee will make recommendations for any necessary changes in the future based on the various information.

Use of the Optional Student Performance Subcomponent & Weighting**Please indicate if the Optional subcomponent will be used in the process included in this variance request by making the appropriate selection below.**

- The optional subcomponent is not included in this variance; the required subcomponent will comprise 100% of the Student Performance category.

Required Student Performance Variance Assurances**Please check the box below as applicable to all principals included in this required student performance variance request.**

- Assure that scores and ratings for the required student performance subcomponent will be calculated consistent with the process described in the LEA's approved APPR plan and/or this variance application and in compliance with Education Law Section 3012-d.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 8. PRINCIPALS: Optional Student Performance - Variance Request

Page Last Modified: 11/05/2020

Variance Request

LEAs may use this variance application to develop an optional second measure for a principal or group of principals that differs from the process described in the Commissioner's regulations.

Any principals not covered by this variance request

Please make the appropriate selection below.

- A variance is not requested for the optional student performance subcomponent for principals.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 9. PRINCIPALS: School Visits - Variance Request

Page Last Modified: 11/05/2020

Variance Request

LEAs may use this variance application to evaluate principal practice in a manner that differs from the process described in the Commissioner's regulations.

Any principals not covered by this variance request

Please make the appropriate selection below.

A variance is not requested for the principal school visit category.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 10. PRINCIPALS: Overall Scoring - Variance Request

Page Last Modified: 11/05/2020

Variance Request

LEAs may use this variance application to define the HEDI ranges for the Student Performance and/or Principal School Visit category that is different than those included in the Commissioner's regulations.

Any principals not covered by this variance request

Please make the appropriate selection below.

A variance is not requested for category ratings for principals.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 11. PRINCIPALS: Additional Requirements - Variance Request

Page Last Modified: 11/05/2020

Variance Request

LEAs may use this variance application to develop a process for Principal Improvement Plans, appeals and/or training in a manner that differs from the process described in the Commissioner's regulations.

Any principals not covered by this variance request

Choose the appropriate response below.

- A variance is not requested for principal improvement plans, appeals, or training.
- The details of the variance request applicable to principal improvement plans, appeals, and/or training is described in the subsequent section.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 12. Joint Certification of APPR Variance - Applicability and Certification

Page Last Modified: 02/03/2021

Applicability of Variance

Need for Variance

Please make the appropriate selection below.

- The submission of this variance application is unrelated to COVID-19.

Variance Duration

An Annual Professional Performance Review Variance under Education Law §3012-d may be approved for up to THREE (3) years.

Please indicate below the school years to which this variance application will apply.

One, two, or three consecutive academic years may be selected.

- 2020-21
- 2021-22
- 2022-23

Upload APPR Variance Certification Form

Please Note: SED Monitoring timestamps each revision and signatures cannot be dated earlier than the last revision. To ensure the accuracy of the timestamp on each task, please submit from Task 12 only.

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Variance using the "Variance Certification Form" found in the 'Documents' menu on the left side of the page.

Variance_Certification_2-3-2021.pdf

APPR VARIANCE CERTIFICATION FORM: Please download, check the assurances, sign, and upload this form to complete the submission of your LEA's Annual Professional Performance Review (APPR) Variance, Education Law §3012-d application.

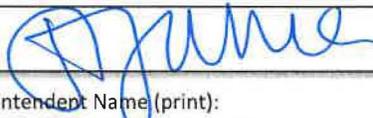
Assurances: Please check the boxes below

- Assure that all information provided in this variance application is true and accurate as of the date that the variance application is submitted.
- Assure that once this application is approved by the Department, it shall be considered part of the LEA's approved APPR plan during the effective term of the variance.
- Assure that, upon a revocation or non-renewal of a variance application at the end of its effective term, the district shall implement its approved evaluation plan in its entirety and without modification, consistent with all requirements of Subpart 30-3.3 of the Rules of the Board of Regents, and absent any terms of the variance.
- Assure that, where applicable, collective negotiations have been completed on all provisions of this variance application that are subject to collective bargaining.

Signatures, dates

Superintendent Signature:

Date:

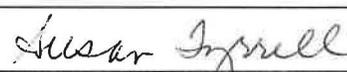
 1/29/21

Superintendent Name (print):

Dr. Jen Lamica

Teachers Union President Signature:

Date:

 1/29/21

Teachers Union President Name (print):

Ms. Susan Tyrrell

Administrative Union President Signature:

Date:

 1/29/21

Administrative Union President Name (print):

Mr. Chris Walsh

Board of Education President Signature:

Date:

 01-25-2021

Board of Education President Name (print):

Mr. Ira Schulman



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

Commissioner of Education
President of the University of the State of New York
89 Washington Avenue, Room 111
Albany, New York 12234

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

July 25, 2016

Revised

William Donohue, Superintendent
Byram Hills Central School District
10 Tripp Ln.
Armonk, NY 10504

Dear Superintendent Donohue:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review (APPR) plan meets the criteria outlined in Education Law §3012-d and Subpart 30-3 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 plan. If any material changes are made to your approved 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-d, 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 Performance category and the Teacher Observation or Principal School Visits category, and/or if the teachers' or principals' overall ratings and subcomponent scores show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results, and/or if schools or districts show a pattern of anomalous results in the Student Performance category and/or the Observation/School Visits category.

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,

MaryEllen Elia
Commissioner

Attachment

c: Harold Coles

NOTE:

Pursuant to sections 30-2.14 and 30-3.17 of the Rules of the Board of Regents, during the 2015-16 through 2018-19 school years, your district/BOCES must calculate transition scores and ratings for teachers and principals that exclude the results of grades 3-8 ELA and math State assessments and any State-provided growth scores. For the 2016-17 through 2018-19 school years, your district/BOCES must establish alternate SLOs for affected teachers and principals who, as a result of the above exclusions, have no remaining measures in the Student Performance Category.

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 plan 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 Review - Education Law §3012-d

Task 1. School District Information - Tasks 1.1, 1.2

Page Last Modified: 07/15/2016

Task 1) Disclaimers

For guidance related to Annual Professional Performance Review plans, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

The Department will review the contents of each school district's/BOCES' Annual Professional Performance Review (APPR) plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. Department approval does not imply endorsement of specific educational approaches in a district's/BOCES' plan.

The Department reserves the right to request further information from a district/BOCES to monitor compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. As such, each district/BOCES is required to keep detailed records on file for each section of the currently implemented APPR plan. Such detailed records must be provided to the Department upon request. The Department reserves the right to disapprove or require modification of a district's/BOCES' plan that does not rigorously adhere to the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district/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/BOCES, as necessary, as part of its review of this plan.

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.

1.1) Assurances**Please check all of the boxes below**

- Assure that the content of this form represents the district's/BOCES' entire APPR plan and that the APPR plan is in compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- Assure that a detailed version of the district's/BOCES' entire APPR plan is kept on file and that a copy of such plan will be provided to the Department upon request for review of compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- Assure that this APPR plan will be posted on the district/BOCES website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall later occur.
- Assure that it is understood that this district's/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval.

1.2) Submission Status

Is this a first-time submission under Education Law §3012-d or the submission of material changes to an APPR plan approved pursuant to Education Law §3012-d?

First-time submission under Education Law §3012-d

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.1 (Assurances), 2.2 (4-8 ELA/Math)

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Task 2) Original Required Student Performance Subcomponent

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

100% of the Student Performance category if only the Required subcomponent is used or at least 50% when used with the Optional subcomponent.

(A) For a teacher whose course ends in a State-created or administered test for which there is a State-provided growth model and at least 50% of a teacher’s students are covered under the State-provided growth measure, such teacher shall have a State-provided growth score based on such model.

(B) For a teacher whose course does not end in a State-created or administered test or where less than 50% of the teacher’s students are covered by a State-provided growth measure, such teacher shall have a Student Learning Objective (SLO) developed and approved by his/her superintendent or another trained administrator, using a form prescribed by the Commissioner, consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any teacher whose course ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

2.1) Assurances

Please note: NYS Grades 3-8 ELA/Math Assessments and State-provided growth scores cannot be used for the purposes of providing transition scores and ratings during the 2015-16 through 2018-19 school years, and should be used for advisory purposes only until the 2019-20 school year. Alternate SLOs to be used during the 2016-17 through 2018-19 transition period should be entered in Task 2 (Transition).

Please check the boxes below.

- Assure that the growth score provided by NYSED will be used, where required.
- Assure that, starting in the 2019-20 school year, back-up SLOs will be set by the superintendent or another trained administrator for all 4-8 ELA and Math teachers in the event that a State-provided growth score cannot be generated for that teacher.
- For the 2019-20 school year and thereafter, for any grade/subject that requires a back-up SLO, but for which there are not enough students, not enough scores, or data issues that prevent a teacher-specific SLO from being created, the superintendent or another trained administrator shall develop a school-wide back-up SLO using available State/Regents assessments.
- Assure that, during the 2015-16 through 2018-19 school years, the results of the NYS Grades 3-8 ELA/Math assessments and State-provided growth scores will continue to be used to calculate an original score and rating for advisory purposes only.

2.2) Grades 4-8 ELA and Math: Assessments (Original)

STATE-PROVIDED MEASURES OF STUDENT GROWTH

For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a growth score and rating. That rating will incorporate students' academic history compared to similarly academically achieving students and takes into consideration 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. While most teachers of 4-8 Common Branch, ELA and Math will have State-provided scores and ratings, some may teach other courses where there is no State-provided growth measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score and rating from the State for the full Student Performance category of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Student Performance category of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See APPR Guidance and SLO Guidance for more detail on teachers with State-provided growth measures and SLOs.)

For the 2019-20 school year and thereafter, for those teachers who would typically receive a State-provided growth score, the district/BOCES must also include a back-up SLO in the event that there are not enough students, not enough scores, or data issues that prevent a State-provided growth score from being calculated for that teacher.

Using the drop-down boxes below, please select the assessment(s) that will be used for the back-up SLOs for the grade/subject listed beginning in the 2019-20 school year.

	Grade 4 ELA	Grade 4 Math
State Assessment	Grade 4 ELA	Grade 4 Math

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.1 (Assurances), 2.2 (4-8 ELA/Math)

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	Grade 5 ELA	Grade 5 Math
State Assessment	Grade 5 ELA	Grade 5 Math

	Grade 6 ELA	Grade 6 Math
State Assessment	Grade 6 ELA	Grade 6 Math

	Grade 7 ELA	Grade 7 Math
State or Regents Assessment(s)	Grade 7 ELA	Grade 7 Math

	Grade 8 ELA	Grade 8 Math
State or Regents Assessment(s)	Grade 8 ELA	Grade 8 Math and Common Core Algebra

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.3 (3 ELA/Math), 2.4 (4/8 SCI)

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2.3) Grade 3 ELA and Math: Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs are the required student performance measure for teachers who do not receive a State-provided growth score. (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 grade 3 ELA and math; grades 4 and 8 science; high school math, science, and social studies courses associated 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 for students taking such assessments:

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

Using the drop-down boxes below, please select the assessment that will be used for the SLOs for the grade/subject listed.

	Grade 3 ELA	Grade 3 Math
State Assessment	Grade 3 ELA	Grade 3 Math

2.4) Grades 4 and 8 Science: Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs are the required student performance measure for teachers who do not receive a State-provided growth score. (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 grade 3 ELA and math; grades 4 and 8 science; high school math, science, and social studies courses associated 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 for students taking such assessments:

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

Using the drop-down boxes below, please select the assessment(s) that will be used for the SLOs for the grade/subject listed.

	Grade 4 Science	Grade 8 Science
State or Regents Assessment(s)	Common branch	Grade 8 Science and Earth Science

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.5, 2.6 (High School Courses)

Page Last Modified: 07/15/2016

2.5) High School Courses Ending in a Regents Exam: Assessments (Original)

Note: Additional high school courses may be included in the "All Other Courses" section of this form (Task 2.10).

STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs are the required student performance measure for teachers who do not receive a State-provided growth score. (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 grade 3 ELA and math; grades 4 and 8 science; high school math, science, and social studies associated 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 for students taking such assessments:

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

Using the drop-down boxes below, please select the assessment(s) that will be used for the SLOs for the grade/subject listed.

	Global 2	US History
Regents Assessment	Global 2	US History

	Living Environment	Earth Science	Chemistry	Physics
Regents Assessment	Living Environment	Earth Science	Chemistry	Not applicable

	Algebra I	Geometry	Algebra II/Trigonometry
Regents Assessment(s)	Common Core Algebra	Common Core Geometry	Not applicable

2.6) High School English Language Arts Courses: Measures and Assessments (Original)

Note: Additional high school English Language Arts courses may be included in the "All Other Courses" section of this form (Task 2.10).

STUDENT LEARNING OBJECTIVES: High School English Language Arts

For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (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 high school English Language Arts, the following must be used as the evidence of student learning within the SLO:

- State assessments (or Regents or Regent equivalents), required in at least one year of high school English Language Arts

For grade levels where the Regents exam is not used:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

Using the table below, please select the measure and assessment(s) that will be used for SLOs for the

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.5, 2.6 (High School Courses)

Page Last Modified: 07/15/2016

grade/subject listed.

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
9 ELA	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Common Core English		
10 ELA	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Common Core English		
11 ELA	Teacher-specific results	<input checked="" type="checkbox"/> Common Core English		
12 ELA	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Common Core English		

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Task 2.7 (K-2 ELA/Math)

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2.7)Grades K-2 ELA and Math: Measures and Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (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 other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developedcourse-specificassessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wideresults

Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed.

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K ELA	School- or program-wide group, team or linked results		<input checked="" type="checkbox"/> Byram Hills	
K Math	School- or program-wide group, team or linked results		<input checked="" type="checkbox"/> Byram Hills	
1 ELA	School- or program-wide group, team or linked results		<input checked="" type="checkbox"/> Byram Hills	
1 Math	School- or program-wide group, team or linked results		<input checked="" type="checkbox"/> Byram Hills	
2 ELA	School- or program-wide group, team or linked results		<input checked="" type="checkbox"/> Byram Hills	
2 Math	School- or program-wide group, team or linked results		<input checked="" type="checkbox"/> Byram Hills	

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2.8)Grades 6-7 Science and Grades 6-8 Social Studies: Measures and Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (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 other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developedcourse-specificassessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wideresults

Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed.

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
6 Science	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> Earth Science		
7 Science	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> Earth Science		
6 Social Studies	School- or program-wide group, team or linked results		<input checked="" type="checkbox"/> Byram Hills	
7 Social Studies	School- or program-wide group, team or linked results		<input checked="" type="checkbox"/> Byram Hills	
8 Social Studies	School- or program-wide group, team or linked results		<input checked="" type="checkbox"/> Byram Hills	

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2.9) Regents Global Studies 1: Measure and Assessment(s) (Original)

Note: Additional high school social studies courses may be included in the “All Other Courses” section of this form (Task 2.10).

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (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 other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

Using the table below, please select the measure and assessment(s) that will be used for SLOs for Global Studies 1.

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
Global 1	School- or program-wide group, team or linked results		<input checked="" type="checkbox"/> Byram Hills	

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2.10) All Other Courses (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (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 other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developedcourse-specificassessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wideresults

Fill in the following, as applicable, for all other teachers in additional grades/subjects that have SLOs (you may combine into one course listing any groups of teachers for whom the measureand assessment(s)are the same including, for example, "All courses not named above"):

- **Column 1: lowest grade that corresponds to the course**
- **Column 2: highest grade that corresponds to the course**
- **Column 3: subject of the course**
- **Column 4: measure used**
- **Columns 5-6: assessment(s) used**

Follow the examples below to list other courses.

	(1) lowest grade	(2) highest grade	(3) subject	(4) measure	(5-6) assessment(s)
All Other Courses	K	12	All courses not named above	District- or BOCES-wide results	Common Core English, Common Core Algebra
K-3 Art	K	3	Art	Teacher-specific results	Questar III BOCES
Grades 9-12 English Electives	9	12	English Electives	School- or program-wide, group, team, or linked results	All Regents given in building/district

To add additional courses, click "Add Row".

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Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	5	All courses not named above	District- or BOCES-wide results	<input checked="" type="checkbox"/> A building-wide State-provided growth score		
6	8	All courses not named above	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> A building-wide State-provided growth score		
9	12	All courses not named above	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> A building-wide State-provided growth score		

2.11) HEDI Scoring Bands

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
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

2.12) Teachers with More Than One Growth Measure (Original)

For more information on teachers with more than one growth measure, please see NYSED APPR Guidance and NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

If educators have more than one State-provided growth score and rating, those scores and ratings will be combined into one 0-20 score and HEDI rating for the Required Student Performance subcomponent provided by the Department. (Examples: Common branch teacher with State-provided growth measures for both ELA and Math in grade 4; middle school math teacher with both 7th and 8th grade math courses.)

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

2.13) Assurances

For guidance on SLOs and the development of back-up SLOs, please see NYSED APPR Guidance and SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

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Please check the boxes below.

- Assure that the teacher has an SLO or a back-up SLO, where applicable, consistent with the goal setting process developed by the Commissioner that results in a student growth score.
- Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator. Such targets, as determined by the superintendent or another trained administrator, may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
- Assure that all growth targets are approved by the superintendent or another trained administrator.
- Assure that any disagreement between parties regarding the content of the SLO, including the growth target, will be resolved by the superintendent or another trained administrator.
- Assure that if a teacher's SLO is based on a small n size population and the district/BOCES chooses not to use the HEDI scoring bands listed in task 2.11, then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.
- Assure that processes are in place for the superintendent to monitor SLOs.
- Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.

2.14) Use of the Optional Subcomponent and Student Performance Category Weighting

- If the Optional subcomponent is not used, the Required subcomponent will comprise 100% of the Student Performance category.
- If the Optional subcomponent is used, the Required subcomponent must comprise at least 50% of the Student Performance category.

Please indicate if the Optional subcomponent will be used by making the appropriate selection below.

NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.

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Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs

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Task 2) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)

The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

For guidance on the use of alternate SLOs during the transition period, see: <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations>.

100% of the Student Performance category if only the Required subcomponent is used or at least 50% when used with the Optional subcomponent.

(A) For a teacher whose course ends in a State-created or administered test for which there is a State-provided growth model and at least 50% of a teacher's students are covered under the State-provided growth measure, such teacher shall have a State-provided growth score based on such model.

(B) For a teacher whose course does not end in a State-created or administered test or where less than 50% of the teacher's students are covered by a State-provided growth measure, such teacher shall have a Student Learning Objective (SLO) developed and approved by his/her superintendent or another trained administrator, using a form prescribed by the Commissioner, consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any teacher whose course ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

During the 2016-17 through 2018-19 school years, pursuant to the requirements of §30-3.17 of the Rules of the Board of Regents, grades 3-8 NYS ELA/math assessments and any State-provided growth scores may only be used for advisory purposes and may not be used for the purpose of calculating transition scores and ratings.

If grades 3-8 ELA/math State assessments and any State-provided growth scores are the entirety of the Student Performance category, districts/BOCES must also develop an alternate SLO based on assessments that are not grade 3-8 ELA/math State assessments and/or on State-provided growth scores for the Required subcomponent of the Student Performance category during the transition to higher standards through new State assessments aligned to revised learning standards and a revised State-approved growth model.

2.2-2.10) Alternate SLOs (Transition Period, 2016-17 through 2018-19)

Using the table below, please first select a measure and assessment(s) that will be used for the alternate SLO during the 2016-17 through 2018-19 school years, then indicate the applicable courses.

Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)	Applicable Course(s)
District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science			<input checked="" type="checkbox"/> 3 ELA <input checked="" type="checkbox"/> 3 Math <input checked="" type="checkbox"/> 4 ELA <input checked="" type="checkbox"/> 4 Math
District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> Earth Science			<input checked="" type="checkbox"/> 5 ELA <input checked="" type="checkbox"/> 5 Math <input checked="" type="checkbox"/> 6 ELA <input checked="" type="checkbox"/> 6 Math <input checked="" type="checkbox"/> 7 ELA <input checked="" type="checkbox"/> 7 Math <input checked="" type="checkbox"/> 8 ELA <input checked="" type="checkbox"/> 8 Math

2.10) Alternate SLOs: All Other Courses (Transition Period, 2016-17 through 2018-19)

If the option, "Other Courses as listed in Original Task 2.10" does not apply, please leave that box unchecked in the table above and use the table below to add courses.

You may combine into one course listing any groups of teachers for whom the measure and assessment(s) are the same including, for example, "all other teachers not named above".

For other courses indicate the following:

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- Column 1: lowest grade that corresponds to the course
- Column 2: highest grade that corresponds to the course
- Column 3: subject of the course
- Column 4: measure used
- Columns 5-6: assessment(s) used

Follow the examples below to list other courses.

	(1) lowest grade	(2) highest grade	(3) subject	(4) measure	(5-6) assessment(s)
All Other Courses	K	12	All courses not named above	District- or BOCES-wide results	Common Core English, Common Core Algebra
K-3 Art	K	3	Art	Teacher-specific results	Questar III BOCES
Grades 9-12 English Electives	9	12	English Electives	School- or program-wide, group, team, or linked results	All Regents given in building/district

Please note: NYS Grades 3-8 ELA/Math Assessments and State-provided growth scores may only be used for advisory purposes during the transition period and cannot be used for calculating transition scores and ratings during the 2015-16 through 2018-19 school years. If such assessments are selected for the original SLO and there are not remaining measures in the Student Performance category for an educator, an alternate SLO must be included for that educator here.

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	4	All courses not named above	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science		
5	8	All courses not named above	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> Earth Science		
9	12	All courses not named above	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> All Regents given in building/district		

2.11) HEDI Scoring Bands

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
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

2.12) Teachers with More Than One Growth Measure (Transition)

For more information on teachers with more than one growth measure, please see NYSED APPR Guidance and NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

If educators have more than one alternate SLO, the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based

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on the number of students in each SLO.

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Task 3.1. Optional Subcomponent Use (Teachers) - Task 3.1 (Subcomponent Use and Weighting)

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Task 3) Optional Student Performance Subcomponent

For guidance on the Optional subcomponent of the Student Performance measure, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

Up to 50% of Student Performance category, if selected.

Such second measure shall apply in a consistent manner, to the extent practicable, across all classrooms in the same grade/subject in the district/BOCES and be either:

(A) a second State-provided growth score on a State-created or administered test, provided that the State-provided growth measure is different than that used in the Required subcomponent, or

(B) a growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model.

3.1) Use of the Optional Subcomponent of the Student Performance Category

Please indicate if the Optional subcomponent will be used by making the appropriate selection below.

NO, the Optional subcomponent WILL NOT be used in the Student Performance category for any teacher.

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Task 4. Teacher Observation Category - Tasks 4.1-4.6

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For guidance on the Teacher Observation category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

4.1) Teacher Practice Rubric

Select a teacher practice rubric from the menu of State-approved rubrics to assess performance based on the observable NYS Teaching Standards.

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.
Danielson's Framework for Teaching (2013 Instructionally Focused Edition)	Classroom teachers of all academic subjects
NYLA-SSL/SLSA School Librarian Evaluation Rubric	Library Media Specialists

4.2) Assurances

Please check all of the boxes below.

- Assure that all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations.
- Assure that the process for assigning points for the Teacher Observation category will be in compliance with the locally-determined subcomponent weights and overall Observation category score and rating based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents.
- Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district/BOCES, provided that districts/BOCES may locally determine whether to use different rubrics for teachers who teach different grades and/or subjects during the school year.
- Assure that the same rubric(s) is used for all observations of a classroom teacher across the observation types in a given school year.

4.3) Process for Weighting Rubric Domains/Subcomponents

For guidance on the Teacher Observation category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., All observable components will be weighted equally and averaged).

All observable components will be weighted equally and averaged for each observation. The scores from each observation will be weighted and combined for task 4.5 below.

4.4) Calculating Observation Ratings

Assurances

Please check the boxes below.

- Assure that each set of observations (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted observation score will then be converted into a HEDI rating using the ranges indicated below.
- Assure that once all observations are complete, the different types of observations will be combined using a weighted average consistent with the weights specified in task 4.5 below, producing an overall Observation category score between 0 and 4. In the event that a teacher earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

Please also check the boxes below.

- Assure that if the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the second observation(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. See Section 30-3.4(d)(2)(i)(b)(1) of the Rules of the Board of Regents.
- Assure that if the district/BOCES is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 4 of the district's/BOCES' approved §3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.4(d)(2)(i)(b)(2) of the Rules of the Board of Regents.

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Task 4. Teacher Observation Category - Tasks 4.1-4.6

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Teacher Observation Scoring Bands

	Overall Observation Category Score and Rating	
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0	1.49 to 1.74

HEDI Ranges

Using the dropdown menus below, please indicate the locally-determined rubric scoring ranges based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents for each of the rating categories.

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.75	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.74

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

4.5) Teacher Observation Subcomponent Weighting

Required Subcomponents:

- Observations by Principal(s) or Other Trained Administrators: At least 80% of the Teacher Observation category score
- Observations by Impartial Independent Trained Evaluator(s)*: At least 10%, but no more than 20%, of the Teacher Observation category score

Optional Subcomponent:

- Observations by Trained Peer Observer(s): No more than 10% of the Teacher Observation category score when selected

Please be sure the total of the weights indicated equals 100%.

* If the district is granted an annual Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator.

Please indicate the weighting of each subcomponent and be sure the total of the weights indicated equals 100%.

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Task 4. Teacher Observation Category - Tasks 4.1-4.6

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Required - Principal/ Administrator	Required - Independent Evaluator(s)	Optional - Peer Observer(s)	Grades and subjects for which Peer Observers will be used
85%	15%	N/A	(No Response)

4.6) Assurances

Please check all of the boxes below.

- Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the teacher(s) they are evaluating.
- Assure that, if observations are being conducted by trained peer observer(s), these teacher(s) received an overall rating of Effective or Highly Effective in the previous school year.
- Assure that the following elements will not be used in calculating a teacher's Observation category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of teacher effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- Assure that the length of all observations for teachers will be conducted pursuant to the locally-determined durations.
- Assure that independent evaluator(s) will be trained and selected by the district/BOCES.
- Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES.
- Assure that at least one of the required observations will be unannounced.

4.7) Number and Method of Observations

Indicate the minimum number of unannounced and announced observations for each type of observer, as well as the method of observation, in the tables below.

Tenured Teachers

	Required - Principal/ Administrator: Minimum observations	Required - Principal/ Administrator: Observation method	Required - Independent Evaluator(s): Minimum observations	Required - Independent Evaluator(s): Observation method	Optional - Peer Observer(s): Minimum observations	Optional - Peer Observer(s): Observation method
Unannounced	0	N/A	1	In person	0	N/A
Announced	1	In person	0	N/A	0	N/A

Probationary Teachers

	Required - Principal/ Administrator: Minimum observations	Required - Principal/ Administrator: Observation method	Required - Independent Evaluator(s): Minimum observations	Required - Independent Evaluator(s): Observation method	Optional - Peer Observer(s): Minimum observations	Optional - Peer Observer(s): Observation method
Unannounced	0	N/A	1	In person	0	N/A
Announced	3	In person	0	N/A	0	N/A

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Task 5. Overall Scoring (Teachers) - Tasks 5.1-5.3

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For guidance on APPR scoring, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

5.1) Scoring Ranges

Student Performance

HEDI ratings must be assigned based on the point distribution below.

Teacher Observation

HEDI ratings must be assigned based on locally-determined ranges consistent with the constraints listed below.

	Overall Student Performance Category Score and Rating			Overall Observation Category Score and Rating	
	Minimum	Maximum		Minimum	Maximum
H	18	20	H	3.5 to 3.75	4.0
E	15	17	E	2.5 to 2.75	3.49 to 3.74
D	13	14	D	1.5 to 1.75	2.49 to 2.74
I	0	12	I	0	1.49 to 1.74

5.2) Scoring Matrix for the Overall Rating

		Teacher Observation Category			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance Category	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

* If a teacher is rated Ineffective on the Student Performance category, and a State-designed supplemental assessment was included as an Optional subcomponent of the Student Performance category, the teacher can be rated no higher than Ineffective overall (see Education Law §3012-d (5)(a) and (7)).

5.3) Assurances

Please check all of the boxes below.

- Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.
- Assure that it is possible to obtain a zero in each subcomponent.
- Assure the overall rating determination for a teacher shall be determined according to the evaluation matrix.
- Assure that a student will not be instructed, for two consecutive school years, by any two teachers of the same subject in the same school district who have received Ineffective ratings under Education Law §3012-d in the year immediately prior to the school year in which the student is placed in the teacher's classroom unless the district has received a waiver from the Department.

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Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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For more information on the additional requirements for teachers, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

6.1) Assurances: Teacher Improvement Plans

Please check all of the boxes below.

- Assure that the district/BOCES will formulate and commence implementation of a Teacher Improvement Plan (TIP) for all teachers who receive a Developing or Ineffective rating by October 1 following the school year for which such teacher's performance is being measured or as soon as practicable thereafter.
- Assure that TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law 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.

6.2) Attachment: Teacher Improvement Plan Forms

All TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of his/her pedagogical judgment, 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.

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district/BOCES.

TIP Plan 2016.pdf

6.3) Assurance: Appeals

Please check the box below.

- Assure the district/BOCES has collectively bargained appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.

6.4) Appeals

Pursuant to Education Law§3012-d, a teacher may only challenge the following in an appeal to their district/BOCES:

- (1) the substance of the annual professional performance review;which shall include the following:
 - (i) in the instance of a teacher rated Ineffective on the StudentPerformance category, but rated Highly Effective ontheObservationcategory based on an anomaly, as determined locally;
- (2) the school district's/BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law§3012-d; and
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's/BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law§3012-d.

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Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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

Appeals of annual professional performance reviews are limited to those that rate a teacher as Ineffective or Developing. As per the Regents Rules a teacher's grounds for appeal are limited only to (1) the substance of an annual professional performance review, including the instance of a teacher rated ineffective on the student performance category but rated highly effective on the observation category; (2) the district's adherence to the standards and methodologies required for such reviews; (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and (4) the school district's issuance and/or implementation of the terms of the teacher improvement plan.

The teacher must indicate in writing which specific parts of the evaluation are being appealed. Any documentation/evidence that the teacher wants considered in the appeal should be attached to the appeal letter. The appeal must be filed with the building principal within 10 school days of receiving the final evaluation.

The teacher must follow the steps outlined below.

A. PROBATIONARY TEACHERS

1. The probationary teacher meets with the building principal to review their written appeal document within 5 school days of filing the appeal. The principal renders a decision within 10 school days from the meeting date.
2. The teacher may submit a second and final appeal to the superintendent with a written statement indicating their basis for appeal of the principal's decision within 5 school days of receiving the decision from the principal. The superintendent will respond within 5 school days from receipt of the appeal.

B. TENURED TEACHERS

1. The tenured teacher meets with the building principal to review the written appeal document within 5 school days of filing the appeal. The principal renders a decision on the appeal within 10 school days from the meeting date.
2. The teacher may submit a second appeal in writing to the Evaluation Committee for peer review within 10 school days from principal's decision. The peer review process by the Evaluation Committee includes the following:
 - a. Teacher presents his or her written appeal to the Evaluation Committee at the next scheduled meeting not to exceed 6 weeks.
 - b. The Evaluator presents his or her final evaluation of teacher's performance to the Evaluation Committee.
 - c. The Evaluation Committee reviews and comments on the written appeal.
 - d. A final report and recommendation is written by the assistant superintendent, the BHAA leadership, and the BHTA leadership to the superintendent within 10 school days from the date of the teacher's presentation to the Evaluation Committee. A copy of this recommendation will be provided to the teacher. The teacher has 5 school days to withdraw the appeal. The superintendent will make a final decision within 10 school days from receiving the final report from the Evaluation Committee.

6.5) Assurance: Evaluators

Please check the box below.

- The district/BOCES assures that all evaluators will be properly trained and lead evaluators will be certified on the below elements prior to completing a teacher's evaluation. Note: independent observers and peer observers need only be trained on elements 1, 2, and 4 below.

6.6) Training of Lead Evaluators, Evaluators, Independent Observers, and Peer Observers and Certification of Lead Evaluators

The process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators must include:

- 1) the process for training lead evaluators and evaluators, including impartial independent observers and peer observers;
- 2) the process for the certification and re-certification of lead evaluators;
- 3) the process for ensuring inter-rater reliability; and
- 4) the nature (content) and the duration (how many hours, days) of such training.

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Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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Describe the process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators.**EVALUATOR CERTIFICATION AND RE-CERTIFICATION FOR TEACHERS**

The process for certification and recertification of lead evaluators of teachers is outlined below. All administrators in the Byram Hills School District will receive certification training and re-certification training annually as outlined below. All Byram Hills administrators will be trained in and certified to be both Lead Evaluators and Independent Evaluators of teachers.

A. The superintendent, and/or his or her designee, will receive lead evaluator certification and re-certification by completing lead evaluator certification training through our regional BOCES each year. The duration of such BOCES course will be a minimum of one day.

B. The District will develop lead evaluator and independent evaluator certification for all District administrators that will take place annually. This training program will occur annually in order to re-certify Lead Evaluators and Independent Evaluators in the District. The District will not utilize the peer observation option. The lead evaluator certification for administrators will include the following nine elements:

- (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 any other growth model approved by the Department as defined in section 30-3.2 of this Subpart;
- (4) Application and use of the State-approved teacher or principal rubric(s) selected by the district 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 district utilizes to evaluate its classroom teachers or building principals;
- (6) Application and use of any locally selected measures of student growth used in the optional subcomponent of the Student Performance Category used by the district 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 to evaluate a teacher or principal under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their category ratings; and
- (9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

C. The duration of the training program will include a minimum of 10 hours of direct instruction on the APPR requirements. The training program is conducted during two summer days, during administrative council meetings throughout the year, and additional time scheduled during the year to meet the requirements of the training program as needed.

D. In addition to the elements above, the independent evaluator certification will include the following elements:

- (1) Review and practice on inter-rater reliability of observations through video analysis and other methods to calibrate the accuracy of observation scores and ratings;
- (2) Comparison of observations and evaluations, to detect disparities on the part of one or more evaluators;
- (3) Annual data analysis of scores and evidence in observations and evaluation to further calibrate observations.

E. All administrators will receive re-certification training annually over a minimum of one day. The program will include the following elements:

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

F. The superintendent and/or his or her designee will randomly review and evaluate 15% of teacher observations and evaluation reports conducted by administrators. This process will be used to ensure inter-rate reliability. Additional data will be analyzed using the electronic teacher evaluation management system. Feedback on the quality of reports will be given to the administrators during the certification and re-certification program.

6.7) Assurances: Teacher Evaluation

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Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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Please check all of the boxes below.

- Assure that the district/BOCES shall compute and provide to the teacher their score and rating for the Student Performance category, if available, and for the Teacher Observation category for the teacher's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the teacher is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
- Assure that the evaluation system will be used as a significant factor for employment decisions.
- Assure that teachers will receive timely and constructive feedback as part of the evaluation process.
- Assure that the following prohibited elements listed in Education Law §3012-d(6) are not being used as part of any teacher's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of teacher effectiveness; any district or regionally-developed assessment that has not been approved by the Department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall compute and provide teachers whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such teachers with their original composite rating by September 1 of the school year next following the school year for which the teacher's performance is being measured, or as soon as practicable thereafter.

6.8) Assurances: Assessments**Please check all of the boxes below.**

- Assure that, where applicable, if students in Common Core courses are taking both the 2005 Learning Standards and Common Core versions of the Regents Assessment, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.
- 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.
- Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.
- Assure that, where applicable, if your district/BOCES has indicated that more than one version of a Regents assessment for a content area will be used as the underlying evidence for an SLO, that the district/BOCES will only administer both assessments within the timeframes prescribed by the Commissioner. Where only one version of a Regents assessment for a content area is administered in a particular school year, assure that only that assessment will be used as the underlying evidence for an SLO.

6.9) Assurances: Data**Please check all of the boxes below.**

- Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
- Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- Assure scores and ratings for all teachers will be reported to NYSED for each category, as well as the overall rating, as per NYSED requirements.
- Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.
- Assure that procedures for ensuring data accuracy and integrity are being utilized.

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Task 7. Original Student Performance - Required (Principals) - Original Task 7.1 (State-Provided Growth Measures)

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Task 7) Original Required Student Performance Subcomponent

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

100% of Student Performance category if only the Required subcomponent is used or at least 50% when used with Optional subcomponent

(A) For a principal of a building which includes grades 4-8 ELA, math and/or high school courses with State or Regents assessments (or principals of programs with any of these assessments) who have at least 30% of his/her students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model.

(B) For a principal where less than 30% of his/her students are covered under the State-provided growth measure, such principal shall have a Student Learning Objective (SLO), consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any principal whose building or program includes courses that end in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

7.1) State-Provided Measures of Student Growth (Original)

For principals with at least 30% of their students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model. 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 measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.). For principals where less than 30% of their students are covered under a State-provided growth measure, such principals shall have an SLO consistent with a goal setting process determined or developed by the Commissioner that results in a student growth score; provided that for any grade-level/course that ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO. (See Guidance for more detail on principals with State-provided measures and SLOs.)

For the 2019-20 school year and thereafter, for those principals who would typically receive a State-provided growth score, the district/BOCES must also include a back-up SLO in the event that there are not enough students, not enough scores, or data issues that prevent a State-provided growth score from being calculated for that principal.

Please list the grade configurations of the schools or principals where State-provided growth measures will apply beginning in the 2019-20 school year (please list, e.g., K-5, PK-6, 6-8, 6-12, 7-12, 9-12). For each configuration, also indicate assessment(s) used for the back-up SLO beginning in the 2019-20 school year.

For each grade configuration indicate the following:

- **Column 1: lowest grade that corresponds to the building or program**
- **Column 2: highest grade that corresponds to the building or program**
- **Column 3: assessment(s) used**

Follow the examples below.

	(1) lowest grade	(2) highest grade	(3) assessment(s)
Grades K-6 Building	K	6	NYS Grade 4 ELA, NYS Grade 5 ELA, NYS Grade 6 ELA, NYS Grade 4 Math, NYS Grade 5 Math, NYS Grade 6 Math
Grades 7-12 Building	7	12	All applicable Regents assessments which are used to generate the principal's State-provided growth score

Using the table below, please select the assessment(s) that will be used for the back-up SLOs beginning in the

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2019-20 school year for each grade configuration listed. The SLO will be based on the largest grades/courses in the principal's school building, using State or Regents assessments as the underlying evidence for such SLOs where they exist.

Grade From	Grade To	State or Regents Assessment(s)
3	5	<input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math
6	8	<input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math
9	12	<input checked="" type="checkbox"/> All applicable Regents assessments which are used to generate the principal's State-provided growth score

7.1) Assurances

Please check the boxes below.

- Assure that the growth score provided by NYSED will be used, where required.
- Assure that, starting in the 2019-20 school year, back-up SLOs will be set by the superintendent or another trained administrator for all principals who receive a State-provided growth score in the event that a State-provided growth score cannot be generated for that principal.
- Assure that, during the 2015-16 through 2018-19 school years, the results of the NYS Grades 3-8 ELA/Math assessments and State-provided growth scores will continue to be used to calculate an original score and rating for advisory purposes only.

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Task 7. Original Student Performance - Required (Principals) - Original Tasks 7.2 (SLOs), 7.3-7.6

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7.2) Student Learning Objectives (Original)

For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs must be used 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 grades/courses 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/BOCES 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 must begin first with the SGResults.
- Additional SLOs must then be set based on grades/subjects with State assessments for which there is no State-provided growth measure, 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 3rdparty assessment; or
- State-approveddistrict, regionally, or BOCES-developedcourse-specificassessment.

For each grade configuration indicate the following:

- **Column 1:** lowest grade that corresponds to the building or program
- **Column 2:** highest grade that corresponds to the building or program
- **Column 3:** measure used
- **Column 4:** assessment(s) used

Follow the examples below.

	(1) lowest grade	(2) highest grade	(3) measure	(4) assessment(s)
Grades K-2 Building	K	2	District- or BOCES-wide results	Common Core English, Common Core Algebra, Living Environment, Global 2, US History
Grades 11-12 Building	11	12	Principal-specificresults	Common Core English, US History

Using the table below, please select the measure and assessment(s) that will be used for the SLOs for each grade configuration listed. During the 2016-17 through 2018-19 school years, SLOs that use

Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	2	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 3 Math		

7.3) HEDI Scoring Bands

Highly Effective	Effective	Developing	Ineffective
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Task 7. Original Student Performance - Required (Principals) - Original Tasks 7.2 (SLOs), 7.3-7.6

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20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

7.4) Principals with More Than One Growth Measure (Original)

For more information on principals with more than one growth measure, please see NYSED APPR Guidance and SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

If educators have more than one State-provided growth score and rating, those scores and ratings will be combined into one score and HEDI rating for the Required Student Performance subcomponent provided by the Department. (Examples: Principals of K-8 schools with growth measures for ELA and math grades 4-8.)

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

7.5) Assurances

Please check all of the boxes below.

- Assure that the principal has an SLO or a back-up SLO, where applicable, consistent with the goal setting process developed by the Commissioner that results in a student growth score.
- Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator. Such targets, as determined by the superintendent or another trained administrator, may only take the following characteristics into account: poverty, students with disabilities, English language learners status and prior academic history.
- Assure that all growth targets are approved by the superintendent or another trained administrator.
- Assure that any disagreement between parties regarding the content of the SLO, including the growth target, will be resolved by the superintendent or another trained administrator.
- Assure that if a principal's SLO is based on a small n size population and the district/BOCES chooses not to use the HEDI scoring bands listed in task 7.3, then the principal's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.
- Assure that processes are in place for the superintendent to monitor SLOs.
- Assure that the final Student Performance category rating for each principal will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.

7.6) Student Performance Subcomponent Weighting

- If the Optional subcomponent is not used, the Required subcomponent will comprise 100% of the Student Performance category.
- If the Optional subcomponent is used, the Required subcomponent must comprise at least 50% of the Student Performance category.

Please indicate if the Optional subcomponent will be used by making the appropriate selection below.

NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.

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Task 7. Transition Student Performance - Required (Principals) - Task 7 Alternate SLOs

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Task 7) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)

The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

For guidance on the use of alternate SLOs during the transition period, see: <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations>.

100% of Student Performance category if only the Required subcomponent is used or at least 50% when used with Optional subcomponent

(A) For a principal of a building which includes grades 4-8 ELA, math and/or high school courses with State or Regents assessments (or principals of programs with any of these assessments) who have at least 30% of his/her students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model.

(B) For a principal where less than 30% of his/her students are covered under the State-provided growth measure, such principal shall have a Student Learning Objective (SLO), consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any principal whose building or program includes courses that end in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

During the 2016-17 through 2018-19 school years, pursuant to the requirements of §30-3.17 of the Rules of the Board of Regents, if excluding grade 3-8 ELA/math State assessments and any State-provided growth scores results in no remaining student performance measures, districts/BOCES must develop alternate SLOs based on assessments that are not grade 3-8 ELA/math State assessments for the Required subcomponent of the Student Performance Category during the transition to higher standards through new State assessments aligned to revised learning standards and a revised State-approved growth model.

7.1-7.2) Alternate SLOs (Transition Period, 2016-17 through 2018-19)

Please list the grade configurations of the schools or principals where alternate SLOs will apply. For each configuration, also indicate the measure and assessment(s) used for the alternate SLO.

For each grade configuration indicate the following:

- **Column 1: lowest grade** that corresponds to the building or program
- **Column 2: highest grade** that corresponds to the building or program
- **Column 3: measure used**
- **Column 4: assessment(s) used**

Follow the examples below.

	(1) lowest grade	(2) highest grade	(3) measure	(4) assessment(s)
Grades K-2 Building	K	2	District- or BOCES-wide results	Common Core English, Common Core Algebra, Living Environment, Global 2, US History
Grades 11-12 Building	11	12	Principal-specific results	Common Core English, US History

Using the table below, please select the assessment(s) that will be used for the alternate SLOs during the 2016-17 through 2018-19 school years for each grade configuration listed. In all other school years, the SLO will be based on the largest grades/courses in the principal's school building, using State or Regents assessments as the underlying evidence for such SLOs where they exist.

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Task 7. Transition Student Performance - Required (Principals) - Task 7 Alternate SLOs

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Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	2	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science		
3	5	Principal-specific results	<input checked="" type="checkbox"/> Grade 4 Science		
6	8	Principal-specific results	<input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> Earth Science		

7.3) HEDI Scoring Bands

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
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

7.4) Principals with More than One Growth Measure (Transition)

For more information on principals with more than one growth measure, please see NYSED APPR Guidance and SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

If educators have more than one alternate SLO, the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO.

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Task 8.1. Optional Subcomponent Use (Principals) - Task 8.1 (Subcomponent Use and Weighting)

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Task 8) Optional Student Performance Subcomponent

For guidance on the Optional subcomponent of the Student Performance category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

Up to 50% of Student Performance category, if selected.

Such second measure shall apply in a consistent manner, to the extent practicable, across all buildings with the same grade configuration or program in the district/BOCES and be either:

(A) a second State-provided growth score on a State-created or administered test, provided that a different measure is used than that for the Required subcomponent in the Student Performance category, or

(B) a growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model.

8.1) Use of the Optional Subcomponent for Student Performance Measures

Please indicate if the Optional subcomponent will be used by making the appropriate selection below.

NO, the Optional subcomponent WILL NOT be used in the Student Performance category for any principal.

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Task 9. Principal School Visit Category - Tasks 9.1-9.6

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For guidance on the Principal School Visit category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

9.1) Principal Practice Rubric

Select a principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards.

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of principals each rubric applies to.
Multidimensional Principal Performance Rubric	(No Response)

9.2) Assurances

Please check all of the boxes below.

- Assure that all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits.
- Assure that the process for assigning points for the Principal School Visit category will be in compliance with the locally-determined subcomponent weights and overall School Visit category score and rating based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents.
- Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district/BOCES, provided that districts/BOCES may locally determine whether to use different rubrics for a principal assigned to different grade level configurations or building types.
- Assure that the same rubric(s) is used for all school visits for a principal across the school visit types in a given school year.

9.3) Process for Weighting Rubric Domains/Subcomponents

For guidance on the Principal School Visit category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., All observable components will be weighted equally and averaged).

All observable components are weighted equally and averaged.

9.4) Calculating School Visit Ratings

Assurances

Please check the boxes below.

- Assure that each set of school visits (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted school visit score will be converted into a HEDI rating using the ranges indicated below.
- Assure that once all school visits are complete, the different types of school visits will be combined using a weighted average consistent with the weights specified in task 9.5 below, producing an overall School Visit category score between 0 and 4. In the event that a principal earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

Please also check the boxes below.

- Assure that if the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the second school visit(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or his/her designee. See Section 30-3.5(d)(1)(ii)(a) of the Rules of the Board of Regents.
- Assure that if the district/BOCES is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 9 of the district's/BOCES' approved §3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.5(d)(1)(ii)(b) of the Rules of the Board of Regents.

Annual Professional Performance Review - Education Law §3012-d

Task 9. Principal School Visit Category - Tasks 9.1-9.6

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	Overall School Visit Category Score and Rating	
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0	1.49 to 1.74

HEDI Ranges

Using the dropdown menus below, please indicate the locally-determined rubric scoring ranges based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents for each of the rating categories.

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.75	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.74

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

9.5) Principal School Visit Subcomponent Weighting

Required Subcomponents:

- School Visits by Supervisor(s) or other Trained Administrator(s): At least 80% of the Principal School Visit category score
- School Visits by Impartial Independent Trained Evaluator(s)*: At least 10%, but no more than 20%, of the Principal School Visit category score

Optional Subcomponent:

- School Visits by Trained Peer Observer(s): No more than 10% of the Principal School Visit category score when selected

* If the district is granted an annual Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or their designee.

Please indicate the weighting of each subcomponent and be sure the total of the weights indicated equals 100%.

Annual Professional Performance Review - Education Law §3012-d

Task 9. Principal School Visit Category - Tasks 9.1-9.6

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Required - Supervisor/ Administrator	Required - Independent Evaluator(s)	Optional -Peer Observer(s)	Grade configurations for which Peer Observers will be used
90%	10%	N/A	(No Response)

9.6) Assurances

Please check all of the boxes below.

- Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the principal(s) they are evaluating.
- Assure that, if school visits are being conducted by trained peer observer(s), these principal(s) received an overall rating of Effective or Highly Effective in the previous school year.
- Assure that the following elements will not be used in calculating a principal's school visit category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- Assure that the length of all school visits for principals will be conducted pursuant to the locally-determined durations.
- Assure that independent evaluator(s) will be trained and selected by the district/BOCES.
- Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES.
- Assure that at least one of the required school visits will be unannounced.
- Assure that school visits will not be conducted via video.

9.7) Number of School Visits

Indicate the minimum number of unannounced and announced school visits for each type of observer in the tables below.

Tenured Principals

	Required - Supervisor/ Administrator: Minimum school visits	Required - Independent Evaluator(s): Minimum school visits	Optional -Peer Observer(s): Minimum school visits
Unannounced	3	1	0
Announced	1	0	0

Probationary Principals

	Required - Supervisor/ Administrator: Minimum school visits	Required - Independent Evaluator(s): Minimum school visits	Optional -Peer Observer(s): Minimum school visits
Unannounced	3	1	0
Announced	1	0	0

Annual Professional Performance Review - Education Law §3012-d

Task 10. Overall Scoring (Principals) - Tasks 10.1-10.3

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For guidance on APPR scoring, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

10.1) Scoring Ranges

Student Performance Category

HEDI ratings must be assigned based on the point distribution below.

Principal School Visit Category

HEDI ratings must be assigned based on locally-determined ranges consistent with the constraints listed below.

	Overall Student Performance Category Score and Rating			Overall School Visit Category Score and Rating	
	Minimum	Maximum		Minimum	Maximum
H	18	20	H	3.5 to 3.75	4.0
E	15	17	E	2.5 to 2.75	3.49 to 3.74
D	13	14	D	1.5 to 1.75	2.49 to 2.74
I	0	12	I	0	1.49 to 1.74

10.2) Scoring Matrix for the Overall Rating

		Principal School Visit Category			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance Category	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

* If a principal is rated Ineffective on the Student Performance category, and a State-designed supplemental assessment was included as an Optional subcomponent of the Student Performance category, the principal can be rated no higher than Ineffective overall (see Education Law §3012-d (5)(a) and (7)).

10.3) Assurances

Please check all of the boxes below.

- Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.
- Assure that it is possible to obtain a zero in each subcomponent.
- Assure the overall rating determination for a principal shall be determined according to the evaluation matrix.

Annual Professional Performance Review - Education Law §3012-d

Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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For guidance on additional requirements for principals, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.**11.1) Assurances: Improvement Plans****Please check all of the boxes below.**

- Assure that the district/BOCES will formulate and commence implementation of a Principal Improvement Plan (PIP) for all principals who receive a Developing or Ineffective rating by October 1 following the school year for which such principal's performance is being measured or as soon as practicable thereafter.
- Assure that PIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law 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.

11.2) Attachment: Principal Improvement Plan Forms

All PIP plans developed and implemented by the superintendent or his/her designee, in the exercise of his/her pedagogical judgment, 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.

As a required attachment to this APPR plan, upload the PIP forms that are used in the school district/BOCES.

PIP Plan 2016.pdf

11.3) Assurance: Appeals**Please check the box below.**

- Assure the district/BOCES has collectively bargained appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.

11.4) Appeals

Pursuant to Education Law§3012-d, a principal may only challenge the following in an appeal to their district/BOCES:

- (1) the substance of the annual professional performance review;which shall include the following:
 - (i) in the instance of a principal rated Ineffective on the studentperformance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally;
- (2) the school district's/BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law§3012-d; and
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's/BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law§3012-d.

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

Principals receiving a rating of Ineffective or Developing shall have the right to appeal their rating based upon the grounds outlined in education law 3012-d following the procedures outlined below:

- a. The principal shall file the appeal in writing to the Superintendent no later than ten (10) school days following receipt of the final rating notice.
- b. Failure to file the appeal within the ten (10) school days shall be considered as a waiver of this appeal process.
- c. The Lead Evaluator, if someone other than the superintendent, shall have the opportunity to submit any written documentation in support of the evaluation within ten (10) days of notification of appeal by the principal.
- d. At the Superintendent's discretion, the Superintendent may interview the Lead Evaluator and/or the principal. The principal shall be entitled to representation from the Byram Hills Administrators Association at such interview.
- e. The Superintendent will issue a final decision in writing within thirty (30) calendar days following receipt of the appeal. The determination of the Superintendent with regard to the evaluation appeal shall be final.

Annual Professional Performance Review - Education Law §3012-d

Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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11.5) Assurance: Evaluators

Please check the box below.

- The district/BOCES assures that all evaluators will be properly trained and lead evaluators will be certified on the below elements prior to completing a principal's evaluation. Note: independent observers and peer observers need only be trained on elements 1, 2, and 4 below.

11.6) Training of Lead Evaluators, Evaluators, Independent Observers, and Peer Observers and Certification of Lead Evaluators

The process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators must include:

- 1) the process for training lead evaluators and evaluators, including impartial independent observers and peer observers;
- 2) the process for the certification and re-certification of lead evaluators;
- 3) the process for ensuring inter-rater reliability; and
- 4) the nature (content) and the duration (how many hours, days) of such training.

Annual Professional Performance Review - Education Law §3012-d

Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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Describe the process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators.**EVALUATOR CERTIFICATION AND RE-CERTIFICATION FOR PRINCIPALS**

The process for certification and recertification of lead evaluators of principals is outlined below. The superintendent and other district administrators will receive certification training and re-certification training annually as outlined below. The district administrators will be trained in and certified to be both Lead Evaluators and Independent Evaluators of principals.

- A. The superintendent, and/or his or her designee, will receive lead evaluator certification and re-certification by completing lead evaluator certification training for principals through our regional BOCES each year. The duration of such BOCES course will be a minimum of one day.
- B. The lead evaluator certification for all District administrators will take place annually. This training program will occur annually in order to re-certify Lead Evaluators and Independent Evaluators for principals. The District will not utilize the peer observation option. The lead evaluator certification for district administrators will include the following nine elements:
- (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 any other growth model approved by the Department as defined in section 30-3.2 of this Subpart;
 - (4) Application and use of the State-approved teacher or principal rubric(s) selected by the district 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 district utilizes to evaluate its classroom teachers or building principals;
 - (6) Application and use of any locally selected measures of student growth used in the optional subcomponent of the Student Performance Category used by the district 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 to evaluate a teacher or principal under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their category ratings; and
 - (9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.
- C. The superintendent, or is or her designee, will conduct a training program for independent evaluator certification for principals. The program will be conducted over a minimum of one day of direct instruction on the APPR requirements.
- D. In addition to the elements above, the lead evaluator and independent evaluator certification for principals will include the following elements:
- (1) Review and practice on inter-rater reliability of observations through video analysis and other methods to calibrate the accuracy of observation scores and ratings;
 - (2) Comparison of observations and evaluations, to detect disparities on the part of one or more evaluators;
 - (3) Annual data analysis of scores and evidence in observations and evaluation to further calibrate observations.
- E. All district administrators will receive re-certification training annually over a minimum of one day, totaling two hours. The program will include the following elements:
- (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; and
 - (3) Application and use of the State-approved teacher or principal rubric(s) selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice.
- F. The superintendent will review all observation and evaluation reports conducted by independent evaluators of principals. This process will be used to ensure inter-rate reliability. Additional data will be analyzed using the electronic teacher evaluation management system. Feedback on the quality of reports will be given to the district administrators during the certification and re-certification program.

11.7) Assurances: Principal Evaluation

Annual Professional Performance Review - Education Law §3012-d

Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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Please check all of the boxes below.

- Assure that the district/BOCES shall compute and provide to the principal their score and rating for the Student Performance category, if available, and for the Principal School Visit category for the 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, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
- Assure that the evaluation system will be used as a significant factor for employment decisions.
- Assure that principals will receive timely and constructive feedback as part of the evaluation process.
- Assure that the following prohibited elements listed in Education Law §3012-d(6) are not being used as part of any principal's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness; any district or regionally-developed assessment that has not been approved by the department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall compute and provide principals whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such principals with their original composite rating by September 1 of the school year next following the school year for which the principal's performance is being measured, or as soon as practicable thereafter.

11.8) Assurances: Assessments**Please check all of the boxes below.**

- Assure that, where applicable, if students in Common Core courses are taking both the 2005 Learning Standards and Common Core versions of the Regents Assessment, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.
- 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.
- Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.
- Assure that, where applicable, if your district/BOCES has indicated that more than one version of a Regents assessment for a content area will be used as the underlying evidence for an SLO, that the district/BOCES will only administer both assessments within the timeframes prescribed by the Commissioner. Where only one version of a Regents assessment for a content area is administered in a particular school year, assure that only that assessment will be used as the underlying evidence for an SLO.

11.9) Assurances Data**Please check all of the boxes below.**

- Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
- Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- Assure scores and ratings for all principals will be reported to NYSED for each category, as well as the overall rating, as per NYSED requirements.
- Assure that enrolled students in accordance with policies for student assignment to schools and may not be excluded.
- Assure that procedures for ensuring data accuracy and integrity are being utilized.

Annual Professional Performance Review - Education Law §3012-d

Task 12. Joint Certification of APPR Plan - Upload Certification Form

Page Last Modified: 07/24/2016

Task 12) Upload APPR District Certification Form

Please Note: SED Monitoring timestamps each revision and signatures cannot be dated earlier than the last revision. To ensure the accuracy of the timestamp on each task, please submit from Task 12 only.

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.

APPR-District_Certification.pdf

Annual Professional Performance Review - Education Law §3012-dAdditional Documents - Additional Documents

Page Last Modified: 07/15/2016

Additional Documents

The Department will not review any documents other than those required in the online form (Tasks 1-12).

Any additional documents supplied by the school district/BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional documents 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/BOCES, as necessary, as part of its review of this plan.

Upload Documents

1A-APPR 2016_FINAL Plan.pdf

TEACHER IMPROVEMENT PLAN (TIP)

Teacher: _____

School: _____

Grade/Subject: _____

Evaluator: _____

Date Final Evaluation Conducted: _____

Date of Plan: _____

The evaluator identifies areas of improvement based on the teacher's final evaluation and completes the Teacher Improvement Plan below. The evaluator meets with the teacher to review and discuss the goals of the improvement plan **by October 1st following the school year for which the teacher was rated ineffective or Developing**, or soon soon as practicable thereafter.

Check the box next to any domain below that is rated as Developing or Ineffective. The areas addressed in the TIP Plan will be differentiated based on the areas checked below.

Domain 1: Planning and Preparation

Domain 2: Learning Environment

Student Performance

Domain 3: Instructional Practice

Domain 4: Professional Responsibilities

For Library Media Specialists: 1: Knowledge of students & student learning

2: Knowledge of content & instructional planning

3: Instructional practice 4: learning environment 5: Assessment for student learning

6: Collaboration & professional learning 7: Professional growth

In the spaces below, describe the following: (a) list areas needing improvement to address the categories above assessed as Developing or Ineffective; (b) identify the specific desired outcomes associated with each area of improvement; (c) list differentiated activities or action steps to support the teacher's improvement; (d) describe the manner in which the improvement will be assessed; (e) and provide a timeline for achieving improvement and benchmark checkpoints.

Areas needing improvement from area(s) above	Desired outcomes	Activities/action steps to support improvement	How will the improvement be assessed?	Timeline & benchmark checkpoints

BYRAM HILLS CENTRAL SCHOOL DISTRICT
ARMONK, NEW YORK

Areas needing improvement from area(s) above	Desired outcomes	Activities/action steps to support improvement	How will the improvement be assessed?	Timeline & benchmark checkpoints

Teacher's Comments:

Evaluator's Comments:

Teacher's Signature

Date

Evaluator's Signature

Date

TEACHER IMPROVEMENT PLAN (TIP) EVALUATION SHEET

Teacher: _____

School: _____

Grade/Subject: _____

Evaluator: _____

Date: _____

The evaluator completes the TIP Evaluation Sheet at the end of the agreed upon timeline and meets with the teacher to discuss progress toward meeting the desired outcomes.

In the spaces below, the evaluator describes the following: (a) list areas stated as needing improvement; (b) identify the desired outcomes; (c) describe the teacher’s progress to address the areas of improvement and the steps taken, stating whether or not the teacher made satisfactory progress; and (d) determine whether or not the teacher satisfied the improvement plan for each area listed.

Areas needing improvement from area(s) above	Desired outcomes	Describe the teacher’s progress	Is this area satisfied? (Yes or No)

BYRAM HILLS CENTRAL SCHOOL DISTRICT
ARMONK, NEW YORK

Areas needing improvement from area(s) above	Desired outcomes	Describe the teacher's progress	Is this area satisfied? (Yes or No)

Teacher's Comments:

Evaluator's Comments:

Teacher's Signature

Date

Evaluator's Signature

Date

**BYRAM HILLS SCHOOL DISTRICT
ARMONK, NEW YORK**

Principal Improvement Plan (PIP)

Principal: _____

School: _____

Grade/Subject: _____

Evaluator: _____

Date Final Evaluation Conducted: _____

Date of Plan: _____

Any principal receiving an overall APPR composite rating of Developing or Ineffective must complete a Principal Improvement Plan (PIP) by October 1 of the school year following the evaluation. The evaluator and principal will hold an initial meeting to discuss areas of strengths and areas of improvement as identified in the principal's final evaluation, and they complete the Principal Improvement Plan below.

Check the box next to any domain below from the Multidimensional Principal Performance Rubric that is rated as Developing or Ineffective:

- | | |
|--|--|
| <input type="checkbox"/> Domain 1: Shared Vision of Learning | <input type="checkbox"/> Domain 4: Community |
| <input type="checkbox"/> Domain 2: School Cultural and Instructional Program | <input type="checkbox"/> Domain 5: Integrity, Fairness, Ethics |
| <input type="checkbox"/> Domain 3: Safe, Efficient, Effective Learning Environment | <input type="checkbox"/> Domain 6: Political, Social, Economic, Legal and Cultural Context |
| <input type="checkbox"/> State Assessment or Student Learning Objectives | |

In the spaces below, describe the following: (a) list areas needing improvement to address the categories above assessed as Developing or Ineffective; (b) identify the specific desired outcomes associated with each area of improvement; (c) list differentiated activities or action steps to support the principal's improvement; (d) describe the manner in which the improvement will be assessed; (e) and provide a timeline for achieving improvement and benchmark checkpoints.

Areas needing improvement from area(s) above	Desired outcomes	Activities/action steps to support improvement	How will the improvement be assessed?	Timeline & benchmark checkpoints

Areas needing improvement from area(s) above	Desired outcomes	Activities/action steps to support improvement	How will the improvement be assessed?	Timeline & benchmark checkpoints

(Add more rows if necessary)

Additional comments if needed:

Additional information may be attached if needed:

Principal's Signature

Date

Evaluator's Signature

Date

**BYRAM HILLS SCHOOL DISTRICT
ARMONK, NEW YORK**

Principal Improvement Plan (PIP) Evaluation Sheet

Principal: _____

School: _____

Grade/Subject: _____

Evaluator: _____

Date: _____

The evaluator completes the Principal Improvement Plan (PIP) Evaluation Sheet at the end of the agreed upon timeline and meets with the principal to discuss progress toward meeting the desired outcomes.

In the spaces below, the evaluator describes the following: (a) list areas stated as needing improvement; (b) identify the desired outcomes; (c) describe the principal's progress to address the areas of improvement and the steps taken, stating whether or not the principal made satisfactory progress; and (d) determine whether or not the principal satisfied the improvement plan for each area listed.

Areas needing improvement from area(s) above	Desired outcomes	Describe the principal's progress	Is this area satisfied? (Yes or No)

Areas needing improvement from area(s) above	Desired outcomes	Describe the principal's progress	Is this area satisfied? (Yes or No)

(Add more rows if necessary)

Additional comments if needed:

Additional information may be attached if needed:

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-d and Subpart 30-3 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 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-d and Subpart 30-3 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-d as implemented by Subpart 30-3 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 30-3 of the Rules of the Board of Regents.

The district/BOCES and its collective bargaining agent(s), where applicable, also certify that during the 2015-16 through 2018-19 school years, transition scores and ratings will be calculated for teachers and principals that exclude the results of grades 3-8 English Language Arts (ELA) and Math State assessments and any State-provided growth scores; that the district/BOCES will continue to provide teachers and principals with original APPR scores and ratings calculated based on the measures in their approved APPR plan without any modifications, substitutions, or replacements pursuant to §30-3.17 of the Rules of the Board of Regents during the transition period; and that original APPR scores and ratings will be provided for advisory purposes only, and will have no impact on employment decisions, including tenure determinations, or teacher and principal improvement plans.

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 may be withheld or forfeited by the State pursuant to Education Law §3012-d(11), as added by Chapter 56 of the Laws of 2015.

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, during the 2015-16 through 2018-19 school years, the overall transition rating will be used as a significant factor in employment decisions, including tenure determinations and teacher and principal improvement plans;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES will continue to provide teachers and principals with original APPR scores and ratings calculated based on the measures described in this APPR plan without any modifications, substitutions, or replacements pursuant to §30-3.17 of the Rules of the Board of Regents;
- Assure that, during the 2015-16 through 2018-19 school years, original APPR scores and ratings will not be used as the basis for employment decisions and will only be used for advisory purposes;
- Assure that beginning in the 2019-2020 school year, the original overall APPR score pursuant to the district or BOCES approved APPR plan shall be used as the basis for employment decisions, including tenure determinations and teacher and principal improvement plans;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES, shall provide teachers and principals whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings calculated pursuant to §30-3.17 of the Rules of the Board of Regents as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such teachers and principals with their original composite APPR rating by September 1 of the school year next following the school year for which the teacher's performance is being measured, or as soon as practicable thereafter.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall continue to provide teachers and principals whose Student Performance Category measures are not based on the grades 3-8 ELA/math State assessments or State-provided growth scores with their score and rating on the Student Performance category, if

available, and for the Teacher Observation category or Principal School Visit Category of their annual professional performance reviews, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's or principal's performance is measured, and that the entire APPR 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 beginning in the 2019-20 school year, the entire APPR 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 beginning in the 2019-20 school year, the district or BOCES shall compute and provide to the teacher/principal their score and rating on the Student Performance category, if available, and for the Teacher Observation category or Principal School Visit Category of a teacher's or principal's annual professional performance review, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's or principal's performance is measured;
- Assure that the APPR Plan will be filed in the district office and made available to the public on the district's or BOCES' website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall later occur;
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner;
- Assure that, during the 2015-16 through 2018-19 school year, the district or BOCES will continue to report both the original and transition individual category and subcomponent scores and the overall original and transition ratings to the State 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, during the 2015-16 through 2018-19 school years, any educators who receive a Developing or Ineffective rating as their overall transition rating will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 in the school year following the school year in which such teacher's or principal's performance is being measured or as soon as practicable thereafter.
- Assure that, beginning in the 2019-2020 school year, any educator who receives a Developing or Ineffective rating on their original overall rating pursuant to this APPR plan will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 in the school year following the school year for which such teacher's or principal's performance is being measured or as soon as practicable thereafter;
- Assure that such improvement plan shall be developed by the superintendent or his/her designee in the exercise of their pedagogical judgment, and shall be subject to collective bargaining to the extent required under Article 14 of the Civil Service Law;
- Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, 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 collectively bargained appeal procedures that are consistent with the statute and regulations and that they provide for the timely and expeditious resolution of an appeal to the district/BOCES;
- Assure that, for teachers, all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations and, for principals, all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits;
- 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 district and BOCES shall ensure that the process by which weights and scoring ranges are assigned to subcomponents and categories is transparent and available to those being rated before the beginning of each school year;
- Assure that if a second measure for the Student Performance category is locally selected, then the same locally selected measures of student growth across all classrooms in the same grade/subject in the district/BOCES must be used in a consistent manner to the extent practicable;
- Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator;
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of each school year, on a form prescribed by the Commissioner, to the Commissioner for approval;
- Assure that the alternate SLOs described in Tasks 2 and 7 of this APPR plan will be used as the basis for certain teachers' and principals' transition APPR scores and ratings, where applicable and consistent with section 30-3.17 of

- the Rules of the Board Regents, during the 2016-17 through 2018-19 school years only;
- Assure that, beginning in the 2019-20 school year, no transition scores and ratings will be generated and the district or BOCES' original APPR Plan will apply to all classroom teachers and building principals as defined in the statute, regulations, and SED guidance without any modifications, substitutions, or replacements as a result of the requirements of §30-3.17 of the Rules of the Board of Regents;
 - Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to Subpart 30-3 of the regulations;
 - 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 of the grade does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such classroom or program of the grade; and
 - Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to English language learners or the individualized education program of a student with a disability.

Signatures, dates

Superintendent Signature:

Date:

William D. Malone 7/19/16

Teachers Union President Signature:

Date:

Supriya Malone 7-19-16

Administrative Union President Signature:

Date:

Dr. H. Evan Powderly 7.19.16

Board of Education President Signature:

Date:

Bob Hume 7.20.16