June 9, 2016

Revised

Matthew Reilly, Superintendent
Cazenovia Central School District
31 Emory Avenue
Cazenovia, NY 13035

Dear Superintendent Reilly:

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: J. Francis Manning
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.
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
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.

<table>
<thead>
<tr>
<th>Grade 4 ELA</th>
<th>Grade 4 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Assessment Grade 4 ELA</td>
<td>Grade 4 Math</td>
</tr>
</tbody>
</table>
## 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)**

### Grade 5 ELA & Math
- **State Assessment:** Grade 5 ELA, Grade 5 Math

### Grade 6 ELA & Math
- **State Assessment:** Grade 6 ELA, Grade 6 Math

### Grade 7 ELA & Math
- **State or Regents Assessment(s):** Grade 7 ELA, Grade 7 Math

### Grade 8 ELA & Math
- **State or Regents Assessment(s):** Grade 8 ELA, Grade 8 Math and Common Core Algebra
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.

<table>
<thead>
<tr>
<th>State Assessment</th>
<th>Grade 3 ELA</th>
<th>Grade 3 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 ELA</td>
<td>Grade 3 ELA</td>
<td>Grade 3 Math</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>State or Regents Assessment(s)</th>
<th>Grade 4 Science</th>
<th>Grade 8 Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common branch</td>
<td>Grade 8 Science</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Global 2</th>
<th>US History</th>
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<tbody>
<tr>
<td>Regents Assessment</td>
<td>Global 2</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Living Environment</th>
<th>Earth Science</th>
<th>Chemistry</th>
<th>Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regents Assessment</td>
<td>Living Environment</td>
<td>Earth Science</td>
<td>Chemistry</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Algebra I</th>
<th>Geometry</th>
<th>Algebra II/Trigonometry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regents Assessment(s)</td>
<td>Common Core Algebra</td>
<td>Common Core Geometry</td>
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</tbody>
</table>

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
<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 ELA School- or program-wide group, team or linked results</td>
<td>✅ Common Core English ✅ Common Core Algebra ✅ Living Environment ✅ Global 2</td>
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<td>10 ELA School- or program-wide group, team or linked results</td>
<td>✅ Common Core English ✅ Common Core Algebra ✅ Living Environment ✅ Global 2</td>
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<td>11 ELA Teacher-specific results</td>
<td>✅ Common Core English</td>
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<tr>
<td>12 ELA School- or program-wide group, team or linked results</td>
<td>✅ Common Core English ✅ Common Core Algebra ✅ Living Environment ✅ Global 2</td>
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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 the grade/subject listed.

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<tr>
<th>Grade</th>
<th>Subject</th>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
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<td>K ELA</td>
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<td>District- or BOCES-wide results</td>
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<td>2 ELA</td>
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<td>District- or BOCES-wide results</td>
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<td>2 Math</td>
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<td>District- or BOCES-wide results</td>
<td>Common Core English</td>
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<td>Global 2</td>
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</tbody>
</table>
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-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 grade/subject listed.
<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Science</td>
<td>District- or BOCES-wide results</td>
<td>Common Core English</td>
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<td>7 Science</td>
<td>District- or BOCES-wide results</td>
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<td>6 Social Studies</td>
<td>District- or BOCES-wide results</td>
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<td>7 Social Studies</td>
<td>District- or BOCES-wide results</td>
<td>Common Core English</td>
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<td>8 Social Studies</td>
<td>District- or BOCES-wide results</td>
<td>Common Core English</td>
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<td>Global 2</td>
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</table>
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.

<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global 1</td>
<td>District- or BOCES-wide results</td>
<td>☑ Common Core English  ☑ Common Core Algebra  ☑ Living Environment  ☑ Global 2</td>
<td></td>
</tr>
</tbody>
</table>
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-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

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 measure and 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.

<table>
<thead>
<tr>
<th>1. All Other Courses</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>12</td>
<td>All courses not named above</td>
<td>District- or BOCES-wide results</td>
</tr>
<tr>
<td>K-3 Art</td>
<td>K</td>
<td>3</td>
<td>ART</td>
</tr>
<tr>
<td>Grades 9-12 English Electives</td>
<td>9</td>
<td>12</td>
<td>English Electives</td>
</tr>
</tbody>
</table>

To add additional courses, click "Add Row".

<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</th>
<th>Subject</th>
<th>Measure</th>
<th>State or Regents</th>
<th>Locally-developed</th>
<th>Third Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>12</td>
<td>All courses not named above</td>
<td>District- or BOCES-wide results</td>
<td>Common Core English, Common Core Algebra, Living Environment, Global 2</td>
<td>Assessment(s)</td>
<td>Assessment(s)</td>
</tr>
</tbody>
</table>

2.11) HEDI Scoring Bands

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
</table>
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.

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.
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.

<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
<th>Applicable Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>District- or BOCES-wide results</td>
<td>☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2</td>
<td></td>
<td></td>
<td>☑ 3 ELA ☑ 4 ELA ☑ 5 ELA ☑ 6 ELA ☑ 7 ELA ☑ 8 ELA</td>
</tr>
</tbody>
</table>

2.11) HEDI Scoring Bands

<table>
<thead>
<tr>
<th></th>
<th>Highley Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
</table>

06/09/2016 01:34 PM
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 on the number of students in each SLO.
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.

_Upto 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. |  |
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.

<table>
<thead>
<tr>
<th>Rubric Name</th>
<th>If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYSUT Teacher Practice Rubric (2014 Edition)</td>
<td>(No Response)</td>
</tr>
</tbody>
</table>

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

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.

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 check the box below in the event that your district/BOCES is granted an annual Independent Evaluator Hardship Waiver by the Department.

☑ Assure that if the district is granted an annual 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.
Overall Observation Category Score and Rating

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>3.5 to 3.75</td>
<td>4.0</td>
</tr>
<tr>
<td>E</td>
<td>2.5 to 2.75</td>
<td>3.49 to 3.74</td>
</tr>
<tr>
<td>D</td>
<td>1.5 to 1.75</td>
<td>2.49 to 2.74</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>1.49 to 1.74</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Rating Category</th>
<th>Minimum Rubric Score</th>
<th>Maximum Rubric Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>3.50</td>
<td>4.00</td>
</tr>
<tr>
<td>Effective</td>
<td>2.50</td>
<td>3.49</td>
</tr>
<tr>
<td>Developing</td>
<td>1.50</td>
<td>2.49</td>
</tr>
<tr>
<td>Ineffective</td>
<td>0.00</td>
<td>1.49</td>
</tr>
</tbody>
</table>

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%.
### 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.
- 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

<table>
<thead>
<tr>
<th>Required - Principal/ Administrator: Minimum observations</th>
<th>Required - Independent Evaluator(s): Observation method</th>
<th>Optional - Peer Observer(s): Minimum observations</th>
<th>Grades and subjects for which Peer Observers will be used</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>10%</td>
<td>N/A</td>
<td>(No Response)</td>
</tr>
</tbody>
</table>

#### Probationary Teachers

<table>
<thead>
<tr>
<th>Required - Principal/ Administrator: Minimum observations</th>
<th>Required - Independent Evaluator(s): Observation method</th>
<th>Required - Independent Evaluator(s): Minimum observations</th>
<th>Optional - Peer Observer(s): Observation method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In person</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Unannounced

- Tenured: 2
- Probationary: 2

#### Announced

- Tenured: 0
- Probationary: 1
5.1) Scoring Ranges

Student Performance

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

<table>
<thead>
<tr>
<th>Overall Student Performance Category Score and Rating</th>
<th>Overall Observation Category Score and Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
<td>Maximum</td>
</tr>
<tr>
<td>H</td>
<td>18</td>
</tr>
<tr>
<td>E</td>
<td>15</td>
</tr>
<tr>
<td>D</td>
<td>13</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
</tr>
</tbody>
</table>

Teacher Observation

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

5.2) Scoring Matrix for the Overall Rating

<table>
<thead>
<tr>
<th>Student Performance Category</th>
<th>Teacher Observation Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective (H)</td>
<td>Highly Effective (H)</td>
</tr>
<tr>
<td>Effective (E)</td>
<td>Effective (E)</td>
</tr>
<tr>
<td>Developing (D)</td>
<td>Developing (D)</td>
</tr>
<tr>
<td>Ineffective (I)</td>
<td>Ineffective (I)</td>
</tr>
</tbody>
</table>

* 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.
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.doc

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 Student Performance category, but rated Highly Effective on the Observation 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.

**Appeals of annual professional performance reviews** are limited to those that rate a tenured teacher as ineffective or developing only. Non-tenured teachers may only appeal an annual professional performance review of ineffective.

**What may be challenged in an appeal:** The appeal procedures allow the scope of the appeals under Education Law 3012-d to the following subjects:

1. The District’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-d;
2. The adherence to the Commissioner’s regulations, as applicable to such reviews;
3. Compliance with any locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
4. The District’s issuance and/or implementation of the terms of the teacher improvement plan under Education Law 3012-d.

**Timeline for filing an appeal:** All appeals must be submitted in writing to the Lead Evaluator no later than ten (10) school days from the date when the teacher receives his/her annual summative professional performance rating. All information and evidence the teacher wants to have considered must be included in the written appeal. A copy of the performance review must also be submitted with the appeal. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. If a teacher is challenging the issuance of a teacher improvement plan, the appeal must be filed within ten (10) school days of issuance of such plan. All information and evidence the teacher wants to have considered must be included in the written appeal. A copy of the improvement plan must also be submitted with the appeal. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

**Appeal process:** Upon receipt of the written appeal from the teacher, the Lead Evaluator shall have ten (10) school days from the date of receipt to reply. If the Lead Evaluator does not concur with the appeal and make any necessary and appropriate changes to the summative evaluation, the appeal will be forwarded to the Superintendent of Schools. A two-person review panel will render a recommendation concerning the appeal. The Superintendent of Schools and the Association President will each appoint one person to this panel. The members of the panel will not work in the same program as the teacher making the appeal.

In making their recommendation, the panel shall consider the written record, comprised of the teacher’s appeal papers and any documentary evidence accompanying the appeal, as well as the lead evaluator’s response and any additional documentary evidence submitted with the response. The panel will issue a written recommendation on the merits of the appeal no later than twenty (20) school days from the date when the teacher filed his or her appeal to the Superintendent of Schools, who will, within ten (10) school days issue a written, final decision about the appeal. The written decision will be provided to the teacher and to the Lead Evaluator. This decision will be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent of Schools shall not be subject to any further appeal. No disciplinary action predicated upon the issue of evaluation or improvement plan, will be taken by the District against a tenured teacher, until the appeal process has been concluded. This shall in no way limit the right of the District to either deny tenure or dismiss a probationary teacher for constitutionally and statutorily permissible reasons including performance.

### 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.
Describe the process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators.

The Board of Education will ensure that all evaluators, including independent evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize the OCM BOCES Instructional Support Services evaluator, independent evaluator/lead evaluator training in accordance with SED procedures and processes. Training will include:

1. New York State Teaching Standards and Leadership Standards
2. Evidence-based observation
3. Application and use of Student Growth Percentile method
4. Application and use of the State-approved teacher or principal rubrics
5. Application of assessment tools the district employs
6. Application and use of State-approved locally selected measures of student growth
7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used by the state and the district
9. Specific considerations in evaluating teachers and principals of ELLs and students with disabilities

Upon completion of the initial year-long training of 28 hours for evaluators, independent evaluators/lead evaluators, administrators will be certified as lead evaluators. Administrators responsible for teacher/principal evaluation will continue training on an annual basis through participation in the annual follow-up training for evaluators, independent evaluators/lead evaluators provided by OCM BOCES Instructional Support Services. This training along with the structured follow-up discussions with administrative staff will support the continued growth in understanding of the nine elements of performance review listed above.

Administrators who complete the annual follow-up training will be recertified as lead evaluators. The Board of Education designates the superintendent to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continued growth in understanding of the teacher performance evaluation process. OCM BOCES Instructional Support Services will be utilized to provide the initial training as well as the ongoing annual training. The initial training for evaluators, independent evaluators/lead evaluators, the annual training, thereafter, for purposes of continued growth, along with the structured follow-up discussions with administrative staff on a quarterly basis will maintain inter-rater reliability of evaluators over time.

6.7) Assurances: Teacher Evaluation

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.
- 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.

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.
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, 6-12, 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.

<table>
<thead>
<tr>
<th></th>
<th>(1) lowest grade</th>
<th>(2) highest grade</th>
<th>(3) assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-6 Building</td>
<td>K</td>
<td>6</td>
<td>NYS Grade 4 ELA, NYS Grade 5 ELA, NYS Grade 6 ELA, NYS Grade 4 Math, NYS Grade 5 Math, NYS Grade 6 Math</td>
</tr>
<tr>
<td>Grades 7-12 Building</td>
<td>7</td>
<td>12</td>
<td>All Regents assessments which are used to generate the principal's State-provided growth score</td>
</tr>
</tbody>
</table>
they exist.

<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</th>
<th>State or Regents Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>7</td>
<td>☑ Grade 5 ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Grade 6 ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Grade 7 ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Grade 5 Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Grade 6 Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Grade 7 Math</td>
</tr>
<tr>
<td>8</td>
<td>12</td>
<td>☑ Grade 8 ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Grade 8 Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ All Regents assessments which are used to generate the principal's State-provided growth score</td>
</tr>
</tbody>
</table>

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.
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 SGP results.
- 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)/courses(s) that have the largest number of students using school-wide student results from one of the following assessment options:
  - State-approved 3rd party assessment; or
  - State-approved district, regionally, or BOCES-developed course-specific assessment.

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.

<table>
<thead>
<tr>
<th>(1) lowest grade</th>
<th>(2) highest grade</th>
<th>(3) measure</th>
<th>(4) assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-2 Building</td>
<td>K</td>
<td>2</td>
<td>District- or BOCES-wide results</td>
</tr>
<tr>
<td>Grades 11-12 Building</td>
<td>11</td>
<td>12</td>
<td>Principal-specific results</td>
</tr>
</tbody>
</table>

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...
### 7.3) HEDI Scoring Bands

<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</th>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>4</td>
<td>District- or BOCES-wide results</td>
<td>✓ Common Core English ✓ Common Core Algebra ✓ Living Environment ✓ Global 2</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>K</td>
<td>4</td>
<td>Principal-specific results</td>
<td>✓ Grade 3 ELA ✓ Grade 4 ELA ✓ Grade 3 Math ✓ Grade 4 Math</td>
<td>❌</td>
<td>❌</td>
</tr>
</tbody>
</table>

#### 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](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.
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.

<table>
<thead>
<tr>
<th>Grades K-2 Building</th>
<th>(1) lowest grade</th>
<th>(2) highest grade</th>
<th>(3) measure</th>
<th>(4) assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>2</td>
<td></td>
<td>District- or BOCES-wide results</td>
<td>Common Core English, Common Core Algebra, Living Environment, Global 2, US History</td>
</tr>
<tr>
<td>Grades 11-12 Building</td>
<td>11</td>
<td>12</td>
<td>Principal-specific results</td>
<td>Common Core English, US History</td>
</tr>
</tbody>
</table>

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.
7.3) HEDI Scoring Bands

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade To</th>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>4</td>
<td>District- or BOCES-wide results</td>
<td>Common Core English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Common Core Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Living Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Global 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>District- or BOCES-wide results</td>
<td>Common Core English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Common Core Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Living Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Global 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
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.
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.

<table>
<thead>
<tr>
<th>Rubric Name</th>
<th>If more than one rubric is utilized, please indicate the group(s) of principals each rubric applies to.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marshall's Principal Evaluation Rubric</td>
<td>(No Response)</td>
</tr>
</tbody>
</table>

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

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

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 check the box below in the event that your district/BOCES is granted an annual Independent Evaluator Hardship Waiver by the Department.

- Assure that if the district is granted an annual 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.

Principal School Visit Scoring Bands
### 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.

<table>
<thead>
<tr>
<th></th>
<th>Minimum Rubric Score</th>
<th>Maximum Rubric Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>3.50</td>
<td>4.00</td>
</tr>
<tr>
<td>Effective</td>
<td>2.50</td>
<td>3.49</td>
</tr>
<tr>
<td>Developing</td>
<td>1.50</td>
<td>2.49</td>
</tr>
<tr>
<td>Ineffective</td>
<td>0.00</td>
<td>1.49</td>
</tr>
</tbody>
</table>

#### 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%.
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.
☑ 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.

<table>
<thead>
<tr>
<th></th>
<th>Tenured Principals</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required - Supervisor/ Administrator: Minimum school visits</td>
<td>Required - Independent Evaluator(s): Minimum school visits</td>
<td>Optional - Peer Observer(s): Minimum school visits</td>
</tr>
<tr>
<td>Unannounced</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Announced</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Probationary Principals</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required - Supervisor/ Administrator: Minimum school visits</td>
<td>Required - Independent Evaluator(s): Minimum school visits</td>
<td>Optional - Peer Observer(s): Minimum school visits</td>
</tr>
<tr>
<td>Unannounced</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Announced</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Overall Student Performance Category Score and Rating</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>E</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>D</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>12</td>
</tr>
</tbody>
</table>

**Principal School Visit Category**
HEDI ratings must be assigned based on locally-determined ranges consistent with the constraints listed below.

<table>
<thead>
<tr>
<th>Overall School Visit Category Score and Rating</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>3.5 to 3.75</td>
<td>4.0</td>
</tr>
<tr>
<td>E</td>
<td>2.5 to 2.75</td>
<td>3.49 to 3.74</td>
</tr>
<tr>
<td>D</td>
<td>1.5 to 1.75</td>
<td>2.49 to 2.74</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>1.49 to 1.74</td>
</tr>
</tbody>
</table>

### 10.2) Scoring Matrix for the Overall Rating

<table>
<thead>
<tr>
<th>Principal School Visit Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective (H)</td>
</tr>
<tr>
<td>Effective (E)</td>
</tr>
<tr>
<td>Developing (D)</td>
</tr>
<tr>
<td>Ineffective (I)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Performance Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective (H)</td>
</tr>
<tr>
<td>Effective (E)</td>
</tr>
<tr>
<td>Developing (D)</td>
</tr>
<tr>
<td>Ineffective (I)</td>
</tr>
</tbody>
</table>

* 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.
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.

Final PIP.docx

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 student performance 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.

**Appeals of annual professional performance reviews** are limited to those that rate a tenured principal as ineffective or developing only. Non-tenured principal(s) may only appeal an annual professional performance review of ineffective.

**What may be challenged in an appeal:** The appeal procedures allow the scope of the appeals under Education Law 3012-d to the following subjects:

1. The District’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-d;
2. The adherence to the Commissioner’s regulations, as applicable to such reviews;
3. Compliance with any locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
4. The District’s issuance and/or implementation of the terms of the principal improvement plan under Education Law 3012-d.

**Time Frame for Filing Appeal**

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.

An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within fifteen (15) days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. The Superintendent upon written request may grant an extension of the time in which to appeal.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his/her performance review, or the issuance and/or implementation of the terms of his/her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. The district upon written request must provide any additional documents or materials relevant to the appeal for the same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

**Time Frame For District Response**

Within ten (10) business days of receipt of an appeal, the must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district’s response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all the additional information submitted with the response, at the same time the school district files its response. The principal up to the date of the hearing may submit additional material supporting the challenges.

**Decision Process For Appeal**

Within five (5) business days of the district’s response, a single individual hearing officer shall be chosen from the list of hearing officers approved mutually by the district and bargaining unit representing the principals.

The parties agree that:

a. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.

b. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.

c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se.

d. The parties shall exchange an anticipated witness list no less than two (2) business days before he scheduled hearing date.

e. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.

f. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses, and/or affidavits in lieu of testimony.

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must affirm, set aside, or modify a district’s rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

**Exclusivity Of The Appeal Procedure**

This appeal procedure shall constitute the means for initiating, reviewing, and resolving challenges to a principal’s performance rating or improvement plan.

**Other**

1. The district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers.
2. Appeals shall be assigned to a hearing officer on a rotational basis, alphabetically by last name.
3. The cost of a hearing officer shall be the responsibility of the district.
4. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal’s personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.
5. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive his/her right to file an appeal.

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.

Describe the process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators.

The Board of Education will ensure that all evaluators, including independent evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize the OCM BOCES Instructional Support Services evaluator, independent evaluator/lead evaluator training in accordance with SED procedures and processes. Training will include:

1. New York State Teaching Standards and Leadership Standards
2. Evidence-based observation
3. Application and use of Student Growth Percentile method
4. Application and use of the State-approved teacher or principal rubrics
5. Application of assessment tools the district employs
6. Application and use of State-approved locally selected measures of student growth
7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used by the state and the district
9. Specific considerations in evaluating teachers and principals of ELLs and students with disabilities

Upon completion of the initial year-long training of 28 hours for evaluators, independent evaluators/lead evaluators, administrators will be certified as lead evaluators. Administrators responsible for teacher/principal evaluation will continue training on an annual basis through participation in the annual follow-up training for evaluators, independent evaluators/lead evaluators provided by OCM BOCES Instructional Support Services. This training along with the structured follow-up discussions with administrative staff will support the continued growth in understanding of the nine elements of performance review listed above.

Administrators who complete the annual follow-up training will be recertified as lead evaluators. The Board of Education designates the superintendent to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continued growth in understanding of the teacher performance evaluation process. OCM BOCES Instructional Support Services will be utilized to provide the initial training as well as the ongoing annual training. The initial training for evaluators, independent evaluators/lead evaluators, the annual training, thereafter, for purposes of continued growth, along with the structured follow-up discussions with administrative staff on a quarterly basis will maintain inter-rater reliability of evaluators over time.

11.7) Assurances: Principal Evaluation
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 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.

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.
Task 12) Upload APR 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 APRR Plan using this form: APRR District Certification Form.

APPR Certification Form.pdf
Teacher Improvement Plan (TIP)

Teacher: ___________________________  Grade/Subject: _______________________
Evaluator: ___________________________  Date: _____________________________
Association Representative (if requested): _______________________________________

1. List the areas in need of improvement. If there are several, indicate the priority order for addressing them.

2. Performance Goals: Provide specific, measurable objectives the teacher must meet to show improvement.

3. Timeline: Indicate duration of TIP and schedule of periodic reviews of progress.

4. Assessment of improvement: Indicate what measures will be used to assess improvement.

5. Differentiated activities to support improvement:
   a. Professional learning activities to support improvement.
   b. Support and assistance to be provided by district.
   c. Other

6. Artifacts to demonstrate improvement.
Appendix E... continued

Scheduled Meeting Dates:

Evaluator Comments:  Meeting Date: ________________

Teacher Comments:

Evaluator Comments:  Meeting Date: ________________

Teacher Comments:

Recommendations for Results of TIP

☐ The teacher has met the performance goals identified through the TIP
☐ The teacher has not met the performance goals identified through the TIP

Next steps:

Evaluator’s Signature: ______________________________ Date: _____________

Teacher’s Signature: ______________________________ Date: _____________

Teacher’s signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with his/her evaluator. Teachers shall have the
right to insert written explanation response to written feedback, which may be considered during the Appeals process.
According to education law 3012-d, the principal improvement plan will be implemented no later than October 1st of the following school year in which the principal was rated ineffective or developing overall or as soon as practical thereafter. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to be provided by the district to achieve goals.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15, and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence-demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.
Principal Improvement Plan

Name of Principal ________________________________

School Building _____________________________ Academic Year _______

Deficiencies that contributed to the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for Completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. The superintendent and principal shall sign such summary with the opportunity for the principal to attach comments.
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 APRR 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.

By signing this document, the school district or BOCES certifies that this document constitutes the district’s or BOCES’ complete 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 will 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
• Assure that the alternate SLOs described in Tasks 2 and 7 of this APPR plan will be used as the basis for certain

• Assure that all growth targets represent a minimum of one year of expected growth, as determined by the

• Assure that if a second measure for the Student Performance category is locally selected, then the same locally

• Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of

• Assure that the district or BOCES has collectively bargained appeal procedures that are consistent with the statute and

• Assure that, during the 2015-16 through 2018-19 school year, any educators who receive a Developing or Ineffective

• Assure that, beginning in the 2019-2020 school year, any educator who receives a Developing or Ineffective rating on

• Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations,

• Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline

• Assure that, during the 2015-16 through 2018-19 school year, the district or BOCES will continue to report both the

• Assure that the APPR Plan will be filed in the district office and made available to the public on the district’s or BOCES’

• Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process;

• Assure that beginning in the 2019-20 school year, the entire APPR will be completed for each teacher or principal as

• Assure that beginning in the 2019-20 school year, the district or BOCES shall compute and provide to the

• Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects

• Assure that beginning in the 2019-20 school year, the district or BOCES shall compute and provide to the

• Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of

• Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline

• Assure that, during the 2015-16 through 2018-19 school year, any educators who receive a Developing or Ineffective

• Assure that, beginning in the 2019-2020 school year, any educator who receives a Developing or Ineffective rating on

• Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations,

• Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline

• Assure that, during the 2015-16 through 2018-19 school year, the district or BOCES will continue to report both the

• Assure that the district or BOCES has collectively bargained appeal procedures that are consistent with the statute and

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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: 6-9-16

Teachers Union President Signature:  
Date: 06.09.16

Administrative Union President Signature:  
Date: 06.09.16

Board of Education President Signature:  
Date: 6/9/16