November 29, 2021

Educator Evaluation Plan - Variance

Jon MacSwan, Superintendent
Cleveland Hill Union Free School District
105 Mapleview Road
Cheektowaga, NY 14225

Dear Superintendent MacSwan:

Congratulations. I am pleased to inform you that your educator evaluation plan variance application meets the criteria outlined in section 30-3.16 of the Rules of the Board of Regents and has been approved. As a reminder, we are relying on the information you provided in your variance application, including the narrative descriptions, certifications, and assurances that are included in the application. During the approved term of this variance, your LEA will implement the variance along with all other remaining provisions of your approved plan. If any material changes are made to your approved plan and/or the terms of your approved variance, your LEA must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-d, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the Student Performance category and the Teacher Observation or Principal School Visits category, and/or if the teachers’ or principals’ overall ratings and subcomponent scores show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results, and/or if schools or districts show a pattern of anomalous results in the Student Performance category and/or the Observation/School Visits category.

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class school leader to support their professional growth, and every student achieves success.

Thank you again for your hard work.

Sincerely,

Betty A. Rosa
Commissioner

Attachment

c: Lynn Marie Fusco
NOTE:

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

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

Your variance is approved for the 2021-22 school year. Because you requested this variance to address issues related to COVID-19, the approval of this variance for any future school years is contingent on the continuation of the current COVID-19 pandemic notwithstanding your request for this variance to apply in future school years. Upon expiration of state-imposed restrictions or emergency measures related to the pandemic, or abatement of the pandemic, it is expected that your variance will no longer be required. As such, SED may withdraw its approval of this variance for any subsequent school years or may require a separate application or other documentation for continuation of the variance in future school years. Upon expiration of the approved term of your variance, you must implement the terms of your current plan as approved by the Commissioner.
Educator Evaluation COVID-19 Variance (Education Law 3012-d)

For guidance related to the Educator Evaluation variance, see NYSED Educator Evaluation Guidance.

At its October 2019 meeting, the Board of Regents amended sections 30-3 of the Rules of the Board of Regents to allow LEAs to apply for a variance from Educator Evaluation plan requirements, while complying with the requirements of Education Law §3012-d.

This streamlined form is provided for a variance related only to the ongoing COVID crisis. Districts seeking approval of a variance for a “New and Innovative” Educator Evaluation plan should contact APPRVariance@nysed.gov.

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

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

Variance Application Timeline

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

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

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

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

Variance Assurances

Please check all of the boxes below

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

Teacher Variance

Please check the appropriate box below.

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

Principal Variance

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

Please check the appropriate box below.

- Assure that any requested variance for principal evaluation is aligned to the requirements for teacher evaluation provided in Education Law Section 3012-d and that any task not included in the following variance request(s) for principals will be carried out in the manner described in the currently approved Educator Evaluation plan.
Required Student Performance Subcomponent
For guidance on the required subcomponent of the Student Performance category, see NYSED Educator Evaluation Guidance.

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

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

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

This requirement must be met through either the LEA’s current Educator Evaluation plan or this variance. To the extent that the variance does not address a requirement, the currently approved Educator Evaluation plan will apply.

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

Any teachers not covered by this variance request will be evaluated under the terms of the LEA’s currently approved Educator Evaluation plan.

Please make the appropriate selection below.

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

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

Core Teachers

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

<table>
<thead>
<tr>
<th>Courses</th>
<th>All Core Teachers in LEA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Common Branch / Uniform Departmentalized</td>
</tr>
<tr>
<td></td>
<td>ELA</td>
</tr>
<tr>
<td>Courses</td>
<td>All core teachers (K-3; 4-8 ELA, math, science, social studies; high school ELA and Regents courses, as applicable to LEA) (if this option is selected, please do not make selections in subsequent columns)</td>
</tr>
</tbody>
</table>

Other Teachers

Teachers of other courses included in this required student performance variance request are listed in the table below. Fill in the following for all other teachers in additional grades/subjects that are included in this required student performance variance request:

- Column 1: lowest grade that corresponds to the course
- Column 2: highest grade that corresponds to the course
- Column 3: subject of the course

Follow the examples below to list other courses.

<table>
<thead>
<tr>
<th>Courses</th>
<th>(1) lowest grade</th>
<th>(2) highest grade</th>
<th>(3) subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Other Courses</td>
<td>K</td>
<td>12</td>
<td>All courses not named above</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>

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

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

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

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

- Measures of student growth
- Evidence of student learning

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

<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>12</td>
<td>All courses not named above</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>19</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>97-100%</td>
<td>93-96%</td>
<td>90-92%</td>
<td>67-74%</td>
</tr>
<tr>
<td>85-89%</td>
<td>80-84%</td>
<td>75-79%</td>
<td>54-57%</td>
</tr>
<tr>
<td>54-57%</td>
<td>48-51%</td>
<td>44-47%</td>
<td>38-41%</td>
</tr>
<tr>
<td>44-47%</td>
<td>38-41%</td>
<td>32-35%</td>
<td>25-28%</td>
</tr>
<tr>
<td>32-35%</td>
<td>25-28%</td>
<td>20-23%</td>
<td>14-17%</td>
</tr>
<tr>
<td>25-28%</td>
<td>14-17%</td>
<td>11-14%</td>
<td>5-8%</td>
</tr>
<tr>
<td>14-17%</td>
<td>11-14%</td>
<td>8-11%</td>
<td>1-4%</td>
</tr>
<tr>
<td>11-14%</td>
<td>8-11%</td>
<td>5-8%</td>
<td>1-4%</td>
</tr>
<tr>
<td>8-11%</td>
<td>5-8%</td>
<td>3-5%</td>
<td>1-4%</td>
</tr>
<tr>
<td>5-8%</td>
<td>3-5%</td>
<td>2-4%</td>
<td>1-4%</td>
</tr>
<tr>
<td>3-5%</td>
<td>2-4%</td>
<td>1-3%</td>
<td>1-4%</td>
</tr>
<tr>
<td>2-4%</td>
<td>1-3%</td>
<td>1-2%</td>
<td>1-4%</td>
</tr>
<tr>
<td>1-3%</td>
<td>1-2%</td>
<td>0-1%</td>
<td>1-4%</td>
</tr>
<tr>
<td>1-2%</td>
<td>0-1%</td>
<td>0%</td>
<td>1-4%</td>
</tr>
<tr>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1-4%</td>
</tr>
</tbody>
</table>
Measures of Student Growth

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

The following describes the measure of student growth that will be used to evaluate K-12 teachers and all building principals, for the required student performance subcomponent.

**Measure:** District-wide SLO using collective results.

**Population:** All students enrolled in the courses that end in the Regents exams that follow: ELA Regents, Algebra I Regents, Earth Science Regents, Global History Regents, US History Regents

**Learning Content:** The courses included within this measure, utilize the current corresponding New York Learning Standards and align the standards to clear learning objectives.

**SLO Interval of Instruction:** The 2021-2022 Academic year

**Evidence:** Exams that will be used: ELA Regents, Algebra I Regents, Earth Science Regents, Global History Regents, US History Regents

**Baseline:** For the baseline of our district-wide SLO we will use multiple data points including 5 yr mean proficiency averages of the included assessments. When appropriate, other NYS assessments scores, third-party benchmark assessment results, and local interim and final assessments and/or averages are taken into consideration. For this school year, we are using the multiple measures of data noted to develop a baseline for the current year students included in this measure.

**Target:** A growth target of proficiency has been established based on this information. The SLO will be scored based on the percentage of students who meet their growth targets. To arrive at a score, the district then uses the state approved HEDI scale.

The target takes into account our goal to maintain ambitious and rigorous learning outcomes for all students, and the varying needs that the COVID crisis has put on our entire school community.

**Measures Assurance**

Please check the box below.

☑ Assure that all student growth targets shall measure the change in a student’s performance between the baseline and the end of the course.
Evidence of Student Learning

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

<table>
<thead>
<tr>
<th>Type(s) of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>State or Regents assessment(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State or Regents Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Regents</td>
</tr>
<tr>
<td>Algebra I Regents</td>
</tr>
<tr>
<td>Earth Science Regents</td>
</tr>
<tr>
<td>Global History Regents</td>
</tr>
<tr>
<td>US History Regents</td>
</tr>
</tbody>
</table>
Variance Details

Please read the questions below and answer each prompt in a concise manner.

Rationale
Please provide a rationale for this variance request.
> Your rationale should include information regarding the specific, identified COVID-related needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the required student performance variance request.

Our current approved APPR plan includes a variety of state assessment measures that vary across each of our school buildings that calculate into our Student Performance Category scores. The district seeks to change the evidence used to the state regents assessments selected in the previous section, and move to a district-wide SLO for the 2021-2022. We believe these assessments are a culmination of a student’s academic career and the change necessary due to the COVID related needs the pandemic has created. We believe this change would be beneficial as we continue to experience a great deal of obstacles due to COVID. Some challenges include; managing the mandated absences of students and staff and putting in place practices that respond to the fluidity of instruction. Our teachers are actively working to support the instruction of our students through cross discipline initiatives and covering classes for their colleagues due to COVID mandates. Finally, our district is working on vertical alignment to ensure our students on College, Career and Civic ready, this move reiterates our commitment to this goal and our current practice.

As we continue to address the effects of the COVID crisis; current and potential obstacles include: the various instructional models of the 2020-2021 school year, managing and maintaining a safe and healthy environment for our school community, and the demands on our staff to effectively address the social emotional needs of the students, families, and staff.

Standards and Procedures
Please provide a description of the standards and procedures that will be used in lieu of those included in the LEA’s most recently approved evaluation plan.
> This description should include a specific, detailed explanation of the approach that the LEA is seeking to implement as part of its variance request.
> This description should include, but not be limited to, a description of the alternate measures of student growth and/or evidence of student learning that will be used to evaluate educators.

Our collective target of proficiency across the five chosen exams was developed using baseline data and responsiveness to the COVID crisis. Please see Measures of Student Growth for a description of our baseline data. The district-wide SLO will be calculated based on the percentage of students who meet their growth target and will use the HEDI scoring bands.

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

☐ The weighting included in the currently approved plan will not change based on this variance request.

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

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

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

*Any teachers not covered by this variance request will be evaluated under the terms of the LEA’s currently approved Educator Evaluation plan.*

Please make the appropriate selection below.

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

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

Any teachers not covered by this variance request will be evaluated under the terms of the LEA’s currently approved Educator Evaluation plan.

Please make the appropriate selection below.

- The details of the variance request for the teacher observation category is described in the subsequent section.
Applicable Teachers

Please indicate all teachers to whom this teacher observation variance request applies.

Core Teachers

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

<table>
<thead>
<tr>
<th>Courses</th>
<th>All Core Teachers in LEA</th>
<th>Common Branch / Uniform Departmentalized</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3; 4-8 ELA, math, science, social studies; high school ELA and Regents courses, as applicable to LEA</td>
<td>☒</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Teachers

☐ Teachers of other courses are not included in this teacher observation variance request.

☒ Teachers of other courses included in this teacher observation variance request are listed in the table below.

Fill in the following for all other teachers in additional grades/subjects that are included in this teacher observation variance request:

Column 1: lowest grade that corresponds to the course

Column 2: highest grade that corresponds to the course

Column 3: subject of the course

*Follow the examples below to list other courses.*

<table>
<thead>
<tr>
<th>(1) lowest grade</th>
<th>(2) highest grade</th>
<th>(3) subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Other Courses</td>
<td>K</td>
<td>12</td>
</tr>
<tr>
<td>K-3 Art</td>
<td>K</td>
<td>3</td>
</tr>
<tr>
<td>Grades 9-12 English Electives</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>

Click "Add Row" to add additional courses. Only list additional courses if they are included in this teacher observation variance request.
Applicable Areas

A variance may be requested for the following components of the teacher observation subcomponent:

- Teacher practice rubric
- Rating and scoring of the teacher practice rubric
- Weighting of the domains/subcomponents of the teacher practice rubric
- HEDI scoring bands
- Weighting of the teacher observation subcomponents
- Required principal/supervisor and/or independent evaluator observations
- Optional peer observations

Please indicate the area(s) of the teacher observation subcomponent for which a variance is being requested.

- Teacher observation subcomponent weighting
- Required principal/supervisor and/or independent evaluator observations
Teacher Observation Subcomponent Weighting

Please indicate the weight of each observation type and be sure the total of the weights indicated equals 100%.

<table>
<thead>
<tr>
<th>Principal/Administrator</th>
<th>Independent Evaluator(s)</th>
<th>Peer Observer(s)</th>
<th>Group for which this weighting will apply.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>If the indicated weighting will be used for all teachers listed in the 'Applicability' section, note &quot;All Teachers.&quot;</td>
</tr>
<tr>
<td>100</td>
<td>0</td>
<td>0</td>
<td>Tenured Teachers</td>
</tr>
<tr>
<td>85</td>
<td>15</td>
<td>0</td>
<td>Probationary Teachers</td>
</tr>
</tbody>
</table>
Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators

At least one observation must be conducted by the building principal or another trained administrator.

Indicate the minimum number of unannounced and announced observations by principal(s) or other trained administrators, as well as the method of observation, in the table below.

If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.

<table>
<thead>
<tr>
<th>Minimum number of observations</th>
<th>Observation method (check all that apply)</th>
<th>Other observation method (only complete if ‘Other’ is selected in the previous column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>☐ N/A</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Announced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>☐ Live</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Totals:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To which teachers does the information in the above table apply?

☐ A subgroup of teachers listed in the 'Applicability' section (provide details below).

Describe the subgroup of teachers to whom the information in the table above applies (i.e., probationary teachers), then complete the next page for an additional subgroup.

Tenured Teachers
Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators

At least one observation must be conducted by the building principal or another trained administrator.

Describe the subgroup of teachers to whom the information in the table below applies (i.e., tenured teachers).

Yr. 1-3 Probationary Teachers

Indicate the minimum number of unannounced and announced observations by principal(s) or other trained administrators, as well as the method of observation, in the table below.

If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.

<table>
<thead>
<tr>
<th>Minimum number of observations</th>
<th>Observation method (check all that apply)</th>
<th>Other observation method (only complete if ‘Other’ is selected in the previous column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td>☑ Live</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Announced</td>
<td>☑ Live</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Totals:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Subgroup Three

☑ An additional subgroup is needed to fully describe the principal or other trained administrator observation process.
Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators

At least one observation must be conducted by the building principal or another trained administrator.

Describe the subgroup of teachers to whom the information in the table below applies (i.e., tenured teachers).

Yr.4 Probationary Teachers

Indicate the minimum number of unannounced and announced observations by principal(s) or other trained administrators, as well as the method of observation, in the table below.

If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.

<table>
<thead>
<tr>
<th></th>
<th>Minimum number of observations</th>
<th>Observation method (check all that apply)</th>
<th>Other observation method (only complete if 'Other' is selected in the previous column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td>0</td>
<td>☐ N/A</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Announced</td>
<td>1</td>
<td>☐ Live</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Totals:</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Required Subcomponent 2: Observations by Impartial Independent Trained Evaluator(s)

Independent Evaluator 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 independent evaluator(s) will be trained and selected by the LEA.

Number and Method of Observation
Indicate the minimum number of unannounced and announced observations by impartial independent trained evaluator(s), as well as the method of observation, in the table below. At least one observation must be conducted by an impartial independent trained evaluator.

If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.

<table>
<thead>
<tr>
<th></th>
<th>Minimum number of observations</th>
<th>Observation method (check all that apply)</th>
<th>Other observation method (only complete if ‘Other’ is selected in the previous column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td>0</td>
<td>☐ N/A</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Announced</td>
<td>0</td>
<td>☐ N/A</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Totals:</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To which teachers does the information in the above table apply?

- A subgroup of teachers listed in the ‘Applicability’ section (provide details below).

Describe the subgroup of teachers to whom the information in the table above applies (i.e., probationary teachers), then complete the next page for an additional subgroup.

Tenured Teachers
Required Subcomponent 2: Observations by Impartial Independent Trained Evaluator(s)

Number and Method of Observation
Describe the subgroup of teachers to whom the information in the table below applies (i.e., tenured teachers).

| Probability Teachers (Yr.1-4) |

Indicate the minimum number of unannounced and announced observations by impartial independent trained evaluator(s), as well as the method of observation, in the table below. At least one observation must be conducted by an impartial independent trained evaluator.

If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.

<table>
<thead>
<tr>
<th>Minimum number of observations</th>
<th>Observation method (check all that apply)</th>
<th>Other observation method (only complete if ‘Other’ is selected in the previous column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td>1</td>
<td>☐ Live</td>
</tr>
<tr>
<td>Announced</td>
<td>0</td>
<td>☐ N/A</td>
</tr>
<tr>
<td>Totals:</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Variance Details

*Please read the questions below and answer each prompt in a concise manner.*

**Rationale**

*Please provide a rationale for this variance request.*

> Your rationale should include information regarding the specific, identified COVID-related needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the teacher observation variance request.

Given the impact that COVID-19 is having on our district, we find it difficult to complete the number of required observations we have indicated in our approved APPR plan.

Due to COVID, our principals and district administrators have been assuring the health and safety of our buildings and supporting students, families and staff with COVID quarantine mandates. By reducing the number of evaluations and removing the unannounced observation requirement for tenured teachers, we can provide extra time for our Principals and district administrators to manage changes in classroom coverage, instructional models, social emotional needs of students, etc.. These challenges have limited their ability to dedicate time to observations. Given these issues unique to the COVID-19 Pandemic, this variance has been designed to offer increased flexibility to ensure meaningful observations, evaluations and conversations between teachers and principals are centered around instructional practices and student achievement/learning.

**Standards and Procedures**

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

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

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

For tenured teachers that will have 1 Announced Observation, the observation will count for 100% of the Teacher Performance Component of the Annual Professional Performance Review. Our district will continue to use the agreed upon observable subcomponents from 2011 Danielson Rubric for all observations. It is understood that observable subcomponents "via" teacher observations are aligned with the 2011 Edition of the Danielson Rubric and have been agreed to by the district and the Teachers' collective bargaining unit. It is further understood that all subcomponents must be observed each year for each teacher. Under this model all tenured teachers will be observed at least one time. If all subcomponents are not observed in the one observation, the district will conduct another observation. The APPR score weightings of each of the Domains in the approved 2011 Edition of the Danielson Rubric will remain the same as the originally approved APPR plan (Domain 1 worth 16.6%, Domain 2 worth 33.3%, Domain 3 worth 33.3% and Domain 4 worth 16.6%). The weighted Domains will be averaged to receive a final, weighted average. There will be no changes from our approved plan in regards to applying the overall score to the HEDI rating band.

Probationary teachers in their 4th year will receive 1 announced observation by a supervisor/designee, and 1 unannounced observation by the Independent Evaluator. The weighting of each subcomponent and each observation will follow with our original APPR plan as noted above/Previously. There will be no changes from our approved plan in regards to applying the overall score to the HEDI rating band.

Probationary teachers in years 1-3, are not impacted by this variance and will continue to receive 2 observations from a supervisor/designee and 1 observation by the Independent Evaluator.
Please check each of the boxes below as applicable to all teachers included in this teacher observation variance request.

- Assure that the process for assigning points for the Teacher Observation category will be consistent with the process described in the LEA's approved Educator Evaluation plan and/or this variance application and in compliance with Education Law Section 3012-d.
- Assure that once all observations are complete, the process for determining an overall Teacher Observation category score and rating will incorporate the evidence collected across all observations to produce an overall Teacher Observation category rating on a HEDI scale.
- Assure that it is possible for a teacher to obtain any number of points in the applicable scoring ranges, including zero, in each subcomponent.
Category and Overall Ratings
For guidance on Educator Evaluation scoring, see NYSED Educator Evaluation Guidance.

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

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

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

Any teachers not covered by this variance request will be evaluated under the terms of the LEA’s currently approved Educator Evaluation plan.

Please make the appropriate selection below.

☐ A variance is not requested for category ratings for teachers.
Additional Requirements for Teachers

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

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

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

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

Variance Request

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

Any teachers not covered by this variance request will be evaluated under the terms of the LEA’s currently approved Educator Evaluation plan.

Choose the appropriate response below.

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

For guidance on the required subcomponent of the Student Performance category, see NYSED Educator Evaluation Guidance.

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

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

This requirement must be met through either the LEA’s current Educator Evaluation plan or this variance. To the extent that the variance does not address a requirement, the currently approved Educator Evaluation plan will apply.

Variance Request

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

Any principals not covered by this variance request will be evaluated under the terms of the LEA’s currently approved Educator Evaluation plan.

Choose the appropriate response below.

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

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

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

<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>12</td>
</tr>
</tbody>
</table>

Applicable Areas

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

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

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

- Measures of student growth
- Evidence of student learning

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

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

The following describes the measure of student growth that will be used to evaluate K-12 principals, for the required student performance subcomponent.

**Measure:** District-wide SLO using collective results.

**Population:** All students enrolled in the courses that end in the Regents exams that follow: ELA Regents, Algebra I Regents, Earth Science Regents, Global History Regents, US History Regents

**Learning Content:** The courses included within this measure, utilize the current corresponding New York Learning Standards and align the standards to clear learning objectives.

**SLO Interval of Instruction:** The 2021-2022 Academic year

**Evidence:** Exams that will be used: ELA Regents, Algebra I Regents, Earth Science Regents, Global History Regents, US History Regents

**Baseline:** For the baseline of our district-wide SLO we will use multiple data points including 5 yr mean proficiency averages of the included assessments. When appropriate, other NYS assessments scores, third-party benchmark assessment results, and local interim and final assessments and/or averages are taken into consideration. For this school year, we are using the multiple measures of data noted to develop a baseline for the current year students included in this measure.

**Target:** A growth target of proficiency has been established based on this information. The SLO will be scored based on the percentage of students who meet their growth targets. To arrive at a score, the district then uses the state approved HEDI scale. The target takes into account our goal to maintain ambitious and rigorous learning outcomes for all students, and the varying needs that the COVID crisis has put on our entire school community.

**Measures Assurance**

**Please check the box below.**

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

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

**Type(s) of Evidence**

- State or Regents assessment(s)

**State or Regents Assessment(s)**

- ELA Regents
- Algebra I Regents
- Earth Science Regents
- Global History Regents
- US History Regents
Rationale
Please provide a rationale for this variance request.
> Your rationale should include information regarding the specific, identified COVID-related needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the required student performance variance request.

Our current approved APPR plan includes a variety of state assessment measures that vary across each of our school buildings that calculate into our Student Performance Category scores. The district seeks to change the evidence used to the state regents assessments selected in the previous section, and move to a district-wide SLO for the 2021-2022. We believe these assessments are a culmination of a student’s academic career and the change necessary due to the COVID related needs the pandemic has created. We believe this change would be beneficial as we continue to experience a great deal of obstacles due to COVID. Some challenges include; managing the mandated absences of students and staff and putting in place practices that respond to the fluidity of instruction. Our teachers and principals are actively working to support the instruction of our students through cross discipline initiatives and teachers covering classes for their colleagues due to COVID mandates. Finally, our district is working on vertical alignment to ensure our students on College, Career and Civic ready, this move reiterates our commitment to this goal and our current practice.

As we continue to address the effects of the COVID crisis; current and potential obstacles include: the various instructional models of the 2020-2021 school year, managing and maintaining a safe and healthy environment for our school community, and the demands on our staff to effectively address the social emotional needs of the students, families, and staff.

Standards and Procedures
Please provide a description of the standards and procedures that will be used in lieu of those included in the LEA’s most recently approved evaluation plan.
> This description should include a specific, detailed explanation of the approach that the LEA is seeking to implement as part of its variance request.
> This description should include, but not be limited to, a description of the alternate measures of student growth and/or evidence of student learning that will be used to evaluate educators.

Our collective target of proficiency across the five chosen exams was developed using baseline data and responsiveness to the COVID crisis. Please see Measures of Student Growth for a description of our baseline data. The district-wide SLO will be calculated based on the percentage of students who meet their growth target and will use the HEDI scoring bands.

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

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

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

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

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

Any principals not covered by this variance request will be evaluated under the terms of the LEA’s currently approved Educator Evaluation plan.

Please make the appropriate selection below.

- [ ] A variance is not requested for the optional student performance subcomponent for principals.
Variance Request

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

Any principals not covered by this variance request will be evaluated under the terms of the LEA’s currently approved Educator Evaluation plan.

Please make the appropriate selection below.

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

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

*Any principals not covered by this variance request will be evaluated under the terms of the LEA’s currently approved Educator Evaluation plan.*

Please make the appropriate selection below.

- A variance is not requested for category ratings for principals.
Variance Request

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

Any principals not covered by this variance request will be evaluated under the terms of the LEA’s currently approved Educator Evaluation plan.

Choose the appropriate response below.

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

Assurances: Rigor, Professional Learning, and Effectiveness of Implementation
Please check each of the boxes below as applicable to this variance application.

- Assure that evaluations are rigorous and enable strong and equitable inferences about the effectiveness of the LEA's educators.
- Assure the LEA will use the information collected through the evaluation system, including the assigned effectiveness ratings, to provide personalized professional learning opportunities for educators.
- Assure that the LEA will assess the effectiveness of the implementation of the variance.

Applicability of Variance

Assurances
Prior to certifying this variance application, please check each of the boxes below.

- Assure that this variance application is prompted by the impact of COVID-19 on the LEA.
- Assure that when this 2021-22 COVID-19 variance expires on June 30, 2022, your currently approved Educator Evaluation plan will take effect.

Upload Educator Evaluation Variance Certification Form

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

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

DOC112421-11242021100312.pdf
APPR VARIANCE CERTIFICATION FORM: Please download, check the assurances, sign, and upload this form to complete the submission of your LEA’s Annual Professional Performance Review (APPR) Variance, Education Law §3012-d application.

Assurances: Please check the boxes below

☑ Assure that all information provided in this variance application is true and accurate as of the date that the variance application is submitted.

☑ Assure that once this application is approved by the Department, it shall be considered part of the LEA’s approved APPR plan during the effective term of the variance.

☑ Assure that, upon a revocation or non-renewal of a variance application at the end of its effective term, the district shall implement its approved evaluation plan in its entirety and without modification, consistent with all requirements of Subpart 30-3.3 of the Rules of the Board of Regents, and absent any terms of the variance.

☑ Assure that, where applicable, collective negotiations have been completed on all provisions of this variance application that are subject to collective bargaining.

Signatures, dates

Superintendent Signature:   Date:  

11/24/2021

Superintendent Name (print):  

Jon MacSweeney

Teachers Union President Signature:   Date:  

11/24/2021

Teachers Union President Name (print):  

Serena L. Kitch

Administrative Union President Signature:   Date:  

11/24/2021

Administrative Union President Name (print):   

Timothy Whites

Board of Education President Signature:   Date:  

11/24/2021

Board of Education President Name (print):  

Robert C Polino
February 8, 2017

Revised – §3012-d Supplemental Form for Alternate SLOs (Material Change)

Jon MacSwan, Superintendent
Cleveland Hill Union Free School District
105 Mapleview Road
Cheektowaga, NY 14225

Dear Superintendent MacSwan:

Congratulations. I am pleased to inform you that the material change you submitted to your currently approved Annual Professional Performance Review (APPR) plan on the Supplemental Form for Alternate SLOs meets the criteria outlined in Subpart 30-3 of the Commissioner’s Regulations and has been approved. As a reminder, we are relying on the certifications and assurances that are part of your approved APPR plan and those found in the Supplemental Form for Alternate SLOs. 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: Lynn Marie Fusco
PLEASE NOTE:

Pursuant to section 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. During the 2016-17 through 2018-19 school years only, your district/BOCES must use the alternate SLOs described in your “Supplemental Form for Alternate SLOs” which have been incorporated into your approved §3012-d APPR plan for teachers and principals who, as a result of the above exclusions, have no remaining measures in the Student Performance Category.

During this transition period, your district/BOCES must also continue to provide affected teachers and principals with their original APPR scores and ratings calculated based on the measures in your currently approved APPR plan without any modifications, substitutions, or replacements as a result of the transition regulations. Original APPR scores and ratings must be used for advisory purposes only and shall have no impact on employment decisions, tenure determinations, or teacher and principal improvement plans.

Teachers and principals whose APPRs do not include grades 3-8 ELA and math State assessments or State-provided growth scores are not impacted by the transition regulations. Accordingly, APPR scores and ratings for such staff must be calculated pursuant to your district's/BOCES's approved APPR plan without any modifications, and no transition scores and ratings need be generated.

The transition period will end at the conclusion of the 2018-2019 school year. Beginning in the 2019-20 school year, each educator will receive only a single set of scores and ratings pursuant to the measures outlined in your district's/BOCES APPR plan.

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.
Directions

As an alternative to completing this Supplemental Form for Alternate SLOs, a district/BOCES may open their APPR plan and include the relevant information in Task 2 (Transition) and Task 7 (Transition).

To open your approved APPR plan, please contact EducatorEval@nysed.gov.

Pursuant to section 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 English Language Arts (ELA) and Math State assessments and any State-provided growth scores. During the 2016-17 through 2018-19 school years only, alternate student learning objectives (SLOs) must be generated to calculate transition scores and ratings for teachers and principals who have no remaining Student Performance Category measures as a result of the above exclusions. Please note that districts/BOCES must also continue to provide affected teachers and principals with their original APPR scores and ratings calculated based on the measures in their currently approved APPR plan without any modifications, substitutions, or replacements as a result of the transition regulations during the transition period. Original APPR scores and ratings must be used for advisory purposes only and shall have no impact on employment decisions, tenure determinations, or teacher and principal improvement plans.

Teachers and principals whose APPRs do not include grades 3-8 ELA and math State assessments or State-provided growth scores are not impacted by the transition regulations and their evaluations shall be calculated pursuant to their district’s/BOCES’ approved APPR Plan without any changes, and no transition scores and ratings need to be generated.

This supplemental form must be completed by districts/BOCES whose Education Law §3012-d Annual Professional Performance Review (APPR) plans were approved by the Department for use beginning in the 2015-16 school year in order to specify the alternate SLOs, as described above, that will be used for applicable teachers and principals during the remainder of the transition period (i.e., the 2016-17 through 2018-19 school years). Beginning in the 2019-20 school year, districts and BOCES will no longer be required to calculate transition scores and ratings, and will only calculate a single set of scores and ratings for each educator pursuant to the measures and assessments outlined in their approved §3012-d APPR plan. For more information please see the December 2015 Board of Regents item at http://www.regents.nysed.gov/common/regs/files/1215bra10.pdf, and the Department’s Frequently Asked Questions Guidance document regarding sections 30-2.14 and 30-3.17 of the Rules of the Board of Regents on EngageNY at https://www.engageny.org/resource/guidance-on-new-york-sannual-professional-performance-review-law-and-regulations.

This form must be completed and submitted no later than March 1, 2017 for the 2016-17 school year. Please note that if your district/BOCES wishes to make changes to the measures and assessments used for the alternate SLOs in future school years, you must submit this form on or before March 1 of the school year in which the changes will take effect. The Department will not accept late submissions of this form.

Upon submission, the Department will only review the information included on this supplemental form and no other portions of the APPR plan will be reviewed by the Department for compliance with Education Law §3012-d. Therefore, it is the responsibility of the district/BOCES to assure that the changes requested in this form will not have an impact on the implementation of any other part of their approved APPR plan since the Department will not be reviewing the remaining portions of the approved APPR plan for compliance with Education Law §3012-d. The Department recommends that districts/BOCES consult with their local counsel before submitting this supplemental form or any material changes to their currently approved plan in the APPR Portal.
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.

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>
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</thead>
<tbody>
<tr>
<td>District- or BOCES-wide results</td>
<td>Grade 4 Science</td>
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<td></td>
<td>K ELA</td>
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<tr>
<td></td>
<td>Common Core Algebra</td>
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<td></td>
<td>K Math</td>
</tr>
<tr>
<td></td>
<td>Earth Science</td>
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<td></td>
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<td></td>
<td>1 Math</td>
</tr>
<tr>
<td>District- or BOCES-wide results</td>
<td>Grade 8 Science</td>
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<td>2 ELA</td>
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<td>Common Core English</td>
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<td>2 Math</td>
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<td>Common Core Algebra</td>
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</tr>
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<td></td>
<td></td>
<td>7 ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7 Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7 Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7 Social Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8 ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8 Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8 Social Studies</td>
</tr>
</tbody>
</table>
2.10) Alternate SLOs: All Other Courses (Transition Period, 2016-17 through 2018-19)

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

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

For other courses indicate the following:

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

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

<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</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>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>5</td>
<td>All courses not named above</td>
<td>District- or BOCES-wide results</td>
<td>☐ Grade 4 Science ☐ Common Core Algebra ☐ Earth Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>All courses not named above</td>
<td>District- or BOCES-wide results</td>
<td>☐ Grade 8 Science ☐ Common Core English ☐ Common Core Algebra ☐ Earth Science ☐ US History</td>
<td></td>
<td></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 (Transition)

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

<table>
<thead>
<tr>
<th>20</th>
<th>19</th>
<th>18</th>
<th>17</th>
<th>16</th>
<th>15</th>
<th>14</th>
<th>13</th>
<th>12</th>
<th>11</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>96</td>
<td>92</td>
<td>89</td>
<td>84</td>
<td>79</td>
<td>74</td>
<td>66</td>
<td>59</td>
<td>54</td>
<td>48</td>
<td>43</td>
<td>38</td>
<td>33</td>
<td>28</td>
<td>24</td>
<td>20</td>
<td>16</td>
<td>12</td>
<td>8%</td>
<td>4%</td>
</tr>
</tbody>
</table>
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.

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></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>Grades K-2 Building</td>
<td>K</td>
<td>2</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.
Grade From | Grade To | Measure | State or Regents Assessment(s) | Locally-Developed Course-Specific Assessment(s) | Third Party Assessment(s)
--- | --- | --- | --- | --- | ---
K | 5 | District- or BOCES-wide results | ☑️ Grade 4 Science | ☑️ Common Core Algebra | ☐
| | 6 | District- or BOCES-wide results | ☑️ Grade 8 Science | ☑️ Common Core English | ☐

### 7.3) HEDI Scoring Bands

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>19</td>
<td>18</td>
<td>17 16 15</td>
</tr>
<tr>
<td>14 13</td>
<td>12 11 10 9 8 7</td>
<td>6 5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>97-100</td>
<td>93-96</td>
<td>90-92</td>
<td>85-89 84 82 80</td>
</tr>
<tr>
<td>79</td>
<td>75-74 66</td>
<td>67-60</td>
<td>55-59 54 52</td>
</tr>
<tr>
<td>%</td>
<td>%</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](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.
Upload Statement of Assurances

Please Note: SED Monitoring timestamps each revision and signatures cannot be dated earlier than the last revision.

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: Supplemental Form Statement of Assurances.

APPR-Statement of Assurance-February 2017 (metric updates).pdf
Statement of Assurances

By signing this document, the district/BOCES and the collective bargaining agent(s), where applicable, certify that this document represents the portion of the district's/BOCES' Annual Professional Performance Review (APPR) Plan that shall be used to calculate transition scores and ratings pursuant to section 30-3.17 of the Rules of the Board of Regents for those teachers and principals that have no remaining measures in the Student Performance Category as a result of the calculation of transition scores during the transition period. Further, the district/BOCES certifies that all provisions in this supplemental form that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such form complies with the requirements of Subpart 30-3 of the Rules of the Board of Regents and has been adopted by the governing body of the district/BOCES.

The district/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 complies 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 this supplemental form will be fully implemented by the district/BOCES along with their approved APPR Plan; 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 this form; 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 currently approved APPR plan without any modifications, substitutions, or replacements 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 district/BOCES and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this supplemental form is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this form may be returned or forfeited to the State pursuant to Education Law 3012-d(11), as added by Chapter 56 of the Laws of 2015.

The district/BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to this supplemental form and their corresponding approved APPR Plan:

- Assure that the overall transition rating will be used as a significant factor in employment decisions, tenure determinations, and teacher and principal improvement plans during the 2016-17 through 2018-19 school years;
- Assure that original APPR scores and ratings will not be used as the basis for employment decisions and will be used for advisory purposes only during the 2016-17 through 2018-19 school
years;

- Assure that, during the 2016-17 through 2018-19 school years, the district or BOCES shall provide teachers and principals whose Student Performance category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings computed 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 or principal’s performance is being measured;

- Assure that, during the 2016-17 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 the school year for which the classroom teacher or building principal’s performance is being measured, or as soon as practicable thereafter;

- Assure that the APPR Plan and this supplemental form will be filed in the district/BOCES office and made available to the public on the district’s/BOCES’ website no later than September 10 of each school year, or within 10 days after the plan’s or form’s approval by the Commissioner, as applicable, whichever shall later occur;

- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner;

- Assure that the district/BOCES will report the both the original and transition individual category and subcomponent scores and the overall original and transition ratings to the State for each classroom teacher and building principal in a manner prescribed by the Commissioner during the 2016-17 through 2018-19 school years;

- Certify that the district/BOCES provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them;

- Assure that educators who receive a Developing or Ineffective rating as their overall transition rating during the 2016-17 through 2018-19 school years will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 in the school year following the school year for which such teacher’s or principal’s performance is being measured or as soon as practicable thereafter;

- Assure that, where applicable, the alternate SLOs for the Student Performance category described in this form will be used across all classrooms in the same grade/subject in the district/BOCES in a consistent manner to the extent practicable;

- Assure that all growth targets set as part of the alternate SLOs described in this supplemental form represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator;

- Assure that any material changes to this form and/or the district/BOCES approved APPR plan will be submitted to the Commissioner for approval by March 1 of each school year, on a form prescribed by the Commissioner;

- Assure that the alternate SLOs described in this supplemental form apply to all classroom teachers and building principals who have no remaining Student Performance category measures as a result of the exclusion of the results of the grades 3-8 ELA and math State assessments and State-provided growth scores from the calculation of their transition APPR rating, pursuant to Subpart 30-3 of the regulations and Department guidance, and do not apply to any other teachers or principals;

- Assure that the district/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;
• 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; and

• Assure that the alternate SLOs described in this supplemental form will be used as the basis of teachers’ and principals’ transition APPR scores and ratings, where applicable, during the 2016-17 through 2018-19 school years only.

Signatures, dates

Superintendent Signature: Date:

Teachers Union President Signature: Date:

Administrative Union President Signature: Date:

Board of Education President Signature: Date:
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) School District's BEDS Number:

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

| 140703020000 |

1.2) School District Name:

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

| CLEVELAND HILL UFSD |

1.3) 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.

| Checked |

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.

| Checked |

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.

| Checked |

Assure that it is understood that this district’s/BOCES’ APPR plan will be posted in its entirety on the NYSED website following approval.

| Checked |

### 1.4) 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? For districts, BOCES or charter schools that did have an existing approved APPR plan under Education Law §3012-d, this must be listed as a submission of material changes to the approved APPR plan.

**First-time submission under Education Law §3012-d**
Task 2. Student Performance - Required Subcomponent (Teachers)

Created: 04/30/2013
Last updated: 10/28/2015

Use the links above to move between pages in Task 2; be sure to click 'Save & Continue Editing' before moving to another page. The 'Next' button at the bottom of the page can be used to move forward only when the current page is complete.

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

Page 1: Task 2.1, Task 2.2 (4-8 ELA and Math)

Page 1: Task 2.1 (Assurances) and Task 2.2 (4-8 ELA and Math)

REQUIRED SUBCOMPONENT
(100% of 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 check the boxes below:

| Assure that the growth score provided by NYSED will be used, where required. | Checked |
| Assure that 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. | Checked |
| 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. | Checked |

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 those teachers who would typically receive a State-provided growth score, the district/BOCES must also include a back-up SLO process 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.

2.2) Grades 4-8 ELA and Math: Assessments

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

Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in task 2.2, choose "Not Applicable" from the drop-down box. This would be appropriate if, for example, the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc. If a grade/subject ends in a State assessment, i.e., 4-8 ELA or Math, such assessment must be used as the underlying evidence for the SLO.

<table>
<thead>
<tr>
<th>Grade 4 ELA Assessment Name</th>
<th>NYS Grade 4 ELA Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5 ELA Assessment Name</td>
<td>NYS Grade 5 ELA Assessment</td>
</tr>
<tr>
<td>Grade 6 ELA Assessment Name</td>
<td>NYS Grade 6 ELA Assessment</td>
</tr>
<tr>
<td>Grade 7 ELA Assessment Name</td>
<td>NYS Grade 7 ELA Assessment</td>
</tr>
<tr>
<td>Grade 8 ELA Assessment Name</td>
<td>NYS Grade 8 ELA Assessment</td>
</tr>
<tr>
<td>Grade 4 Math Assessment Name</td>
<td>NYS Grade 4 Math Assessment</td>
</tr>
<tr>
<td>Grade 5 Math Assessment Name</td>
<td>NYS Grade 5 Math Assessment</td>
</tr>
</tbody>
</table>
STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams

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

For grade 3 ELA and math, grade 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

2.3) Grade 3 ELA and Math: Assessments

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

Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in task 2.3, choose “Not Applicable” from the drop-down box. This would be appropriate if, for example, the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc. If a grade/subject ends in a State assessment, i.e., grade 3 ELA or Math, such assessment must be used as the underlying evidence for the SLO.

Grade 3 ELA Assessment Name
NYS Grade 3 ELA Assessment

Grade 3 Math Assessment Name
NYS Grade 3 Math Assessment

2.4) Grades 4 and 8 Science: Assessment(s)

Using the drop-down box below, please select the assessment that will be used for the SLOs for the grade/subject listed.
**Please note:** If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in task 2.4, choose "Not Applicable" from the drop-down box. This would be appropriate if, for example, the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc. If a grade/subject ends in a State assessment, i.e., grade 8 Science, such assessment must be used as the underlying evidence for the SLO.

<table>
<thead>
<tr>
<th>Grade 4 Science Assessment Name</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8 Science Assessment Name</td>
<td>NYS Grade 8 Science Assessment</td>
</tr>
</tbody>
</table>

**Page 3: Task 2.5 (HS Courses Ending in a Regents), Task 2.6 (HS ELA)**

**Page 3: Task 2.5 (High School Courses Ending in a Regents Exam) and Task 2.6 (High School ELA)**

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

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 guidance on SLOs, see NYSED SLO Guidance: [https://www.engageny.org/resource/appr-3012-d](https://www.engageny.org/resource/appr-3012-d).

For grade 3 ELA and math, grade 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*

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

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

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

**Please note:** If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in task 2.5, choose "Not Applicable" from the drop-down box. This would be appropriate if, for example, the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc. If a grade/subject ends in a Regents assessment, i.e., high school Regents courses, such assessment must be used as the underlying evidence for the SLO.

<table>
<thead>
<tr>
<th>Global 2 Assessment Name</th>
<th>Global 2 Regents</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>US History Assessment Name</th>
<th>US History Regents</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Living Environment Assessment Name</th>
<th></th>
</tr>
</thead>
</table>
STUDENT LEARNING OBJECTIVES: High School English Language Arts

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, regional or BOCES-developed assessments; or
- School- or BOCES-wide, group, team, or linked results based on State/Regents assessments

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

Using the drop-down boxes below, please select the measure that will be used for SLOs for the grade/subject listed. Once a measure is selected, a corresponding menu will appear for the selection of the name of the assessment(s) used.

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

Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.6, choose “Not
Applicable" from the drop-down box. This would be appropriate if, for example, the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc.

**Grade 9 ELA Measure**

| School- or BOCES-wide group, team, or linked results based on State/Regents assessment |

Indicate the assessment(s) used for the grade 9 ELA school, or BOCES group, team, or linked results based on State assessments:

**Responses Selected:**

<table>
<thead>
<tr>
<th>Common Core English Regents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive English Regents</td>
</tr>
<tr>
<td>Common Core Algebra Regents</td>
</tr>
<tr>
<td>Common Core Geometry Regents</td>
</tr>
<tr>
<td>Geometry Regents</td>
</tr>
<tr>
<td>Common Core Algebra II Regents</td>
</tr>
<tr>
<td>Algebra II/Trigonometry Regents</td>
</tr>
<tr>
<td>Living Environment Regents</td>
</tr>
<tr>
<td>Earth Science Regents</td>
</tr>
<tr>
<td>Chemistry Regents</td>
</tr>
<tr>
<td>Physics Regents</td>
</tr>
<tr>
<td>Global 2 Regents</td>
</tr>
<tr>
<td>US History Regents</td>
</tr>
</tbody>
</table>

**Grade 10 ELA Measure**

| School- or BOCES-wide group, team, or linked results based on State/Regents assessment |

Indicate the assessment(s) used for the grade 10 ELA school, or BOCES group, team, or linked results based on State assessments:

**Responses Selected:**

<table>
<thead>
<tr>
<th>Common Core English Regents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive English Regents</td>
</tr>
<tr>
<td>Common Core Algebra Regents</td>
</tr>
<tr>
<td>Common Core Geometry Regents</td>
</tr>
<tr>
<td>Geometry Regents</td>
</tr>
<tr>
<td>Common Core Algebra II Regents</td>
</tr>
<tr>
<td>Algebra II/Trigonometry Regents</td>
</tr>
<tr>
<td>Living Environment Regents</td>
</tr>
<tr>
<td>Earth Science Regents</td>
</tr>
<tr>
<td>Chemistry Regents</td>
</tr>
</tbody>
</table>
Grade 11 ELA Measure

Regents assessment

Grade 11 ELA Regents Assessment Name

Common Core English and Comprehensive English Regents

Grade 12 ELA Measure

School- or BOCES-wide group, team, or linked results based on State/Regents assessment

Indicate the assessment(s) used for the grade 12 ELA school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

- Common Core English Regents
- Comprehensive English Regents
- Common Core Algebra Regents
- Common Core Geometry Regents
- Geometry Regents
- Common Core Algebra II Regents
- Algebra II/Trigonometry Regents
- Living Environment Regents
- Earth Science Regents
- Chemistry Regents
- Physics Regents
- Global 2 Regents
- US History Regents

Page 4: Task 2.7 (K-2 ELA and Math)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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:

- State-approved non-traditional standardized 3rd party assessments (grades K-2)
- State-approved district, regional or BOCES-developed assessments
- School- or BOCES-wide, group, team, or linked results based on State/Regents assessments

2.7) Grade K-2 ELA and Math: Measures and Assessments

Using the drop-down boxes below, please select the measure that will be used for SLOs for the grade/subject listed. Once a measure is selected, a corresponding menu will appear for the selection of the name of the assessment(s) used.

Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.7, choose "Not Applicable" from the drop-down box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures; the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc.

Grade K ELA Measure

| School, or BOCES group, team, or linked results based on State/Regents assessments |

Indicate the assessment(s) used for the K ELA school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

| A building-wide State-provided growth score |

Grade 1 ELA Measure

| School, or BOCES group, team, or linked results based on State/Regents assessments |

Indicate the assessment(s) used for the 1 ELA school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

| A building-wide State-provided growth score |

Grade 2 ELA Measure

| School, or BOCES group, team, or linked results based on State/Regents assessments |

Indicate the assessment(s) used for the grade 2 ELA school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

| A building-wide State-provided growth score |

Grade K Math Measure

| School, or BOCES group, team, or linked results based on State/Regents assessments |

Indicate the assessment(s) used for the grade K math school, or BOCES group, team, or linked results based on State assessments:
assessments:

Responses Selected:

A building-wide State-provided growth score

Grade 1 Math Measure

School, or BOCES group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the grade 1 math school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

A building-wide State-provided growth score

Grade 2 Math Measure

School, or BOCES group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the grade 2 math school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

A building-wide State-provided growth score

Page 5: Task 2.8 (Grades 6-7 Science, 6-8 Social Studies), Task 2.9 (Global 1)

Page 5: Task 2.8 (Grades 6-7 Science and 6-8 Social Studies) and Task 2.9 (Global Studies 1)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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:

- State-approved 3rd party assessments
- State-approved district, regional or BOCES-developed assessments
- School- or BOCES-wide, group, team, or linked results based on State/Regents assessments

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

Using the drop-down boxes below, please select the measure that will be used for SLOs for the grade/subject listed. Once a measure is selected, a corresponding menu will appear for the selection of the name of the assessment(s) used.

Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.8, choose "Not Applicable" from the drop-down box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures; the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc.
<table>
<thead>
<tr>
<th>Grade 6 Science Measure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
<td></td>
</tr>
<tr>
<td><strong>Indicate the assessment(s) used for the grade 6 science school, or BOCES group, team, or linked results based on State assessments:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Responses Selected:</strong></td>
<td>A building-wide State-provided growth score</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 7 Science Measure</td>
<td></td>
</tr>
<tr>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
<td></td>
</tr>
<tr>
<td><strong>Indicate the assessment(s) used for the grade 7 science school, or BOCES group, team, or linked results based on State assessments:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Responses Selected:</strong></td>
<td>A building-wide State-provided growth score</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 6 Social Studies Measure</td>
<td></td>
</tr>
<tr>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
<td></td>
</tr>
<tr>
<td><strong>Indicate the assessment(s) used for the grade 6 social studies school, or BOCES group, team, or linked results based on State assessments:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Responses Selected:</strong></td>
<td>A building-wide State-provided growth score</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 7 Social Studies Measure</td>
<td></td>
</tr>
<tr>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
<td></td>
</tr>
<tr>
<td><strong>Indicate the assessment(s) used for the grade 7 social studies school, or BOCES group, team, or linked results based on State assessments:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Responses Selected:</strong></td>
<td>A building-wide State-provided growth score</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 8 Social Studies Measure</td>
<td></td>
</tr>
<tr>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
<td></td>
</tr>
<tr>
<td><strong>Indicate the assessment(s) used for the grade 8 social studies school, or BOCES group, team, or linked results based on State assessments:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Responses Selected:</strong></td>
<td>A building-wide State-provided growth score</td>
</tr>
</tbody>
</table>
2.9) Regents Global Studies 1: Measures and Assessments

Note: Additional high school social studies courses may be listed below in the “All Other Courses” section of this form. Once a measure is selected, a corresponding menu will appear for the selection of the name of the assessment(s) used.

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

Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.9, choose “Not Applicable” from the drop-down box. This would be appropriate if, for example, the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc.

Global 1 Measure

School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the Global 1 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

- Common Core English Regents
- Comprehensive English Regents
- Common Core Algebra Regents
- Common Core Geometry Regents
- Geometry Regents
- Common Core Algebra II Regents
- Algebra II/Trigonometry Regents
- Living Environment Regents
- Earth Science Regents
- Chemistry Regents
- Physics Regents
- Global 2 Regents
- US History Regents

Page 6: Task 2.10 (All Other Courses), Tasks 2.11-2.14

Page 6: Task 2.10 (All Other Courses), Task 2.11 (HEDI Scoring Bands), Task 2.12 (Teachers with More Than One Growth Measure), Task 2.13 (Assurances) and Task 2.14 (Use of the Optional Subcomponent and Student Performance Category Weighting)

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have SLOs. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, “all other teachers not named above”.

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For "All Other Courses" indicate the following:

- 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
- Once a measure is selected, a corresponding menu will appear for the selection of the name(s) of the assessment(s) used.

To designate "All Courses Not Named Above":

lowest grade = K, highest grade = 12, subject = All Courses Not Named Above

To list specific courses, follow the examples below

K-3 Art:

- lowest grade = K
- highest grade = 3
- subject = Art
- measure = State-approved district, regional, or BOCES developed assessment
- assessment = District A-developed K-3 Art Assessment

Grades 9 - 12 English Electives:

- lowest grade = 9
- highest grade = 12
- subject = English Electives
- measure = School- or BOCES-wide group, team, or linked results based on State/Regents assessment
- assessment = Common Core English Regents

Other Courses #1 Grade(s), Subject and Measure

<table>
<thead>
<tr>
<th>LOWEST GRADE</th>
<th>HIGHEST GRADE</th>
<th>SUBJECT</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>5</td>
<td>All courses not named above</td>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
</tr>
</tbody>
</table>

Indicate the assessment(s) used for the Other Courses #1 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

A building-wide State-provided growth score

Responses Selected:

Click to Add Another Course

Other Courses #2 Grade(s), Subject and Measure

<table>
<thead>
<tr>
<th>LOWEST GRADE</th>
<th>HIGHEST GRADE</th>
<th>SUBJECT</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>8</td>
<td>All courses not named above</td>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
</tr>
</tbody>
</table>
Indicate the assessment(s) used for the Other Courses #2 school, or BOCES group, team, or linked results based on State assessments:

**Responses Selected:**

A building-wide State-provided growth score

**Responses Selected:**

Click to Add Another Course

### Other Courses #3 Grade(s), Subject and Measure

<table>
<thead>
<tr>
<th>LOWEST GRADE</th>
<th>HIGHEST GRADE</th>
<th>SUBJECT</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>12</td>
<td>All courses not named above</td>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
</tr>
</tbody>
</table>

Indicate the assessment(s) used for the Other Courses #3 school, or BOCES group, team, or linked results based on State assessments:

**Responses Selected:**

Common Core English Regents
Comprehensive English Regents
Common Core Algebra Regents
Common Core Geometry Regents
Geometry Regents
Common Core Algebra II Regents
Algebra II/Trigonometry Regents
Living Environment Regents
Earth Science Regents
Chemistry Regents
Physics Regents
Global 2 Regents
US History Regents

**No Responses Selected**

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

(No response)

### 2.11) HEDI Scoring Bands
2.12) Teachers with More Than One Growth Measure

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: Common branch teacher with State-provided 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 proportionally based on the number of students in each SLO (or in the State-provided growth measure and the SLO). 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.

2.13) Assurances

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

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>19</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>97-100%</td>
<td>93-96%</td>
<td>90-92%</td>
<td>85-89%</td>
</tr>
<tr>
<td>67-74%</td>
<td>60-66%</td>
<td>55-59%</td>
<td>49-54%</td>
</tr>
<tr>
<td>44-48%</td>
<td>43%</td>
<td>39-38%</td>
<td>29-33%</td>
</tr>
<tr>
<td>25-28%</td>
<td>24%</td>
<td>21-24%</td>
<td>17-20%</td>
</tr>
<tr>
<td>13-16%</td>
<td>12%</td>
<td>9-12%</td>
<td>5-8%</td>
</tr>
<tr>
<td>0-4%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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. Checked

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. Checked

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. Checked

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. Checked

Assure that processes are in place for the superintendent to monitor SLOs. Checked

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. Checked

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 the use of the Optional subcomponent by making the appropriate selection below. Information related to the Optional subcomponent will be entered into Task 3.
The Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.
Task 3. Student Performance - Optional Subcomponent (Teachers)

Created: 04/30/2013
Last updated: 09/22/2015

Use the links above to move between pages in Task 3; be sure to click 'Save & Continue Editing' before moving to another page. The 'Next' button at the bottom of the page can be used to move forward only when the current page is complete.

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

Page 1: Task 3.1

Page 1: Task 3.1 (Use of the Optional Subcomponent of the Student Performance Category)

OPTIONAL SUBCOMPONENT
(Up to 50% of Student Performance category if selected)

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

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

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

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

Please indicate the use of the Optional subcomponent by making the appropriate selection below.

- If the Optional subcomponent WILL be used, please fill out tasks 3.2-3.12 by using the "Next" button to move through each task.

The Optional subcomponent WILL NOT be used in the Student Performance category for any teacher.
Task 4. Teacher Observation Category

Created: 04/30/2013
Last updated: 11/23/2015

Please note, within this section, task 4.1 may contain the rubric selection(s) from your plan as it existed on June 2, 2015.* The remaining tasks in this section will not contain data from your previous plan and must be completed. *Please note that documents and language will not be pre-populated into the plan if your district/BOCES chose to start with a blank application.

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

Page 1

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. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

If your district/BOCES is using an additional rubric, please select the rubric from the second menu below. If your district/BOCES will not use a second rubric, please select "N/A" from the end of the drop-down menu. (Note: Any district/BOCES may use multiple rubrics, as long as the same rubric is used for all classroom teachers in a grade/subject across the district/BOCES.)

Rubric 1


Rubric 2

N/A

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. | Checked |
| 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. | Checked |
| 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. | Checked |
| Assure that the same rubric(s) is used for all observations of a classroom teacher across the observation types in a given school year. | Checked |

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). For guidance on the Teacher Observation category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.
Each observable subcomponent will be rated by a trained evaluator. A teacher can be scored, in each subcomponent, as Ineffective, Developing, Effective or Highly Effective.

The observable subcomponents of each domain will then be averaged to get a domain score.

To determine a final rating on the observation completed by the Supervisor/Lead Evaluator, the average scores will be weighted (Domain 1 worth 16.6%, Domain 2 worth 33.3%, Domain 3 worth 33.3% and Domain 4 worth 16.6%). These weighted domain averages will then be averaged to receive a final, weighted average.

Only the observable subcomponents will be observed by the independent evaluator.

New York State Teaching Standards/Domains (or ISLLC Standards/Domains) that are part of the rubric but not observable during the classroom observation (or school visit) may be observed during any optional pre-observation conference or post-observation review or other natural conversations between the teacher/principal and his/her evaluator and incorporated into the observation/school visit score. For example, a teacher’s ability to set instructional outcomes, as seen in Domain 1 of the Danielson’s 2013 Framework for Teaching, may be observed during a pre- or post-observation conference where the teacher brings a lesson plan as supporting evidence of an otherwise observable rubric subcomponent.

### 4.4) Calculating Observation Ratings

Please check the boxes below:

<table>
<thead>
<tr>
<th>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 chart shown below.</th>
<th>Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
</tbody>
</table>

#### Teacher Observation Scoring Bands

| Overall Observation Category Score and Rating |
| --- | --- |
| Minimum | Maximum |
| **H** | 3.5 to 3.75 | 4.0 |
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><strong>Highly Effective</strong></td>
<td>3.50</td>
<td>4.00</td>
</tr>
<tr>
<td><strong>Effective</strong></td>
<td>2.50</td>
<td>3.49</td>
</tr>
<tr>
<td><strong>Developing</strong></td>
<td>1.50</td>
<td>2.49</td>
</tr>
<tr>
<td><strong>Ineffective</strong></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.

<table>
<thead>
<tr>
<th></th>
<th>Principal - required</th>
<th>Independent Evaluator(s) - required</th>
<th>Peer Observer(s) - optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate the weighting of each subcomponent:</td>
<td>85%</td>
<td>15%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

If your district has allocated weight to Peer Observer(s), please indicate the grades and subjects for which Peer Observers will be used:

(No response)
### 4.6) Assurances

Please check all of the boxes below:

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that the length of all observations for teachers will be conducted pursuant to the locally-determined durations.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that independent evaluator(s) will be trained and selected by the district/BOCES.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that at least one of the required observations will be unannounced.</td>
<td>Checked</td>
</tr>
</tbody>
</table>
Task 5. Overall Scoring (Teachers)

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

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

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

<table>
<thead>
<tr>
<th>Overall Observation 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>

5.2) Scoring Matrix for the Overall Rating
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:

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Assure that it is possible to obtain a zero in each subcomponent.</td>
<td></td>
</tr>
<tr>
<td>Assure the overall rating determination for a teacher shall be determined according to the evaluation matrix.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
Task 6. Additional Requirements (Teachers)

Created: 04/30/2013
Last updated: 11/24/2015

Please note, within this section, tasks 6.2 (improvement plan), 6.4 (appeals language) and 6.6 (training language) may contain information from your plan as it existed on June 2, 2015.* The remaining tasks in this section will not contain data from your previous plan and must be completed. Additionally, task 6.6 must be modified to address training of independent evaluators and, as applicable, peer observers.

* Please note that documents and language will not be pre-populated into the plan if your district/BOCES chose to start with a blank application.

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

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6.1) Assurances: Teacher Improvement Plans

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.  

Checked

Assure that TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of his/her pedagogical judgment, shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas.

Checked

6.2) Attachment: Teacher Improvement Plan Forms

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

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

https://NYSED-APPR3.fluidreview.com/media/assets/survey-uploads/49388/4165094-Df0w3Xx5v6/APPR%20TIP%20Forms%20Teachers_Ebvz6GS.pdf

6.3) Assurance: Appeals

Please check the box below:

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

Checked

6.4) Appeals

1 of 5
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:

1. Prior to the annual rating becoming final, a teacher receiving an ineffective or developing rating shall meet with the applicable Administrator (or designee if the Administrator is not available) to review all findings relating to the evaluation, including but not limited to any potential procedural or substantive disputes regarding it. This does not limit the existing rights of teachers rated effective or highly effective to request to informally discuss their final rating with the applicable administrator.

2. Appeals of Annual Professional Performance Reviews shall be limited to only those which rate a classroom teacher as ineffective or developing on the Teacher Observation section. Those allowed to appeal are limited to teachers whose successful appeal could result in a higher overall rating. A unit member holding the position of classroom teacher may appeal only the substance of the Annual Professional Performance Review, the District’s adherence to the standards and methodologies required for such Annual Professional Performance Review, the District’s compliance with its procedures for conducting the Annual Professional Performance Review, or its issuance and/or implementation of the terms of the Teacher Improvement Plan. Teachers may only appeal overall ratings that are ineffective or developing.

Such appeal must be submitted in writing to the Administrator performing the Annual Professional Performance Review or Teacher Improvement Plan. There may be only one appeal submitted in relation to any particular Annual Professional Performance Review or Teacher Improvement Plan. The writing must explain in detail the specific basis for the appeal, and should provide any relevant supporting documentation. The appeal must be submitted within ten teacher attendance days of the start of following school year. The teacher has the burden of demonstrating a clear right to the relief requested and the burden of establishing the facts upon which such relief is sought. Within ten calendar days of receipt of the appeal, the Administrator conducting the Annual Professional Performance Review or Teacher Improvement Plan shall meet with the teacher and his/her union representative to discuss the appeal. Any grounds not raised in the appeal by this point shall be deemed waived for this procedure. Within ten calendar days of such meeting, the Administrator shall submit a written determination on the appeal. Every effort will be made to make the determination in a timely and expeditious manner in compliance with the State Education Law Section 3012-d.

If the teacher received an “ineffective” rating and disagrees with the determination, the teacher may submit a copy of the appeal, the determination, and a written statement explaining in detail the basis for disagreement with the determination, with any relevant supporting documentation, to the Superintendent of Schools within ten calendar days of the date of the determination. Within ten calendar days of receipt of the appeal, the Superintendent shall meet with the teacher and his/her union representative to discuss the appeal. Within ten calendar days of such meeting, the Superintendent shall submit a written determination on the appeal. Every effort will be made to make the determination in a timely and expeditious manner in compliance with the State Education Law Section 3012-d.

If the teacher received a “developing” rating and disagrees with the determination, the teacher may submit a copy of the appeal, the determination, and a written statement explaining in detail the basis for disagreement with the determination, with any relevant supporting documentation, to the Superintendent of Schools within ten calendar days of the date of the determination. Within ten calendar days of receipt of the appeal, the Superintendent shall convene a committee, consisting of two teachers selected by the Association and two administrators selected by the Superintendent (Excluding the Administrator who evaluated the developing teacher for the school year in which the disputed developing rating was given), who shall determine if said appeal warrants continuation to a level 2. No more than one teacher and one
administrator may be selected from the building in which the developing teacher works the majority of his or her day. All committee members must have completed training in the Cleveland Hill APPR process and the Danielson Rubric prior to being selected for this committee. Within 5 calendar days of this meeting, the committee will submit their final determination to the Superintendent and the Developing Teacher in writing. A unit member shall be entitled to representation by the CHEA during the course of any appeal authorized by this paragraph. The District shall maintain a record of all documents and materials submitted by either party during such an appeal, which shall thereafter be available for inspection by the unit member and/or the CHEA. The teacher may present any mitigating circumstances that he/she believes relevant during the course of an appeal (including, but not limited to, Class Size, Students and Classes Assigned, Student Attendance, Teacher Leave Time/Personal Life, New Initiatives/Requirements and Physical Environment, administrative relationships), which shall be considered by the District along with all other information submitted during the appeal. The presentation or consideration of any such information presented by a teacher shall not prejudice the position that either the teacher, Association or District may take in a Section 3020-B hearing.

An appeal or determination under this section shall be exempt from the grievance and arbitration provisions in the collective negotiations agreement between the Parties, and an Annual Professional Performance Review or Teacher Improvement Plan may not be challenged in any other forum.

3. Nothing in this Memorandum of Agreement shall in any way restrict or affect the District’s non-reviewable authority to terminate the appointment of or deny tenure to a probationary teacher for any constitutionally and statutorily permissible reasons, and any such termination or denial shall not in any way be subject to appeal through the grievance and arbitration provisions of the collective negotiations agreement between the Parties or in any other forum.

4. Nothing in this process shall be construed to limit the defenses which the employee may place before a Section 3020-B hearing officer.

6.5) Assurance: Evaluators

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.

- Checked

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

2. Evidence-based observation techniques that are grounded in research

3. Application and use of the student growth percentile model and any other growth model approved by the Department as defined in section 30-3.2 of this Subpart

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

5. Application and use of any assessment tools that the school district/BOCES utilizes to evaluate its classroom teachers

6. Application and use of any locally selected measures of student growth used in the Optional subcomponent of the Student Performance category used by the district/BOCES to evaluate its teachers

7. Use of the Statewide Instructional Reporting System

8. The scoring methodology utilized by the Department and/or the district/BOCES to evaluate a teacher under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the Commissioner for the four designated rating categories used for the teacher’s overall rating and their category ratings

9. Specific considerations in evaluating teachers of English language learners and students with disabilities
6.6) Training of Lead Evaluators, Evaluators, Independent Observers, and Peer Observers and Certification of Lead Evaluators

Describe the process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators. Your description 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,
4) the nature (content) and the duration (how many hours, days) of such training.

All lead evaluators, evaluators and independent observers were initially trained through the Erie 1 BOCES. This training will continue, as lead evaluators, evaluators and independent observers are required to attend this training for certification/re-certification.

As part of the BOCES training, lead evaluators, evaluators and independent observers are provided instruction on Common Core, Data Driven Instruction Making and ensuring Inter-rater reliability. These training, through BOCES, occur quarterly and each last 3 hours in duration.

In addition to the above, new lead evaluators, evaluators and independent observers will be trained specifically on the selected teacher evaluation rubric. These new lead evaluators, evaluators and independent observers will also participate in the quarterly trainings at BOCES (as cited above).

The training process received covers all of the 9 requirements cited in Regulation 30-3.

These lead evaluators, evaluators and independent observers are recommended for certification/re-certification by the Superintendent to the Board of Education. The Board of Education must then approve the recommendation.

6.7) Assurances: Teacher Evaluation

Please check all of the boxes below:

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 a 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.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that the evaluation system will be used as a significant factor for employment decisions.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that teachers will receive timely and constructive feedback as part of the evaluation process.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
</tbody>
</table>
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.

### 6.8) Assurances: Assessments

Please check all of the boxes below:

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
</tbody>
</table>

### 6.9) Assurances: Data

Please check all of the boxes below:

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that procedures for ensuring data accuracy and integrity are being utilized.</td>
<td>Checked</td>
</tr>
</tbody>
</table>
Task 7. Student Performance – Required Subcomponent

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

Page 1

REQUIRED SUBCOMPONENT

(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 in 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

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, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.). For principals where less than 30% of their students are covered under a State-provided growth measure, such principals shall have a SLO consistent with a goal setting 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. (See Guidance for more detail on principals with State-provided measures and SLOs.)

For those principals who would typically receive a State-provided growth score, the district/BOCES must also include a back-up SLO process 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 (please list, e.g., K-5, PK-6, 6-8, 6-12, 7-12, 9-12). For each configuration, also indicate the measure and assessment(s) used for the back-up 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
- Use the checkboxes to indicate the State assessments or Regents exams used

Follow the examples below
Grades K-6:

- lowest grade = K
- highest grade = 6
assessments = NYS Grades 4-6 ELA and Math Assessments (check all)

Grades 7-12:
- lowest grade = 7
- highest grade = 12
- assessments = NYS Grades 7-8 ELA and Math Assessments and All Regents assessments which are used to generate the principal's State-provided growth score (check all)

**Grade Configuration #1**

<table>
<thead>
<tr>
<th>GRADE FROM</th>
<th>GRADE TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>5</td>
</tr>
</tbody>
</table>

**Grade Configuration #1 Assessment Name(s)**

Responses Selected:
- NYS Grade 4 ELA Assessment
- NYS Grade 5 ELA Assessment
- NYS Grade 4 Math Assessment
- NYS Grade 5 Math Assessment

Responses Selected:
Click to Add Another Configuration

**Grade Configuration #2**

<table>
<thead>
<tr>
<th>GRADE FROM</th>
<th>GRADE TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

**Grade Configuration #2 Assessment Name(s)**

Responses Selected:
- NYS Grade 6 ELA Assessment
- NYS Grade 7 ELA Assessment
- NYS Grade 8 ELA Assessment
- NYS Grade 6 Math Assessment
- NYS Grade 7 Math Assessment
- NYS Grade 8 Math Assessment

Responses Selected:
Click to Add Another Configuration

**Grade Configuration #3**
Grade Configuration #3 Assessment Name(s)

Responses Selected:

All Regents assessments which are used to generate the principal's State-provided growth score

No Responses Selected

7.1) Assurances

| Assure that the growth score provided by NYSED will be used, where required. | Checked |
| Assure that 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. | Checked |

7.2) STUDENT LEARNING OBJECTIVES

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 assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d. 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)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options:
  - State-approved 3rd party assessment; or
  - State-approved district, regional, or BOCES-developed 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
- Once a measure is selected, a corresponding menu will appear for the selection of the name(s) of the assessment(s) used.

Follow the example below
Grades K-3:

- lowest grade = K
- highest grade = 3
- measure = State or Regents assessment
- assessment = NYS Grade 3 ELA Assessment and NYS Grade 3 Math Assessment

Grade Configuration #1 Grades and Measure
No Responses Selected

7.3) HEDI Scoring Bands

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>19</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>16</td>
<td>15</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7.4) Principals with More Than One Growth Measure

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

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. Checked
- 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. Checked
- Assure that all growth targets are approved by the superintendent or another trained administrator. Checked
- 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. Checked
- 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. Checked
- Assure that processes are in place for the superintendent to monitor SLOs. Checked
- 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. Checked

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 the use of the Optional subcomponent by checking the box below. Information related to the Optional subcomponent will be entered into Task 8.

The Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.
Task 8. Student Performance – Optional Subcomponent

Created: 04/30/2013
Last updated: 10/07/2015

Use the links above to move between pages in Task 8; be sure to click 'Save & Continue Editing' before moving to another page. The 'Next' button at the bottom of the page can be used to move forward only when the current page is complete.

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

Page 1: Task 8.1

Page 1: Task 8.1 (Use of the Optional Subcomponent of the Student Performance Category)

OPTIONAL SUBCOMPONENT
(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 the use of the Optional subcomponent by making the appropriate selection below.

- If the Optional subcomponent WILL be used, please fill out tasks 8.2-8.4 by using the "Next" button to move through each task.

The Optional subcomponent WILL NOT be used in the Student Performance category for any principal.
Task 9. Principal School Visit Category

Created: 04/30/2013
Last updated: 11/24/2015

Please note, within this section, task 9.1 may contain the rubric selection(s) from your plan as it existed on June 2, 2015.* The remaining tasks in this section will not contain data from your previous plan and must be completed.

* Please note that documents and language will not be pre-populated into the plan if your district/BOCES chose to start with a blank application.

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

Page 1

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. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

If your district/BOCES is using an additional rubric, please select the rubric from the second menu below. If your district/BOCES will not use a second rubric, please select "N/A" from the end of the drop-down menu. (Note: Any district may use multiple rubrics, as long as the same rubric is used for all principals in the same or similar programs or grade configurations across the district.)

Rubric 1

Multidimensional Principal Performance Rubric

Rubric 2

N/A

9.2) Assurances

Please check all of the boxes below:

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
</tbody>
</table>

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). For guidance on the Principal School Visit category, see NYSED APPR Guidance:
The ratings for all observable sub-domains are averaged to get a domain average. The ratings for all the subdomains are averaged to get a Domain Average. Then, there is a weighted average that combines all 6 Domains.

The domains are weighted in the following manner:

Domain 1=10%
Domain 2=25%
Domain 3=25%
Domain 4=15%
Domain 5=20%
Domain 6=5%

Standard Rounding Rules will apply. In no case will rounding result in movement between HEDI bands.

ISLLC Standards/Domains that are part of the rubric but not observable during the classroom observation (or school visit) may be observed during any optional pre-observation conference or post-observation review or other natural conversations between the teacher/principal and his/her evaluator and incorporated into the observation/school visit score.

9.4) Calculating School Visit Ratings

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 chart shown 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.

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 their designee.

(No response)

Principal School Visit Scoring Bands

<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>
</tbody>
</table>
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

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 school visit(s) required to be performed by the Superintendent/supervisor or their designee.

<table>
<thead>
<tr>
<th></th>
<th>Supervisor - required</th>
<th>Independent Evaluator(s) - required</th>
<th>Peer Observer(s) - optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate the weighting of each subcomponent:</td>
<td>80%</td>
<td>20%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

If your district has allocated weight to Peer Observer(s), please indicate the grades and subjects for which Peer Observers will be used:

(No response)

9.6) Assurances
Please check all of the boxes below:

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that the length of all school visits for principals will be conducted pursuant to the locally-determined durations.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that independent evaluator(s) will be trained and selected by the district/BOCES.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that at least one of the required school visits will be unannounced.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that school visits will not be conducted via video.</td>
<td>Checked</td>
</tr>
</tbody>
</table>
10.1) Scoring Ranges

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

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

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

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

10.2) Scoring Matrix for the Overall Rating
* 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. | Checked |
| assure that it is possible to obtain a zero in each subcomponent. | Checked |
| assure the overall rating determination for a principal shall be determined according to the evaluation matrix. | Checked |
Task 11. Additional Requirements - Principals

Created: 04/30/2013
Last updated: 11/24/2015

Please note, within this section, tasks 11.2 (improvement plan), 11.4 (appeals language) and 11.6 (training language) may contain information from your plan as it existed on June 2, 2015. The remaining tasks in this section will not contain data from your previous plan and must be completed. Additionally, task 11.6 should be modified to address training of independent evaluators and, as applicable, peer observers.

* Please note that documents and language will not be pre-populated into the plan if your district/BOCES chose to start with a blank application.

For guidance on additional requirements for principals, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

Page 1

11.1) Assurances: Improvement Plans

Please check the boxes below:

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that PIP plans developed and implemented by the superintendent or his/her designee, in the exercise of his/her pedagogical judgment, 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.</td>
<td>Checked</td>
</tr>
</tbody>
</table>

11.2) Attachment: Principal Improvement Plan Forms

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

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


11.3) Assurance: Appeals

Please check box below:

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
</tbody>
</table>

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:

A principal who receives a “Developing or Ineffective” rating on his/her APPR shall be entitled to appeal this rating. This appeal must be done in written form and submitted to the Superintendent of Schools who has been trained in accordance with the requirements of the statute and regulation. An evaluation shall not be placed in a principal’s personnel file until either the expiration of a ten (10) business day period during which an appeal could be filed by the principal or the conclusion of the appeal process described herein, whichever is later.

B. 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. The district upon written request must provide any additional written 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. Any information not submitted at the time the appeal is filed shall not be considered. These concerns are limited to those matters that may be appealed as prescribed in Section 3012-d of the Education Law:

- Substance of evaluation

- Adherence to standards and methods

- Adherence to Commissioner’s Regulation

- Compliance with negotiated procedure

- Issuance and/or compliance with terms of an improvement plan

C. A principal may not file more than one appeal on the same evaluation.

D. The burden shall be on the principal appealing a rating of Developing or Ineffective.
E. An appeal must be filed in writing within ten (10) business days of the presentation of the document (yearly evaluation and/or improvement plan) to the principal or the right to appeal shall be deemed as waived in all regards.

F. An appeal panel will consist of: District Superintendent, one building level principal of the appellant's choice, one outside panelist from a mutually agreed upon list at District's expense, if required.

G. Within ten (10) business days of the receipt of the appeal, the appeal panel shall meet with the principal and his/her union representative to discuss the appeal. Within ten (10) business days of such meeting, the panel shall submit a written determination of the appeal (made by consensus). A challenge or determination under this section shall be exempt from the grievance and arbitration provisions in the collective negotiations agreement between the Parties, and an Annual Professional Performance Review or Principal Improvement Plan may not be challenged in any other forum. Every effort will be made to make decisions on a timely and expedient manner consistent with education law 3012d.

H. Nothing in this section shall be construed to alter or diminish the authority of the governing body of a school district or BOCES to grant or deny tenure to or terminate probationary building principals during the pendency of an appeal pursuant to this section for the statutorily and constitutionally permissible reasons.

11.5) Assurance: Evaluators

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.

- Checked

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

2. Evidence-based observation techniques that are grounded in research

3. Application and use of the student growth percentile model and any other growth model approved by the Department as defined in section 30-3.2 of this Subpart

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

5. Application and use of any assessment tools that the school district/BOCES utilizes to evaluate its building principals

6. Application and use of any locally selected measures of student growth used in the Optional subcomponent of the Student Performance category used by the district/BOCES to evaluate its principals

7. Use of the Statewide Instructional Reporting System

8. The scoring methodology utilized by the department and/or the district/BOCES to evaluate a principal under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the Commissioner for the four designated rating categories used for the principal's overall rating and their category ratings

9. Specific considerations in evaluating principals of English language learners and students with disabilities

11.6) Training of Lead Evaluators, Evaluators, Independent Observers, and Peer Observers and Certification of Lead Evaluators
Describe the process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators. Your description 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,
4) the nature (content) and the duration (how many hours, days) of such training.

All evaluators and lead evaluators must be fully trained in the administration and usage of the Multidimensional Principal Performance Rubric before they are allowed to evaluate any Principals with this instrument.

All lead evaluators, evaluators and independent observers were initially trained through the Erie 1 BOCES. This training will continue, as lead evaluators, evaluators and independent observers are required to attend this training for certification/re-certification.

As part of the BOCES training, lead evaluators, evaluators and independent observers are provided instruction on Common Core, Data Driven Instruction Making and ensuring Inter-rater reliability. These trainings, through BOCES, occur quarterly and each last 3 hours in duration.

In addition to the above, new lead evaluators, evaluators and independent observers will be trained specifically on the selected teacher evaluation rubric. These new lead evaluators, evaluators and independent observers will also participate in the quarterly trainings at BOCES (as cited above).

The training process received covers all of the 9 requirements cited in Regulation 30-3.

These lead evaluators, evaluators and independent observers are recommended for certification/re-certification by the Superintendent to the Board of Education. The Board of Education must then approve the recommendation.

### 11.7) Assurances: Principal Evaluation

Please check all of the boxes below:

<table>
<thead>
<tr>
<th>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 a principal's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the principal is being measured, 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.</th>
<th>Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assure that the evaluation system will be used as a significant factor for employment decisions.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that principals will receive timely and constructive feedback as part of the evaluation process.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that the following prohibited elements listed in Education Law §3012-d(6) are not being used as part of any principal's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness; any district or regionally-developed assessment that has not been approved by the department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner.</td>
<td>Checked</td>
</tr>
</tbody>
</table>
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 supervisor or other trained administrator.

11.8) Assurances: Assessments

Please check all of the boxes below:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
</tbody>
</table>

11.9) Assurances: Data

Please check all of the boxes below:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that enrolled students in accordance with policies for student assignment to schools and may not be excluded.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that procedures for ensuring data accuracy and integrity are being utilized.</td>
<td>Checked</td>
</tr>
</tbody>
</table>
Task 12. Joint Certification of APPR Plan

Created: 04/30/2013
Last updated: 11/24/2015

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


File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported. Please save your file types as .doc, .ppt or .xls respectively before uploading.
Cleveland Hill Principal Improvement Plan

Name of Principal: _____________________________

Date of PIP Formulation Meeting: ________________________

Date of PIP Implementation: ________________________

The PIP will be developed/modified by the Superintendent (or Designee). Parties involved in the implementation of the PIP:

_________________________________________  __________________________
_________________________________________  __________________________

Tentative Schedule of PIP Review/Evaluation Meetings:


Any modification to this plan must be in writing and will be appended to this document.

_________________________________________
Principal

_________________________________________
Superintendent/Designee
<table>
<thead>
<tr>
<th>Description of Areas in Need of Improvement:</th>
<th>Multi-Dimensional Rubric Reference Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Domain:</td>
</tr>
<tr>
<td></td>
<td>Component:</td>
</tr>
<tr>
<td></td>
<td>Sub Component:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Improvement Goals:</th>
<th>Standards Referenced for Improvement Goals:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Activities Suggested to Support Improvement:</th>
<th>Log of Activities Completed: (time, date, location, people involved)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Manner of Assessment of Improvement:</th>
<th>Timeframe for achievement of goals:</th>
</tr>
</thead>
</table>
Cleveland Hill Teacher Improvement Plan

Name of Teacher: ________________________________

Date of TIP Formulation Meeting: __________________________

Date of TIP Implementation: ______________________________

The TIP will be developed/modified by the Superintendent (or Designee). Parties involved in the implementation of the TIP:

_________________________________________  ______________________________________

_________________________________________  ______________________________________

Tentative Schedule of TIP Review/Evaluation Meetings:

_________________________________________

Any modification to this plan must be in writing and will be appended to this document.

_________________________________________

Teacher

_________________________________________

Administrator
## Teacher Improvement Plan

| Description of Areas in Need of Improvement: | Danielson Rubric Reference Points:  
Domain:  
Component:  
Sub Component: |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement Goals:</td>
<td>Standards Referenced for Improvement Goals:</td>
</tr>
</tbody>
</table>
| Activities Suggested to Support Improvement: | Log of Activities Completed:  
(time, date, location, people involved) |
| Manner of Assessment of Improvement: | Timeframe for achievement of goals: |
By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete APPR Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

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 and Subpart 30-3 of the Rules of the Board of Regents.

The school district of 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 school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR Plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR Plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013 and Education Law §3012-d(11), as applicable.

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR review will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES shall compute and provide to the teacher/principal their score and rating on the Student Performance category, if available, for the Teacher Observation category or Principal School Visit Category for a teacher's or principal's annual professional performance review, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's or principal's performance is measured
- Assure that the APPR Plan will be filed in the district office and made available to the public on the district's or BOCES' website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall later occur
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual category and subcomponent scores and the overall rating for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English language learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 in the school year following the school year for which such teacher's or principal's performance is being measured or as soon as practicable thereafter
- Assure that such improvement plan shall be developed by the superintendent or his/her designee in the exercise of
their pedagogical judgment

- Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with all applicable statutes and regulations.
- Assure that the district or BOCES has appeal procedures that are consistent with the statute and regulations and that they provide for the timely and expeditious resolution of an appeal.
- Assure that, for teachers, all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least a year across the total number of annual observations and, for principals, all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits.
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0, for each subcomponent and that the district and BOCES shall ensure that the process by which weights and scoring ranges are assigned to subcomponents and categories is transparent and available to those being rated before the beginning of each school year.
- Assure that if a second measure for the Student Performance category is locally selected, then the same locally selected measures of student growth across all classrooms in the same grade/subject in the district/BOCES must be used in a consistent manner to the extent practicable.
- Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator.
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of each school year, on a form prescribed by the Commissioner, to the Commissioner for approval.
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations, and SED guidance.
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to 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: 1/24/15

Teachers Union President Signature: Date: 11/24/15

Administrative Union President Signature: Date: 11/24/15

Board of Education President Signature: Date: 11-24-15