



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

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August 31, 2021

APPR Plan - Variance

David P. O'Rourke, Superintendent
Erie-Chautauqua-Cattaraugus BOCES
8685 Erie Road
Angola, NY 14006

Dear Superintendent David P. O'Rourke:

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

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

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

Thank you again for your hard work.

Sincerely,



Betty A. Rosa
Commissioner

NOTE:

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

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

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

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

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

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

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

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

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

Variance Application Timeline

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

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

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

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

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

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

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

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

Principal Variance

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

Please check the appropriate box below.

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

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

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Required Student Performance Subcomponent

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

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

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

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

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

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

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

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

Variance Request

LEAs may use this variance application to develop 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 APPR plan.

Please make the appropriate selection below.

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

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

Task 3. TEACHERS: Optional Student Performance - Variance Request

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Variance Request

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

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

Please make the appropriate selection below.

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

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

Task 4. TEACHERS: Observations - Variance Request

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Variance Request

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

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

Please make the appropriate selection below.

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

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

Task 4. TEACHERS: Observations - Applicability & Rubric

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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).

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

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.

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

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

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 4. TEACHERS: Observations - Applicability & Rubric**

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

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 observations
- Required 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 observations
- ☒ Required independent evaluator observations

Annual Professional Performance Review - Variance, Education Law §3012-dTask 4. TEACHERS: Observations - Subcomponent Weighting

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Teacher Observation Subcomponent Weighting**Please indicate the weight of each observation type and be sure the total of the weights indicated equals 100%.**

Principal/Administrator	Independent Evaluator(s)	Peer Observer(s)	Group for which this weighting will apply. If the indicated weighting will be used for all teachers listed in the 'Applicability' section, note "All Teachers."
100	0	0	All Teachers

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

Task 4. TEACHERS: Observations - Required Principal/Supervisor Observations

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Required Subcomponent 1: Observations by Principal(s) or Other Trained AdministratorsAt 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.

	Minimum number of observations	Observation method (<i>check all that apply</i>)	Other observation method (<i>only complete if 'Other' is selected in the previous column</i>)
Unannounced	1	<input checked="" type="checkbox"/> Live	(No Response)
Announced	1	<input checked="" type="checkbox"/> Live	(No Response)
Totals:	2		

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.

Probationary

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

Task 4. TEACHERS: Observations - Principal/Supervisor Observations

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Required Subcomponent 1: Observations by Principal(s) or Other Trained AdministratorsAt 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).**

Tenured

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.**

	Minimum number of observations	Observation method (check all that apply)	Other observation method (only complete if 'Other' is selected in the previous column)
Unannounced	0	<input checked="" type="checkbox"/> N/A	(No Response)
Announced	1	<input checked="" type="checkbox"/> Live	(No Response)
Totals:	1		

Subgroup Three☐ An additional subgroup is needed to fully describe the principal or other trained administrator observation process.

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

Task 4. TEACHERS: Observations - Required Independent Evaluator Observations

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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.

	Minimum number of observations	Observation method (check all that apply)	Other observation method (only complete if 'Other' is selected in the previous column)
Unannounced	0	<input checked="" type="checkbox"/> N/A	(No Response)
Announced	0	<input checked="" type="checkbox"/> N/A	(No Response)
Totals:	0		

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

- ☒ All teachers listed in the 'Applicability' section.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 4. TEACHERS: Observations - Variance Details & Assurances**

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

Given the impact that COVID-19 is having on our BOCES we may find it very difficult to complete the number of required observations we have indicated in our approved APPR plan. 1. Our approved plan calls for a minimum of two (2) announced observations by the Principal/Supervisor and one (1) unannounced observation by an Independent Evaluator for probationary teachers. 2. Our approved plan calls for a minimum of one (1) announced observation by the Principal/Supervisor and one (1) unannounced observation by an Independent Evaluator for tenured teachers. 3. Due to COVID: • We have already experienced a number of days this year where we have had to switch to remote learning. • We anticipate that we will have more instances where we will have to temporarily transition to remote instruction for one or more periods of time again this year given the current trend of COVID 19 cases in Western New York, • We have also had several instances thus far of our Principals/Supervisors needing to be quarantined due to contact with a person with COVID-19. Principals/Supervisors have had to rearrange their schedules on given days to cover for staff that is absent. Their doing so has allowed us to stay open. However, they would not be able to provide such assistance with coverage if they also had a scheduled observation. • The Principals/Supervisors are also spending extra time attending to the changes in schedules, instructional models, social emotional needs of students, etc.; further limiting 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/supervisors centered around instructional practices and student achievement/learning. 4. This year our goal is to limit exposure of all staff members from outside people by having, as much as possible, only those assigned staff members report to their site. Hence, we do not want to have outside evaluators enter other programs and sites to limit exposure to COVID 19.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 4. TEACHERS: Observations - Variance Details & Assurances**

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Standards and Procedures

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

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

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

Tenured Teachers will have 1 Announced Observation . The observation will count for 100% of the Teacher Performance Component of the Annual Professional Performance Review. Probationary Teachers will have 1 Announced Observation and 1 Unannounced Observation for the Teacher Performance Component of the Annual Professional Performance Review. The Announced Observation will count as 90% of the rating and the Unannounced will count as 10% of the Teacher Performance Component.

The BOCES will use a combination of Principals/Supervisors and Directors/Associate Directors to complete Unannounced Observations for Probationary Teachers.

The BOCES will continue to use the agreed upon observable indicators from 2011 Danielson Rubric for all observations (for both Tenured and Probationary Teachers). • It is understood that observable indicators "via" teacher observations are aligned with the 2011 Edition of the Danielson Rubric and have been agreed to by the BOCES and the Teachers' collective bargaining unit. It is further understood that ALL indicators MUST be observed each year for each teacher. These indicators do not need to be observed in each observation BUT they MUST be observed in either the teacher's announced or unannounced observation (and, they may be observed in both). Please note: If an indicator/indicators is/are not observed in the minimum number of required observations, the principal/supervisor may schedule additional observations to observe said indicator/indicators. • Under this model all tenured teachers will be observed at least one time, and probationary teachers will be observed at least two (2) times (one Announced and one Unannounced, both by the Lead Evaluator). Each indicator of the rubric is assigned a score of 1 through 4 and then totaled out of an expected 88 points and then converted to a 100 point scale. Then the total is reconverted to a scale out of 1 through 4 for each observation. If a teacher were to receive a 1 in each of the indicators, then the score would be 0. Each observation score will be weighted equally and averaged to form the overall observation score. • Tenured teachers and observers will hold a collegial meeting in lieu of the "Independent Evaluator" observation for these teachers. This meeting will not be "scored," as it is designed to provide for meaningful, open, and honest dialogue. During this meeting, the teacher and principal/supervisor will discuss progress this year using the agreed upon observable indicators as a conversation guide.

Annual Professional Performance Review - Variance, Education Law §3012-dTask 4. TEACHERS: Observations - Variance Details & Assurances

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Rigor

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

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

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

As indicated above in "Standards and Procedures," the second (2nd) observation completed by the Lead Evaluator for tenured teachers will be replaced with a collegial conversation between the Teacher and Principal/Supervisor. This conversation will serve as a way for the Principals/Supervisors and Teachers to discuss how instruction is going in the "COVID Era." The Principal/Supervisor will ensure that these collegial conversations are rigorous and equitable by strictly adhering to the agreed upon observable indicators from the 2011 Danielson Rubric before discussing other topics. The collegial conversation can take place in person or via a virtual format (including a telephone call) as mutually agreed upon by the Teacher and the Principal/Supervisor. Every post-conference is an opportunity to have meaningful reflection and feedback as part of the observation process. In addition, we will ensure that all probationary teachers have a meaningful collegial conversation as part of the summary conference. On-going conversation between teacher and Principal/Supervisor ensures a culture of learning and growth. Please note that rigor and equity will be further ensured for all teachers as all teachers will have one Principal/Supervisor (formal) observation and probationary teachers will also have an Unannounced observation by the Lead Evaluator where the scoring of these observations will strictly adhere to the agreed upon observable indicators from the 2011 Danielson Rubric. Currently E2CCB is using a hybrid model in CTE and an in-person model in P-TECH, Alternative Education, and Special Education. However, due to cases of COVID, almost all programs have been required to go to remote instruction at some point already this year. It is also anticipated that, at some point, the BOCES may need to switch to a temporary all remote instructional model as conditions warrant. We are constantly assessing how the long term closure from March 2020 to June 2020 has impacted student achievement and learning. Collegial conversations using the agreed upon observable indicators from the 2011 Danielson Rubric can allow for conversation that goes beyond an observation. It allows for a "deeper" conversation between the Teacher and the Principal/Supervisor about how (this list is not all inclusive):

- the remote and hybrid learning are impacting student learning,
- the District is / is not meeting the Social Emotional Learning (SEL) needs of students,
- the various software programs used by the BOCES for remote instruction are / are not working
- How the BOCES can meet the needs of students without internet access in alternative ways when the school is using a remote instructional model,
- etc.

After the meeting, the Principal/Supervisor will provide the Teacher with a written summary. This summary should identify areas / strategies / resources to:

- Suggest areas for improvement (teacher specific, program specific, subject area, etc.).
- Identify immediate professional development needs / opportunities (especially as they relate to remote instruction, closing achievement gaps, social emotional learning, etc.).
- Share successful strategies / methodologies with other teachers.
- Identify gaps in student learning / achievement due to the impact of COVID-19 on education.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 4. TEACHERS: Observations - Variance Details & Assurances**

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Professional Learning

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

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

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

Initially, observations of all teachers, and current student data will be used to identify professional development needs and offer on-going opportunities throughout the school year. BOCES has an internal Professional Development Team to support all of our Instructional Programs. This team is responsible for developing and delivering professional development based on the needs of our staff. Professional development opportunities may include, but are not limited to: program specific activities, BOCES workshops, teaming, mentoring, webinars, virtual workshops, etc. The content is comprehensive, but has focused on topics around technology integration, best practices for remote teaching and learning, student engagement, and social-emotional well-being, etc. At the end of the year, the Teacher will return a copy of their Teacher/Principal meeting summary along with their comments on what worked well, what did not work well, and other related suggestions, notes, and/or concerns. The Principal will use these summaries, along with completed observations and SLO results (student data) to design / provide for / research professional learning opportunities moving forward. Suggested professional learning opportunities could be teacher specific, program specific, subject specific, or BOCES-wide initiatives, etc.

Effectiveness of Implementation

Please provide a description of how the LEA will assess the effectiveness of the implementation of the variance.

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

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

The Directors/Associate Directors and Assistant Superintendent for Curriculum and Instruction will meet regularly to discuss observations, summaries of collegial meetings, and current student data throughout the year to identify: on-going examples of success, current professional development needs, the possible need for additional instructional resources, etc. On a weekly basis, we have an instructional Director's Meeting that includes the ASI, Directors/Associate Directors and our internal Professional Development Team. At this meeting we have a standing agenda item to discuss observations, needs for professional development, and how to incorporate these practices into our on-going PD offerings. Collectively we will look at the outcomes of our teacher observations as well as NYS Assessment Results, SLO results, student grades, etc. to determine the overall effectiveness of this variance. This will not be able to be performed until the summer of 2021 and only after all assessments have been returned. The Assistant Superintendent for Curriculum and Instruction along with Directors/Associate Directors and principals/Supervisors will be looking for trends that indicate success for continued, long-term implementation (including professional development needs), as well as areas that were less successful in order to suggest changes and plan professional development opportunities accordingly. During the summer will also incorporate the use of summaries provided to teachers as part of our discussion and planning.

Observation Assurances

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 APPR 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.**

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

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Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

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

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

Variance Request

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

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

Please make the appropriate selection below.

☒ A variance is not requested for category ratings for teachers.

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

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Additional Requirements for Teachers

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

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

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

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

Variance Request

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

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

Choose the appropriate response below.

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

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

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Required Student Performance Subcomponent

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

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

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

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

Variance Request

LEAs may use this variance application to develop a process 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 APPR 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.

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

Task 8. PRINCIPALS: Optional Student Performance - Variance Request

Page Last Modified: 08/25/2021

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 APPR plan.

Please make the appropriate selection below.

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

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

Task 9. PRINCIPALS: School Visits - Variance Request

Page Last Modified: 01/29/2021

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 APPR plan.

Please make the appropriate selection below.

- ☒ The details of the variance request for the principal school visit category is described in the subsequent section.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 9. PRINCIPALS: School Visits - Applicability & Rubric**

Page Last Modified: 02/24/2021

Applicable Principals

Please indicate all principals to whom this principal school visit variance request applies.

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

Grade From	Grade To
K	12
9	12

Applicable Areas**A variance may be requested for the following components of the principal school visit subcomponent:**

- Principal practice rubric
- Rating and scoring of the principal practice rubric
- Weighting of the domains/subcomponents of the principal practice rubric
- HEDI scoring bands
- Weighting of the principal school visit subcomponents
- Required supervisor/administrator school visits
- Required independent evaluator school visits
- Optional peer school visits

If none of the above components are applicable to the requested variance, please select the last option and complete the next page in a manner that clearly and thoroughly describes the process of evaluating principal practice.**Please indicate the area(s) of the principal school visit subcomponent for which a variance is being requested.**

- ☒ Principal school visit subcomponent weighting
- ☒ Required supervisor/administrator school visits
- ☒ Required independent evaluator school visits

Annual Professional Performance Review - Variance, Education Law §3012-dTask 9. PRINCIPALS: School Visits - Subcomponent Weighting

Page Last Modified: 02/12/2021

Principal School Visit Subcomponent Weighting**Please indicate the weight of each school visit type and be sure the total of the weights indicated equals 100%.**

Superintendent/Administrator	Independent Evaluator(s)	Peer Principal(s)	Group for which this weighting will apply. If the indicated weighting will be used for all principals listed in the 'Applicability' section, note "All Principals."
100	0	0	Tenured Principals/Supervisors
90	10	0	Probationary Principals/Supervisors

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

Task 9. PRINCIPALS: School Visits - Required Supervisor/Administrator School Visits

Page Last Modified: 02/12/2021

Required Subcomponent 1: School Visits by Supervisor(s) or Other Trained Administrators

Indicate the minimum number of unannounced and announced school visits by supervisor(s) or other trained administrators, as well as the method used, in the table below.

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

	Minimum number of school visits	School visit method (check all that apply)	Other school visit method (only complete if 'Other' is selected in the previous column)
Unannounced	0	<input checked="" type="checkbox"/> N/A	(No Response)
Announced	1	<input checked="" type="checkbox"/> Live	(No Response)
Totals:	1		

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

- ☒ A subgroup of principals listed in the 'Applicability' section (provide details below).

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

Probationary Principals/Supervisors

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

Task 9. PRINCIPALS: School Visits - Supervisor/Administrator School Visits

Page Last Modified: 02/12/2021

Required Subcomponent 1: School Visits by Superintendent or Other Trained AdministratorsAt least one school visit must be conducted by the superintendent or another trained administrator.**Describe the subgroup of principals to whom the information in the table below applies (i.e., tenured principals).**

Tenured Principals/Supervisors

Indicate the minimum number of unannounced and announced school visit by the superintendent or other trained administrators, as well as the method of school visit, in the table below.**If an school visit type is not applicable, please indicate '0' for the minimum number and 'N/A' for the school visit method.**

	Minimum number of observations	Observation method (check all that apply)	Other observation method (only complete if 'Other' is selected in the previous column)
Unannounced	0	<input checked="" type="checkbox"/> N/A	(No Response)
Announced	1	<input checked="" type="checkbox"/> Live	(No Response)
Totals:	1		

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

Task 9. PRINCIPALS: School Visits - Required Independent Evaluator School Visits

Page Last Modified: 01/29/2021

Required Subcomponent 2: School Visits 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 principal(s) they are evaluating.
- ☒ Assure that independent evaluator(s) will be trained and selected by the LEA.

Number and Method of School Visit

Indicate the minimum number of unannounced and announced school visits by impartial independent trained evaluator(s), as well as the method used, in the table below.

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

	Minimum number of school visits	School visit method (check all that apply)	Other school visit method (only complete if 'Other' is selected in the previous column)
Unannounced	1	<input checked="" type="checkbox"/> Live	(No Response)
Announced	0	<input checked="" type="checkbox"/> N/A	(No Response)
Totals:	1		

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

- ☒ A subgroup of principals listed in the 'Applicability' section (provide details below).

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

Probationary Principals/Supervisors

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

Task 9. PRINCIPALS: School Visits - Required Independent Evaluator School Visits

Page Last Modified: 02/12/2021

Required Subcomponent 2: School Visits by Impartial Independent Trained Evaluator(s)

Number and Method of School Visit

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

Tenured Principals/Supervisors

Indicate the minimum number of unannounced and announced school visits by impartial independent trained evaluator(s), as well as the method used, in the table below.

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

	Minimum number of school visits	School visit method (check all that apply)	Other school visit method (only complete if 'Other' is selected in the previous column)
Unannounced	0	<input checked="" type="checkbox"/> N/A	(No Response)
Announced	0	<input checked="" type="checkbox"/> N/A	(No Response)
Totals:	0		

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 9. PRINCIPALS: School Visits - Variance Details & Assurances**

Page Last Modified: 04/15/2021

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

Given the impact that COVID-19 is having on our BOCES we may find it very difficult to complete the number of required school visits we have indicated in our approved APPR plan. 1. Our approved plan calls for a minimum of two (2) announced and one (1) unannounced school visits by the Director and two (1) unannounced school visits by an Independent Evaluator for probationary principals/supervisors. 2. Our approved plan calls for a minimum of two (2) announced school visits by the Principal and one (1) unannounced school visit by an Independent Evaluator for tenured principals/supervisors. 3. Due to COVID: • We have already experienced a number of days this year where we have had to switch to remote learning. • We anticipate that we will have more instances where we will have to temporarily transition to remote instruction for one or more periods of time again this year given the current trend of COVID 19 cases in Western New York, • Principals/Supervisors have had to rearrange their schedules on given days to cover for staff that is absent. Doing this has allowed us to stay open. However, classroom coverage does not allow an observer to document all of the required domains and components that a building level leader will need to demonstrate on the MPPR • The Principals/Supervisors are also spending extra time attending to the changes in schedules, instructional models, social emotional needs of students, technology, meals and meal delivery, COVID testing, etc.; further limiting their ability to dedicate time to instructional leadership. Given these issues unique to the COVID-19 Pandemic, this variance has been designed to offer increased flexibility to ensure principals/supervisors spend their time centered around the activities needed to ensure we can remain open with in-person instruction. 4. The BOCES has been cognizant about our safety protocols to limit exposure of staff and students by having administrators limit their travel/visits to other programs/locations. In this manner, we reduce the risk of transmission of COVID-19.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 9. PRINCIPALS: School Visits - Variance Details & Assurances**

Page Last Modified: 04/15/2021

Standards and Procedures

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

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

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

Tenured Principals/Supervisors will have 1 School Visit. The School Visit will count for 100% of the Principal Performance Component of the Annual Professional Performance Review. Probationary Principals/Supervisors will have 1 Announced School Visit and 1 Unannounced School Visit conducted by an Independent Evaluator for the Principal Performance Component of the Annual Professional Performance Review. The Announced School Visit will count as 90% of the rating and the Unannounced School Visit will count as 10% of the Principal Performance Component. The Assistant Superintendent for Curriculum and Instruction will complete all Unannounced School Visits for Probationary Principals/Supervisors. The BOCES will continue to use the agreed upon observable indicators from the Multi-Dimensional Principals Performance Rubric for all School Visit for both tenured and probationary principals/supervisors. The Lead Evaluator(s) will be conducting all Announced school visits and the Independent Evaluator will conduct all Unannounced school visits. • It is understood that observable indicators "via" principal school visits are aligned with the Multi-Dimensional Principals Performance Rubric and have been agreed to by the District and the Principals/Supervisors collective bargaining unit. It is further understood that ALL agreed upon indicators MUST be observed each year for each principal/supervisor. These indicators do not need to be observed in each school visit BUT they MUST be observed in either the principals/supervisors announced or unannounced school visits (and, they may be observed in both). The Lead Evaluator should plan sufficient time for the school visit in order to obtain enough evidence to complete the practice rubric. In the event that additional evidence is needed to complete the practice rubric, the return time for a continued school visit will be scheduled at a mutually agreeable time. Each indicator of the rubric is assigned a score of 1 through 4 and then totaled out of an expected 88 points and then converted to a 100 point scale. Then the total is reconverted to a scale out of 1 through 4 for each school visit. If the principal/supervisor were to receive a 1 in each of the indicators, then the score would be 0. Each school visit score will be weighted equally and averaged to form the overall school visit score. Each school visit score will be weighted equally and averaged to form the overall school visit score. Please note: If an indicator/indicators is/are not observed in the minimum number of required school visits, the Lead Evaluator will schedule additional school visits to observe said indicator/indicators. • Under this model all tenured principals/supervisors will have at least one school visit, and probationary principals/supervisors will have at least two (2) school visits (one conducted by the Director and one conducted by the "Independent Evaluator"). The Principal/Supervisor may request in writing up to two additional school visits by the Lead Evaluator. • Tenured Principals/Supervisors and Lead Evaluators will hold a collegial meeting in lieu of the "Independent Evaluator" school visits for these principals/supervisors. This meeting will not be "scored," as it is designed to provide for meaningful, open, and honest dialogue. During this meeting, the director (Lead Evaluator) and principal/supervisor will discuss progress this year using the agreed upon observable indicators as a conversation guide. The Overall Rating Form should be reviewed, signed, and returned to the Director.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 9. PRINCIPALS: School Visits - Variance Details & Assurances**

Page Last Modified: 04/15/2021

Rigor

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

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

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

As indicated above in "Standards and Procedures," Directors will have a collegial conversation with each Principal/Supervisor within his/her department. This conversation will serve as a way for the Directors and Principals/Supervisors to discuss how instruction is going in the "COVID Era." The Director will ensure that these collegial conversations are rigorous and equitable by strictly adhering to the agreed upon observable indicators from the Multi-Dimensional Performance Practice Rubric before discussing other topics. The collegial conversation can take place in person or via a virtual format (including a telephone call) as mutually agreed upon by the Director and the Principal/Supervisor. E2CCB is using a hybrid model in our CTE program and an in-person model in our P-TECH, Alternative and Special Education program. However, due to cases of COVID, all programs have been required to go to remote instruction at some point already this year. It is also anticipated that, at some point, the BOCES may need to switch to a temporary all remote instructional model as conditions warrant. And, furthermore, we are constantly assessing how the long term closure from March 2020 to June 2020 has impacted student achievement and learning. Collegial conversations using the agreed upon observable indicators from the Multi-Dimensional Performance Practice Rubric can actually allow for conversation that goes beyond a school visit for both tenured and probationary principals/supervisors. It allows for a "deeper" conversation between the Director and the Principal/Supervisor about how (this list is not all inclusive):

- the remote and hybrid learning are impacting student learning, the BOCES is / is not meeting the Social Emotional Learning (SEL) needs of students,
- the various software programs used by the BOCES for remote instruction are / are not working
- the BOCES can meet the needs of students without internet access in alternative ways when the school is using a remote instructional model,
- etc.

After the meeting, the Director will provide the Principal/Supervisor with the Composite Rating form and any notes from the meeting.. This notes may include, but is not limited to:

- identify areas / strategies / resources to:
- Suggest areas for improvement (Leadership skills, curricula, instructional strategies, MTSS, district-wide initiatives).
- Identify immediate professional development needs / opportunities (especially as they relate to remote instruction, closing achievement gaps, social emotional learning, etc.).
- Share successful strategies / methodologies with other principals/supervisors
- Identify gaps in student learning / achievement due to the impact of COVID-19 on education.

Professional Learning

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

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

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

Initially, school visits of all principals/supervisors and current student data will be used to identify professional development needs and offer on-going opportunities throughout the school year. Our BOCES has an internal professional development team that supports all of our instructional programs. Professional development opportunities may include, but are not limited to: BOCES Program specific workshops, BOCES Regional workshops, teaming, webinars, virtual workshops, etc. Professional development topics include best practices in remote teaching and learning, leadership development, technology integration, social emotional well-being, building capacity, etc. At the end of the year, the principal/supervisor will return a copy of their Director and Principal/Supervisor meeting summary along with their comments on what worked well, what did not work well, and other related suggestions, notes, and/or concerns. The Director will use these summaries, along with completed school visits and SLO results (student data) to design / provide for / research professional learning opportunities moving forward. Suggested professional learning opportunities could be , program specific, subject specific, whole school, etc. During the summer, we will also include and use data generated from the summary conferences of meetings between Directors (Lead Evaluators) and Principals/Supervisors.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 9. PRINCIPALS: School Visits - Variance Details & Assurances**

Page Last Modified: 04/15/2021

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

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

The Site-Based Leadership Team comprised of the Assistant Superintendent for Curriculum and Instruction, Directors/Associate Directors, Principals/Supervisors, and staff development specialists will regularly discuss school visits, and current student data throughout the year to identify: on-going examples of success, current professional development needs, the possible need for additional instructional resources, etc. On a weekly basis the ASI meets with the Directors to discuss issues regarding curriculum and instruction. A standing agenda item is to discuss student progress, current trends and the needs of our administrators and staff. The outcomes of these conversations are then incorporated into our on-going professional development and monthly meetings with our principals/supervisors. Additionally, the ASI and Directors will look at all summaries collectively, as well as NYS Assessment Results, SLO results, student grades, etc. to determine the overall effectiveness of this variance. This will not be able to be performed until the summer of 2021 and only after all assessments have been returned. The Directors will be looking for trends that indicate success for continued, long-term implementation (including professional development needs), as well as areas that were less successful in order to suggest changes.

Principal School Visit Assurances**Please check each of the boxes below as applicable to all principals included in this principal school visit variance request.**

- ☒ Assure that the process for assigning points for the Principal School Visit category will be consistent with the process described in the LEA's approved APPR plan and/or this variance application and in compliance with Education Law Section 3012-d.
- ☒ Assure that once all school visits are complete, the process for determining an overall Teacher Observation category score and rating will incorporate the evidence collected across all school visits to produce an overall Principal School Visit category rating on a HEDI scale.
- ☒ Assure that it is possible for a principal to obtain any number of points in the applicable scoring ranges, including zero, in each subcomponent.

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

Task 10. PRINCIPALS: Overall Scoring - Variance Request

Page Last Modified: 02/01/2021

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 APPR plan.

Please make the appropriate selection below.

☒ A variance is not requested for category ratings for principals.

Annual Professional Performance Review - Variance, Education Law §3012-dTask 11. PRINCIPALS: Additional Requirements - Variance Request

Page Last Modified: 08/25/2021

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 APPR plan.

Choose the appropriate response below.

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

Annual Professional Performance Review - Variance, Education Law §3012-dTask 12. Joint Certification of APPR Variance - Applicability and Certification

Page Last Modified: 08/25/2021

Applicability of Variance**Need for Variance****Please make the appropriate selection below.**

- ☒ The submission of this variance application is prompted by the impact of COVID-19 on the LEA.

Instructional Model

- ☐ The processes identified in this variance application need only apply if an in-person instructional model is implemented.
- ☐ The processes identified in this variance application need only apply if a remote instructional model is implemented.
- ☐ The processes identified in this variance application need only apply if a hybrid instructional model is implemented.
- ☒ The processes identified in this variance application apply regardless of the instructional model implemented.

Variance Duration**An Annual Professional Performance Review Variance under Education Law §3012-d may be approved for up to THREE (3) years.****Please indicate below the school years to which this variance application will apply.****One, two, or three consecutive academic years may be selected.**

- ☒ 2020-21
- ☒ 2021-22

Upload APPR Variance Certification Form

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

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

Signature.Variance.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:


 8/25/2021

Superintendent Name (print):

David O'Rourke

Teachers Union President Signature:

Date:


 8/25/2021

Teachers Union President Name (print):

James Hallund

Administrative Union President Signature:

Date:

 8/25/2021

Administrative Union President Name (print):

José Pagan

Board of Education President Signature:

Date:

 8/25/2021

Board of Education President Name (print):

Ronald Catalano



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

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September 23, 2016

Revised

David P. O'Rourke, Superintendent
Erie-Chautauqua-Cattaraugus BOCES
8685 Erie Road
Angola, NY 14006

Dear Superintendent O'Rourke:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review (APPR) plan meets the criteria outlined in Education Law §3012-d and Subpart 30-3 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR plan. If any material changes are made to your approved plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Sincerely,

MaryEllen Elia
Commissioner

Attachment

NOTE:

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

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

Annual Professional Performance Review - Education Law §3012-d

Task 1. School District Information - Tasks 1.1, 1.2

Page Last Modified: 09/15/2016

Task 1) Disclaimers

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

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

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

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

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

1.1) Assurances

Please check all of the boxes below

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

1.2) Submission Status

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

First-time submission under Education Law §3012-d

Annual Professional Performance Review - Education Law §3012-d

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

Page Last Modified: 09/15/2016

Task 2) Original Required Student Performance Subcomponent

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

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

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

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

2.1) Assurances

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

Please check the boxes below.

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

2.2) Grades 4-8 ELA and Math: Assessments (Original)**STATE-PROVIDED MEASURES OF STUDENT GROWTH**

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

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

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

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

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

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

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

	Grade 8 ELA	Grade 8 Math
State or Regents Assessment(s)	Grade 8 ELA	Grade 8 Math

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

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

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

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

SLOs are the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For grade 3 ELA and math; grades 4 and 8 science; high school math, science, and social studies courses associated with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO for students taking such assessments:

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

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

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

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

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

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

SLOs are the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For grade 3 ELA and math; grades 4 and 8 science; high school math, science, and social studies courses associated with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO for students taking such assessments:

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

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

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

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

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

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

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

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

SLOs are the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For grade 3 ELA and math; grades 4 and 8 science; high school math, science, and social studies associated with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO for students taking such assessments:

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

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

	Global 2	US History
Regents Assessment	Global 2	US History

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

	Algebra I	Geometry	Algebra II/Trigonometry
Regents Assessment(s)	Common Core Algebra	Common Core Geometry	Common Core Algebra II

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

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

STUDENT LEARNING OBJECTIVES: High School English Language Arts

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

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For high school English Language Arts, the following must be used as the evidence of student learning within the SLO:

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

For grade levels where the Regents exam is not used:

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

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

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
9 ELA	District- or BOCES-wide results	<input checked="" type="checkbox"/> Common Core English <input checked="" type="checkbox"/> All Regents given in building/district		
10 ELA	District- or BOCES-wide results	<input checked="" type="checkbox"/> Common Core English <input checked="" type="checkbox"/> All Regents given in building/district		
11 ELA	Teacher-specific results	<input checked="" type="checkbox"/> Common Core English		
12 ELA	District- or BOCES-wide results	<input checked="" type="checkbox"/> Common Core English <input checked="" type="checkbox"/> All Regents given in building/district		

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

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

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

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

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

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K ELA	Teacher-specific results			<input checked="" type="checkbox"/> STAR Reading
K Math	Teacher-specific results			<input checked="" type="checkbox"/> STAR Math
1 ELA	Teacher-specific results			<input checked="" type="checkbox"/> STAR Reading
1 Math	Teacher-specific results			<input checked="" type="checkbox"/> STAR Math
2 ELA	Teacher-specific results			<input checked="" type="checkbox"/> STAR Reading
2 Math	Teacher-specific results			<input checked="" type="checkbox"/> STAR Math

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2.8) Grades 6-7 Science and Grades 6-8 Social Studies: Measures and Assessments (Original)**STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams**For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

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

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

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
6 Science	District- or BOCES-wide results			<input checked="" type="checkbox"/> STAR Reading
7 Science	District- or BOCES-wide results			<input checked="" type="checkbox"/> STAR Reading
6 Social Studies	District- or BOCES-wide results			<input checked="" type="checkbox"/> STAR Reading
7 Social Studies	District- or BOCES-wide results			<input checked="" type="checkbox"/> STAR Reading
8 Social Studies	District- or BOCES-wide results			<input checked="" type="checkbox"/> STAR Reading

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

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

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents ExamsFor guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

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

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

1.

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	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
Global 1	District- or BOCES-wide results	<input checked="" type="checkbox"/> Global 2 <input checked="" type="checkbox"/> All Regents given in building/district		

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

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2.10) All Other Courses (Original)**STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams**For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

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

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

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

Follow the examples below to list other courses.

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

To add additional courses, click "Add Row".

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Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
11	12	CTE	Teacher-specific results			<input checked="" type="checkbox"/> NOCTI (Course-Specific)
9	12	ELL	Teacher-specific results	<input checked="" type="checkbox"/> NYSESLAT		
7	12	Art	District- or BOCES-wide results		<input checked="" type="checkbox"/> Erie 2 BOCES	
K	12	Physical Education	District- or BOCES-wide results		<input checked="" type="checkbox"/> Erie 2 BOCES	
7	12	Languages Other Than English	District- or BOCES-wide results		<input checked="" type="checkbox"/> Erie 2 BOCES	
K	12	Special Education	Teacher-specific results	<input checked="" type="checkbox"/> NYSAA		
9	12	All courses not named above	School- or program-wide group, team, or linked results			<input checked="" type="checkbox"/> NOCTI (Course-Specific)

2.11) HEDI Scoring Bands

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

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

For more information on teachers with more than one growth measure, please see NYSED APPR Guidance and NYSED SLO

 Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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

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

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2.13) Assurances

For guidance on SLOs and the development of back-up SLOs, please see NYSED APPR Guidance and SLO Guidance:

<https://www.engageny.org/resource/appr-3012-d>.

Please check the boxes below.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)	Applicable Course(s)
Teacher-specific results			<input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading	<input checked="" type="checkbox"/> 3 ELA <input checked="" type="checkbox"/> 3 Math <input checked="" type="checkbox"/> 4 ELA <input checked="" type="checkbox"/> 4 Math <input checked="" type="checkbox"/> 5 ELA <input checked="" type="checkbox"/> 5 Math <input checked="" type="checkbox"/> 6 ELA <input checked="" type="checkbox"/> 6 Math <input checked="" type="checkbox"/> 7 ELA <input checked="" type="checkbox"/> 7 Math <input checked="" type="checkbox"/> 8 ELA <input checked="" type="checkbox"/> 8 Math

2.11) HEDI Scoring Bands

Highly Effective	Effective	Developing	Ineffective
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Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs

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

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

For more information on teachers with more than one growth measure, please see NYSED APPR Guidance and NYSED SLO

Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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

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Task 3) Optional Student Performance Subcomponent

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

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

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

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

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

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

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

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

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Task 4. Teacher Observation Category - Tasks 4.1-4.6

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

4.1) Teacher Practice Rubric

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

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.
Danielson's Framework for Teaching (2011 Revised Edition)	(No Response)

4.2) Assurances

Please check all of the boxes below.

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

4.3) Process for Weighting Rubric Domains/Subcomponents

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

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

All observable domains/subcomponents of the Danielson 2011 Rubric will be weighted equally and averaged.

4.4) Calculating Observation Ratings

Assurances

Please check the boxes below.

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

Please also check the boxes below.

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

Teacher Observation Scoring Bands

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Task 4. Teacher Observation Category - Tasks 4.1-4.6

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

HEDI Ranges

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

4.5) Teacher Observation Subcomponent Weighting

Required Subcomponents:

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

Optional Subcomponent:

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

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

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

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

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Task 4. Teacher Observation Category - Tasks 4.1-4.6

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Required - Principal/ Administrator	Required - Independent Evaluator(s)	Optional - Peer Observer(s)	Grades and subjects for which Peer Observers will be used
90%	10%	N/A	(No Response)

4.6) Assurances

Please check all of the boxes below.

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

4.7) Number and Method of Observations

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

Tenured Teachers

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

Probationary Teachers

	Required - Principal/ Administrator: Minimum observations	Required - Principal/ Administrator: Observation method	Required - Independent Evaluator(s): Minimum observations	Required - Independent Evaluator(s): Observation method	Optional - Peer Observer(s): Minimum observations	Optional - Peer Observer(s): Observation method
Unannounced	0	N/A	1	In person	0	N/A
Announced	2	In person	0	N/A	0	N/A

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

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

5.1) Scoring Ranges

Student Performance

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

	Overall Student Performance Category Score and Rating	
	Minimum	Maximum
H	18	20
E	15	17
D	13	14
I	0	12

Teacher Observation

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

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

5.2) Scoring Matrix for the Overall Rating

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

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

5.3) Assurances

Please check all of the boxes below.

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

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

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

6.1) Assurances: Teacher Improvement Plans

Please check all of the boxes below.

- ☒ Assure that the district/BOCES will formulate and commence implementation of a Teacher Improvement Plan (TIP) for all teachers who receive a Developing or Ineffective rating by October 1 following the school year for which such teacher's performance is being measured or as soon as practicable thereafter.
- ☒ Assure that TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas.

6.2) Attachment: Teacher Improvement Plan Forms

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

- 1) identification of needed areas of improvement;
- 2) a timeline for achieving improvement;
- 3) the manner in which the improvement will be assessed; and, where appropriate,
- 4) differentiated activities to support a teacher's improvement in those areas.

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

Teacher_Improvement_Plan_w_form_for_3012d_(1).doc

6.3) Assurance: Appeals

Please check the box below.

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

6.4) Appeals

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

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

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

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

APPEAL PROCESS

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. All tenured and probationary employees who were rated Ineffective or Developing and meet the appeal process criteria identified below may use this appeal process. All appeals will be handled in a timely and expeditious manner. A TBEA member may not file multiple appeals regarding the same performance review or a TIP. All grounds for appeal must be raised within one appeal, provided the TBEA member knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filled but only based upon such previously unknown grounds.

APPR SUBJECT TO APPEAL PROCEDURE

In accordance with Education Law 3012-d an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Educational Law 3020-a and/or 3020-b proceeding, or any locally negotiated procedure, until the appeal process is concluded.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A TBEA member may not file multiple appeals regarding the same performance review or Teacher Improvement Plan All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF

In an appeal, the teacher has the burden of demonstrating by clear and convincing evidence that his/her overall rating of **either “developing” or “ineffective”** was affected by substantial error or defect.

GROUND(S) FOR APPEAL

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

1. The substance of the APPR,
2. The BOCES failure to adhere to the standards and methodologies required for the APPR, pursuant to Education Law 3012-d and applicable rules and regulations,
3. The BOCES failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures,
4. The BOCES failure to issue and/or implement the terms of the TIP, where applicable, as required under Education Law 3012-d.

NOTIFICATION OF THE APPEAL

The notification of the APPR appeal (members who receive developing or ineffective) shall be filed, in writing to the TBEA member's evaluator, within 15 calendar days after the TBEA member has received the APPR's final composite rating. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. Notification of the appeal shall be provided to the program director and superintendent or his/her designee.

SUPERVISING ADMINISTRATOR'S WRITTEN RESPONSE TO THE APPEAL

Within 15 calendar days of receipt of an appeal, the TBEA member's evaluator must submit a detailed written response. This response must include any and all additional documents or materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. This response shall be provided to the program director and superintendent or his/her designee.

DECISION OF THE APPEAL***Step One- Conference***

The conference will be held within 15 calendar days of receipt of the response and shall be a meeting wherein the authorizing administrator, TBEA member and bargaining unit representative (if desired by the TBEA member), are able to discuss the evaluation and the area(s) of dispute. The TBEA member is not satisfied with the outcome he/she may proceed to the second step.

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

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Step Two –Initiated by the TBEA member

Within 15 calendar days of the conclusion of the conference the TBEA member will notify the District Superintendent/designated Assistant Superintendent in writing requesting a meeting to discuss the dispute.

Step Three – Meeting with District Superintendent/Designee

Within 15 calendar days of receipt of meeting request from TBEA member, the District Superintendent/ designated Assistant Superintendent will schedule a meeting with the TBEA member, Union representative, and evaluator responsible for the APPR to discuss the reason(s) for appeal. The appeal documents, related information/supporting statements will be presented to the District superintendent/ designated Assistant Superintendent in advance.

DECISION-MAKER ON APPEAL

The District Superintendent/ designated Assistant Superintendent shall render a final decision, in writing within 15 calendar days of the requested meeting. This decision will include all issues outlined in the dispute on all appeals filed.

- NOTE: These timeframes may be modified upon mutual agreement of the BOCES District Superintendent and the TBEA President, however, these modifications shall be timely and expeditious as required under Education Law 3012-d.

6.5) Assurance: Evaluators

Please check the box below.

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

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

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

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

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

Erie 2 - Chautauqua - Cattaraugus BOCES will work to ensure that all evaluators, including lead evaluators, evaluators, and Independent evaluators will be properly trained for certification and will maintain inter-rater reliability over time and that they are re-certified on a regular basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

All training will conducted by the Erie 2 staff, NYS Council of School Superintendents or School Administrators Association of NYS or another entity that has expertise on the State's APPR law and regulation. The training will be on a schedule as recommended by the same.

The training will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for all evaluators. The training will address all nine of the required elements found in Section 30-3.10B of the Regents Rules.

The independent evaluators will receive the same training. E2CC BOCES anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

Each year all evaluators will participate in a minimum of 2 hours of training in the district in August/September followed by 1-2 hours per month throughout the school year.

All evaluators will be initially certified or re-certified annually and all new evaluators will receive full training as required by law. Based upon the participation in these activities, District evaluators and independent evaluators will be certified by the Superintendent and Board of Education annually.

6.7) Assurances: Teacher Evaluation

Annual Professional Performance Review - Education Law §3012-d

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

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Please check all of the boxes below.

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

6.8) Assurances: Assessments

Please check all of the boxes below.

- ☒ Assure that, where applicable, if students in Common Core courses are taking both the 2005 Learning Standards and Common Core versions of the Regents Assessment, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.
- ☒ Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- ☒ Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.
- ☒ Assure that, where applicable, if your district/BOCES has indicated that more than one version of a Regents assessment for a content area will be used as the underlying evidence for an SLO, that the district/BOCES will only administer both assessments within the timeframes prescribed by the Commissioner. Where only one version of a Regents assessment for a content area is administered in a particular school year, assure that only that assessment will be used as the underlying evidence for an SLO.

6.9) Assurances: Data

Please check all of the boxes below.

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

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

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Task 7) Original Required Student Performance Subcomponent

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

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

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

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

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

For principals with at least 30% of their students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model. Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.). For principals where less than 30% of their students are covered under a State-provided growth measure, such principals shall have an SLO consistent with a goal setting process determined or developed by the Commissioner that results in a student growth score; provided that for any grade-level/course that ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO. (See Guidance for more detail on principals with State-provided measures and SLOs.)

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

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

For each grade configuration indicate the following:

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

Follow the examples below.

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

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

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Using the table below, please select the assessment(s) that will be used for the back-up SLOs beginning in the 2019-20 school year for each grade configuration listed. The SLO will be based on the largest grades/courses in the principal's school building, using State or Regents assessments as the underlying evidence for such SLOs where they exist.

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

7.1) Assurances

Please check the boxes below.

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

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

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7.2) Student Learning Objectives (Original)For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

- If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs must begin first with the 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, regionally, or BOCES-developed course-specific assessment.

For each grade configuration indicate the following:

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

Follow the examples below.

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

Using the table below, please select the measure and assessment(s) that will be used for the SLOs for each grade configuration listed. During the 2016-17 through 2018-19 school years, SLOs that use grade 3-8 ELA/math State assessments as their underlying assessments must be excluded from the calculation of transition scores and ratings.

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

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Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
9	12	Principal-specific results			<input checked="" type="checkbox"/> NOCTI (Course-Specific)
K	12	Principal-specific results	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 3 Math <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math <input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> Common Core English <input checked="" type="checkbox"/> Common Core Algebra <input checked="" type="checkbox"/> Living Environment <input checked="" type="checkbox"/> Earth Science <input checked="" type="checkbox"/> Global 2 <input checked="" type="checkbox"/> US History <input checked="" type="checkbox"/> All Regents given in building/district <input checked="" type="checkbox"/> NYSAA		<input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading

7.3) HEDI Scoring Bands

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

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

For more information on principals with more than one growth measure, please see NYSED APPR Guidance and SLO

Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

If educators have more than one SLO (or a State-provided growth measure and an SLO), the measures will each earn a score from 0-20 points which

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

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districts/BOCES must weight proportionately based on the number of students in each SLO (or in the State-provided growth measure and the SLO).

7.5) Assurances

Please check all of the boxes below.

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

7.6) Student Performance Subcomponent Weighting

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

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

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

Annual Professional Performance Review - Education Law §3012-d**Task 7. Transition Student Performance - Required (Principals) - Task 7 Alternate SLOs**

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Task 7) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)*The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.*

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

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

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

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

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

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

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

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

For each grade configuration indicate the following:

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

Follow the examples below.

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

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

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

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Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	12	Principal-specific results			<input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading

7.3) HEDI Scoring Bands

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

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

For more information on principals with more than one growth measure, please see NYSED APPR Guidance and SLO

Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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

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Task 8) Optional Student Performance Subcomponent

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

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

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

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

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

8.1) Use of the Optional Subcomponent for Student Performance Measures

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

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

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

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

9.1) Principal Practice Rubric

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

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

9.2) Assurances

Please check all of the boxes below.

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

9.3) Process for Weighting Rubric Domains/Subcomponents

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

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

All observable components will be weighted and averaged.

9.4) Calculating School Visit Ratings

Assurances

Please check the boxes below.

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

Please also check the boxes below.

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

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

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

HEDI Ranges

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

9.5) Principal School Visit Subcomponent Weighting

Required Subcomponents:

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

Optional Subcomponent:

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

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

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

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

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

9.6) Assurances

Please check all of the boxes below.

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

9.7) Number of School Visits

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

Tenured Principals

	Required - Supervisor/ Administrator: Minimum school visits	Required - Independent Evaluator(s): Minimum school visits	Optional - Peer Observer(s): Minimum school visits
Unannounced	0	1	0
Announced	2	0	0

Probationary Principals

	Required - Supervisor/ Administrator: Minimum school visits	Required - Independent Evaluator(s): Minimum school visits	Optional - Peer Observer(s): Minimum school visits
Unannounced	1	1	0
Announced	2	0	0

Annual Professional Performance Review - Education Law §3012-d

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

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

10.1) Scoring Ranges

Student Performance Category

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

	Overall Student Performance Category Score and Rating	
	Minimum	Maximum
H	18	20
E	15	17
D	13	14
I	0	12

Principal School Visit Category

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

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

10.2) Scoring Matrix for the Overall Rating

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

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

10.3) Assurances

Please check all of the boxes below.

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

Annual Professional Performance Review - Education Law §3012-d

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

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

11.1) Assurances: Improvement Plans

Please check all of the boxes below.

- ☒ Assure that the district/BOCES will formulate and commence implementation of a Principal Improvement Plan (PIP) for all principals who receive a Developing or Ineffective rating by October 1 following the school year for which such principal's performance is being measured or as soon as practicable thereafter.
- ☒ Assure that PIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas.

11.2) Attachment: Principal Improvement Plan Forms

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

- 1) identification of needed areas of improvement;
- 2) a timeline for achieving improvement;
- 3) the manner in which the improvement will be assessed; and, where appropriate,
- 4) differentiated activities to support a principal's improvement in those areas.

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

PIP_3012d.doc

11.3) Assurance: Appeals

Please check the box below.

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

11.4) Appeals

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

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

Annual Professional Performance Review - Education Law §3012-d

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

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

Erie 2 - Chautauqua - Cattaraugus BOCES APPR Principal/Supervisor Appeal Process

APPEAL PROCESS:

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective workforce. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A BOCES PSA member may not file multiple appeals regarding the same performance review or PIP. All grounds for appeal must be raised within one appeal, provided the PSA member knew, or could have reasonably known, the grounds existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown grounds.

APPR SUBJECT TO APPEAL PROCEDURE:

In accordance with Education Law 3012d an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Educational Law 3020-a and/or 3020-b proceeding, or any locally negotiated procedure, until the appeal process is concluded.

PROHIBITION AGAINST MORE THAN ONE APPEAL:

A PSA member may not file multiple appeals regarding the same performance review or PIP. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF:

In an appeal, the principal has the burden of demonstrating by clear and convincing evidence that his/her overall rating of either "developing" or "ineffective" was affected by substantial error or defect.

GROUND FOR APPEAL:

An appeal may be filed challenging the APPR based upon one or more of the following grounds...

1. The substance of the APPR inclusive of the overall composite rating
2. The BOCES failure to adhere to the standards and methodologies required for the APPR, pursuant to Education Law 3012-d and applicable rules and regulations
3. The BOCES failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures
4. The BOCES failure to issue and/or implement the terms of the PIP, where applicable, as required under Education Law 3012-d

NOTIFICATION OF THE APPEAL:

The notification of the APPR appeal (members who receive "ineffective") shall be filed in writing to the PSA member's evaluator, within 15 business days after the PSA member has received the APPR's final composite rating. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. This response shall be provided to the Assistant Superintendent for Curriculum and Instruction and the District Superintendent.

SUPERVISING ADMINISTRATOR'S WRITTEN RESPONSE TO THE APPEAL:

Within 15 business days of receipt of an appeal, the PSA member's evaluator must submit a detailed written response. This response must include any and all additional documents or materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. This response shall be provided to the Assistant Superintendent for Curriculum and Instruction and the District Superintendent.

DECISION OF THE APPEAL:

Step One - Conference

Within 15 business days of the district's response, a conference shall take place wherein the authorizing administrator (Division Director and/or Assistant Superintendent for Curriculum and Instruction), PSA member and bargaining unit representative (if desired by the PSA member), are able to discuss the evaluation and the area(s) of dispute. If the PSA member is not satisfied with the outcome he/she may proceed to the second step.

Step Two - Discussion of Dispute (Initiated by the PSA Member)

Within 15 business days of the conclusion of the conference the PSA member will notify the District Superintendent in writing requesting a meeting to discuss the dispute.

Step Three - Meeting with District Superintendent

Within 15 business days of receipt of meeting request from PSA member, the District Superintendent will schedule a meeting with the PSA member, Union representative, and evaluator responsible for the APPR to discuss the reason(s) for appeal. The appeal documents, related information /supporting statements will be presented to the District Superintendent in advance.

DECISION MAKER

The District Superintendent shall render a final decision, in writing within 15 business days. The District Superintendent will include all issues outlined in the dispute on all appeals filed.

Annual Professional Performance Review - Education Law §3012-d

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

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11.5) Assurance: Evaluators

Please check the box below.

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

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

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

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

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

Erie 2 - Chautauqua - Cattaraugus BOCES will work to ensure that all evaluators, including lead evaluators, evaluators, and independent evaluators will be properly trained for certification and will maintain inter-rater reliability over time and that they are re-certified on a regular basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

All training will be conducted by the Erie 2 staff, NYS Council of School Superintendents or School Administrators Association of NYS or another entity that has expertise on the State's APPR law and regulation. The training will be on a schedule as recommended by the same.

The training will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators and independent evaluators. The training will address all nine of the required elements found in Section 30-3.10B of the Regents Rules.

The independent evaluators will receive the same training. E2CC BOCES anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

Each year all evaluators will participate in a minimum of 2 hours of training in the district in August/September followed by 1-2 hours per month throughout the school year.

All evaluators will be certified or re-certified annually and all new evaluators will receive full training as required by law. Based upon the participation in these activities, District evaluators will be certified by the Superintendent and Board of Education annually.

11.7) Assurances: Principal Evaluation

Annual Professional Performance Review - Education Law §3012-d

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

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Please check all of the boxes below.

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

11.8) Assurances: Assessments

Please check all of the boxes below.

- ☒ Assure that, where applicable, if students in Common Core courses are taking both the 2005 Learning Standards and Common Core versions of the Regents Assessment, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.
- ☒ Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- ☒ Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.
- ☒ Assure that, where applicable, if your district/BOCES has indicated that more than one version of a Regents assessment for a content area will be used as the underlying evidence for an SLO, that the district/BOCES will only administer both assessments within the timeframes prescribed by the Commissioner. Where only one version of a Regents assessment for a content area is administered in a particular school year, assure that only that assessment will be used as the underlying evidence for an SLO.

11.9) Assurances Data

Please check all of the boxes below.

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

Annual Professional Performance Review - Education Law §3012-dTask 12. Joint Certification of APPR Plan - Upload Certification Form

Page Last Modified: 09/23/2016

Task 12) Upload APPR District Certification Form

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

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

E2CCB CERTIFICATION FORM.pdf

E2CC BOCES Teacher Improvement Plan (TIP)

Target Skills Area in Need of Improvement	Behaviors/Performance Standards to be Addressed	Action to be taken by Teacher	Timeline	Suggested differentiated support improvement including i.e. Activities/Visitations/Professional Development(mutually discussed) & Support From Team If Needed	Assessment of Improvement 60 day/minimum of 2 observations

Instructional Professional response (if necessary, please attach a separate sheet with signature and date)

Date_____ Signature of Administrator _____

Acknowledgement of Review

This evaluation has been reviewed with me in a conference with the administrator indicated above. I acknowledge that this action plan will be attached to my summative evaluation and placed in my personnel file.

Date_____ Signature of Instructional Professional_____

Erie 2-Chautauqua-Cattaraugus BOCES
Annual Professional Performance Review
Teacher Improvement Plan (TIP)

Erie 2-Chautauqua-Cattaraugus BOCES Annual Professional Performance Review process (APPR) is designed to recognize, support, and improve the teaching-learning process. The majority of teachers (as defined in the TBEA contract) will be well served by the APPR process and will find it to be a valuable experience for professional growth.

There may be a smaller number of individuals, however, who need additional support. Upon rating a teacher as Developing or Ineffective through the annual professional performance review the BOCES will formulate and commence implementation of a teacher improvement plan (TIP). That support will come through a mutually developed TIP related to the Annual Professional Performance Review process. Implementation will begin no later than October 1st of the school year next following the school year in which an educator was rated Ineffective or Developing overall or as soon as practicable thereafter. All cost associated with the implementation of the TIP including, but not limited to, tuition, fees and travel shall be borne by E2CC BOCES in their entirety. This APPR Plan will replace the Collective Bargaining Agreement language for the grievance process as it pertains to the Annual Professional Performance Review process only.

The TIP –Teacher Improvement Plan – is designed to recognize, support, and improve the teaching-learning process. The TIP is also designed to help teachers address areas in need of improvement based on one or more of the eight New York State Criteria for Evaluation. The eight criteria are: (1) content knowledge; (2) preparation; (3) instructional delivery; (4) classroom management; (5) student development; (6) student assessment; (7) collaboration; and (8) reflective and responsive practice.

THE PURPOSES OF THE TIP

- To demonstrate the commitment of the BOCES to the professional growth and development of all teachers;
- To improve the performance of teachers who are identified by the administration as needing improvement in any of the eight criteria for evaluation;
- To implement a process that is a good faith effort to provide a supportive and structured plan for improvement within a certain timeframe.

THE TIP PROCEDURES

The TIP procedures are guidelines for the administrator and teacher involved in the TIP process. The teacher may involve a selected representative, such as the Instructional Leader, veteran teacher, mentor, or a TBEA representative.

- Document incidents related to the area(s) of concern;
- Identify the area(s) of concern;
- List the members of the support team;
- Develop a TIP plan

THE TIP PLAN

The teacher and the administrator will draft and complete a TIP document using the BOCES model to guide the development of the TIP language. The TIP document will be signed by the teacher, the administrator, and a TBEA representative. Every effort will be made to ensure confidentiality. The plan will include:

- Clear description of the professional learning activities that the educator must complete;
 - These activities should be connected directly to the areas needing improvement.
 - Artifacts the teacher must produce can serve as benchmarks of improvement and as evidence for the final stage of the improvement plan ; these may include but not be limited to:
 - Lesson plans, supporting materials including student work, logs etc.
- Definition of specific standards-based goals that the teacher must make progress toward attaining within a specific period of time;
- Identification of areas that need improvement;
- A timeline for achieving improvement;
- The manner in which improvement will be assessed and;
- Where appropriate, differentiated activities to support improvement in these areas.

E2CC BOCES PRINCIPAL IMPROVEMENT PLAN

Name of Principal: _____

Target Skills Area in Need of Improvement	Improvement goal/outcome	Action to be taken by Principal	Timeline	Required/suggested differentiated support improvement including i.e. Activities/Visitations/Professional Development (mutually discussed) & Support if Needed	Evidence to be provided for goal achievement	Assessment of Improvement within 60 day/minimum of 2 observations with assessment summary

E2CC BOCES PRINCIPAL IMPROVEMENT PLAN

Name of Principal: _____

Administrative Professional (Principal/Supervisor) response (if necessary, please attach a separate sheet with signature and date)

Date: _____ Signature of Divisional Director: _____

Acknowledgement of Review:

This evaluation has been reviewed with me in a conference with the administrator indicated above. I acknowledge that his action plan will be attached to my summative evaluation and placed in my personnel file.

Date: _____ Signature of Principal/Supervisor: _____

Definition: Assessment Summary: Superintendent/designee will attach a narrative summary of improvement progress including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

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

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete APPR Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-d as implemented by Subpart 30-3 of the Rules of the Board of Regents.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR Plan is the district's or BOCES' complete APPR Plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent, conflict, or interfere with full implementation of the APPR Plan; and that no material changes will be made to the Plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-3 of the Rules of the Board of Regents.

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

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR Plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR Plan may be withheld or forfeited by the State pursuant to Education Law §3012-d(11), as added by Chapter 56 of the Laws of 2015.

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

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

available, and for the Teacher Observation category or Principal School Visit Category of their annual professional performance reviews, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's or principal's performance is measured, and that the entire APPR will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured

- Assure that beginning in the 2019-20 school year, the entire APPR will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured;
- Assure that beginning in the 2019-20 school year, the district or BOCES shall compute and provide to the teacher/principal their score and rating on the Student Performance category, if available, and for the Teacher Observation category or Principal School Visit Category of a teacher's or principal's annual professional performance review, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's or principal's performance is measured;
- Assure that the APPR Plan will be filed in the district office and made available to the public on the district's or BOCES' website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall later occur;
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner;
- Assure that, during the 2015-16 through 2018-19 school year, the district or BOCES will continue to report both the original and transition individual category and subcomponent scores and the overall original and transition ratings to the State for each classroom teacher and building principal in a manner prescribed by the Commissioner;
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them;
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process;
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English language learners and students with disabilities;
- Assure that, during the 2015-16 through 2018-19 school years, any educators who receive a Developing or Ineffective rating as their overall transition rating will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 in the school year following the school year in which such teacher's or principal's performance is being measured or as soon as practicable thereafter.
- Assure that, beginning in the 2019-2020 school year, any educator who receives a Developing or Ineffective rating on their original overall rating pursuant to this APPR plan will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 in the school year following the school year for which such teacher's or principal's performance is being measured or as soon as practicable thereafter;
- Assure that such improvement plan shall be developed by the superintendent or his/her designee in the exercise of their pedagogical judgment, and shall be subject to collective bargaining to the extent required under Article 14 of the Civil Service Law;
- Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with all applicable statutes and regulations;
- Assure that the district or BOCES has collectively bargained appeal procedures that are consistent with the statute and regulations and that they provide for the timely and expeditious resolution of an appeal to the district/BOCES;
- Assure that, for teachers, all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations and, for principals, all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits;
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0, for each subcomponent and that the district and BOCES shall ensure that the process by which weights and scoring ranges are assigned to subcomponents and categories is transparent and available to those being rated before the beginning of each school year;
- Assure that if a second measure for the Student Performance category is locally selected, then the same locally selected measures of student growth across all classrooms in the same grade/subject in the district/BOCES must be used in a consistent manner to the extent practicable;
- Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator;
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of each school year, on a form prescribed by the Commissioner, to the Commissioner for approval;
- Assure that the alternate SLOs described in Tasks 2 and 7 of this APPR plan will be used as the basis for certain teachers' and principals' transition APPR scores and ratings, where applicable and consistent with section 30-3.17 of

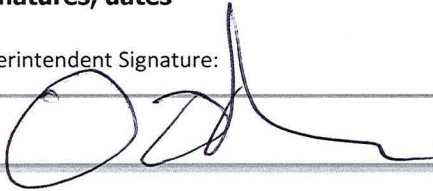
the Rules of the Board Regents, during the 2016-17 through 2018-19 school years only;

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

Signatures, dates


Superintendent Signature:

Date:

 9/23/16

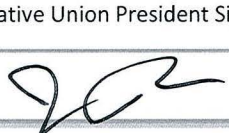
Teachers Union President Signature:

Date:

 9/23/16


Administrative Union President Signature:

Date:

 9/23/16

Board of Education President Signature:

Date:

 9/23/16

