



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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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February 13, 2017

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

Dr. Kishore Kuncham, Superintendent
Freeport Union Free School District
235 N. Ocean Avenue
Freeport, NY 11520

Dear Superintendent Kuncham:

Congratulations. I am pleased to inform you that the material change you submitted to your currently approved Annual Professional Performance Review (APPR) plan on the Supplemental Form for Alternate SLOs meets the criteria outlined in Subpart 30-3 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the certifications and assurances that are part of your approved APPR plan and those found in the Supplemental Form for Alternate SLOs. If any material changes are made to your approved plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,

MaryEllen Elia
Commissioner

Attachment

c: Robert R. Dillon

PLEASE NOTE:

Pursuant to section 30-3.17 of the Rules of the Board of Regents, during the 2015-16 through 2018-19 school years, your district/BOCES must calculate transition scores and ratings for teachers and principals that exclude the results of grades 3-8 ELA and math State assessments and any State-provided growth scores. During the 2016-17 through 2018-19 school years only, your district/BOCES must use the alternate SLOs described in your "Supplemental Form for Alternate SLOs" which have been incorporated into your approved §3012-d APPR plan for teachers and principals who, as a result of the above exclusions, have no remaining measures in the Student Performance Category.

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

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

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

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

Annual Professional Performance Review - Supplemental Form for AlternateSupplemental Form Directions - Directions

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Directions

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

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

Pursuant to section 30-3.17 of the Rules of the Board of Regents, during the 2015-16 through 2018-19 school years, your district/BOCES must calculate transition scores and ratings for teachers and principals that exclude the results of grades 3-8 English Language Arts (ELA) and Math State assessments and any State-provided growth scores. During the 2016-17 through 2018-19 school years only, alternate student learning objectives (SLOs) must be generated to calculate transition scores and ratings for teachers and principals who have no remaining Student Performance Category measures as a result of the above exclusions. Please note that districts/BOCES must also continue to provide affected teachers and principals with their original APPR scores and ratings calculated based on the measures in their currently approved APPR plan without any modifications, substitutions, or replacements as a result of the transition regulations during the transition period. Original APPR scores and ratings must be used for advisory purposes only and shall have no impact on employment decisions, tenure determinations, or teacher and principal improvement plans.

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

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

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

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

Annual Professional Performance Review - Supplemental Form for Alternate**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>.

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) |
|--------------------------------------------------------|--------------------------------|-------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School- or program-wide group, team, or linked results | | | <input checked="" type="checkbox"/> Measures of Academic Progress | <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"/> 7 Social Studies <input checked="" type="checkbox"/> 8 ELA <input checked="" type="checkbox"/> 8 Math <input checked="" type="checkbox"/> 8 Social Studies |

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

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

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

For other courses indicate the following:

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

Annual Professional Performance Review - Supplemental Form for Alternate

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

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Follow the examples below to list other courses.

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

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

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

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| Grade From | Grade To | Subject | Measure | State or Regents Assessment(s) | Locally-Developed Course-Specific Assessment(s) | Third Party Assessment(s) |
|---------------|---------------|------------------------------|--------------------------------------------------------|--------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| K | K | Art | School- or program-wide group, team, or linked results | | | <input checked="" type="checkbox"/> Measures of Academic Progress |
| K | K | Music | School- or program-wide group, team, or linked results | | | <input checked="" type="checkbox"/> Measures of Academic Progress |
| K | K | Physical Education | School- or program-wide group, team, or linked results | | | <input checked="" type="checkbox"/> Measures of Academic Progress |
| K | 4 | AIS/RTI | School- or program-wide group, team, or linked results | | | <input checked="" type="checkbox"/> Measures of Academic Progress |
| (No Response) | (No Response) | (No Response) | (No Response) | | | |
| (No Response) | (No Response) | (No Response) | (No Response) | | | |
| 7 | 8 | Languages Other Than English | School- or program-wide group, team, or linked results | | | <input checked="" type="checkbox"/> Measures of Academic Progress |
| 7 | 8 | Technology | School- or program-wide group, team, or linked results | | | <input checked="" type="checkbox"/> Measures of Academic Progress |
| (No Response) | (No Response) | (No Response) | (No Response) | | | |
| (No Response) | (No Response) | (No Response) | (No Response) | | | |
| (No Response) | (No Response) | (No Response) | (No Response) | | | |
| 1 | 4 | Physical Education | School- or program-wide group, team, or linked results | | | <input checked="" type="checkbox"/> Measures of Academic Progress |

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

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| | | | | | | |
|---|---|--------------------|--------------------------------------------------------|--|--|-------------------------------------------------------------------|
| 1 | 4 | Art | School- or program-wide group, team, or linked results | | | <input checked="" type="checkbox"/> Measures of Academic Progress |
| 5 | 6 | Art | School- or program-wide group, team, or linked results | | | <input checked="" type="checkbox"/> Measures of Academic Progress |
| 7 | 8 | Art | School- or program-wide group, team, or linked results | | | <input checked="" type="checkbox"/> Measures of Academic Progress |
| 1 | 4 | Music | School- or program-wide group, team, or linked results | | | <input checked="" type="checkbox"/> Measures of Academic Progress |
| 5 | 6 | Music | School- or program-wide group, team, or linked results | | | <input checked="" type="checkbox"/> Measures of Academic Progress |
| 7 | 8 | Music | School- or program-wide group, team, or linked results | | | <input checked="" type="checkbox"/> Measures of Academic Progress |
| 5 | 6 | Physical Education | School- or program-wide group, team, or linked results | | | <input checked="" type="checkbox"/> Measures of Academic Progress |
| 5 | 6 | AIS/RTI | School- or program-wide group, team, or linked results | | | <input checked="" type="checkbox"/> Measures of Academic Progress |

2.11) HEDI Scoring Bands

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

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

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

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

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

Annual Professional Performance Review - Supplemental Form for Alternate

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

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Annual Professional Performance Review - Supplemental Form for Alternate**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>.

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.

Annual Professional Performance Review - Supplemental Form for Alternate

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 | 4 | Principal-specific results | | | <input checked="" type="checkbox"/> Measures of Academic Progress |
| 5 | 6 | Principal-specific results | | | <input checked="" type="checkbox"/> Measures of Academic Progress |
| 7 | 8 | Principal-specific results | | | <input checked="" type="checkbox"/> Measures of Academic Progress |

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.

Annual Professional Performance Review - Supplemental Form for Alternate

Statement of Assurances - Upload Statement of Assurances

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Upload Statement of Assurances

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

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

FREEPORTAPPRTRANSITIONPLAN2.PDF

Statement of Assurances

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

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

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

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

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

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

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

years;

- Assure that, during the 2016-17 through 2018-19 school years, the district or BOCES shall provide teachers and principals whose Student Performance category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings computed pursuant to §30-3.17 of the Rules of the Board of Regents as soon as practicable but in no case later than September 1 of the school year next following the school year for which the teacher's or principal's performance is being measured;
- Assure that, during the 2016-17 through 2018-19 school years, the district/BOCES shall provide such teachers and principals with their original composite APPR rating by September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured, or as soon as practicable thereafter;
- Assure that the APPR Plan and this supplemental form will be filed in the district/BOCES office and made available to the public on the district's/BOCES' website no later than September 10 of each school year, or within 10 days after the plan's or form's approval by the Commissioner, as applicable, whichever shall later occur;
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner;
- Assure that the district/BOCES will report the both the original and transition individual category and subcomponent scores and the overall original and transition ratings to the State for each classroom teacher and building principal in a manner prescribed by the Commissioner during the 2016-17 through 2018-19 school years;
- Certify that the district/BOCES provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them;
- Assure that educators who receive a Developing or Ineffective rating as their overall transition rating during the 2016-17 through 2018-19 school years will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 in the school year following the school year for which such teacher's or principal's performance is being measured or as soon as practicable thereafter;
- Assure that, where applicable, the alternate SLOs for the Student Performance category described in this form will be used across all classrooms in the same grade/subject in the district/BOCES in a consistent manner to the extent practicable;
- Assure that all growth targets set as part of the alternate SLOs described in this supplemental form represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator;
- Assure that any material changes to this form and/or the district/BOCES approved APPR plan will be submitted to the Commissioner for approval by March 1 of each school year, on a form prescribed by the Commissioner;
- Assure that the alternate SLOs described in this supplemental form apply to all classroom teachers and building principals who have no remaining Student Performance category measures as a result of the exclusion of the results of the grades 3-8 ELA and math State assessments and State-provided growth scores from the calculation of their transition APPR rating, pursuant to Subpart 30-3 of the regulations and Department guidance, and do not apply to any other teachers or principals;
- Assure that the district/BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to Subpart 30-3 of the regulations;
- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by State or Federal law for each classroom or program of the grade does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such classroom or program of the grade;

- Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to English language learners or the individualized education program of a student with a disability; and
- Assure that the alternate SLOs described in this supplemental form will be used as the basis of teachers' and principals' transition APPR scores and ratings, where applicable, during the 2016-17 through 2018-19 school years only.

Signatures, dates

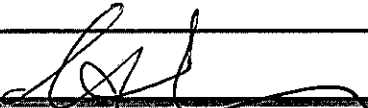
Superintendent Signature:

Date:

 2-10-17

Teachers Union President Signature:

Date:

 2-10-17

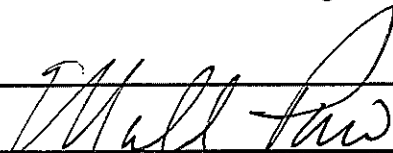
Administrative Union President Signature:

Date:

 2-10-17

Board of Education President Signature:

Date:

 2-10-17

Annual Professional Performance Review

Task 1. School District Information

Created: 09/16/2015

Last updated: 01/22/2016

For guidance related to Annual Professional Performance Review plans, see NYSED APPR

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

Task 1. School District Information

Disclaimers

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.

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 must specify in Tasks 2 and 7 the measures and assessments that will be used for transition SLOs for affected teachers who, as a result of the above exclusions, have no remaining measures in the Student Performance Category.

1.1) School District's BEDS Number:

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

28092030000

1.2) School District Name:

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

Freeport Union Free School District

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

First-time submission under Education Law §3012-d

Task 2. Student Performance - Required Subcomponent (Teachers)

Created: 09/16/2015
Last updated: 02/12/2016

Use the links above to move between pages in Task 2; be sure to click 'Save & Continue Editing' before moving to another page. The 'Next' button at the bottom of the page can be used to move forward only when the current page is complete. For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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

REQUIRED SUBCOMPONENT

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

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

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

2.1) Assurances

Please check the boxes below:

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Assure that the growth score provided by NYSED will be used, where required. | Checked |
| Assure that back-up SLOs will be set by the superintendent or another trained administrator for all 4-8 ELA and Math teachers in the event that a State-provided growth score cannot be generated for that teacher. | Checked |
| For any grade/subject that requires a back-up SLO, but for which there are not enough students, not enough scores, or data issues that prevent a teacher-specific SLO from being created, the superintendent or another trained administrator shall develop a school-wide back-up SLO using available State/Regents assessments. | Checked |

STATE-PROVIDED MEASURES OF STUDENT GROWTH

For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a growth score and rating. That rating will incorporate students' academic history compared to similarly academically achieving students and takes into consideration students with disabilities, English

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

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

2.2) Grades 4-8 ELA and Math: Assessments

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

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

Grade 4 ELA Assessment Name

NYS Grade 4 ELA Assessment

Grade 5 ELA Assessment Name

NYS Grade 5 ELA Assessment

Grade 6 ELA Assessment Name

NYS Grade 6 ELA Assessment

Grade 7 ELA Assessment Name

NYS Grade 7 ELA Assessment

Grade 8 ELA Assessment Name

NYS Grade 8 ELA Assessment

Grade 4 Math Assessment Name

NYS Grade 4 Math Assessment

Grade 5 Math Assessment Name

NYS Grade 5 Math Assessment

Grade 6 Math Assessment Name

NYS Grade 6 Math Assessment

Grade 7 Math Assessment Name

NYS Grade 7 Math Assessment

Grade 8 Math Assessment Name

NYS Grade 8 Math Assessment

Page 2: Task 2.3 (3 ELA and Math), Task 2.4 (4 and 8 Science)**Page 2: Task 2.3 (3 ELA and Math) and Task 2.4 (4 and 8 Science)****STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams**

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

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

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

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

2.3) Grade 3 ELA and Math: Assessments

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

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

Grade 3 ELA Assessment Name

NYS Grade 3 ELA Assessment

Grade 3 Math Assessment Name

NYS Grade 3 Math Assessment

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

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

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

Grade 4 Science Assessment Name

Common Branch

Grade 8 Science Assessment Name

NYS Grade 8 Science Assessment and Earth Science Regents

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

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

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

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

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

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

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

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

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

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

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

Global 2 Assessment Name

Global 2 Regents

US History Assessment Name

US History Regents

Living Environment Assessment Name

Living Environment Regents

Earth Science Assessment Name

Earth Science Regents

Chemistry Assessment Name

Chemistry Regents

Physics Assessment Name

Physics Regents

Algebra I Assessment Name

Common Core Algebra Regents

Geometry Assessment Name

Common Core Geometry Regents and Geometry Regents

Algebra II/Trigonometry Assessment Name

Common Core Algebra II Regents and Algebra II/Trigonometry Regents

STUDENT LEARNING OBJECTIVES: High School English Language Arts

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

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

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

For grade levels where the Regents exam is not used:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments; or
- School- or BOCES-wide, group, team, or linked results based on State/Regents assessments

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

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

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

Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.6, choose "Not

Applicable" from the drop-down box. This would be appropriate if, for example, the district/ BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc.

Grade 9 ELA Measure

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

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

Responses Selected:

| |
|-------------------------------|
| Common Core English Regents |
| Comprehensive English Regents |

Grade 10 ELA Measure

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

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

Responses Selected:

| |
|-------------------------------|
| Common Core English Regents |
| Comprehensive English Regents |

Grade 11 ELA Measure

Regents assessment

Grade 11 ELA Regents Assessment Name

Common Core English and Comprehensive English Regents

Grade 12 ELA Measure

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

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

Responses Selected:

| |
|-------------------------------|
| Common Core English Regents |
| Comprehensive English Regents |

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

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

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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

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

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

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

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

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

Grade K ELA Measure

State-approved non-traditional standardized third party assessment

Grade K ELA State-Approved Non-Traditional Standardized Third Party Assessment Name

Measures of Academic Progress (MAP)

Grade 1 ELA Measure

State-approved non-traditional standardized third party assessment

Grade 1 ELA State-Approved Non-Traditional Standardized Third Party Assessment Name

Measures of Academic Progress (MAP)

Grade 2 ELA Measure

State-approved non-traditional standardized third party assessment

Grade 2 ELA State-Approved Non-Traditional Standardized Third Party Assessment Name

Measures of Academic Progress (MAP)

Grade K Math Measure

State-approved non-traditional standardized third party assessment

Grade K Math State-Approved Non-Traditional Standardized Third Party Assessment Name

Measures of Academic Progress (MAP)

Grade 1 Math Measure

State-approved non-traditional standardized third party assessment

Grade 1 Math Non-Traditional Standardized Third Party Assessment Name

Measures of Academic Progress (MAP)

Grade 2 Math Measure

State-approved non-traditional standardized third party assessment

Grade 2 Math State-Approved Non-Traditional Standardized Third Party Assessment Name

Measures of Academic Progress (MAP)

Page 5: Task 2.8 (Grades 6-7 Science, 6-8 Social Studies), Task 2.9 (Global 1)**Page 5: Task 2.8 (Grades 6-7 Science and 6-8 Social Studies) and Task 2.9 (Global Studies 1)****STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams**

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

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

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

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

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

Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.8, choose "Not Applicable" from the drop-down box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures; the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc.

Grade 6 Science Measure

Common Branch

Grade 7 Science Measure

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

Indicate the assessment(s) used for the grade 7 science school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

NYS Grade 8 Science Assessment

Grade 6 Social Studies Measure

Common Branch

Grade 7 Social Studies Measure

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

Indicate the assessment(s) used for the grade 7 social studies school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

NYS Grade 7 ELA Assessment

Grade 8 Social Studies Measure

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

Indicate the assessment(s) used for the grade 8 social studies school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

NYS Grade 8 ELA Assessment

2.9) Regents Global Studies 1: Measures and Assessments

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

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

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

Global 1 Measure

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

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

Responses Selected:

Global 2 Regents

US History Regents

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

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

For "All Other Courses" indicate the following:

- **Column 1: lowest grade that corresponds to the course**
- **Column 2: highest grade that corresponds to the course**
- **Column 3: subject of the course**
- **Column 4: measure used**
- **Once a measure is selected, a corresponding menu will appear for the selection of the name(s) of the assessment(s) used.**

To designate "All Courses Not Named Above":

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

To list specific courses, follow the examples below

K-3 Art:

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

Grades 9 - 12 English Electives:

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

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

| | LOWEST GRADE | HIGHEST GRADE | SUBJECT | MEASURE |
|--|--------------|---------------|---------|-----------------------------------------------------------------------------------------|
| | K | K | Art | School- or BOCES-wide group, team, or linked results based on State/Regents assessments |

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

Responses Selected:

| |
|-----------------------------|
| NYS Grade 3 ELA Assessment |
| NYS Grade 4 ELA Assessment |
| NYS Grade 3 Math Assessment |
| NYS Grade 4 Math Assessment |

Responses Selected:

| |
|-----------------------------|
| Click to Add Another Course |
|-----------------------------|

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

| | LOWEST GRADE | HIGHEST GRADE | SUBJECT | MEASURE |
|--|--------------|---------------|---------|-----------------------------------------------------------------------------------------|
| | 1 | 4 | Art | School- or BOCES-wide group, team, or linked results based on State/Regents assessments |

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

Responses Selected:

| |
|-----------------------------|
| NYS Grade 3 ELA Assessment |
| NYS Grade 4 ELA Assessment |
| NYS Grade 3 Math Assessment |
| NYS Grade 4 Math Assessment |

Responses Selected:

| |
|-----------------------------|
| Click to Add Another Course |
|-----------------------------|

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

| | LOWEST GRADE | HIGHEST GRADE | SUBJECT | MEASURE |
|--|--------------|---------------|---------|-----------------------------------------------------------------------------------------|
| | 5 | 6 | Art | School- or BOCES-wide group, team, or linked results based on State/Regents assessments |

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

Responses Selected:

| |
|-----------------------------|
| NYS Grade 5 ELA Assessment |
| NYS Grade 6 ELA Assessment |
| NYS Grade 5 Math Assessment |
| NYS Grade 6 Math Assessment |

Responses Selected:

| |
|-----------------------------|
| Click to Add Another Course |
|-----------------------------|

Other Courses #4 Grade(s), Subject and Measure

| | LOWEST GRADE | HIGHEST GRADE | SUBJECT | MEASURE |
|--|--------------|---------------|---------|-----------------------------------------------------------------------------------------|
| | 7 | 8 | Art | School- or BOCES-wide group, team, or linked results based on State/Regents assessments |

Indicate the assessment(s) used for the Other Courses #4 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

| |
|-----------------------------|
| NYS Grade 7 ELA Assessment |
| NYS Grade 8 ELA Assessment |
| NYS Grade 7 Math Assessment |
| NYS Grade 8 Math Assessment |

Responses Selected:

| |
|-----------------------------|
| Click to Add Another Course |
|-----------------------------|

Other Courses #5 Grade(s), Subject and Measure

| | LOWEST GRADE | HIGHEST GRADE | SUBJECT | MEASURE |
|--|--------------|---------------|---------|-----------------------------------------------------------------------------------------|
| | 9 | 12 | Art | School- or BOCES-wide group, team, or linked results based on State/Regents assessments |

Indicate the assessment(s) used for the Other Courses #5 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

| |
|-------------------------------|
| Common Core English Regents |
| Comprehensive English Regents |
| Global 2 Regents |

US History Regents

Responses Selected:

Click to Add Another Course

Other Courses #6 Grade(s), Subject and Measure

| | LOWEST GRADE | HIGHEST GRADE | SUBJECT | MEASURE |
|--|--------------|---------------|---------|-----------------------------------------------------------------------------------------|
| | K | K | Music | School- or BOCES-wide group, team, or linked results based on State/Regents assessments |

Indicate the assessment(s) used for the Other Courses #6 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

NYS Grade 3 ELA Assessment

NYS Grade 4 ELA Assessment

NYS Grade 3 Math Assessment

NYS Grade 4 Math Assessment

Responses Selected:

Click to Add Another Course

Other Courses #7 Grade(s), Subject and Measure

| | LOWEST GRADE | HIGHEST GRADE | SUBJECT | MEASURE |
|--|--------------|---------------|---------|-----------------------------------------------------------------------------------------|
| | 1 | 4 | Music | School- or BOCES-wide group, team, or linked results based on State/Regents assessments |

Indicate the assessment(s) used for the Other Courses #7 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

NYS Grade 3 ELA Assessment

NYS Grade 4 ELA Assessment

NYS Grade 3 Math Assessment

NYS Grade 4 Math Assessment

Responses Selected:

Click to Add Another Course

Other Courses #8 Grade(s), Subject and Measure

| | LOWEST GRADE | HIGHEST GRADE | SUBJECT | MEASURE |
|--|--------------|---------------|---------|-----------------------------------------------------------------------------------------|
| | 5 | 6 | Music | School- or BOCES-wide group, team, or linked results based on State/Regents assessments |

Indicate the assessment(s) used for the Other Courses #8 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

NYS Grade 5 ELA Assessment

NYS Grade 6 ELA Assessment

NYS Grade 5 Math Assessment

NYS Grade 6 Math Assessment

Responses Selected:

Click to Add Another Course

Other Courses #9 Grade(s), Subject and Measure

| | LOWEST GRADE | HIGHEST GRADE | SUBJECT | MEASURE |
|--|--------------|---------------|---------|-----------------------------------------------------------------------------------------|
| | 7 | 8 | Music | School- or BOCES-wide group, team, or linked results based on State/Regents assessments |

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

Responses Selected:

NYS Grade 7 ELA Assessment

NYS Grade 8 ELA Assessment

NYS Grade 7 Math Assessment

NYS Grade 8 Math Assessment

Responses Selected:

Click to Add Another Course

Other Courses #10 Grade(s), Subject and Measure

| | LOWEST GRADE | HIGHEST GRADE | SUBJECT | MEASURE |
|--|--------------|---------------|---------|-----------------------------------------------------------------------------------------|
| | 9 | 12 | Music | School- or BOCES-wide group, team, or linked results based on State/Regents assessments |

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

Responses Selected:

| |
|-------------------------------|
| Common Core English Regents |
| Comprehensive English Regents |
| Global 2 Regents |
| US History Regents |

Responses Selected:

| |
|-----------------------------|
| Click to Add Another Course |
|-----------------------------|

Other Courses #11 Grade(s), Subject and Measure

| | LOWEST GRADE | HIGHEST GRADE | SUBJECT | MEASURE |
|--|--------------|---------------|--------------------|-----------------------------------------------------------------------------------------|
| | K | K | Physical Education | School- or BOCES-wide group, team, or linked results based on State/Regents assessments |

Indicate the assessment(s) used for the Other Courses #11 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

| |
|-----------------------------|
| NYS Grade 3 ELA Assessment |
| NYS Grade 4 ELA Assessment |
| NYS Grade 3 Math Assessment |
| NYS Grade 4 Math Assessment |

Responses Selected:

| |
|-----------------------------|
| Click to Add Another Course |
|-----------------------------|

Other Courses #12 Grade(s), Subject and Measure

| | LOWEST GRADE | HIGHEST GRADE | SUBJECT | MEASURE |
|--|--------------|---------------|---------|---------|
|--|--------------|---------------|---------|---------|

| | | | | |
|--|---|---|--------------------|-----------------------------------------------------------------------------------------|
| | 1 | 4 | Physical Education | School- or BOCES-wide group, team, or linked results based on State/Regents assessments |
|--|---|---|--------------------|-----------------------------------------------------------------------------------------|

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

Responses Selected:

| |
|-----------------------------|
| NYS Grade 3 ELA Assessment |
| NYS Grade 4 ELA Assessment |
| NYS Grade 3 Math Assessment |
| NYS Grade 4 Math Assessment |

Responses Selected:

| |
|-----------------------------|
| Click to Add Another Course |
|-----------------------------|

Other Courses #13 Grade(s), Subject and Measure

| | LOWEST GRADE | HIGHEST GRADE | SUBJECT | MEASURE |
|--|--------------|---------------|--------------------|-----------------------------------------------------------------------------------------|
| | 5 | 6 | Physical Education | School- or BOCES-wide group, team, or linked results based on State/Regents assessments |

Indicate the assessment(s) used for the Other Courses #13 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

| |
|---------------------------------------------|
| NYS Grade 5 ELA Assessment |
| NYS Grade 6 ELA Assessment |
| NYS Grade 5 Math Assessment |
| NYS Grade 6 Math Assessment |
| A building-wide State-provided growth score |

Responses Selected:

| |
|-----------------------------|
| Click to Add Another Course |
|-----------------------------|

Other Courses #14 Grade(s), Subject and Measure

| | LOWEST GRADE | HIGHEST GRADE | SUBJECT | MEASURE |
|--|--------------|---------------|---------|---------|
|--|--------------|---------------|---------|---------|

| | | | | |
|--|---|---|--------------------|-----------------------------------------------------------------------------------------|
| | 7 | 8 | Physical Education | School- or BOCES-wide group, team, or linked results based on State/Regents assessments |
|--|---|---|--------------------|-----------------------------------------------------------------------------------------|

Indicate the assessment(s) used for the Other Courses #14 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

| |
|--------------------------------|
| NYS Grade 8 Science Assessment |
|--------------------------------|

Responses Selected:

| |
|-----------------------------|
| Click to Add Another Course |
|-----------------------------|

Other Courses #15 Grade(s), Subject and Measure

| | LOWEST GRADE | HIGHEST GRADE | SUBJECT | MEASURE |
|--|--------------|---------------|--------------------|-----------------------------------------------------------------------------------------|
| | 9 | 12 | Physical Education | School- or BOCES-wide group, team, or linked results based on State/Regents assessments |

Indicate the assessment(s) used for the Other Courses #15 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

| |
|----------------------------|
| Living Environment Regents |
| Physics Regents |

Responses Selected:

| |
|-----------------------------|
| Click to Add Another Course |
|-----------------------------|

Other Courses #16 Grade(s), Subject and Measure

| | LOWEST GRADE | HIGHEST GRADE | SUBJECT | MEASURE |
|--|--------------|---------------|---------|-----------------------------------------------------------------------------------------|
| | K | 4 | AIS/RTI | School- or BOCES-wide group, team, or linked results based on State/Regents assessments |

Indicate the assessment(s) used for the Other Courses #16 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

| |
|----------------------------|
| NYS Grade 3 ELA Assessment |
|----------------------------|

| |
|-----------------------------|
| NYS Grade 4 ELA Assessment |
| NYS Grade 3 Math Assessment |
| NYS Grade 4 Math Assessment |

Responses Selected:

| |
|-----------------------------|
| Click to Add Another Course |
|-----------------------------|

Other Courses #17 Grade(s), Subject and Measure

| | LOWEST GRADE | HIGHEST GRADE | SUBJECT | MEASURE |
|--|--------------|---------------|---------|-----------------------------------------------------------------------------------------|
| | 5 | 6 | AIS/RTI | School- or BOCES-wide group, team, or linked results based on State/Regents assessments |

Indicate the assessment(s) used for the Other Courses #17 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

| |
|-----------------------------|
| NYS Grade 5 ELA Assessment |
| NYS Grade 6 ELA Assessment |
| NYS Grade 5 Math Assessment |
| NYS Grade 6 Math Assessment |

Responses Selected:

| |
|-----------------------------|
| Click to Add Another Course |
|-----------------------------|

Other Courses #18 Grade(s), Subject and Measure

| | LOWEST GRADE | HIGHEST GRADE | SUBJECT | MEASURE |
|--|--------------|---------------|----------|-----------------------------------------------------------------------------------------|
| | 9 | 12 | Business | School- or BOCES-wide group, team, or linked results based on State/Regents assessments |

Indicate the assessment(s) used for the Other Courses #18 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

| |
|-------------------------------|
| Common Core English Regents |
| Comprehensive English Regents |
| Global 2 Regents |
| US History Regents |

Responses Selected:

Click to Add Another Course

Other Courses #19 Grade(s), Subject and Measure

| | LOWEST GRADE | HIGHEST GRADE | SUBJECT | MEASURE |
|--|--------------|---------------|--------------------------|-----------------------------------------------------------------------------------------|
| | 9 | 12 | Social Studies Electives | School- or BOCES-wide group, team, or linked results based on State/Regents assessments |

Indicate the assessment(s) used for the Other Courses #19 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

Global 2 Regents

US History Regents

Responses Selected:

Click to Add Another Course

Other Courses #20 Grade(s), Subject and Measure

| | LOWEST GRADE | HIGHEST GRADE | SUBJECT | MEASURE |
|--|--------------|---------------|---------|-----------------------------|
| | K | 12 | ELL | State or Regents assessment |

Other Courses #20 Regents Assessment Name

NYSESLAT

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

https://NYSED-APPR3.fluidreview.com/media/assets/survey-uploads/49374/4215524-h4zUF1t6n/a-Form%202_10%20Freeport%20UFSD-All%20Other%20Courses-2-10-16-f.docx

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

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

If educators have more than one SLO (or a State-provided growth measure and an SLO), the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO (or in the State-provided growth measure and the SLO). For more information on teachers with more than one growth measure, please see NYSED APPR Guidance and NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

2.13) Assurances

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

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

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

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

Please indicate the use of the Optional subcomponent by making the appropriate selection below. Information related to the Optional subcomponent will be entered into Task 3.

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

Task 3. Student Performance - Optional Subcomponent (Teachers)

Last updated: 09/16/2015

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

For guidance on the Optional subcomponent of the Student Performance measure, see NYSED APPR Guidance:

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

Page 1: Task 3.1

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

OPTIONAL SUBCOMPONENT

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

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

- (A) a second State-provided growth score on a State-created or administered test; provided that the State-provided growth measure is different than that used in the Required subcomponent, or
- (B) a growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model.

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

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

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

The Optional subcomponent WILL NOT be used in the Student Performance category for any teacher.

Task 4. Teacher Observation Category

Created: 09/16/2015

Last updated: 01/28/2016

Please note, within this section, task 4.1 may contain the rubric selection(s) from your plan as it existed on June 2, 2015.* The remaining tasks in this section will not contain data from your previous plan and must be completed.

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

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

Page 1

4.1) Teacher Practice Rubric

Select a teacher practice rubric from the menu of State-approved rubrics to assess performance based on the observable NYS Teaching Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

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

Rubric 1

NYSUT Teacher Practice Rubric - 2014 Edition

Rubric 2

N/A

4.2) Assurances

Please check all of the boxes below:

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

4.3) Process for Weighting Rubric Domains/Subcomponents

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., All observable components will be weighted equally and averaged). For guidance on the Teacher Observation category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

All of the observable elements will be weighted equally and averaged.

4.4) Calculating Observation Ratings

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 chart shown below. | Checked |
| 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. | Checked |
| Assure that if the district is granted an annual Independent Evaluator Hardship Waiver by the Department, the second observation(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. | Checked |

Teacher Observation Scoring Bands

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

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 |
| Effective | 2.50 | 3.49 |
| Developing | 1.50 | 2.49 |

| | | |
|-------------|------|------|
| 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.*

| | Principal - required | Independent Evaluator(s) - required | Peer Observer(s) - optional |
|----------------------------------------------|----------------------|-------------------------------------|-----------------------------|
| Indicate the weighting of each subcomponent: | 90% | 10% | N/A |

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

(No response)

4.6) Assurances

Please check all of the boxes below:

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 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. | Checked |
| 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. | Checked |
| 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. | Checked |
| Assure that the length of all observations for teachers will be conducted pursuant to the locally-determined durations. | Checked |
| Assure that independent evaluator(s) will be trained and selected by the district/BOCES. | Checked |

| | |
|--------------------------------------------------------------------------------------------------|---------|
| Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES. | Checked |
| Assure that at least one of the required observations will be unannounced. | Checked |

Task 5. Overall Scoring (Teachers)

Created: 09/16/2015

Last updated: 01/28/2016

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

Page 1

5.1) Scoring Ranges

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

| | Overall Student Performance Category Score and Rating | |
|----------|-------------------------------------------------------|----------------|
| | <i>Minimum</i> | <i>Maximum</i> |
| 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 | |
|----------|-----------------------------------------------|----------------|
| | <i>Minimum</i> | <i>Maximum</i> |
| 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 | | | |
|---------------------|----------------------|----------------------|---------------|----------------|-----------------|
| | | Highly Effective (H) | Effective (E) | Developing (D) | Ineffective (I) |
| Student Performance | 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. | Checked |
| Assure that it is possible to obtain a zero in each subcomponent. | Checked |
| Assure the overall rating determination for a teacher shall be determined according to the evaluation matrix. | Checked |
| 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. | Checked |

Task 6. Additional Requirements (Teachers)

Created: 09/16/2015

Last updated: 02/12/2016

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

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

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

Page 1

6.1) Assurances: Teacher Improvement Plans

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

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district/BOCES. All TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of his/her pedagogical judgment, must include:

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

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

<https://NYSED-APPR3.fluidreview.com/media/assets/survey-uploads/49388/4216052-Df0w3Xx5v6/Freeport%203012-d%20Teacher%20Improvement%20Plan%20-%20Form.docx>

6.3) Assurance: Appeals

Please check the box below:

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

6.4) Appeals

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

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

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

APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

Appeals of annual professional performance reviews will be limited to those that rate a tenured teacher as Ineffective or Developing for two consecutive years and where compensation decisions are linked to rating categories.

WHAT MAY BE CHALLENGED IN AN APPEAL

Appeal procedures will limit the scope of appeals under Education Law §3012-d to the following subjects:

- (1) the substance of the annual professional performance review; which shall include the instance of a teacher rated Ineffective on the student performance category but rated Highly Effective on the observation/school visit category based on an anomaly, as determined locally.
- (2) the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d and Subpart 30-3 of Commissioner's regulations;
- (3) the adherence to the Commissioner's regulations, as applicable to such reviews and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d; and
- (4) the school district's issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-d.

PROHIBITION AGAINST MORE THAN ONE APPEAL A teacher 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 a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

The Appeal Process:

- a. The second consecutive ineffective or developing annual evaluation shall be presented to the teacher at a meeting between the administrator and the teacher by September 1st.
- b. Within five (5) business days of the receipt of the final annual rating from the administrator, the teacher may appeal the evaluation rating or the implementation of the TIP plan, in writing, to the building administrator. The appeal must be hand delivered to the building administrator, and the administrator must date and time-stamp the written appeal.
- c. Within five (5) business days of receipt of the appeal, the building administrator shall render his or her determination, in writing, with respect to the appeal. These time frames may be extended by mutual agreement of the parties. But every effort will be made to conduct the appeal in a timely and expeditious manner. Any extension of time frames will be "timely and expeditious in accordance with Education Law 3012-d.
- d. If the appeal is not settled at step c, or an answer has not been received by the teacher in the given time specified in step c, the teacher may within five business days submit the same in writing to the Committee on Appeals. This committee shall consist of the Assistant Superintendent for Personnel or designee, the Assistant Superintendent of Curriculum or designee, the FTA President or designee, the FTA Grievance Chairperson, or a designee of the President, on the part of the Union. A fifth person will be chosen randomly from a predetermined pool of two administrators and two FTA members. The committee will meet for the purpose of resolving the appeal with the following exception:
- e. The committee will meet and render its decision within ten business days of notification of the appeal.

- f. If the committee fails to resolve the appeal, the appeal will be forwarded to the Superintendent of Schools or designee who will have ten (10) business days to render a decision.
- g. The decision of the Superintendent of Schools or designee shall not be grievable, arbitrable, or reviewable in any other forum. The Superintendent's decision will be final and binding.
- h. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law section 3020-b. However, the appeal process in its entirety will be in compliance with Education Law 3012-d.
- i. Performance ratings of ineffective/developing are the only ratings subject to appeal. Teachers are permitted to attach a rebuttal.
- k. Non-tenured teachers shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of a teacher's improvement plan.
- l. A teacher 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 of the appeal is filed shall be deemed waived.

6.5) Assurance: Evaluators

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

Checked

- (1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) Evidence-based observation techniques that are grounded in research
- (3) Application and use of the student growth percentile model and any other growth model approved by the Department as defined in section 30-3.2 of this Subpart
- (4) Application and use of the State-approved teacher rubric(s) selected by the district/BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher's practice
- (5) Application and use of any assessment tools that the school district/BOCES utilizes to evaluate its classroom teachers
- (6) Application and use of any locally selected measures of student growth used in the Optional subcomponent of the Student Performance category used by the district/BOCES to evaluate its teachers
- (7) Use of the Statewide Instructional Reporting System
- (8) The scoring methodology utilized by the Department and/or the district/BOCES to evaluate a teacher under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the Commissioner for the four designated rating categories used for the teacher's overall rating and their category ratings
- (9) Specific considerations in evaluating teachers of English language learners and students with disabilities

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

Describe the process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators. Your description must include:

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

All evaluators will be trained and all lead evaluators will be trained and certified by the Board of Education under the nine requirements prescribed in §30-3.10 of the Rules of the Board of Regents. Impartial independent observers will receive training on the three requirements prescribed in §30-3.10(c). Training for all evaluators and lead evaluators will be conducted either within the district by teacher and principal leaders, consultants and/or Nassau BOCES and will consist of a minimum of five school days throughout the school year. Inter-rater reliability will be maintained over time through various activities, including data analysis to detect disparities on the part of one or more evaluators, periodic comparisons of a lead evaluator's assessment with another evaluator's assessment of the same educator, and annual calibration sessions across evaluators. Certified school administrators or superintendents of schools serving as lead evaluators will not be prohibited from conducting classroom observations or school visits as part of an APPR prior to completion of the training required by §30-3.10 provided such training is successfully completed prior to completion of the evaluation.

Lead evaluators will be re-certified by the Board of Education annually. Additionally, all impartial independent observers will also be retrained annually to maintain calibration levels consistent with district expectations.

6.7) Assurances: Teacher Evaluation

Please check all of the boxes below:

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Assure that the district/BOCES shall compute and provide to the teacher their score and rating for the Student Performance category, if available, and for the Teacher Observation category for a teacher's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the teacher is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured. | Checked |
| Assure that the evaluation system will be used as a significant factor for employment decisions. | Checked |
| Assure that teachers will receive timely and constructive feedback as part of the evaluation process. | Checked |
| 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. | Checked |

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Assure that if the district is granted an annual Independent Evaluator Hardship Waiver by the Department, the second observation(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. | Checked |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|

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. | Checked |
| Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade. | Checked |
| Assure that 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. | Checked |

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. | Checked |
| Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them. | Checked |
| 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. | Checked |
| Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded. | Checked |
| Assure that procedures for ensuring data accuracy and integrity are being utilized. | Checked |

Task 7. Student Performance – Required Subcomponent

Created: 09/16/2015

Last updated: 02/10/2016

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

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REQUIRED SUBCOMPONENT

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

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

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

7.1) STATE-PROVIDED MEASURES OF STUDENT GROWTH

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

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

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

For each grade configuration indicate the following:

- **Column 1: lowest grade that corresponds to the building or program**
- **Column 2: highest grade that corresponds to the building or program**
- **Use the checkboxes to indicate the State assessments or Regents exams used**

Follow the examples below

Grades K-6:

- lowest grade = K
- highest grade = 6

- assessments = NYS Grades 4-6 ELA and Math Assessments (check all)

Grades 7-12:

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

Grade Configuration #1

| | GRADE FROM | GRADE TO |
|--|------------|----------|
| | 5 | 6 |

Grade Configuration #1 Assessment Name(s)

Responses Selected:

| |
|-----------------------------|
| NYS Grade 5 ELA Assessment |
| NYS Grade 6 ELA Assessment |
| NYS Grade 5 Math Assessment |
| NYS Grade 6 Math Assessment |

Responses Selected:

| |
|------------------------------------|
| Click to Add Another Configuration |
|------------------------------------|

Grade Configuration #2

| | GRADE FROM | GRADE TO |
|--|------------|----------|
| | 7 | 8 |

Grade Configuration #2 Assessment Name(s)

Responses Selected:

| |
|-----------------------------|
| NYS Grade 7 ELA Assessment |
| NYS Grade 8 ELA Assessment |
| NYS Grade 7 Math Assessment |
| NYS Grade 8 Math Assessment |

Responses Selected:

| |
|------------------------------------|
| Click to Add Another Configuration |
|------------------------------------|

Grade Configuration #3

| | GRADE FROM | GRADE TO |
|--|------------|----------|
|--|------------|----------|

| | | |
|--|---|----|
| | 9 | 12 |
|--|---|----|

Grade Configuration #3 Assessment Name(s)

Responses Selected:

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

No Responses Selected

7.1) Assurances

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Assure that the growth score provided by NYSED will be used, where required. | Checked |
| Assure that back-up SLOs will be set by the superintendent or another trained administrator for all principals who receive a State-provided growth score in the event that a State-provided growth score cannot be generated for that principal. | Checked |

7.2) STUDENT LEARNING OBJECTIVES

SLOs must be used for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, math, and/or high school courses with State or Regents assessments. SLOs will be developed using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>. The district/BOCES must select the type of assessment that will be used with the SLO from the options below.

- If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs must begin first with the SGP results.
- Additional SLOs must then be set based on grades/subjects with State assessments for which there is no State-provided growth measure, where applicable.
- If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options:
 - State-approved 3rd party assessment; or
 - State-approved district, regional, or BOCES-developed assessment.

For each grade configuration indicate the following:

- **Column 1: lowest grade that corresponds to the building or program**
- **Column 2: highest grade that corresponds to the building or program**
- **Column 3: measure used**
- **Once a measure is selected, a corresponding menu will appear for the selection of the name(s) of the assessment(s) used.**

Follow the example below

Grades K-3:

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

Grade Configuration #1 Grades and Measure

| | GRADE FROM | GRADE TO | MEASURE |
|--|------------|----------|---------|
|--|------------|----------|---------|

| | | | |
|--|---|---|--------------------------------------------------------------------|
| | K | K | State-approved non-traditional standardized third party assessment |
|--|---|---|--------------------------------------------------------------------|

Grade Configuration #1 State-Approved Non-Traditional Standardized Third Party Assessment

Responses Selected:

| |
|-------------------------------------|
| Measures of Academic Progress (MAP) |
|-------------------------------------|

Responses Selected:

| |
|------------------------------------|
| Click to Add Another Configuration |
|------------------------------------|

Grade Configuration #2 Grades and Measure

| | GRADE FROM | GRADE TO | MEASURE |
|--|------------|----------|-----------------------------|
| | K | 4 | State or Regents assessment |

Grade Configuration #2 State or Regents Assessment Name(s)

Responses Selected:

| |
|-----------------------------|
| NYS Grade 3 ELA Assessment |
| NYS Grade 4 ELA Assessment |
| NYS Grade 3 Math Assessment |
| NYS Grade 4 Math Assessment |

No Responses Selected

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

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

If educators have more than one SLO (or a State-provided growth measure and an SLO), the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO (or in the State-provided growth measure and the SLO). For more information on principals with more than one growth measure, please see NYSED APPR Guidance and NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

7.5) Assurances

Please check all of the boxes below:

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

7.6) Student Performance Subcomponent Weighting

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

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

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

Task 8. Student Performance – Optional Subcomponent

Created: 09/24/2015

Last updated: 01/28/2016

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

For guidance on the Optional subcomponent of the Student Performance category, see NYSED APPR Guidance:

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

Page 1: Task 8.1

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

OPTIONAL SUBCOMPONENT

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

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

- (A) a second State-provided growth score on a State-created or administered test; provided that a different measure is used than that for the Required subcomponent in the Student Performance category, or
- (B) a growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model.

8.1) Use of the Optional Subcomponent for Student Performance Measures

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

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

The Optional subcomponent WILL NOT be used in the Student Performance category for any principal.

Task 9. Principal School Visit Category

Created: 09/24/2015

Last updated: 01/28/2016

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

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

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

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9.1) Principal Practice Rubric

Select a principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

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

Rubric 1

Marshall's Principal Evaluation Rubric

Rubric 2

N/A

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. | Checked |
| 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. | Checked |
| 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. | Checked |
| 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. | Checked |

9.3) Process for Weighting Rubric Domains/Subcomponents

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., All observable components will be weighted equally and averaged). For guidance on the Principal School Visit category, see NYSED APPR Guidance:

All observable components will be weighted equally and averaged.

9.4) Calculating School Visit Ratings

Please check the boxes below:

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Assure that each set of school visits (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted school visit score will be converted into a HEDI rating using the chart shown below. | Checked |
| 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. | Checked |
| Assure that if the district is granted an annual Independent Evaluator Hardship Waiver by the Department, the second school visit(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or his/her designee. | Checked |

Principal School Visit Scoring Bands

| | 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 |

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 |

| | | |
|-----------|------|------|
| Effective | 2.50 | 3.49 |
|-----------|------|------|

| | | |
|-------------|------|------|
| Developing | 1.50 | 2.49 |
| 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**
- Please be sure the total of the weights indicated equals 100%.**

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

| | Supervisor - required | Independent Evaluator(s) - required | Peer Observer(s) - optional |
|----------------------------------------------|-----------------------|-------------------------------------|-----------------------------|
| Indicate the weighting of each subcomponent: | 90% | 10% | N/A |

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

(No response)

9.6) Assurances

Please check all of the boxes below:

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 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. | Checked |
| 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. | Checked |
| 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. | Checked |
| Assure that the length of all school visits for principals will be conducted pursuant to the locally-determined durations. | Checked |

| | |
|--------------------------------------------------------------------------------------------------|---------|
| Assure that independent evaluator(s) will be trained and selected by the district/BOCES. | Checked |
| Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES. | Checked |
| Assure that at least one of the required school visits will be unannounced. | Checked |
| Assure that school visits will not be conducted via video. | Checked |

Task 10. Overall Scoring (Principals)

Created: 09/24/2015

Last updated: 01/28/2016

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

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10.1) Scoring Ranges

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

| | Overall Student Performance Category Score and Rating | |
|----------|-------------------------------------------------------|----------------|
| | <i>Minimum</i> | <i>Maximum</i> |
| H | 18 | 20 |
| E | 15 | 17 |
| D | 13 | 14 |
| I | 0 | 12 |

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

| | Overall School Visit Category Score and Rating | |
|----------|------------------------------------------------|----------------|
| | <i>Minimum</i> | <i>Maximum</i> |
| 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 | | | |
|---------------------|----------------------|------------------------|---------------|----------------|-----------------|
| | | Highly Effective (H) | Effective (E) | Developing (D) | Ineffective (I) |
| Student Performance | 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. | Checked |
| Assure that it is possible to obtain a zero in each subcomponent. | Checked |
| Assure the overall rating determination for a principal shall be determined according to the evaluation matrix. | Checked |

Task 11. Additional Requirements - Principals

Created: 09/24/2015

Last updated: 02/11/2016

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

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

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

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11.1) Assurances: Improvement Plans

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in the school district/BOCES. All PIP plans developed and implemented by the superintendent or his/her designee, in the exercise of his/her pedagogical judgment, must include:

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

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

<https://NYSED-APPR3.fluidreview.com/media/assets/survey-uploads/49338/4271190-Df0w3Xx5v6/Principal%20PIP%20Form-3012-d.docx>

11.3) Assurance: Appeals

Please check box below:

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

11.4) Appeals

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

(1) the substance of the annual professional performance review; which shall include the following:

(i) in the instance of a principal rated Ineffective on the student performance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally;

(2) the school district's/BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; and

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's/BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law §3012-d.

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

Appeal of Principal Evaluation

1. The second consecutive "ineffective" annual evaluation shall be presented to the administrator at a meeting between the administrator and the Superintendent/designee by September 1st.
2. Within five (5) business days of the receipt of a principal's annual evaluation from the Superintendent of Schools/designee, the administrator may appeal the evaluation or the implementation of the PIP plan, in writing to the Superintendent of Schools or his designee.
3. The appeal writing shall articulate in detail the basis of the appeal to the Superintendent of Schools or his designee. As set forth in Section 3012-d of the Education Law, the evaluated administrator may only challenge:
 - the substance of the annual professional performance review;
 - the school district's adherence to the standards and methodologies required for such review pursuant to Section 3012-d of the Education Law;
 - the school district's adherence to the Regulations of the Commissioner and compliance and/or implementation of the terms of the administrator's improvement plan.
4. Within five (5) business days of receipt of the appeal, the Superintendent of Schools or his designee shall render a final and binding determination, in writing, respecting the appeal. These time frames may be extended by mutual agreement of the parties. But will be timely and expeditious in accordance with Education Law 3012-d.
5. The determination of the Superintendent of Schools or his designee shall not be grievable, arbitrable, or reviewable in any other forum. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law section 3020-b. However, the appeal process in its entirety will be in compliance with education Law 3012-d.
6. Performance ratings of second consecutive of "ineffective" are the only ratings subject to appeal. Administrators who receive a rating of "highly effective" or "effective" "developing " and first "ineffective" shall not be permitted to appeal their rating.
7. Non-tenured administrators shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of an administrator's improvement plan.
8. "Business days" shall include the summer recess period.
9. New Section – Conflicts: Nothing contained in this appeal process shall conflict with, nor be determined to conflict with, the annual professional performance review Regulations of the Commissioner of Education which have been and may hereafter be issued, nor with the provisions of Section 3012-d of the Education Law of the State of New York, and any amendments thereto. If it is determined by the Commissioner of Education or a final court of competent jurisdiction that a conflict exists, the law and the aforesaid Regulations shall govern.

11.5) Assurance: Evaluators

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

Checked

- (1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) Evidence-based observation techniques that are grounded in research
- (3) Application and use of the student growth percentile model and any other growth model approved by the Department as defined in section 30-3.2 of this Subpart
- (4) Application and use of the State-approved principal rubric(s) selected by the district/BOCES for use in evaluations, including training on the effective application of such rubrics to observe a principal's practice
- (5) Application and use of any assessment tools that the school district/BOCES utilizes to evaluate its building principals
- (6) Application and use of any locally selected measures of student growth used in the Optional subcomponent of the Student Performance category used by the district/BOCES to evaluate its principals
- (7) Use of the Statewide Instructional Reporting System
- (8) The scoring methodology utilized by the department and/or the district/BOCES to evaluate a principal under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the Commissioner for the four designated rating categories used for the principal's overall rating and their category ratings
- (9) Specific considerations in evaluating principals of English language learners and students with disabilities

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

Describe the process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators. Your description must include:

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

Evaluator Training

All evaluators will be trained and all lead evaluators will be trained and certified by the Board of Education under the nine requirements prescribed in §30-3.10 of the Rules of the Board of Regents. Impartial independent observers will receive training on the three requirements prescribed in §30-3.10(c). Training for all evaluators and lead evaluators will be conducted within the district by principal leaders, Nassau BOCES and/or consultants and will consist of a minimum of five school days throughout the school year. Inter-rater reliability will be maintained over time through various activities, including data analysis to detect disparities on the part of one or more evaluators, periodic comparisons of a lead evaluator's assessment with another evaluator's assessment of the same educator, and annual calibration sessions across evaluators. Certified school administrators or superintendents of schools serving as lead evaluators will not be prohibited from conducting classroom observations or school visits as part of an APPR prior to completion of the training required by §30-3.10 provided such training is successfully completed prior to completion of the evaluation. Lead evaluators will be re-certified by the Board of Education annually. Additionally, all impartial independent observers will also be retrained annually to maintain calibration levels consistent with district expectations.

11.7) Assurances: Principal Evaluation

Please check all of the boxes below:

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Assure that the district/BOCES shall compute and provide to the principal their score and rating for the Student Performance category, if available, and for the Principal School Visit category for a principal's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the principal is being measured, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured. | Checked |
| Assure that the evaluation system will be used as a significant factor for employment decisions. | Checked |
| Assure that principals will receive timely and constructive feedback as part of the evaluation process. | Checked |
| 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. | Checked |
| Assure that if the district is granted an annual Independent Evaluator Hardship Waiver by the Department, the second school visit(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the supervisor or other trained administrator. | Checked |

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. | Checked |
| Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade. | Checked |
| Assure that 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. | Checked |

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. | Checked |
| Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them. | Checked |
| 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. | Checked |
| Assure that enrolled students in accordance with policies for student assignment to schools and may not be excluded. | Checked |
| Assure that procedures for ensuring data accuracy and integrity are being utilized. | Checked |

Task 12. Joint Certification of APPR Plan

Created: 09/24/2015

Last updated: 02/12/2016

Page 1

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

<https://NYSED-APPR3.fluidreview.com/media/assets/survey-uploads/49456/4271308-JbgOrIWgSI/APPRCERT3012D021216.PDF>

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

Freeport Public Schools
Freeport, New York 11520

Principal Improvement Plan Form

(To be developed by the Superintendent/Designee)

School Year 20__-20__

Name: _____ Position: _____

Signature: _____ Date: _____

Building(s): _____

Superintendent Name: _____ Title: _____

Signature: _____ Date: _____

| AREA(S) NEEDING IMPROVEMENT | ACTION PLAN (DETAIL STEPS TO BE TAKEN & SUPPORTS TO BE PROVIDED) | TIMELINE FOR COMPLETION | EVIDENCE |
|--------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------|-----------------|
| | | | |
| | | | |
| | | | |
| | | | |

Principal's Comments:

Supervisor's Comments:

Freeport Public Schools
Freeport, New York 11520

Teacher Improvement Plan Form

(To be completed by Superintendent or his designee)

School Year 20__-20__

Name: _____ Position: _____

Signature: _____ Date: _____

Building(s): _____

Principal/Designee Name: _____ Title: _____

Signature: _____ Date: _____

| AREA(S) NEEDING IMPROVEMENT | ACTION PLAN (DETAIL STEPS TO BE TAKEN & SUPPORTS TO BE PROVIDED) | TIMELINE FOR COMPLETION | EVIDENCE |
|--------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------|-----------------|
| | | | |
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| | | | |
| | | | |

Teacher's Comments:

Administrator's Comments:

Freeport UFSD Form 2.10) All Other Courses

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

For "All Other Courses" indicate the following:

- **Column 1: lowest grade that corresponds to the course**
- **Column 2: highest grade that corresponds to the course**
- **Column 3: subject of the course**
- **Column 4: measure used**
- **Once a measure is selected, a corresponding menu will appear for the selection of the name(s) of the assessment(s) used.**

To designate "All Courses Not Named Above": lowest grade = K, highest grade = 12, subject = All Courses Not Named Above

To list specific courses, follow the examples below

K-3 Art:

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

Grades 9 - 12 English Electives:

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

| # | LOWEST GRADE | HIGHEST GRADE | SUBJECT (A list of subjects is included after this table) | MEASURE | ASSESSMENT (Please be sure the assessment indicated is consistent with the chosen measure, and that any non-State assessment is on the State-approved list, as applicable) |
|---|--------------|---------------|--------------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|---|--------------|---------------|--------------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | | | | |
|-----------|---|----|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| 21 | 9 | 12 | English Electives | <ul style="list-style-type: none"> ○ State-approved third party assessment ○ State-approved district, regional, or BOCES developed assessment ○ State or Regents assessment ● School- or BOCES-wide group, team, or linked results based on State/Regents assessments | Common Core English Regents Comprehensive English Regents |
| 22 | 7 | 8 | Family and Consumer Science | <ul style="list-style-type: none"> ○ State-approved third party assessment ○ State-approved district, regional, or BOCES developed assessment ○ State or Regents assessment ● School- or BOCES-wide group, team, or linked results based on State/Regents assessments | NYS Grade 8 Science |
| 23 | 7 | 8 | Health | <ul style="list-style-type: none"> ○ State-approved third party assessment ○ State-approved district, regional, or BOCES developed assessment ○ State or Regents assessment ● School- or BOCES-wide group, team, or linked results based on State/Regents assessments | NYS Grade 8 Science Test |
| 24 | 9 | 12 | Health | <ul style="list-style-type: none"> ○ State-approved third party assessment ○ State-approved district, regional, or BOCES developed assessment | Living Environment Regents |

| | | | | | |
|----|---|---|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| | | | | <input type="radio"/> State or Regents assessment <input checked="" type="radio"/> School- or BOCES-wide group, team, or linked results based on State/Regents assessments | |
| 25 | 7 | 8 | Languages Other Than English | <input type="radio"/> State-approved third party assessment <input type="radio"/> State-approved district, regional, or BOCES developed assessment <input type="radio"/> State or Regents assessment <input checked="" type="radio"/> School- or BOCES-wide group, team, or linked results based on State/Regents assessments | NYS Grade 8 ELA |

| # | LOWEST GRADE | HIGHEST GRADE | SUBJECT (A list of subjects is included after this table) | MEASURE | ASSESSMENT (Please be sure the assessment indicated is consistent with the chosen measure, and that any non-State assessment is on the State-approved list, as applicable) |
|----|--------------|---------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 26 | 9 | 12 | Languages Other Than English | <input type="radio"/> State-approved third party assessment <input type="radio"/> State-approved district, regional, or BOCES developed assessment <input type="radio"/> State or Regents assessment <input checked="" type="radio"/> School- or BOCES-wide group, team, or linked results based on State/Regents assessments | Common Core English Regents Comprehensive English Regents |

| | | | | | |
|-----------|---|----|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 27 | 9 | 12 | Science Electives | <ul style="list-style-type: none"> ○ State-approved third party assessment ○ State-approved district, regional, or BOCES developed assessment ○ State or Regents assessment ● School- or BOCES-wide group, team, or linked results based on State/Regents assessments | Living Environment Regents Earth Science Regents Chemistry Regents Physics Regents |
| 28 | 9 | 12 | Special Education- Science | <ul style="list-style-type: none"> ○ State-approved third party assessment ○ State-approved district, regional, or BOCES developed assessment ○ State or Regents assessment ● School- or BOCES-wide group, team, or linked results based on State/Regents assessments | Living Environment Regents Earth Science Regents Chemistry Regents Physics Regents |
| 29 | 9 | 12 | Special Education- Math | <ul style="list-style-type: none"> ○ State-approved third party assessment ○ State-approved district, regional, or BOCES developed assessment ○ State or Regents assessment ● School- or BOCES-wide group, team, or linked results based on State/Regents assessments | Common Core Algebra 1 Regents Common Core Geometry Regents Common Core Algebra 2 Regents Geometry Regents Algebra II/Trigonometry Regents |
| 30 | 9 | 12 | Special Education- ELA | <ul style="list-style-type: none"> ○ State-approved third party assessment ○ State-approved district, regional, or BOCES developed assessment | Common Core English Regents Comprehensive English Regents |

| | | | | | |
|-----------|---|----|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| | | | | <ul style="list-style-type: none"> ○ State or Regents assessment ● School- or BOCES-wide group, team, or linked results based on State/Regents assessments | |
| 31 | 9 | 12 | Special Education-Social Studies | <ul style="list-style-type: none"> ○ State-approved third party assessment ○ State-approved district, regional, or BOCES developed assessment ○ State or Regents assessment ● School- or BOCES-wide group, team, or linked results based on State/Regents assessments | Global Studies Regents U.S. History Regents |
| 32 | 3 | 8 | Special Education-Self Contained - Life Skills | <ul style="list-style-type: none"> ○ State-approved third party assessment ○ State-approved district, regional, or BOCES developed assessment ● State or Regents assessment ○ School- or BOCES-wide group, team, or linked results based on State/Regents assessments | NYSAA |
| 33 | 1 | 2 | Special Education-Self Contained - Life Skills | <ul style="list-style-type: none"> ○ State-approved third party assessment ○ State-approved district, regional, or BOCES developed assessment ○ State or Regents assessment ● School- or BOCES-wide group, team, or linked results based on State/Regents assessments | NYSAA |

| | | | | | |
|----|---|----|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| 34 | 7 | 8 | Technology | <ul style="list-style-type: none"> ○ State-approved third party assessment ○ State-approved district, regional, or BOCES developed assessment ○ State or Regents assessment ● School- or BOCES-wide group, team, or linked results based on State/Regents assessments | NYS Grade 8 Science Assessment NYS Grade 8 Math Assessment |
| 35 | 9 | 12 | Technology | <ul style="list-style-type: none"> ○ State-approved third party assessment ○ State-approved district, regional, or BOCES developed assessment ○ State or Regents assessment ● School- or BOCES-wide group, team, or linked results based on State/Regents assessments | Physics Regents Common Core Geometry Regents Geometry Regents |
| 36 | K | K | Special Education- Self Contained - Life Skills | <ul style="list-style-type: none"> ○ State-approved third party assessment ○ State-approved district, regional, or BOCES developed assessment ○ State or Regents assessment ● School- or BOCES-wide group, team, or linked results based on State/Regents assessments | NYSAA |

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

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

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

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

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

their pedagogical judgment

- Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with all applicable statutes and regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the statute and regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least a year across the total number of annual observations and, for principals, all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0, for each subcomponent and that the district and BOCES shall ensure that the process by which weights and scoring ranges are assigned to subcomponents and categories is transparent and available to those being rated before the beginning of each school year
- Assure that if a second measure for the Student Performance category is locally selected, then the same locally selected measures of student growth across all classrooms in the same grade/subject in the district/BOCES must be used in a consistent manner to the extent practicable
- Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator.
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of each school year, on a form prescribed by the Commissioner, to the Commissioner for approval
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations, and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to Subpart 30-3 of the regulations
- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by State or Federal law for each classroom or program of the grade does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such classroom or program of the grade; and
- Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to English language learners or the individualized education program of a student with a disability.

Signatures, dates

Superintendent Signature:

Date:

 02/12/16


Teachers Union President Signature:

Date:

 02/12/16

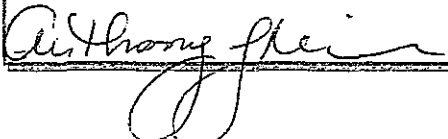
Administrative Union President Signature:

Date:

 02/12/16

Board of Education President Signature:

Date:

 02/12/16