



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

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February 11, 2021

**APPR Plan - Variance**

Alex Marrero, Interim Superintendent  
New Rochelle City School District  
1515 North Avenue  
New Rochelle, New York 10801

Dear Superintendent Marrero:

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

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

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

Thank you again for your hard work.

Sincerely,

Betty A. Rosa  
Commissioner

Attachment

c: Harold G. Coles

NOTE:

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

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

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

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

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

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

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

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

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

**Variance Application Timeline**

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

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

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

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

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

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

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

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

**Principal Variance**

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

**Please check the appropriate box below.**

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

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

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**Required Student Performance Subcomponent**

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

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

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

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

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

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

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

*This requirement*

*currently approved APPR plan will apply.*

*must be met through*

**Variance Request**

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

*Any teachers not covered by this variance request*

**Please make the appropriate selection below.**

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

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

Task 3. TEACHERS: Optional Student Performance - Variance Request

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**Variance Request**

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

*Any teachers not covered by this variance request*

**Please make the appropriate selection below.**

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

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

Task 4. TEACHERS: Observations - Variance Request

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**Variance Request**

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

*Any teachers not covered by this variance request*

**Please make the appropriate selection below.**

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

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

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**Applicable Teachers**

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

**Core Teachers**

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

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

**Other Teachers**

- ☐ Teachers of other courses are not included in this teacher observation variance request.  
☒ Teachers of other courses included in this teacher observation variance request are listed in the table below.

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

Column 1: lowest grade that corresponds to the course

Column 2: highest grade that corresponds to the course

Column 3: subject of the course

Follow the examples below to list other courses.

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

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

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

**Applicable Areas**

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

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

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

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

- ☒ Teacher observation subcomponent weighting
- ☒ Required principal/supervisor observations
- ☒ Required independent evaluator observations



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

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

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

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

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

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**Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators**At least one observation must be conducted by the building principal or another trained administrator.

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

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

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

**To which teachers does the information in the above table apply?**☒ A subgroup of teachers listed in the 'Applicability' section (provide details below).

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

Tenured

**Annual Professional Performance Review - Variance, Education Law §3012-d**Task 4. TEACHERS: Observations - Principal/Supervisor Observations

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**Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators**At least one observation must be conducted by the building principal or another trained administrator.**Describe the subgroup of teachers to whom the information in the table below applies (i.e., tenured teachers).**

Probationary

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

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

**Annual Professional Performance Review - Variance, Education Law §3012-d****Task 4. TEACHERS: Observations - Required Independent Evaluator Observations**

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**Required Subcomponent 2: Observations by Impartial Independent Trained Evaluator(s)****Independent Evaluator Assurances****Please check all of the boxes below.**

- ☒ Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the teacher(s) they are evaluating.
- ☒ Assure that independent evaluator(s) will be trained and selected by the LEA.

**Number and Method of Observation**

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

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

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

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

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

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

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

The onset of the COVID19 pandemic has had far-reaching effects since the abrupt closing of schools that occurred in March 2020. In the context of our new and challenging environment of digital learning platforms caused by the pandemic, the district and union have agreed to a streamlined observation process for the 2020-2021 school year in order to focus additional time and energy on professional development related to enhancing the pedagogy of educators in the in-person, hybrid and virtual instructional models. Requesting a variance in the District's observation models for both our probationary and tenured educators will help the District focus specific attention on targeting the professional development needs on an aggregate level while still providing targeted and specific feedback to the probationary teachers. Since teacher practice is now being evidenced in multiple environments of instruction, evaluators will be able to observe instruction in real time either in-person or online.

Due to the fluctuating schedule for schools, focus on health and safety protocols, quarantine issues and other responsibilities related to COVID19, it has been challenging for evaluators to complete the normal number of evaluations. In light of this, we are requesting a variance to reduce the number of observations from one announced and one unannounced observation for tenure teachers to one unannounced observation. For probationary teachers, we are requesting a variance to reduce the number of observations from one announced and three unannounced to one announced and up to three unannounced observations. The number of Unannounced Observations, if any, will be determined by the principal or supervisor.

As stated, principals and evaluators have a reduced capacity to conduct observations due to COVID related challenges. Therefore, the District prefers to prioritize a more rigorous observation practice for probationary staff by ensuring that principals and evaluators have the opportunity to conduct additional observations for any probationary teacher who is new to the district or to the profession. Information gleaned through the observation process will be used to offer targeted professional development opportunities and to inform the tenure recommendation process. Although this variance application requests that tenured teachers be formally observed one time, the principal or evaluator may always enter the classroom of any teacher to informally observe. This provides ample opportunity for the supervisor to identify any areas of concern and to address this through the provision of professional development opportunities, mentoring, redirection or the other supports or interventions as appropriate.

Additionally, to address the safety concerns related to independent evaluators leaving their buildings, the parties have agreed that it would be prudent to avoid the necessity to commingle administrators across the District's many buildings to mitigate against the spread of COVID19 and to avoid the need for quarantining across buildings to the greatest extent possible.

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

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**Standards and Procedures**

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

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

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

For the 2020-2021 school year, the District will appraise both probationary and tenured educators at the Domain level, using a holistic model. All Domains will be weighted equally and averaged to receive a score between 1-4. There will be no negative impact on the rating if all components are not observed, as long as the domains are assessed. The Announced will assess Domains 1-4, the Unannounced will Domains 2&3.

Tenured teachers will receive one unannounced observation that will include a 10 day window of notification.

Probationary teachers will receive one announced and up to three unannounced observations. The unannounced observations will include a 10 day window of notification.

- The announced observation is worth 100% if there are no unannounced observations and is worth 90% if any unannounced observations are conducted.
- The unannounced observation, if conducted, is worth 10%. If more than one is conducted, they will be equally weighted, and their calculated average will be worth 10%.

The numerical values for the ratings for the Domains will be as follows:

Ineffective: 1

Developing: 2

Effective: 3

Highly Effective: 4

The District is also seeking a waiver of the independent evaluator requirement. Instead of utilizing an independent evaluator for the observation process, the observations will be conducted by the lead evaluators and other trained administrators. The Independent Evaluator Waiver will minimize the commingling of administrators across buildings and will reduce the likelihood of spread of COVID-19. One of the priorities of this school year is to educate students while keep educators and students safe from the spread of COVID19. Implementing a waiver for the independent evaluator will permit the District to achieve this goal.

Administrator meetings will be held to further develop a shared understanding of the expectations of the rubric ratings and consistency across evaluators. Working collaboratively with union leadership, the newly approved evaluation system will be communicated to the classroom educators.

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

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**Rigor**

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

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

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

All lead evaluators have been trained in the observation protocols using the Danielson 2013 Rubric. The District will ensure that administrator meetings will be held to establish a shared understanding of best practices related to conducting teacher observations.

Rigor within the teacher observation process will be achieved and maintained by ensuring that evidence-based observation practices are used to appraise the observable teaching components. Evaluators will be able to compare this year's observation findings with teacher evaluation results from previous years. This comparison will provide insight regarding the effectiveness of the observation process. In addition, supervisors will consider student performance data, both formative and summative, and compare it with teacher observation results to see if there is a correlation between student outcomes and teacher observation findings. In the case of probationary teachers, evaluators can consider the above mentioned data to determine if additional unannounced observations are warranted. The currently approved APPR plan requires 3 Unannounced Observations for probationary teachers. Under this variance, evaluators will have the ability to decide if up to 3 Unannounced Observations are warranted, raising the number of observations to that of the currently approved plan. Further, evaluators can always enter teacher classrooms to conduct additional, informal observations to assess teacher performance. These additional, informal observations will inform the evaluators if the observation process is effective and rigorous. If all observable components cannot be observed during the Observation, the principal or supervisor may choose to conduct an additional Unannounced Observation (for probationary teachers, as mentioned) or to assess these observable components during the post observation conference for both tenured and probationary teachers.

The District will make decisions for professional development needs based on the assessment information gleaned from the evaluation process and student performance data. This year, a specific focus of the professional development will be on effective pedagogical practices within a hybrid or virtual instructional framework.

**Professional Learning**

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

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

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

The District reviews observation data both within a school year and across school years to inform individualized goals, building level goals and district wide goals. The district administrators have studied the Danielson Rubric and use their knowledge of the rubric and best pedagogical practices to guide and direct discussion through grade level, department level, building level and district wide meetings. Evidence collected from observations will help the district develop specific targeted staff development for individual and groups of teachers. This will be done through individual conferences and department and faculty meetings.

The District has dedicated Wednesdays for all classroom teachers to participate in professional development opportunities. The district offers a continuum of professional development opportunities to support teachers in developing effective pedagogical practices while working in a virtual and hybrid platform. All instructional technology offerings are listed on the District's Google website dedicated for this purpose. Professional development offerings include district developed tutorials on teaching in virtual platforms, a full continuum of offerings related to the application of ZOOM and Google classroom at all grade levels, training on the use of Near Pod - a lesson delivery platform, and on various resources to facilitate virtual instruction such as training on Newsela, Nearpod, Seesaw, to name a few. The Instructional Technology Facilitators are available to teachers for individual and small group support.

In addition, the District continues to offer content specific professional development. Teachers, along with department chairs and other administrators, meet by department, building and grade levels to identify specific areas for professional development and to participate in targeted activities.

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

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**Effectiveness of Implementation**

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

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

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

Under this variance, evaluators will utilize the same rubric and observation practices that have been implemented in previous years, unless otherwise noted in this application. A primary difference in practice is the reduction in the number of observations conducted for teachers, with the caveat that the evaluator may choose to observe probationary teachers up to 4 times, as per the currently approved APPR plan. To ensure that this reduced observation process is effective, evaluators will meet with the human resources administration to review each probationary teacher. At this meeting, determinations can be made regarding the need to conduct additional observations, either formal or informal, to enhance the evaluators' ability to obtain a more comprehensive measure of teacher performance. Evaluators also have access to teacher observation results from previous years and are able to compare previous performance with the ratings achieved within this revised evaluation process. Further, the District will collect student diagnostic data from formative and summative assessments and use this data as another measure in determining if the implementation of the revised evaluation process is effective, as student performance data should correlate with teacher effectiveness as measured by the APPR observation process.

In addition, during monthly leadership meetings, evaluators will have opportunities to discuss the efficacy of the evaluation process, to share best practices to support consistency in evaluation practices across the district, and to identify creative solutions to concerns that may arise regarding the effectiveness of the revised evaluation process. Lead evaluators will provide a schedule to the Superintendent that demonstrates when and how many observations they have completed based on the requested variance. As the observations are completed, central office administrators will be reviewing the results to determine if they are similar to the previous years' observations results and to identify concerning patterns in evaluation practices, if any. The District will consider the information gleaned from the comparisons of student performance data with observation results, teacher performance data over time, evaluator feedback and input from Union leadership to inform revision to future implementation, as deemed appropriate. These revisions may include a deeper analysis of evaluation practices, additional evaluator training, ongoing communication between teacher and evaluators to ensure a common understanding of expectations in the classroom, targeted professional development, and a consideration to revise the APPR plan to ensure it is effective in measuring teacher performance.

**Observation Assurances**

**Please check each of the boxes below as applicable to all teachers included in this teacher observation variance request.**

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



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

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**Category and Overall Ratings**

For guidance on APPR scoring, see NYSED APPR Guidance.

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

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

**Variance Request**

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

*Any teachers not covered by this variance request*

**Please make the appropriate selection below.**

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

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

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**Additional Requirements for Teachers**

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

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

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

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

**Variance Request**

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

*Any teachers not covered by this variance request*

**Choose the appropriate response below.**

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

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

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**Required Student Performance Subcomponent**

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

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

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

*This requirement*

*must be met through*

*currently approved APPR plan will apply.*

**Variance Request**

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

*Any principals not covered by this variance request*

**Choose the appropriate response below.**

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

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

Task 8. PRINCIPALS: Optional Student Performance - Variance Request

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Page Last Modified: 01/12/2021

**Variance Request**

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

*Any principals not covered by this variance request*

**Please make the appropriate selection below.**

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

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

**Task 9. PRINCIPALS: School Visits - Variance Request**

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Page Last Modified: 01/12/2021

**Variance Request**

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

*Any principals not covered by this variance request*

**Please make the appropriate selection below.**

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

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

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Page Last Modified: 01/14/2021

**Applicable Principals**

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

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

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

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

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

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

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

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

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Page Last Modified: 01/14/2021

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

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

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

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

Page Last Modified: 01/14/2021

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

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

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

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

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

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

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

Tenured principals



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

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

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Page Last Modified: 01/12/2021

**Required Subcomponent 1: School Visits by Superintendent or Other Trained Administrators**At least one school visit must be conducted by the superintendent or another trained administrator.

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

Probationary Principals

Indicate the minimum number of unannounced and announced school visit by the superintendent or other trained administrators, as well as the method of school visit, in the table below.

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

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

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

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

Page Last Modified: 01/14/2021

**Required Subcomponent 2: School Visits by Impartial Independent Trained Evaluator(s)****Independent Evaluator Assurances****Please check all of the boxes below.**

- ☒ Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the principal(s) they are evaluating.
- ☒ Assure that independent evaluator(s) will be trained and selected by the LEA.

**Number and Method of School Visit**

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

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

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

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

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

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

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Page Last Modified: 01/27/2021

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

Due to the COVID19 pandemic and the constant rate of flux that the district buildings are experiencing, the district and the union have agreed to streamline the school visitation process for the 2020-2021 school year in order to focus additional time and energy on professional development related to enhancing the pedagogy of administrators, to build leadership capacity, and to support the pedagogy of educators in the in-person, virtual and remote instructional models.

Reducing the number of visitations to one announced visitation for tenured principals and one announced and up to two unannounced visitations for probationary principals will provide administrators with additional time to focus on the professional learning opportunities needed to enhance the collaborative and collegial environments within their buildings during the pandemic. This reduction will also provide additional opportunities to focus on assessing the need for targeted professional development to ensure educators receive the support and leadership required to ensure instructional practices are effective and rigorous within the virtual and hybrid platforms.

Due to the health and safety concerns related to the COVID19 pandemic, the parties are requesting an independent evaluator waiver to minimize the commingling of multiple District administrators across the many buildings within the District.

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

The approved District APPR plan requires Tenured principals to receive 1 announced and 1 unannounced visitation and Probationary principals to receive 1 announced and 2 unannounced visitations. The District is requesting a reduction in visitations such that Tenured principals receive 1 announced visitation and Probationary principals receive 1 announced visitation with a minimum of one and maximum of two unannounced visitations. The district will continue to use the MPPR rubric.

All subcomponents of Domains 1-4 of the MPPR rubric have been negotiated as observable. Domains 1 through 4 are weighted equally. For each school visit, all observed subcomponents are weighted equally and averaged to create a final score for that particular school visit.

Tenured principals will receive 1 announced school visitation, and the score for that visitation will comprise 100% of the principal's overall score for the School Visitation portion of the final evaluation.

Probationary principals will receive 1 Announced visit with a minimum of 1 and maximum of 2 unannounced visits. For each school visit, all observed subcomponents are weighted equally and averaged to create a final score for that particular school visit. The Announced visit will comprise 90% of the probationary principal's overall score for the school visitation portion of the final evaluation. If only 1 unannounced visit is conducted, it will comprise 10% of the probationary principal's overall score for the school visitation portion of the final evaluation. If 2 unannounced visits are conducted, they will be weighted equally and their calculated average will comprise 10% of the probationary principal's overall score for the school visitation portion of the final evaluation.

The district will ensure that all subcomponents designated as observable will be observed at least once across the school visit cycle.

In addition to the formal visitations, evaluators will be able to informally assess principal effectiveness through informal visits, participation in monthly administrative meetings, individual meetings with principals, review of teacher and student performance data, and through professional interactions with principals on district or building based initiatives.

The District is also requesting a waiver of the independent evaluator requirement. Instead of using an independent evaluator for the school visit category, the District is seeking to have the school visits conducted by lead evaluators and other trained administrators for the 2020-2021 school year. The independent evaluator waiver will assist the District with achieving the goal of minimizing the commingling of administrators across buildings and will help to reduce the spread of COVID19 and contain any resulting quarantines.

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

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**Rigor**

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

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

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

Rigor will be achieved and maintained by ensuring that evidence-based observation practices continue to be utilized to appraise the observable Domains/ISLLC standards. All evaluators will participate in evaluator training to ensure effective and rigorous evaluation practices and to calibrate scoring for inter-rater reliability.

As the number of visits will be reduced for tenured principals and may be reduced for probationary principals, evaluators will consider the principals' previous evaluations to compare previous ratings with those acquired this school year. This comparison will be used to consider if the current visitation evaluation findings are consistent with previous performance ratings. Student and teacher performance data will also be reviewed to assist in assessing the degree of rigor of the observation process this year.

If as a result of the reduction in school visitations due to this variance, and after consideration of the above referenced data (principal's previous performance data, student and teacher performance data) the evaluator believes he/she is unable to comprehensively assess the principal's performance, the evaluator will engage in post visitation meetings with the principal. In addition, for probationary principals, the evaluator will conduct a second unannounced school visit. This additional visit will result in the probationary principal receiving 1 announced and 2 unannounced visits, which reflects the number of visitations included in the currently approved APPR plan. Finally, the evaluator will conduct informal visitations that will provide ample opportunities to informally assess the tenured or probationary principal's performance across many measures.

This ongoing formal and informal assessment of principal effectiveness, including information received from principal input, will be used to provide targeted professional development to ensure the principal's receive the support required for maximized performance.

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

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Page Last Modified: 01/27/2021

**Professional Learning**

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

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

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

Based on trends seen across the many school visits, the District will provide professional development to enhance building leadership skills that are crucial in maintaining educational excellence in the in-person, hybrid and virtual instructional models. The District will use administrative team meetings and provide workshops to enhance building leadership skills and to discuss efficacy of practice and opportunities for professional growth. Administrative team meetings will occur, at least monthly, led by members of the executive cabinet. The time will be used to share information and to provide opportunities for principals to have conversations around pedagogy and best leadership practices.

The evidence collected from the school visitations, large group administrative meetings, individual principal meetings, and information gleaned by reviewing previous principal evaluations will allow the district to develop specific, targeted support for administrators and to ensure that building-level expectations are aligned with the expectations and goals at the district-level.

The District offers a continuum of professional development opportunities to support principals in developing effective pedagogical practices while working in a virtual and hybrid platform. The Instructional Technology department offers professional development offerings that include district developed tutorials on supervision in virtual platforms, a full continuum of offerings related to the utilization of ZOOM and G-Suite communication and presentation tools such as Google Meet, Google Calendar, Google Chat, Google Slides, Google Forms, just to name a few. These applications are effective for enhancing communication within and across buildings in our multiple environments. The Instructional Technology Facilitators are available to principals for individual and small group support.

In addition, the District continues to offer other targeted professional development specific to the development of leadership skills. Principals meet regularly amongst themselves and at least monthly with the Executive Cabinet to identify specific areas for professional development and to participate in targeted activities.

In addition, there will be professional development opportunities to enhance the shared understanding of expectations for rubric ratings and consistency across evaluators. Building principals will continue to enhance their leadership skills through participation in targeted professional development opportunities intended to enhance exceptional leadership skills.

**Effectiveness of Implementation**

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

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

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

The District will collect and analyze data from the school visits and from administrative meetings to determine the extent to which building leaders are furthering the instructional goals of each building. Building leaders will be supported in working with their faculty and staff to analyze and use formative and summative assessments to inform the needs of their buildings in order to develop short term and long term goals on the individual and macro levels. Throughout the school year, information from school visits, student performance data, evidence of professional development and data on supporting the school community at-large will be reviewed in building and district-level meetings. These meetings will identify strengths and areas in need of improvement as well as action steps to help teachers and principals develop professionally.

Throughout the remainder of the 2020-2021 school year, monthly meetings with the Executive Cabinet, the District's senior administrative team and union leadership will be held to review what has been most valuable in this process and what areas may still need to be improved upon moving forward. Additionally, the District will create and distribute Google Forms for the principals to provide feedback on the implementation process in this variance request. The Executive Cabinet will meet monthly to analyze and discuss the results in order to better assess the effectiveness of the implementation and determine the types of revisions needed moving forward.

**Principal School Visit Assurances**

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

Task 9. PRINCIPALS: School Visits - Variance Details & Assurances

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Page Last Modified: 01/27/2021

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

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

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

Task 10. PRINCIPALS: Overall Scoring - Variance Request

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Page Last Modified: 01/12/2021

**Variance Request**

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

*Any principals not covered by this variance request*

**Please make the appropriate selection below.**

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

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

Task 11. PRINCIPALS: Additional Requirements - Variance Request

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Page Last Modified: 01/12/2021

**Variance Request**

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

*Any principals not covered by this variance request*

**Choose the appropriate response below.**

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



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

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Page Last Modified: 02/08/2021

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

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

**Instructional Model**

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

**Variance Duration**

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

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

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

- ☒ 2020-21

**Upload APPR Variance Certification Form**

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

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

Signed APPR.pdf  
attachment 1 1.pdf



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

Assurances: Please check the boxes below

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

**Signatures, dates**

Superintendent Signature:

Date:

*Alex Marrero*

February 5, 2021, 4:00PM

Superintendent Name (print):

Alex Marrero

Teachers Union President Signature:

Date:

*Mary Claire Breslin*

1/29/2021 10:02 a.m.

Teachers Union President Name (print):

Mary Claire Breslin

1/29/2021 10:02 a.m.

Administrative Union President Signature:

Date:

*Melissa A. Passarelli*

1/29/2021 12:20 pm

Administrative Union President Name (print):

Melissa A. Passarelli

1/29/2021 12:20 pm

Board of Education President Signature:

Date:

*Rachel Reikin*

2/5/2021 1:00 pm

Board of Education President Name (print):

Rachel Reikin

2/5/2021 1:00 pm





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

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February 5, 2018

**Revised**

Dr. Brian G. Osborne, Superintendent  
New Rochelle City School District  
1515 North Avenue  
New Rochelle, New York 10801

Dear Superintendent Osborne:

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

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

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

Thank you again for your hard work.

Sincerely,

  
MaryEllen Elia  
Commissioner

Attachment

c: Harold G. Coles

**NOTE:**

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

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

**Annual Professional Performance Review - Education Law §3012-d****Task 1. General Information - Tasks 1.1, 1.2**

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Page Last Modified: 12/08/2017

**Task 1) Disclaimers**

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

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

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

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

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

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

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

**1.2) Submission Status**

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

Submission of material changes to an APPR plan approved pursuant to Education Law §3012-d

**Annual Professional Performance Review - Education Law §3012-d****Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.1 (Assurances), 2.2 (4-8 ELA/Math)**

Page Last Modified: 11/16/2017

**Task 2) Original Required Student Performance Subcomponent**

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

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

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

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

**2.1) Assurances**

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

**Please check the boxes below.**

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

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

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

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

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

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

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	<b>Grade 5 ELA</b>	<b>Grade 5 Math</b>
State Assessment	Grade 5 ELA	Grade 5 Math

	<b>Grade 6 ELA</b>	<b>Grade 6 Math</b>
State Assessment	Grade 6 ELA	Grade 6 Math

	<b>Grade 7 ELA</b>	<b>Grade 7 Math</b>
State or Regents Assessment(s)	Grade 7 ELA	Grade 7 Math

	<b>Grade 8 ELA</b>	<b>Grade 8 Math</b>
State or Regents Assessment(s)	Grade 8 ELA	Grade 8 Math

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

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**2.3) Grade 3 ELA and Math: Assessments (Original)****STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams**

For guidance on SLOs, see NYSED SLO Guidance.

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

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

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

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

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

**2.4) Grades 4 and 8 Science: Assessments (Original)****STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams**

For guidance on SLOs, see NYSED SLO Guidance.

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

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

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

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

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



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

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

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

For guidance on SLOs, see NYSED SLO Guidance.

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

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

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

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

	<b>Global 2</b>	<b>US History</b>
Regents Assessment	Global 2 Regents	US History Regents

	<b>Living Environment</b>	<b>Earth Science</b>	<b>Chemistry</b>	<b>Physics</b>
Regents Assessment	Living Environment Regents	Earth Science Regents	Chemistry Regents	Physics Regents

	<b>Algebra I</b>	<b>Geometry</b>	<b>Algebra II/Trigonometry</b>
Regents Assessment(s)	Algebra I Regents	Geometry Regents	Algebra II Regents

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

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

**STUDENT LEARNING OBJECTIVES: High School English Language Arts**

For guidance on SLOs, see NYSED SLO Guidance.

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:**

- The New York State ELA Regents assessment is required in at least one year of high school English Language Arts with a teacher-specific measure in the grade-level ELA course that ends in the ELA Regents assessment.

*For grade levels where the Regents exam is not administered:*

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- School- or program-wide, group, team, or linked results; or district- or BOCES-wide results with:
- The New York State ELA Regents assessment;
- Any other State assessment(s);
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments; or
- Teacher-specific results with assessment(s) approved for the specific course and grade level that are:
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments.

**Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed. Please do not select "All Regents given in the building/district" in addition to individual Regents exams.**

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
9 ELA	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> US History Regents		
10 ELA	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> US History Regents		
11 ELA	Teacher-specific results	<input checked="" type="checkbox"/> ELA Regents		
12 ELA	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> US History Regents		

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**2.7) Grades K-2 ELA and Math: Measures and Assessments (Original)****STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams**

For guidance on SLOs, see NYSED SLO Guidance.

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 grades K-2 ELA/math, district-determined assessments from options below may be used as evidence of student learning within the SLO:**

- School- or program-wide, group, team, or linked results; or district- or BOCES-wide results with:
- State assessment(s);
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments; or
- Teacher-specific results with assessment(s) approved for the specific course and grade level that are:
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments.

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

	<b>Measure</b>	<b>State or Regents Assessment(s)</b>	<b>Locally-Developed Course-Specific Assessment(s)</b>	<b>Third Party Assessment(s)</b>
K ELA	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> US History Regents		
K Math	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> US History Regents		
1 ELA	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> US History Regents		
1 Math	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> US History Regents		
2 ELA	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> US History Regents		
2 Math	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> US History Regents		

**Annual Professional Performance Review - Education Law §3012-d****Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.8 (6-8 SCI/SS) 2.9 (Global 1)**

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**2.8) Grades 6-7 Science and Grades 6-8 Social Studies: Measures and Assessments (Original)****STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams**

For guidance on SLOs, see NYSED SLO Guidance.

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 grades 6-7 science and grades 6-8 social studies, district-determined assessments from options below may be used as evidence of student learning within the SLO:**

- School- or program-wide, group, team, or linked results; or district- or BOCES-wide results with:
- State assessment(s);
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments; or
- Teacher-specific results with assessment(s) approved for the specific course and grade level that are:
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments.

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

	<b>Measure</b>	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
6 Science	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> US History Regents		
7 Science	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> US History Regents		
6 Social Studies	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> US History Regents		
7 Social Studies	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> US History Regents		
8 Social Studies	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> US History Regents		

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

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

**STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams**

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For guidance on SLOs, see NYSED SLO Guidance.

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 Global Studies 1, district-determined assessments from options below may be used as evidence of student learning within the SLO:**

- School- or program-wide, group, team, or linked results; or district- or BOCES-wide results with:
- The New York State Global 2 Regents assessment;
- Any other State assessment(s);
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments; or
- Teacher-specific results with assessment(s) approved for the specific course and grade level that are:
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments.

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

	<b>Measure</b>	<b>State or Regents Assessment(s)</b>	<b>Locally-Developed Course-Specific Assessment(s)</b>	<b>Third Party Assessment(s)</b>
Global 1	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> US History Regents		

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**2.10) All Other Courses (Original)****STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams**

For guidance on SLOs, see NYSED SLO Guidance.

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 courses that end in a State or Regents assessment:**

- The State or Regents assessment must be used as the evidence of student learning within the SLO for students taking such assessments.

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

- School- or program-wide, group, team, or linked results; or district- or BOCES-wide results with:
- State assessment(s);
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments; or
- Teacher-specific results with assessment(s) approved for the specific course and grade level that are:
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments.

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

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

Follow the examples below to list other courses.

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

**To add additional courses, click "Add Row".**

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	12	All courses not named above	District- or BOCES-wide	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> ELA Regents		

**Annual Professional Performance Review - Education Law §3012-d****Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14**

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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)
			results	<input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> US History Regents		

**2.11) HEDI Scoring Bands**

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

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

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

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

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

**2.13) Assurances**

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

**Please check the boxes below.**

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

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

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

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

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

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



**Annual Professional Performance Review - Education Law §3012-d****Task 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 or guidance on the use of alternate SLOs during the transition period, see NYSED APPR Guidance.

**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. If all other courses listed in Original Task 2.10 are using Alternate SLOs, and such Alternate SLOs will be based on the same measures and assessments, please select "Other Courses as listed in Original Task 2.10" in the Applicable Course(s) column.

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

**2.11) HEDI Scoring Bands**

Highly Effective			Effective			Developing		Ineffective												
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.

**Annual Professional Performance Review - Education Law §3012-d**

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

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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 - Education Law §3012-d****Task 3.1. Optional Subcomponent Use (Teachers) - Task 3.1 (Subcomponent Use and Weighting)**

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**Task 3) Optional Student Performance Subcomponent**

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

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

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

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

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

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

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

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

**Annual Professional Performance Review - Education Law §3012-d****Task 4. Teacher Observation Category - Tasks 4.1-4.6**

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For guidance on the Teacher Observation category, see NYSED APPR Guidance.

**4.1) Teacher Practice Rubric**

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

Rubric Name	<b>If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.</b>
Danielson's Framework for Teaching (2013 Revised Edition)	(No Response)

**4.2) Assurances**

**Please check all of the boxes below.**

- ☒ Assure that all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations.
- ☒ Assure that the process for assigning points for the Teacher Observation category will be in compliance with the locally-determined subcomponent weights and overall Observation category score and rating based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents.
- ☒ Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district/BOCES, provided that districts/BOCES may locally determine whether to use different rubrics for teachers who teach different grades and/or subjects during the school year as indicated in Task 4.1 above.
- ☒ Assure that the same rubric(s) is used for all observations of a classroom teacher across the observation types in a given school year.

**4.3) Process for Weighting Rubric Domains/Subcomponents**

For guidance on the Teacher Observation category, see NYSED APPR Guidance.

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

All observable components will be weighted equally and averaged.

**4.4) Calculating Observation Ratings****Assurances**

**Please check each of the boxes below.**

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

**Please also check each of the following boxes.**

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

**Annual Professional Performance Review - Education Law §3012-d**

## Task 4. Teacher Observation Category - Tasks 4.1-4.6

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## Teacher Observation Scoring Bands

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

**HEDI Ranges**

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

**4.5) Teacher Observation Subcomponent Weighting****Required Subcomponents:**

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

**Optional Subcomponent:**

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

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

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

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

**Annual Professional Performance Review - Education Law §3012-d****Task 4. Teacher Observation Category - Tasks 4.1-4.6**

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

**4.6) Assurances****Please check all of the boxes below.**

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

**4.7) Number and Method of Observations**

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

***Tenured Teachers***

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

***Probationary Teachers***

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

**Annual Professional Performance Review - Education Law §3012-d****Task 5. Overall Scoring (Teachers) - Tasks 5.1-5.3**

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For guidance on APPR scoring, see NYSED APPR Guidance.

**5.1) Scoring Ranges****Student Performance Category**

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

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

**Teacher Observation**

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

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

**5.2) Scoring Matrix for the Overall Rating**

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

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

**5.3) Assurances****Please check all of the boxes below.**

- ☒ Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.
- ☒ Assure that it is possible to obtain a zero in each subcomponent.
- ☒ Assure the overall rating determination for a teacher shall be determined according to the evaluation matrix.
- ☒ Assure that a student will not be instructed, for two consecutive school years, by any two teachers of the same subject in the same school district, each of whom received an Ineffective rating 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 a Department-approved waiver from this requirement.

**Annual Professional Performance Review - Education Law §3012-d****Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9**

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

**6.1) Assurances: Teacher Improvement Plans****Please check each of the boxes below.**

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

**6.2) Attachment: Teacher Improvement Plan Forms**

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

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

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

APPR TIP Template FINAL REV 2016.pdf

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

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

**6.4) Appeals**

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

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



**Annual Professional Performance Review - Education Law §3012-d****Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9**

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

**Appeals of Annual Professional Performance Reviews**

All appeals will be done in a manner that is timely and expeditious consistent with Education Law 3012 - d. The following procedure is the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher's annual professional performance review ("APPR").

To the extent that a teacher wishes to file an appeal, the following appeals procedure is established:

**1. Appeals will be limited to the following situations:**

- a. Any teacher may appeal only an ineffective APPR composite rating;
- b. Any teacher may appeal a teacher improvement plan if and only if the plan was generated as the result of an ineffective or developing composite rating.

**2. The scope of any appeal will be limited to the following subjects:**

- a. The substance of the individual's annual professional performance review;
- b. The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-d;
- c. The adherence to the Commissioner's regulations, as applicable to such reviews;
- d. Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews or teacher improvement plans, or;
- e. The District's issuance and/or implementation of the terms of the teacher improvement plan under Education Law 3012-d in connection with an ineffective or developing rating.

3. 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.

4. The following timelines will be strictly adhered to unless extended by mutual agreement. In no case will this extension not be timely and expeditious in accordance with Education Law 3012d. Failure of the petitioner to meet a timeline will nullify the appeal; failure of the respondent to meet a timeline will allow movement of the appeal to the next level.

**Level 1 - Evaluator**

- a. (Informal) Following a qualifying event, as defined in Sections 1 and 2, above, the teacher shall be encouraged and shall be entitled to schedule a follow up meeting to informally discuss with the evaluator any and all related issues.
- b. (Formal) Any appeal must be submitted to the evaluator in writing no later than thirty (30) calendar days from the date when the teacher receives his/her annual professional performance review. APPR's mailed to a teacher during the summer recess will be sent via certified mail. If a teacher is challenging the issuance or implementation of a teacher improvement plan, the appeal must be submitted in writing within fifteen (15) school days of issuance or of the time when the teacher knew of an alleged implementation breach of such plan.
- c. When filing an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.
- d. Within ten (10) school days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must submit a detailed written decision to the appeal. Along with the decision, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the decision. Any supporting documentation or information not submitted or noted at the time the decision is issued shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal, and the Federation of United School Employees ("FUSE"), and the Superintendent or Designee, shall receive copies of the decision and any and all additional information submitted with the decision. The decision of the evaluator is final and binding unless the teacher initiating the appeal wishes to appeal the decision to Level 2.

**Level 2 - Panel**

- a. Within five (5) calendar days of receipt of the Level 1 determination, if a teacher is not satisfied with such determination, the teacher must notify the Superintendent, in writing of teacher's intent to appeal to Level 2. The teacher must then, within fifteen (15) calendar days, submit the appeal to a panel comprised of one teacher (active/retired) representative chosen by the FUSE, and one representative chosen by the district, and one panel member mutually agreed upon by the district and the FUSE. The panel will be constituted within (10) calendar days of the submission of the appeal. The panel will be provided the entire appeals record. The aforementioned fifteen (15) calendar days shall not commence until the teacher has received written notice that the three member panel has been constituted.
- b. All members of the panel will be trained as evaluators. The panel will not include the teacher whose evaluation is before the panel.
- c. Within five (5) school days of receipt of the teacher's appeal, the panel will jointly conduct a paper review and deliberation of the matter, and will issue a written decision to the teacher, the FUSE, and the Superintendent of Schools or designee. Whether the appeal is denied, sustained, or modified, such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised

**Annual Professional Performance Review - Education Law §3012-d****Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9**

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in the appeal. This panel's decision will be final and binding for all appeals unless the teacher initiating the appeal wishes to appeal the decision to Level 3.

**Level 3 - Superintendent or Designee**

- a. If a teacher wishes to appeal the decision to Level 3, the teacher, shall notify the Superintendent in writing, within five (5) days of receipt of the Level 2 panel's decision.
- b. Within five (5) school days of receipt of the teacher's notice of intent to appeal to Level 3, the Superintendent of Schools or designee will give due consideration to the Level 2 Panel's decision and will issue a final and binding decision, in writing, to the appellant. The decision may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the decision will be included with the decision. The decision of the Superintendent or designee is final and binding.
- c. The Superintendent's designee cannot be the original evaluator.
- d. The entire appeals record will be part of the teacher's APPR.
- e. This appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving any and all appeals. A teacher may not resort to any other contractual grievance procedure for the resolution of these appeals, except as otherwise authorized by law.
- f. Nothing in this section shall be construed to alter or diminish the authority of the governing body of a district to grant or deny tenure to or terminate probationary teachers or probationary building principals during the pendency of an appeal pursuant to this section of statutorily and constitutionally permissible reasons, including the teacher's/principal's performance that is the subject of the appeal.

**6.5) Assurance: Evaluators**

Please check the box below.

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

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

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

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

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

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 administrative personnel with prior training on the State's APPR or another entity that has expertise on the State's APPR law and regulations. Training will consist of a minimum of one school day 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 summative evaluation.

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

**6.7) Assurances: Teacher Evaluation**

**Annual Professional Performance Review - Education Law §3012-d****Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9**

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**Please check all of the boxes below.**

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

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

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

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

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

**Annual Professional Performance Review - Education Law §3012-d****Task 7. Original Student Performance - Required (Principals) - Original Task 7.1 (State-Provided Growth Measures)**

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**Task 7) Original Required Student Performance Subcomponent**

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

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

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

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

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

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 for which there is a State growth model (e.g., K-5, K-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, please use Task 7.2.

For the 2015-16 through 2018-19 school years, principals of buildings or programs that include all of grades 9-12 who receive State-provided growth scores based on Regents assessments set back-up SLOs based on Regents assessments.

For the 2019-20 school year and thereafter, for those principals who would typically receive a State-provided growth score, the district/BOCES must also include a back-up SLO in the event that there are not enough students, not enough scores, or data issues that prevent a State-provided growth score from being calculated for that principal. Principals of buildings or programs that include all of grades 9-12 who receive State-provided growth scores based on Regents assessments should continue to set back-up SLOs based on Regents assessments in the 2019-20 school year and thereafter.

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

**For each grade configuration indicate the following:**

**Column 1: lowest grade that corresponds to the building or program**

**Column 2: highest grade that corresponds to the building or program**

**Column 3: assessment(s) used**

*Follow the examples below.*

	(1) lowest grade	(2) highest grade	(3) assessment(s)
Grades K-6 Building	K	6	NYS Grade 4 ELA, NYS Grade 5 ELA, NYS Grade 6 ELA, NYS Grade 4 Math, NYS Grade 5 Math, NYS Grade 6 Math
Grades 7-12 Building	7	12	Grade 7 ELA, Grade 7 Math, Grade 8 ELA, Grade 8 Math, All applicable Regents assessments which are used to generate the principal's State-provided growth score

**Annual Professional Performance Review - Education Law §3012-d**

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

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

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

**7.1) Assurances**

Please check the boxes below.

- ☒ Assure that the growth score provided by NYSED will be used, where required.
- ☒ Assure that, for principals of buildings that do not include all of grades 9-12, starting in the 2019-20 school year, back-up SLOs will be set by the superintendent or another trained administrator in the event that a State-provided growth score cannot be generated for that principal and that principals of buildings that include all of grades 9-12 will have back-up SLOs set by the superintendent or another trained administrator in all school years.
- ☒ Assure that, during the 2015-16 through 2018-19 school years, the results of the NYS Grades 3-8 ELA/Math assessments and State-provided growth scores will continue to be used to calculate an original score and rating for advisory purposes only.

**Annual Professional Performance Review - Education Law §3012-d****Task 7. Original Student Performance - Required (Principals) - Original Tasks 7.2 (SLOs), 7.3-7.6**

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**7.2) Student Learning Objectives (Original)**

For guidance on SLOs, see NYSED SLO Guidance.

**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 following rules:**

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

**For each grade configuration indicate the following:**

**Column 1: lowest grade that corresponds to the building or program**

**Column 2: highest grade that corresponds to the building or program**

**Column 3: measure used**

**Column 4: assessment(s) used**

*Follow the examples below.*

	(1) lowest grade	(2) highest grade	(3) measure	(4) assessment(s)
Grades K-2 Building	K	2	District- or BOCES-wide results	ELARegents, Algebra IRegents, Living EnvironmentRegents, Global 2Regents, US HistoryRegents
Grades 11-12 Building	11	12	Principal-specificresults	ELARegents, US HistoryRegents

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

Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	2	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> US History Regents		

**7.3) HEDI Scoring Bands**

**Annual Professional Performance Review - Education Law §3012-d****Task 7. Original Student Performance - Required (Principals) - Original Tasks 7.2 (SLOs), 7.3-7.6**

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

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

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

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

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

**7.5) Assurances**

Please check all of the boxes below.

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

**7.6) Student Performance Subcomponent Weighting**

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

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

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

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

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

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance and guidance on the use of alternate SLOs during the transition period.

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	ELA Regents, Algebra I Regents, Living Environment Regents, Global 2 Regents, US History Regents
Grades 11-12 Building	11	12	Principal-specific results	ELA Regents, US History Regents

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

Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	5	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I		



**Annual Professional Performance Review - Education Law §3012-d**

## 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)
			<input type="checkbox"/> Regents <input checked="" type="checkbox"/> US History <input type="checkbox"/> Regents		
6	8	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> US History Regents		

**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.

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 - Education Law §3012-d****Task 8.1. Optional Subcomponent Use (Principals) - Task 8.1 (Subcomponent Use and Weighting)**

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**Task 8) Optional Student Performance Subcomponent**

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

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

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

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

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

**8.1) Use of the Optional Subcomponent for Student Performance Measures**

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

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

**Annual Professional Performance Review - Education Law §3012-d****Task 9. Principal School Visit Category - Tasks 9.1-9.6**

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For guidance on the Principal School Visit category, see NYSED APPR Guidance.

**9.1) Principal Practice Rubric**

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

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

**9.2) Assurances**

**Please check all of the boxes below.**

- ☒ Assure that all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits.
- ☒ Assure that the process for assigning points for the Principal School Visit category will be in compliance with the locally-determined subcomponent weights and overall School Visit category score and rating based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents.
- ☒ Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district/BOCES, provided that districts/BOCES may locally determine whether to use different rubrics for a principal assigned to different grade level configurations or building types as indicated in Task 9.1 above.
- ☒ Assure that the same rubric(s) is used for all school visits for a principal across the school visit types in a given school year.

**9.3) Process for Weighting Rubric Domains/Subcomponents**

For guidance on the Principal School Visit category, see NYSED APPR Guidance.

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

All observable components will be weighted equally and averaged.

**9.4) Calculating School Visit Ratings****Assurances**

**Please check each of the boxes below.**

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

**Please also check each of the following boxes.**

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

**Annual Professional Performance Review - Education Law §3012-d**

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

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**Principal School Visit Scoring Bands**

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

**HEDI Ranges**

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

**9.5) Principal School Visit Subcomponent Weighting****Required Subcomponents:**

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

**Optional Subcomponent:**

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

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

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

**Annual Professional Performance Review - Education Law §3012-d****Task 9. Principal School Visit Category - Tasks 9.1-9.6**

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

**9.6) Assurances****Please check all of the boxes below.**

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

**9.7) Number of School Visits**

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

***Tenured Principals***

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

***Probationary Principals***

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

**Annual Professional Performance Review - Education Law §3012-d****Task 10. Overall Scoring (Principals) - Tasks 10.1-10.3**

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For guidance on APPR scoring, see NYSED APPR Guidance.

**10.1) Scoring Ranges****Student Performance Category**

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

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

**Principal School Visit Category**

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

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

**10.2) Scoring Matrix for the Overall Rating**

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

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

**10.3) Assurances****Please check all of the boxes below.**

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

**Annual Professional Performance Review - Education Law §3012-d****Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9**

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For guidance on additional requirements for principals, see NYSED APPR Guidance.

**11.1) Assurances: Improvement Plans****Please check each of the boxes below.**

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

**11.2) Attachment: Principal Improvement Plan Forms**

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

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

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

New Rochelle APPR Plan PIP.pdf

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

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

**11.4) Appeals**

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

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

**Annual Professional Performance Review - Education Law §3012-d****Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9**

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

A. The first part of the appeal to the Superintendent for an ineffective or developing evaluation or a PIP shall consist of a review of the appeal by an Appeals Committee. The appeal must be submitted to the Appeals Committee within fourteen (14) business days after delivery of the final evaluation or PIP to the principal or else the right to appeal shall be deemed waived in all regards. This time frame will be timely and expeditious in accordance with Education Law 3012-d and Subpart 30-3. This period shall be tolled for any days during the saidfourteen day period that the principal is on vacation; the tolling will not exceed 15 vacation days. In the case of a PIP appeal, there shall be a second fourteen business day period for PIP appeal following the end date of the PIP, and in the event that an appeal is not timely filed by the fourteenth calendar day following the end date of the PIP, the right to such an appeal shall be deemed waived in all regards. This period shall be tolled for any days during the said fourteen day period that the principal is on vacation; the tolling will not exceed 15 vacation days. Appeals will be based on those grounds enumerated in Education Law section 3012-d and Subpart 30-3. The committee shall be comprised of the following members: • A and S President • Grievance Chair or designee orESAAadministrative member not employed by the school district, but one who is not a lawyer• A central office administrator (Superintendent of Schools, Associate Superintendent, Assistant Superintendent for Curriculum and Instruction, Assistant Superintendent forHuman Resources only) who is not part of the bargaining unit selected by the Superintendent of Schools (other than the original evaluator). Upon the selection of committee members, those who have not previously been trained in the appeals process by the District shall immediately be provided with such training. The Appeals Committee shall conduct its proceedings confidentially and make a written recommendation to the Superintendent of Schools within five (5) business days of receipt of the appeal. This time frame will be timely and expeditious in accordance with Education Law 3012-d and Subpart 30-3.

B. The recommendation of the Appeals Committee shall not be revealed to any party other than the Superintendent of Schools, who following review of said recommendation, shall issue his or her written decision within five (5) business days of receipt of the Appeal Committee's recommendation. The decision of the Superintendent shall be final and binding and shall not be subject to review at arbitration, before any administrative agency, or in any court of law. If the decision is not made within the time frames the appeal is deemed sustained.

C. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-dof the Education Law. Further, a principal who is placed on a Principal Improvement Plan (PIP) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-dof the Education Law.

**11.5) Assurance: Evaluators****Please check the box below.**

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

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

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

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



**Annual Professional Performance Review - Education Law §3012-d****Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9**

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

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 administrative personnel with prior training on the State's APPR or another entity that has expertise on the State's APPR law and regulations. Training will consist of a minimum of one school day 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 summative evaluation.

All evaluators including lead evaluators will be retrained and re-certified annually by the Board of Education.

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

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

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

**Annual Professional Performance Review - Education Law §3012-d**Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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Page Last Modified: 01/09/2018

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

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

**Annual Professional Performance Review - Education Law §3012-d**

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

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Page Last Modified: 01/30/2018

**Task 12) Upload APPR District Certification Form**

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

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

District Certification Form - New Rochelle - Dec 1, 2016.pdf

New Rochelle\_SIGNED\_APPR MATERIAL CHANGE\_CERT FORM\_1-30-18.pdf

**ANNUAL PROFESSIONAL PERFORMANCE REVIEW**  
**SCHOOL YEAR**  
**TEACHER IMPROVEMENT PLAN**



Teacher Name:

Position:

School:

Evaluator:

Position:

Date of Ineffective or Developing Assessment: Date

Date Improvement Plan Commences: Date

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Areas in need of improvement:

Expectations to demonstrate improvement:

Recommended resources and activities to help the teacher's performance improve:

Assessment of the evidence to determine if expected improvement occurred:

Timeline to demonstrate improvement:

Summative Assessment:

Staff Member Signature \_\_\_\_\_

Date \_\_\_\_\_

Administrator Signature \_\_\_\_\_

Date \_\_\_\_\_



CITY SCHOOL DISTRICT OF NEW ROCHELLE

PRINCIPAL IMPROVEMENT PLAN

Name: \_\_\_\_\_

School: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Position: \_\_\_\_\_

Date of Ineffective or Developing Rating: \_\_\_\_\_ Date Improvement Plan Commences: \_\_\_\_\_

Areas in need of improvement:

Expectations to demonstrate improvement:

Recommended resources and activities to help the principal's performance improve:

Assessment of the evidence to determine if expected improvement occurred:

Timeline to demonstrate improvement:

Summative Assessment:

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

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

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

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

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

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

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

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

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

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

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

### Signatures, dates

Superintendent Signature:

Date:

Brian Osborne 1/30/2018

Superintendent Name (print):

Brian Osborne 1/30/2018

Teachers Union President Signature:

Date:

Martin Daly 1/30/2018

Teachers Union President Name (print):

MARTIN DALY 1/30/2018

Administrative Union President Signature:

Date:

Joseph Starvaggi 1/30/18

Administrative Union President Name (print):

JOSEPH STARVAGGI 1/30/18

Board of Education President Signature:

Date:

Rachel Reikin 1/30/18

Board of Education President Name (print):

Rachel Reikin 1/30/18