Revised

Dr. Thomas Putnam, Superintendent
Penfield Central School District
P.O. Box 900
Penfield, NY 14526

Dear Superintendent Putnam:

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

Only documents that are incorporated by reference in your APPR have been reviewed and are considered as part of your APPR; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR but are not incorporated by reference in your APPR have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your APPR plan and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan and/or require corrective action.
Task 1) Disclaimers

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

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

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

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

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

1.1) Assurances

Please check all of the boxes below

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

1.2) Submission Status

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

First-time submission under Education Law §3012-d
Task 2) Original Required Student Performance Subcomponent

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

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

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

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

2.1) Assurances

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

Please check the boxes below.

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

☑ Assure that, starting in the 2019-20 school year, back-up SLOs will be set by the superintendent or another trained administrator for all 4-8 ELA and Math teachers in the event that a State-provided growth score cannot be generated for that teacher.

☑ For the 2019-20 school year and thereafter, for any grade/subject that requires a back-up SLO, but for which there are not enough students, not enough scores, or data issues that prevent a teacher-specific SLO from being created, the superintendent or another trained administrator shall develop a school-wide back-up SLO using available State/Regents assessments.

☑ Assure that, during the 2015-16 through 2018-19 school years, the results of the NYS Grades 3-8 ELA/Math assessments and State-provided growth scores will continue to be used to calculate an original score and rating for advisory purposes only.

2.2) Grades 4-8 ELA and Math: Assessments (Original)

STATE-PROVIDED MEASURES OF STUDENT GROWTH

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

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

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

<table>
<thead>
<tr>
<th>State Assessment</th>
<th>Grade 4 ELA</th>
<th>Grade 4 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4 ELA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 4 Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>ELA</td>
<td>Math</td>
</tr>
<tr>
<td>---------</td>
<td>--------------</td>
<td>---------------</td>
</tr>
<tr>
<td>State Assessment</td>
<td>Grade 5 ELA</td>
<td>Grade 5 Math</td>
</tr>
<tr>
<td>Grade 5 ELA</td>
<td>Grade 5 ELA</td>
<td>Grade 5 Math</td>
</tr>
<tr>
<td>Grade 6 ELA</td>
<td>Grade 6 ELA</td>
<td>Grade 6 Math</td>
</tr>
<tr>
<td>Grade 7 ELA</td>
<td>Grade 7 ELA</td>
<td>Grade 7 Math</td>
</tr>
<tr>
<td>Grade 8 ELA</td>
<td>Grade 8 ELA</td>
<td>Grade 8 Math</td>
</tr>
<tr>
<td>State or Regents Assessment(s)</td>
<td>Grade 7 ELA</td>
<td>Grade 7 Math</td>
</tr>
<tr>
<td>State or Regents Assessment(s)</td>
<td>Grade 8 ELA</td>
<td>Grade 8 Math</td>
</tr>
</tbody>
</table>
2.3) Grade 3 ELA and Math: Assessments (Original)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>State or Regents Assessment(s)</th>
<th>Grade 4 Science</th>
<th>Grade 8 Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common branch</td>
<td>Grade 8 Science</td>
<td></td>
</tr>
</tbody>
</table>
2.5) High School Courses Ending in a Regents Exam: Assessments (Original)

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

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

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

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

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

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

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

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

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

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

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

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

STUDENT LEARNING OBJECTIVES: High School English Language Arts

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

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

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

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

For grades where the Regents exam is not used:

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

Using the table below, please select the measure and assessment(s) that will be used for SLOs for the
<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 ELA</td>
<td>Common Core English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Common Core Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Living Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Global 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 ELA</td>
<td>Common Core English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Common Core Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Living Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Global 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 ELA</td>
<td>Common Core English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 ELA</td>
<td>Common Core English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Common Core Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Living Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Global 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>US History</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 2.7) Grades K-2 ELA and Math: Measures and Assessments (Original)

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K ELA</td>
<td>District- or BOCES-wide results</td>
<td>Grade 3 ELA&lt;br&gt;Grade 4 ELA&lt;br&gt;Grade 5 ELA</td>
<td></td>
</tr>
<tr>
<td>K Math</td>
<td>District- or BOCES-wide results</td>
<td>Grade 3 Math&lt;br&gt;Grade 4 Math&lt;br&gt;Grade 5 Math</td>
<td></td>
</tr>
<tr>
<td>1 ELA</td>
<td>District- or BOCES-wide results</td>
<td>Grade 3 ELA&lt;br&gt;Grade 4 ELA&lt;br&gt;Grade 5 ELA</td>
<td></td>
</tr>
<tr>
<td>1 Math</td>
<td>District- or BOCES-wide results</td>
<td>Grade 3 Math&lt;br&gt;Grade 4 Math&lt;br&gt;Grade 5 Math</td>
<td></td>
</tr>
<tr>
<td>2 ELA</td>
<td>District- or BOCES-wide results</td>
<td>Grade 3 ELA&lt;br&gt;Grade 4 ELA&lt;br&gt;Grade 5 ELA</td>
<td></td>
</tr>
<tr>
<td>2 Math</td>
<td>District- or BOCES-wide results</td>
<td>Grade 3 Math&lt;br&gt;Grade 4 Math&lt;br&gt;Grade 5 Math</td>
<td></td>
</tr>
</tbody>
</table>
2.8) Grades 6-7 Science and Grades 6-8 Social Studies: Measures and Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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

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

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

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

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

<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Science</td>
<td>School- or program-wide group, team or linked results</td>
<td>☒ Grade 6 ELA</td>
<td>☒ Grade 7 ELA</td>
</tr>
<tr>
<td>7 Science</td>
<td>School- or program-wide group, team or linked results</td>
<td>☒ Grade 6 ELA</td>
<td>☒ Grade 7 ELA</td>
</tr>
<tr>
<td>6 Social Studies</td>
<td>School- or program-wide group, team or linked results</td>
<td>☒ Grade 6 ELA</td>
<td>☒ Grade 7 ELA</td>
</tr>
<tr>
<td>7 Social Studies</td>
<td>School- or program-wide group, team or linked results</td>
<td>☒ Grade 6 ELA</td>
<td>☒ Grade 7 ELA</td>
</tr>
<tr>
<td>8 Social Studies</td>
<td>School- or program-wide group, team or linked results</td>
<td>☒ Grade 6 ELA</td>
<td>☒ Grade 7 ELA</td>
</tr>
</tbody>
</table>
2.9) Regents Global Studies 1: Measure and Assessment(s) (Original)

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

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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

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

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

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

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

<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global 1</td>
<td>School- or program-wide group, team or linked results</td>
<td>☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History</td>
<td></td>
</tr>
</tbody>
</table>
2.10) All Other Courses (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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

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

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

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

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

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

Follow the examples below to list other courses.

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

To add additional courses, click "Add Row".
<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</th>
<th>Subject</th>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>5</td>
<td>Art</td>
<td>District- or BOCES-wide results</td>
<td>Grade 3 ELA &lt;br&gt; Grade 4 ELA &lt;br&gt; Grade 5 ELA &lt;br&gt; Grade 3 Math &lt;br&gt; Grade 4 Math &lt;br&gt; Grade 5 Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>5</td>
<td>Music</td>
<td>District- or BOCES-wide results</td>
<td>Grade 3 ELA &lt;br&gt; Grade 4 ELA &lt;br&gt; Grade 5 ELA &lt;br&gt; Grade 3 Math &lt;br&gt; Grade 4 Math &lt;br&gt; Grade 5 Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>5</td>
<td>Physical Education</td>
<td>District- or BOCES-wide results</td>
<td>Grade 3 ELA &lt;br&gt; Grade 4 ELA &lt;br&gt; Grade 5 ELA &lt;br&gt; Grade 3 Math &lt;br&gt; Grade 4 Math &lt;br&gt; Grade 5 Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>5</td>
<td>AIS/RTI</td>
<td>District- or BOCES-wide results</td>
<td>Grade 3 ELA &lt;br&gt; Grade 4 ELA &lt;br&gt; Grade 5 ELA &lt;br&gt; Grade 3 Math &lt;br&gt; Grade 4 Math &lt;br&gt; Grade 5 Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>5</td>
<td>ELL</td>
<td>Teacher-specific results</td>
<td></td>
<td>NYSESLAT</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>Art</td>
<td>School- or program-wide group, team, or linked results</td>
<td>Grade 6 ELA &lt;br&gt; Grade 7 ELA &lt;br&gt; Grade 8 ELA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>Family and Consumer Science</td>
<td>School- or program-wide group, team, or linked results</td>
<td>Grade 6 ELA &lt;br&gt; Grade 7 ELA &lt;br&gt; Grade 8 ELA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>Business</td>
<td>School- or program-wide group, team, or linked results</td>
<td>Grade 6 ELA &lt;br&gt; Grade 7 ELA &lt;br&gt; Grade 8 ELA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>AIS/RTI</td>
<td>School- or program-wide</td>
<td>Grade 6 ELA &lt;br&gt; Grade 7 ELA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Subject</td>
<td>Type</td>
<td>Results</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>------</td>
<td>---------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Gifted and Talented</td>
<td>School- or program-wide group, team, or linked results</td>
<td>Grade 6 ELA, Grade 7 ELA, Grade 8 ELA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>Gifted and Talented</td>
<td>District- or BOCES-wide results</td>
<td>Grade 3 ELA, Grade 4 ELA, Grade 5 ELA, Grade 3 Math, Grade 4 Math, Grade 5 Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>ELL</td>
<td>Teacher-specific results</td>
<td>NYSESLAT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Health</td>
<td>School- or program-wide group, team, or linked results</td>
<td>Grade 6 ELA, Grade 7 ELA, Grade 8 ELA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Languages Other Than English</td>
<td>School- or program-wide group, team, or linked results</td>
<td>Monroe 2-Orleans BOCES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Music</td>
<td>School- or program-wide group, team, or linked results</td>
<td>Grade 6 ELA, Grade 7 ELA, Grade 8 ELA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Technology</td>
<td>School- or program-wide group, team, or linked results</td>
<td>Grade 6 ELA, Grade 7 ELA, Grade 8 ELA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>Special Education</td>
<td>Teacher-specific results</td>
<td>NYSAA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Languages Other Than English</td>
<td>School- or program-wide group, team, or linked results</td>
<td>Monroe 1 BOCES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>ELL</td>
<td>Teacher-specific results</td>
<td>NYSESLAT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

Page Last Modified: 07/14/2016

2.11) HEDI Scoring Bands

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>19</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

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

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

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

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

2.13) Assurances

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

☑ Assure that the teacher has an SLO or a back-up SLO, where applicable, consistent with the goal setting process developed by the Commissioner that results in a student growth score.

☑ Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator. Such targets, as determined by the superintendent or another trained administrator, may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.

☑ Assure that all growth targets are approved by the superintendent or another trained administrator.

☑ Assure that any disagreement between parties regarding the content of the SLO, including the growth target, will be resolved by the superintendent or another trained administrator.

☑ Assure that if a teacher's SLO is based on a small n size population and the district/BOCES chooses not to use the HEDI scoring bands listed in task 2.11, then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.

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

☑ Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.

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

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

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

☐ NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.
Task 2) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)

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

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

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

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

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

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

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

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

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

Using the table below, please first select a measure and assessment(s) that will be used for the alternate SLO during the 2016-17 through 2018-19 school years, then indicate the applicable courses.
### 2.10) Alternate SLOs: All Other Courses (Transition Period, 2016-17 through 2018-19)

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

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

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

Follow the examples below to list other courses.

<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
<th>Applicable Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>District- or BOCES-wide results</td>
<td>Common Core English</td>
<td></td>
<td></td>
<td>K ELA, K Math, 1 ELA, 1 Math, 2 ELA, 2 Math, 3 ELA, 3 Math, 4 ELA, 4 Math, 5 ELA, 5 Math, 6 ELA, 6 Math, 6 Science, 6 Social Studies, 7 ELA, 7 Math, 7 Science, 7 Social Studies, 8 ELA, 8 Math, 8 Social Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Other Courses</th>
<th>K</th>
<th>12</th>
<th>All courses not named above</th>
<th>District- or BOCES-wide results, Common Core English, Common Core Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3 Art</td>
<td>K</td>
<td>3</td>
<td>Art</td>
<td>Teacher-specific results, Questar III BOCES</td>
</tr>
</tbody>
</table>
Please note: NYS Grades 3-8 ELA/Math Assessments and State-provided growth scores may only be used for advisory purposes during the transition period and cannot be used for calculating transition scores and ratings during the 2015-16 through 2018-19 school years. If such assessments are selected for the original SLO and there are not remaining measures in the Student Performance category for an educator, an alternate SLO must be included for that educator here.
<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</th>
<th>Subject</th>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>5</td>
<td>AIS/RTI</td>
<td>District- or BOCES-wide results</td>
<td><code>Common Core English</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><code>Common Core Algebra</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><code>Living Environment</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><code>US History</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>5</td>
<td>Art</td>
<td>District- or BOCES-wide results</td>
<td><code>Common Core English</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><code>Common Core Algebra</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><code>Living Environment</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><code>US History</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>5</td>
<td>Gifted and Talented</td>
<td>District- or BOCES-wide results</td>
<td><code>Common Core English</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><code>Common Core Algebra</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><code>Living Environment</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><code>US History</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>5</td>
<td>Music</td>
<td>District- or BOCES-wide results</td>
<td><code>Common Core English</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><code>Common Core Algebra</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><code>Living Environment</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><code>US History</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>5</td>
<td>Physical Education</td>
<td>District- or BOCES-wide results</td>
<td><code>Common Core English</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><code>Common Core Algebra</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><code>Living Environment</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><code>US History</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>Business</td>
<td>District- or BOCES-wide results</td>
<td><code>Common Core English</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><code>Common Core Algebra</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><code>Living Environment</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><code>US History</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>Family and Consumer Science</td>
<td>District- or BOCES-wide results</td>
<td><code>Common Core English</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><code>Common Core Algebra</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Grade</td>
<td>Subject</td>
<td>Assessment Type</td>
<td>Common Core</td>
<td>English</td>
<td>Algebra</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-----------------</td>
<td>--------------------------------------</td>
<td>-------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>Technology</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>Health</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>Art</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>Gifted and Talented</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>Music</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>5</td>
<td>All courses not named above</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>All courses not named above</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Environment

- US History

- Common Core English
- Common Core Algebra
- Living Environment
- US History

<table>
<thead>
<tr>
<th>6</th>
<th>8</th>
<th>AIS/RTI</th>
<th>District- or BOCES-wide results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2.11) HEDI Scoring Bands

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>19</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

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

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

If educators have more than one alternate SLO, the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO.
Task 3) Optional Student Performance Subcomponent

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

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

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

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

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

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

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

| NO, the Optional subcomponent WILL NOT be used in the Student Performance category for any teacher. |  |
For guidance on the Teacher Observation category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

4.1) Teacher Practice Rubric

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

<table>
<thead>
<tr>
<th>Rubric Name</th>
<th>If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danielson's Framework for Teaching</td>
<td>(No Response)</td>
</tr>
</tbody>
</table>

4.2) Assurances

Please check all of the boxes below.

☑ Assure that all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations.

☑ Assure that the process for assigning points for the Teacher Observation category will be in compliance with the locally-determined subcomponent weights and overall Observation category score and rating based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents.

☑ Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district/BOCES, provided that districts/BOCES may locally determine whether to use different rubrics for teachers who teach different grades and/or subjects during the school year.

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

4.3) Process for Weighting Rubric Domains/Subcomponents

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

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

All observable components will be weighted equally and averaged

4.4) Calculating Observation Ratings

Assurances

Please check the boxes below.

☑ Assure that each set of observations (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted observation score will then be converted into a HEDI rating using the ranges indicated below.

☑ Assure that once all observations are complete, the different types of observations will be combined using a weighted average consistent with the weights specified in task 4.5 below, producing an overall Observation category score between 0 and 4. In the event that a teacher earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

Please also check the boxes below.

☑ Assure that if the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the second observation(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator, See Section 30-3.4(d)(2)(i)(b)(1) of the Rules of the Board of Regents.

☑ Assure that if the district/BOCES is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 4 of the district's/BOCES' approved §3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.4(d)(2)(i)(b)(2) of the Rules of the Board of Regents.
### Overall Observation Category

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

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

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

#### 4.5) Teacher Observation Subcomponent Weighting

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

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

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

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

Please check all of the boxes below.

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

### 4.7 Number and Method of Observations

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

#### Tenured Teachers

<table>
<thead>
<tr>
<th></th>
<th>Required - Principal/ Administrator: Minimum observations</th>
<th>Required - Independent Evaluator(s): Observation method</th>
<th>Required - Independent Evaluator(s): Observation method</th>
<th>Optional - Peer Observer(s): Minimum observations</th>
<th>Optional - Peer Observer(s): Observation method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td>0</td>
<td>N/A</td>
<td>1</td>
<td>In person</td>
<td>0</td>
</tr>
<tr>
<td>Announced</td>
<td>1</td>
<td>In person</td>
<td>0</td>
<td>N/A</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Probationary Teachers

<table>
<thead>
<tr>
<th></th>
<th>Required - Principal/ Administrator: Minimum observations</th>
<th>Required - Independent Evaluator(s): Observation method</th>
<th>Required - Independent Evaluator(s): Observation method</th>
<th>Optional - Peer Observer(s): Minimum observations</th>
<th>Optional - Peer Observer(s): Observation method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td>0</td>
<td>N/A</td>
<td>1</td>
<td>In person</td>
<td>0</td>
</tr>
<tr>
<td>Announced</td>
<td>2</td>
<td>In person</td>
<td>0</td>
<td>N/A</td>
<td>0</td>
</tr>
</tbody>
</table>
For guidance on APPR scoring, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

5.1) Scoring Ranges

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

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

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

<table>
<thead>
<tr>
<th>Overall Observation Category Score and Rating</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>H (Highly Effective)</td>
<td>3.5 to 3.75</td>
<td>4.0</td>
</tr>
<tr>
<td>E (Effective)</td>
<td>2.5 to 2.75</td>
<td>3.49 to 3.74</td>
</tr>
<tr>
<td>D (Developing)</td>
<td>1.5 to 1.75</td>
<td>2.49 to 2.74</td>
</tr>
<tr>
<td>I (Ineffective)</td>
<td>0</td>
<td>1.49 to 1.74</td>
</tr>
</tbody>
</table>

5.2) Scoring Matrix for the Overall Rating

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

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

5.3) Assurances

Please check all of the boxes below.

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

6.1) Assurances: Teacher Improvement Plans

Please check all of the boxes below.

☑ Assure that the district/BOCES will formulate and commence implementation of a Teacher Improvement Plan (TIP) for all teachers who receive a Developing or Ineffective rating by October 1 following the school year for which such teacher's performance is being measured or as soon as practicable thereafter.

☑ Assure that TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas.

6.2) Attachment: Teacher Improvement Plan Forms

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

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

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

PCSD TEACHER IMPROVEMENT PLAN FORM.docx

6.3) Assurance: Appeals

Please check the box below.

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

6.4) Appeals

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

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

   (i) in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally;

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

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's/BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law§3012-d.
Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way.

PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW

7.1 Purpose.
The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective workforce. The appeal procedures shall provide for the timely and expeditious resolution of the appeal. All tenured and probationary employees who meet the appeal criteria identified below may use this process.

7.2 Grounds for Appeal.
A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

7.3 Appeals Procedure.
This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-d is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction. Any material changes will be made in accordance with Education Law 3012-d and will be approved by the Commissioner.

Any classroom teacher who receives an overall APPR rating of “ineffective” or “developing” may appeal his or her performance review. Ratings of “effective” or “highly effective” cannot be appealed. Teachers who receive a rating of “effective” or “highly effective” may submit a written rebuttal that will be attached to their APPR.

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 on the Observation category based on an anomaly, as determined locally;

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

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

Appeals concerning a teacher’s performance review must be received in the office of the Superintendent of Schools no later than fifteen (15) school days after the first contractual student contact day of the school year. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher’s right to appeal that performance review.

A teacher initiating an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, with a copy to the building principal whose performance review is being appealed:
- a detailed description of the precise point(s) of disagreement over his or her performance review, along with
- Any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal.

Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

1. Within fifteen (15) school days of the Superintendent’s receipt of an appeal, the building principal responsible for the performance review being appealed shall submit to the Superintendent or his/her designee a detailed response to the appeal, including copies of any and all documents or information used to develop the performance review being appealed.

2. Under this appeals process the teacher has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by preponderance of the evidence.

3. An appeals panel will meet to review the written record, comprised of the teacher’s appeal papers and any documentary evidence which accompanied the appeal, as well as the District’s response to the appeal and additional documentary evidence (written, tangible or otherwise) submitted with such papers. The appeals panel will create an appeal summary and deliver such to the superintendent within fifteen (15) school days of the Superintendent's receipt of the appeal.

The appeals summary is comprised of statements which answer the following three questions:
• Does the appeal meet the criteria for the appeals process?
• What are the deficiencies in the evaluation process which affect the overall APPR rating?
• Could the outcome of this change the overall teacher APPR rating to a different level?

1. The appeals panel will consist of the Superintendent/designee, PEA President/designee, and the PAC designee. PEA President or PAC designee shall not be individuals named in the appeal.
2. The Superintendent shall issue a written decision on the merits of the appeal no later than fifteen (15) school days from the meeting of the appeals panel.
3. The decision of the Superintendent shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent shall not be subject to any further appeal.
4. If the appeal is sustained, the original performance review shall be expunged and replaced with the performance review drafted by the Superintendent or Superintendent’s designee. The Superintendent’s performance review may not be reviewed or appealed under this procedure.
5. The teacher’s failure to comply with the requirements of this procedure shall result in a waiver and/or denial 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.

EVALUATOR TRAINING

5.1 General Guidelines.
The superintendent will ensure that all lead evaluators, independent evaluators and evaluators have been trained and that building principals (lead evaluators) have been trained and certified in accordance with regulation. The District will utilize BOCES Evaluator Training and Lead Evaluator Training and certification. Building principal (lead evaluator, evaluators, independent evaluators) training will include training on the nine (9) elements of Regents Rules 30-3.10.

Calibration, application and use of this APPR plan.

1. Training Dates.
Training will be conducted within 45 calendar days of the beginning of each subsequent school year for newly hired staff and will include at least 1 day of training provided by BOCES.

2. Annual Retraining.
The Superintendent will ensure that all evaluators participate in at least 1 hour of annual training and are re-certified on an annual basis. The BOCES may be utilized to provide the training and recertification; however, this training is usually done within district, using BOCES as a back-up. Such annual re-training will serve to ensure that interrater reliability is maintained. Any individual who fails to achieve required training or certification or re-certification, as approved by the Superintendent or his/her designee, shall not conduct or complete evaluations.

3. Confirmation of Trained Observers.
No later than November 1st the PEA President will receive an updated list of fully trained and certified administrative staff.

6.7) Assurances: Teacher Evaluation

Please check all of the boxes below.

☑ Assure that the district/BOCES shall compute and provide to the teacher their score and rating for the Student Performance category, if available, and for the Teacher Observation category for the teacher's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the teacher is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.

☑ Assure that the evaluation system will be used as a significant factor for employment decisions.

☑ Assure that teachers will receive timely and constructive feedback as part of the evaluation process.

☑ Assure that the following prohibited elements listed in Education Law §3012-d(6) are not being used as part of any teacher's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of teacher effectiveness; any district or regionally-developed assessment that has not been approved by the Department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner.

☑ Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall compute and provide teachers whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.

☑ Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such teachers with their original composite rating by September 1 of the school year next following the school year for which the teacher's performance is being measured, or as soon as practicable thereafter.

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

☑ Assure that, where applicable, if students in Common Core courses are taking both the 2005 Learning Standards and Common Core versions of the Regents Assessment, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.

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

☑ Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.

☑ Assure that, where applicable, if your district/BOCES has indicated that more than one version of a Regents assessment for a content area will be used as the underlying evidence for an SLO, that the district/BOCES will only administer both assessments within the timeframes prescribed by the Commissioner. Where only one version of a Regents assessment for a content area is administered in a particular school year, assure that only that assessment will be used as the underlying evidence for an SLO.

6.9) Assurances: Data

Please check all of the boxes below.

☑ Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.

☑ Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.

☑ Assure that scores and ratings for all teachers will be reported to NYSED for each category, as well as the overall rating, as per NYSED requirements.

☑ Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.

☑ Assure that procedures for ensuring data accuracy and integrity are being utilized.
Task 7) Original Required Student Performance Subcomponent

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

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

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

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

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

For principals with at least 30% of their students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model. Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth measure. (e.g., K-5, PK-6, 6-12, 7-12, etc.). For principals where less than 30% of their students are covered under a State-provided growth measure, such principals shall have an SLO consistent with a goal setting process determined or developed by the Commissioner that results in a student growth score; provided that for any grade-level/course that ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO. (See Guidance for more detail on principals with State-provided measures and SLOs.)

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

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

For each grade configuration indicate the following:

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

Follow the examples below.

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

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.

<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</th>
<th>State or Regents Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>5</td>
<td>Grade 4 ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 5 ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 4 Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 5 Math</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>Grade 6 ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 7 ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 8 ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 6 Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 7 Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 8 Math</td>
</tr>
<tr>
<td>9</td>
<td>12</td>
<td>All applicable Regents assessments which are used to generate the principal's State-provided growth score</td>
</tr>
</tbody>
</table>

7.1) Assurances

Please check the boxes below.

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

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>19</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>75</td>
<td>14</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>89</td>
<td>85</td>
<td>80</td>
<td>75</td>
</tr>
<tr>
<td>92</td>
<td>90</td>
<td>90</td>
<td>85</td>
</tr>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

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

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

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 the final Student Performance category rating for each principal will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.

7.6) Student Performance Subcomponent Weighting

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

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

NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.
### Task 7) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)

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

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

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

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

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

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

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

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

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

For each grade configuration indicate the following:

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

*Follow the examples below.*

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

Using the table below, please select the 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 to Grade To

#### Measure

- District- or BOCES-wide results

#### State or Regents Assessment(s)

- Common Core English
- Common Core Algebra
- Living Environment
- US History

#### Locally-Developed Course-Specific Assessment(s)

#### Third Party Assessment(s)

<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</th>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>5</td>
<td>District- or BOCES-wide results</td>
<td>Common Core English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>District- or BOCES-wide results</td>
<td>Common Core English</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 7.3) HEDI Scoring Bands

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-19-18</td>
<td>17-16-15</td>
<td>14-13</td>
<td>12-11-10</td>
</tr>
<tr>
<td>% % % % % % % % % % % % % % % % % % % % % % % %</td>
<td>% % % % % % % % % % % % % % % % % %</td>
<td>% % % % % % % % % % % %</td>
<td>% % % % % % % % % % % % % %</td>
</tr>
</tbody>
</table>

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

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

If educators have more than one alternate SLO, the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO.
Task 8) Optional Student Performance Subcomponent

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

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

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

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

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

8.1) Use of the Optional Subcomponent for Student Performance Measures

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

<table>
<thead>
<tr>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO, the Optional subcomponent WILL NOT be used in the Student Performance category for any principal.</td>
</tr>
</tbody>
</table>
For guidance on the Principal School Visit category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

9.1) Principal Practice Rubric

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

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

9.2) Assurances

Please check all of the boxes below.

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

9.3) Process for Weighting Rubric Domains/Subcomponents

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

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

All observable components will be weighted equally and averaged.

9.4) Calculating School Visit Ratings

Assurances

Please check the boxes below.

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

Please also check the boxes below.

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

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

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

9.5) Principal School Visit Subcomponent Weighting

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

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

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

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

Please check all of the boxes below.

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

9.7) Number of School Visits

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

<table>
<thead>
<tr>
<th>Type of Principal</th>
<th>Required - Supervisor/Administrator</th>
<th>Required - Independent Evaluator(s)</th>
<th>Optional - Peer Observer(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured Principals</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Probationary Principals</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
For guidance on APPR scoring, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

## 10.1) Scoring Ranges

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

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

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

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

### 10.2) Scoring Matrix for the Overall Rating

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

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

### 10.3) Assurances

Please check all of the boxes below.

- Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.
- Assure that it is possible to obtain a zero in each subcomponent.
- Assure the overall rating determination for a principal shall be determined according to the evaluation matrix.
For guidance on additional requirements for principals, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

**11.1) Assurances: Improvement Plans**

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

- [x] 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.
- [x] 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.**

PCSD PRINCIPAL IMPROVEMENT PLAN FORM.docx

**11.3) Assurance: Appeals**

**Please check the box below.**

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

**11.4) Appeals**

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

1) the substance of the annual professional performance review; which shall include the following:
   (i) in the instance of a principal rated Ineffective on the student performance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally;

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

3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's/BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law§3012-d.
Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way.

PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW

7.1 Purpose
The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective workforce. The appeal procedures shall provide for the timely and expeditious resolution of the appeal. All tenured and probationary employees who meet the appeal criteria identified below may use this process.

7.2 Grounds for Appeal
A Principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

7.3 Appeals Procedure
This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-d is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction. Any changes made to this appeals process will be negotiated through collective bargaining and will be in accordance with Education Law 3012-d and approved by the Commissioner.

Any Principal who receives an overall APPR rating of “ineffective” or “developing” may appeal his or her performance review. Ratings of “effective” or “highly effective” cannot be appealed. Principals who receive a rating of “effective” or “highly effective” may submit a written rebuttal that will be attached to their APPR.

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

1. the substance of the annual professional performance review, which shall include the following:
   (i) in the instance of a principal rated Ineffective on the student performance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally;

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

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

Appeals concerning a Principal’s performance review must be received in the office of the Superintendent of Schools no later than fifteen (15) school days after the first contractual student contact day of the school year. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the Principal’s right to appeal that performance review.

A Principal initiating an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, with a copy to the PAC President:

• a detailed description of the precise point(s) of disagreement over his or her performance review, along with
• any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal.

Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

Under this appeals process the Principal has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by preponderance of the evidence.

1. Within fifteen (15) school days of the Superintendent’s receipt of an appeal, an appeals panel will meet to review the written record, comprised of the Principal’s appeal papers and any documentary evidence which accompanied the appeal, as well as the Superintendent’s response to the appeal and additional documentary evidence (written, tangible or otherwise) submitted with such papers. The appeals panel will create an appeal summary and deliver such to the Superintendent.

The appeals summary is comprised of statements which answer the following questions:

• Does the appeal meet the criteria for the appeals process?
• What are the deficiencies in the evaluation process which affect the overall APPR Rating?
• Could the outcome of this change the overall Principal APPR rating to a different level?
1. The appeals panel will consist of two individuals chosen by the Superintendent and two individuals chosen by the PAC President/designee. PAC President or PAC designee shall not be individuals named in the appeal.
2. The Superintendent shall issue a written decision on the merits of the appeal no later than fifteen (15) school days from the meeting of the appeals panel.
3. The decision of the Superintendent shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent shall not be subject to any further appeal.
4. If the appeal is sustained, the original performance review shall be expunged and replaced with the performance review drafted by the Superintendent or Superintendent’s designee. The Superintendent’s performance review may not be reviewed or appealed under this procedure.
5. The Principal’s failure to comply with the requirements of this procedure shall result in a waiver and/or denial of the appeal.

11.5) Assurance: Evaluators

Please check the box below.

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

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

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

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

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

5.1 The Superintendent will ensure that he/she, lead evaluators, independent evaluators and evaluators have been trained and certified in accordance with regulation. The District will utilize BOCES evaluator training and lead evaluator training and certification. Allevaluator training will include training on the nine (9) elements of Regents Rules 30-3.10.

5.2 Training Dates

Training will be conducted within 45 calendar days of the beginning of each subsequent school year for a newly hired Superintendent, lead evaluator, evaluator and/or independent evaluator(s) and will include at least 1 day of training provided by BOCES.

5.3 Annual Retraining

The Superintendent, lead evaluator, independent evaluator and evaluators will participate in at least 1 hour of annual training and and be re-certified on an annual basis. Such re-training will serve to ensure that inter-rater reliability is maintained. Any individual who fails to achieve required training or certification or re-certification, as approved by the Superintendent or his/her designee, shall not conduct or complete evaluations.

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.

☑ Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall compute and provide principals whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.

☑ Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such principals with their original composite rating by September 1 of the school year next following the school year for which the principal's performance is being measured, or as soon as practicable thereafter.

11.8) Assurances: Assessments

Please check all of the boxes below.

☑ Assure that, where applicable, if students in Common Core courses are taking both the 2005 Learning Standards and Common Core versions of the Regents Assessment, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.

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

☑ Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.

☑ Assure that, where applicable, if your district/BOCES has indicated that more than one version of a Regents assessment for a content area will be used as the underlying evidence for an SLO, that the district/BOCES will only administer both assessments within the timeframes prescribed by the Commissioner. Where only one version of a Regents assessment for a content area is administered in a particular school year, assure that only that assessment will be used as the underlying evidence for an SLO.

11.9) Assurances Data

Please check all of the boxes below.

☑ Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.

☑ Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.

☑ Assure that scores and ratings for all principals will be reported to NYSED for each category, as well as the overall rating, as per NYSED requirements.

☑ Assure that enrolled students in accordance with policies for student assignment to schools and may not be excluded.

☑ Assure that procedures for ensuring data accuracy and integrity are being utilized.
Task 12) Upload APPR District Certification Form

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

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

APPR Certification 7-19-16.pdf
Per SED Regulations, if a teacher is rated as Developing or Ineffective through the overall APPR rating, they will be put on a Teacher Improvement Plan. The plan is to be mutually created between the building principal and the classroom teacher.

TIPs must be implemented as soon as practicable, but no later than 10 school days after the opening of classes in the school year following the Developing or Ineffective rating.

While TIPs will be reviewed by the teacher and building administrator every thirty (30) school days, Teacher Improvement Plans will be implemented for a school year until the next composite rating is available.

Place a check mark in the box next to any domain where support is required.

- Planning and Preparation
- Instruction
- Classroom Environment
- Professional Responsibilities

<table>
<thead>
<tr>
<th>Goals to address in areas identified above:</th>
<th>Activities to support improvement:</th>
<th>How will improvement be assessed?</th>
<th>Timeline: (include date to assess Plan progress and effectiveness)</th>
</tr>
</thead>
</table>

Evaluator’s Signature ________________________________ Date ___________

Teacher’s Signature ________________________________ Date ___________

Name of Union Representative, if present, at meeting (print): ________________________________

Please check the appropriate box:  □ Plan Completed  □ Plan Continued
Per SED Regulations, if a principal is rated as Developing or Ineffective through the overall APPR rating, they will be put on a Principal Improvement Plan. The plan is to be mutually created between the Superintendent and the principal.

PIPs must be implemented as soon as practicable, but no later than 10 school days after the opening of classes in the school year following the Developing or Ineffective rating.

While PIPs will be reviewed by the Superintendent and principal every thirty (30) school days, Principal Improvement Plans will be implemented for a school year until the next composite rating is available.

Place a check mark in the box next to any domain where support is required.

- Shared Vision of Learning
- School Culture & Instructional Program
- Safe, Effective, Efficient Learning Environment
- Community
- Integrity, Fairness & Ethics
- Political, Social, Economic, Legal & Cultural Context

<table>
<thead>
<tr>
<th>Goals to address in areas identified above:</th>
<th>Activities to support improvement:</th>
<th>How will improvement be assessed?</th>
<th>Timeline: (include date to assess Plan progress and effectiveness)</th>
</tr>
</thead>
</table>

Superintendent’s Signature ___________________________ Date ____________

Principal’s Signature ___________________________ Date ____________

Name of Union Representative, if present, at meeting (print): ____________________________

Please check the appropriate box:  ☐ Plan Completed  ☐ Plan Continued
DISTRICT CERTIFICATION FORM: Please download this form, sign and upload to APPR form

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

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

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

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

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

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

- Assure that, during the 2015-16 through 2018-19 school years, the overall transition rating will be used as a significant factor in employment decisions, including tenure determinations and teacher and principal improvement plans;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES will continue to provide teachers and principals with original APPR scores and ratings calculated based on the measures described in this APPR plan without any modifications, substitutions, or replacements pursuant to §30-3.17 of the Rules of the Board of Regents;
- Assure that, during the 2015-16 through 2018-19 school years, original APPR scores and ratings will not be used as the basis for employment decisions and will only be used for advisory purposes;
- Assure that beginning in the 2019-2020 school year, the original overall APPR score pursuant to the district or BOCES approved APPR plan shall be used as the basis for employment decisions, including tenure determinations and teacher and principal improvement plans;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES, shall provide teachers and principals whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings calculated pursuant to §30-3.17 of the Rules of the Board of Regents as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such teachers and principals with their original composite APPR rating by September 1 of the school year next following the school year for which the teacher's performance is being measured, or as soon as practicable thereafter.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall continue to provide teachers and principals whose Student Performance Category measures are not based on the grades 3-8 ELA/math State assessments or State-provided growth scores with their score and rating on the Student Performance category, if
Assure that the alternate SLOs described in Tasks 2 and 7 of this APPR plan will be used as the basis for certain
assurance that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of
the next school year for which the classroom teacher or building principal's performance is being measured;
Assure that beginning in the 2019-20 school year, the entire APPR will be completed for each teacher or principal as
soon as practicable, but in no case later than September 1 of the school year next following the school year for which
the classroom teacher or building principal's performance is being measured;
Assure that beginning in the 2019-20 school year, the district or BOCES shall compute and provide to the
teacher/principal their score and rating on the Student Performance category, if available, and for the Teacher
Observation category or Principal School Visit Category of a teacher's or principal's annual professional performance
review, in writing, no later than the last day of the school year for which the teacher or principal is being measured,
but in no case later than September 1 of the school year next following the school year for which the teacher's or
principal's performance is measured;
Assure that the APPR Plan will be filed in the district office and made available to the public on the district's or BOCES’
website no later than September 10th of each school year, or within 10 days after the plan's approval by the
Commissioner, whichever shall later occur;
Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline
prescribed by the Commissioner;
Assure that, during the 2015-16 through 2018-19 school year, the district or BOCES will continue to report both the
original and transition individual category and subcomponent scores and the overall original and transition ratings to
the State for each classroom teacher and building principal in a manner prescribed by the Commissioner;
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 changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of
each school year, on a form prescribed by the Commissioner, to the Commissioner for approval;
Assure that the alternate SLOs described in Tasks 2 and 7 of this APPR Plan will be used as the basis for certain
teachers' and principals' transition APPR scores and ratings, where applicable and consistent with section 30-3.17 of
the Rules of the Board Regents, during the 2016-17 through 2018-19 school years only;

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

Signatures, dates

Superintendent Signature: Date: 

[Signature] 7/19/16

Teachers Union President Signature: Date: 

[Signature] 7/19/16

Administrative Union President Signature: Date: 

[Signature] 7/19/16

Board of Education President Signature: Date: 

[Signature] 7/19/16