



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

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February 9, 2021

**APPR Plan - Variance**

Theresa Carlin, Superintendent  
Schenevus Central School District  
159 Main Street  
Schenevus, NY 12155

Dear Superintendent Carlin:

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

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

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

Thank you again for your hard work.

Sincerely,

Betty A. Rosa  
Commissioner

Attachment

c: Nicholas Savin

## NOTE:

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

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

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

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

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

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

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

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

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

**Variance Application Timeline**

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

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

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

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

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

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

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

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

**Principal Variance**

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

**Please check the appropriate box below.**

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

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

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**Required Student Performance Subcomponent**

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

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

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

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

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

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

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

*This requirement*

*currently approved APPR plan will apply.*

*must be met through*

**Variance Request**

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

*Any teachers not covered by this variance request*

**Please make the appropriate selection below.**

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

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

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**Applicable Teachers**

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

**Core Teachers**

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

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

**Other Teachers**
☒ Teachers of other courses included in this required student performance variance request are listed in the table below.

Fill in the following for all other teachers in additional grades/subjects that are included in this required student performance variance request:

Column 1: lowest grade that corresponds to the course

Column 2: highest grade that corresponds to the course

Column 3: subject of the course

Follow the examples below to list other courses.

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

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

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

**Applicable Areas**

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

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

Task 2. TEACHERS: Required Student Performance - Applicability

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

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

- ☒ Measures of student growth
- ☒ Evidence of student learning

*\*Only select "Conversion to a 20-point score" or "HEDI ranges"*

Highly Effective			Effective			Developing		Ineffective												
								1	1	1	9	8	7	6	5	4	3	2	1	0
								2	1	0										
20	19	18	17	16	15	14	13	5	4	4	3	3	2	2	2	1	1	9		
97-	93-	90-	85-	80-	75-			5	9	4	9	4	9	5	1	7	3	-	5	0
100%	96%	92%	89%	84%	79%	67-74%	60-66%	-	-	-	-	-	-	-	-	-	-	-	-	-
								5	5	4	4	3	3	2	2	2	1	1	8	4
								9	4	8	3	8	3	8	4	0	6	2	%	%
								%	%	%	%	%	%	%	%	%	%	%	%	%

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

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**Measures of Student Growth**

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

Schenevus will be using a School-Wide Measure based on five Regents Exams. The District-wide SLO will include students' scores who take the Regents as a registered student of the Schenevus Central School. The goal setting process starts with the analysis of the data that includes previous assessments for each student. There are multiple data points, both qualitative and quantitative information that is analyzed through the data teaming process. Some of examples of data that is reviewed would be class averages, progress reports, quarter grades, midterm grades, final exam grades, Regent Exam scores, students in poverty, and data on students with a disability. A school-wide growth target of proficiency has been established based on this information. The SLO will be scored based on the percentage of students who meet their growth targets. To arrive at a score, the district then uses the state approved HEDI scale. The rigor is ensured in that all students receive grade level instruction with high expectations for a trajectory of success in meeting our district wide proficiency target.

**Measures Assurance**

**Please check the box below.**

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

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

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**Evidence of Student Learning**

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

**Type(s) of Evidence**

- ☒ State or Regents assessment(s)

**State or Regents Assessment(s)**

- ☒ ELA Regents
- ☒ Algebra I Regents
- ☒ Living Environment Regents
- ☒ Global History Regents
- ☒ US History Regents



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

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

Due to COVID-19 and severe budget reductions, there have been modifications in the organization that have altered teaching, administrative responsibilities, and school structures throughout the system. Due to these circumstances, it is not possible to assess students effectively, under the terms of the district's current APPR plan. The district has one to one devices for most students, but not all students have the Wifi capabilities. The virtual students could not be assessed and it would not be possible to follow SED testing procedures during this time. Moving to all Regents Exams would permit the District to assess students and be able to garner a Student Performance Score for APPR Purposes. Students at the HS level would be able to participate much easier in the administration of the Regents Exams. The students will adhere to COVID-19 procedures and protocols during the administration of the exams.

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

We would like to make Regents Exams our District Measure for Student Performance for APPR purposes because administering these five assessments will be much more consistent across all groups, than the assessments in our currently approved APPR plan.. We expect all students to be able to sit for the administration of Regents Exams with COVID-19 precautions adhered to for the duration of Regents Week. The students who are currently Remote, as well as all in-person students will meet the Regents and test security protocols put forth by NYSED.

The School-wide SLO will include students' scores who take the Regents as a registered student of the Schenevus Central School. The goal setting process starts with the analysis of the data that includes previous assessments for each student. There are multiple data points, both qualitative and quantitative information that is analyzed through the data teaming process. Some of examples of data that is reviewed would be class averages, progress reports, quarter grades, midterm grades, final exam grades, Regent Exam scores, students in poverty, and data on students with a disability. A district wide growth target of proficiency has been established based on this information. The SLO will be scored based on the percentage of students who meet their growth targets. To arrive at a score, the district then uses the state approved HEDI scale. The rigor is ensured in that all students receive grade level instruction with high expectations for a trajectory of success in meeting our school-wide proficiency target.

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

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**Rigor**

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

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

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

The District will ensure that rigorous growth targets are set based on the progress made for each Regents Exam. The data analysis of the Regents results will be utilized to identify areas of need, strengths, and growth. The District will use the information along with all other assessment data to drive future instruction. The district utilizes multiple data points to ensure that our district is on a positive trajectory for success in meeting our rigorous targets.

The District will ensure that evaluations are rigorous and enable strong equitable inferences about the effectiveness the District's educators. The District will ensure a rigorous process for setting growth targets set around several metrics which include: student score on pre-assessment, student learning needs (IEP/504/ENL status), past student performance in related courses, and attendance data. The building principal will review growth targets to ensure that targets are appropriate and demonstrate high expectations for student learning. In the event that State assessments are canceled, the District will follow guidance provided by NYSED. One of the District's main priorities at the current time is to improve literacy instruction across all grade levels. The District strongly believes that it is the responsibility of all District educators to ensure that students can read, write, communicate and analyze information so that they can access learning now and in the future.

After the assessments are given, an item analysis will be done so that the District can identify the overall strengths and weaknesses of our instructional programs and determine which skills need to be addressed, K- 12, to improve student outcomes in literacy and critical thinking skills. This process will support the District's Strategic Action Plan and will provide the data needed to assist in identifying the root causes that have brought literacy to the forefront of the District's improvement efforts.

**Professional Learning**

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

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

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

Through the use of the Regents data, there is sufficient opportunities to gather evidence and build upon professional conversations. Principals, instructional leaders, and district administrators will utilize faculty time to offer experiences and professional development around best practices. The administrators who know the strengths and areas of need of teachers, will share pioneering ideas through articles, book studies, resources, and opportunities for professional development to promote growth in teaching practices. Additionally, teachers will participate in common planning times, data teams, and other collaborative meetings throughout the school year. Teachers will work in tandem with administrators to identify student needs and craft innovative practices to meet those needs in our unique learning environments due to COVID-19. Throughout all of the professional learning the data analysis component drives all of our District professional development.

The current environment (precipitated by the COVID-19 Pandemic) has forced teachers to rapidly develop and hone new skills to inform meaningful student instruction. Our goal, through this new APPR process, is to strengthen the link between observations both current and past, and the established vehicles for professional learning (e.g., data teams, in-service, mentoring, etc). We are committed to making professional learning a regular part of leadership meetings at all levels. Administrators will take every opportunity to observe teachers and use data from this current year and the previous years to drive the need for professional development opportunities. We will observe staff in whatever modality we are currently in, virtual or in-person. Professional development will cover strategies while digital as well. For example, if data informs us that a teacher's students are exhibiting disengaged behaviors (e.g., cameras turned off, limited completion of classwork, etc), we will offer that teacher professional development focused on improving engagement (e.g., establishing rapport and student buy-in, checking for understanding, frequently, call and response, etc).

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

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**Effectiveness of Implementation**

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

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

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

Data analysis will occur using the data trends from the Regents Exams over multiple years. This information will be utilized to determine areas where the achievement gap needs to be addressed. This will drive district wide and individual support and professional development that is directly aligned to the data outcomes.

Student performance and growth data will also be reviewed and analyzed to ensure there is a positive trajectory towards effective instructional opportunities. This information will inform our future implementation of professional development.

**Use of the Optional Student Performance Subcomponent & Weighting**

Please indicate if the Optional subcomponent will be used in the process included in this variance request by making the appropriate selection below.

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

**Required Student Performance Variance Assurances**

Please check the box below as applicable to all teachers included in this required student performance variance request.

- ☒ Assure that each teacher covered by this variance request will have an SLO consistent with the process described in the LEA's approved APPR plan and/or this variance application and in compliance with Education Law Section 3012-d.

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

Task 3. TEACHERS: Optional Student Performance - Variance Request

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**Variance Request**

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

*Any teachers not covered by this variance request*

**Please make the appropriate selection below.**

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

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

Task 4. TEACHERS: Observations - Variance Request

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**Variance Request**

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

*Any teachers not covered by this variance request*

**Please make the appropriate selection below.**

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

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

## Task 4. TEACHERS: Observations - Applicability &amp; Rubric

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## Applicable Teachers

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

## Core Teachers

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

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

## Other Teachers

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

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

Column 1: lowest grade that corresponds to the course

Column 2: highest grade that corresponds to the course

Column 3: subject of the course

Follow the examples below to list other courses.

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

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

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

## Applicable Areas

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

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

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

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

- ☒ Required principal/supervisor observations
- ☒ Required independent evaluator observations

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

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

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

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

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

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

☒ All teachers listed in the 'Applicability' section.



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

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

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

**Number and Method of Observation**

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

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

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

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

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

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

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

We are requesting an APPR variance for a period of two years that will essentially reduce the total number of observations required for both tenured and probationary teachers so that we can build the capacity of teachers and leaders to effectively implement remote/hybrid learning for all students. In an effort to minimize the number of visitors in our school building we are requesting an independent evaluator hardship waiver for the same two year period. As a result, teachers may receive observations performed by certified lead evaluators who work within the same school with the same BEDS code, and/or an independent evaluator acting as a lead evaluator. We assure that all evaluators will be trained lead evaluators and will have experience using the Marzano Rubric.

In addition, with a recent cut to administration from 3 to 2 administrators in the district, and increased COVID requirements, we are finding it difficult to complete observations due to covering for the lost administrator and the increase in COVID requirements. The biggest barrier is accessibility to teachers since being virtual for 5 weeks, and then Hybrid with in-person instruction happening 2 days a week, it is very hard to effectively observe teachers in-person. Not to mention the uncertainty that COVID causes with not knowing when we would have to quickly switch to a different model due to contact tracing. We do not feel it is possible to complete the required APPR observations during this and next school year 20-21, 21-22. We believe the requested modifications to our APPR process will reduce the amount of time needed to schedule and complete all of the observations conducted in the traditional format, including pre-observation conferences, observations, and post-observation conferences. Reducing the number and frequency of observations for the purposes of APPR will allow school leaders, district leaders, teachers and staff to have more time to spend on all matters related to shifting to a variety of new models of teaching, learning and supervising. The teaching and learning in Schenevus is synchronous daily for all students, with some asynchronous portions, resulting in multiple "classroom" formats at the elementary, middle and high school levels. Each of these formats requires modifications and/or accommodations for Students with Disabilities and English Language Learners. In addition, the district has prioritized engaging families as partners in both fully remote and hybrid learning environments and ensuring students' overall well being. As a result, we continue to invest heavily in the areas of integrating social emotional learning (SEL), utilizing trauma-sensitive strategies and culturally responsive practices as they relate to each of the formats for teaching and learning noted above.

The variance request would allow more time to fully achieve the priority goals outlined above.

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

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**Standards and Procedures**

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

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

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

The Schenevus Central School District respectfully submits this APPR Variance application and seeks to do the following:

- Reduce the number of observations for tenured and untenured teachers to one unannounced observation;
- Demonstrate flexibility in using independent evaluators as lead evaluators.

All Teachers will receive one unannounced observation that includes a submitted comprehensive lesson plan, and post conference after the observation. During each of these steps, teachers will be coached and given feedback on growth opportunities. The elimination of the announced observation due to COVID. Our asking for the variance, will not effect our ability as a district to adequately evaluate teachers.

At the K-8 level our teachers are working on ELA and Math Modules implementation. We have moved to the Amplify curriculum for ELA and math modules. Our staff are coached regularly on the implementation of these modules and new ELA curriculum.. Outside coaches from BOCES assist us with this task and help with feedback. We also have regularly scheduled DATA meetings. We meet to review benchmark data for both ELA and math as well as RtI and intervention data aligned with the benchmark goals. We look at the data by class, by tier of support, and by standard. We have met once since school has been back in session to review the initial benchmarks and group students by need. We meet again the week after our return to see how students are progressing. We will meet in again in March/April and then end of year. Teachers should be meeting at least once/month with their colleagues during common planning time to discuss student progress and needs as well.

Our current instructional models include in person instruction, fully remote instruction, and hybrid instruction. Due to COVID, we have bounced between all 3 models often. Currently, we are in-person 4 days per week with 1 day virtual. We have about 15% of our population, fully remote. Whenever we have to contact trace, we move 100% to remote and at times stay remote due to quarantining staff and not having enough staff to cover in-person. We are in one school building with approximately 296 students K-12. Many staff are shared K-12.

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

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**Rigor**

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

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

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

We believe the requested variance will allow the Schenevusto design and deliver a rigorous Annual Professional Performance Review (APPR) model - one that delivers honest, evidence-based feedback to teachers that is aligned to the rubric, coupled with extensive embedded classroom support designed to improve teacher practice. We are not asking to make any changes to our approved rubric, given that Marzano's rubric is a research-based model of instruction to develop effective teaching in every classroom. It identifies 41 key competencies connected to student achievement and learning gains and establishes a common language or model of instruction.

- The Marzano Focused Teacher Evaluation Model divides elements into four sections: Standards Based Planning (3 elements), Standards-Based Instruction (10 elements), Conditions for Learning (7 elements), and Professional Responsibilities (3 elements).
- All elements that are evaluated will be weighted equally and averaged to create a composite score for the observation.
- The elements to be evaluated were chosen by the district and announced prior to observations beginning. The elements that will be evaluated during the 2020-2021 school year are:
- Planning Standards-Based Lessons/Units
- Planning to close the Achievement Gap Using Data
- Identifying Critical Content from the Standards
- Using Questions to Help Students Elaborate on Content
- Helping Students practice skills, strategies, and processes
- Using Formative Assessment to Track Progress
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Adhering to School and District Policies and Procedures

The teacher observation process in the district will continue to be both rigorous and iterative. First teachers are observed by lead evaluators trained in evidence-based observational practices. The evidence collected is then aligned to the components of the Marzano rubric and aligned to the appropriate performance level. Teachers are asked to reflect upon their practice, noting changes they would make with regard to a lesson or unit, identifying ways that the school and district may support their improvement. Lead evaluators provide feedback to teachers, noting strengths, weaknesses and explicit ways to improve teacher practice to move to a higher performance level in a given component or group of components. A plan for support is included in the feedback to teachers.

We believe the requested variance will allow us to spend less time conducting observations and more time providing expert professional development and embedded coaching support in classrooms that target the demonstrated needs in our district right now and recognize the changing nature of the evidence we are collecting. We are confident that we can speak to teacher practice at the individual level and collectively in real time throughout the year. Understanding where each component of teacher practice falls on the levels of performance ensures that we are better able to target improvements. We believe that this model will result in more rigorous teaching, learning and supervision practices.

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

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**Professional Learning**

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

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

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

Teacher practice data is carefully analyzed by district and building leaders and used to drive improvement efforts. Teachers have access to professional learning opportunities that include, but are not limited to, the following:

- Conferences at the local, state, national and international levels;
- Embedded coaching and literacy support provided by staff developers as a result of a district partnership with Amplify.
- Embedded mathematics support provided by staff developers as a result of a district partnership with 3-8 Math Modules
- Extensive induction and mentoring support for all teachers in the initial years of the profession.

Additionally, a reduction of the total number of observations required for both tenured and probationary teachers will allow for an opportunity to build on the gains our teachers and leaders have made examining data related to our APPR process and implementing various professional development opportunities that help our students to be more successful.

Teachers will receive continuous professional development centered around K-6 ELA and Math modules as well as RTI professional development and the use of data to find skill gaps. Teachers at the 7-12 level will also receive professional development around closing skill gaps, especially those created due to COVID.

**Effectiveness of Implementation**

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

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

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

The goal of the Annual Professional Performance Review (APPR) process is to improve the quality of instruction and the delivery of programs and services in our schools leading to improved student outcomes across many areas: academic achievement, social emotional well being, attendance, behavior, and college, career and civic readiness. As noted in a previous section, the goal of the requested variance is to reduce the total number of observations required for both tenured and probationary teachers so that we can build the capacity of teachers and leaders to effectively implement remote/hybrid learning for all students. We will assess the effectiveness of implementation by using all of the following:

- District leaders will analyze teacher practice data (observation, the software used in the district for teacher observation/evaluation) at the teacher (classroom), school and district levels to best identify strengths and weaknesses over time;
- The district has and will continue to administer surveys to faculty, staff, students and parents related to teaching and learning, especially during a pandemic, curriculum, social emotional support and learning and family engagement. This data will be carefully examined with a specific emphasis on those items related to teaching and learning to assess whether improvements have been made.
- A grading committee will be formed to look at grading procedures and ways to better align grading practices to ensure a more consistent process across all grade levels.

Teachers will continue to work with the building principal and each other through the use of regularly scheduled data meetings to find skill gaps and use that data to effectively close the skill gaps. We will continue to meet and have met in 20-21 to review benchmark data for both ELA and math as well as RTI and intervention data aligned with the benchmark goals. We look at the data by class, by tier of support, and by standard. We have met once since school has been back in session to review the initial benchmarks and group students by need. We meet again the week after our return to see how students are progressing. We will meet in again in March/April and then end of year. Teachers should be meeting at least once/month with their colleagues during common planning time to discuss student progress and needs as well. Teachers will also use historical data on all state tests to compare to current assessments to help drive instruction in the coming months.

**Observation Assurances**

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

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

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

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

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Page Last Modified: 11/24/2020

**Category and Overall Ratings**

For guidance on APPR scoring, see NYSED APPR Guidance.

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

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

**Variance Request**

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

*Any teachers not covered by this variance request*

**Please make the appropriate selection below.**

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

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

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Page Last Modified: 11/24/2020

**Additional Requirements for Teachers**

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

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

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

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

**Variance Request**

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

*Any teachers not covered by this variance request*

**Choose the appropriate response below.**

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



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

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Page Last Modified: 01/09/2021

**Required Student Performance Subcomponent**

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

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

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

*This requirement*

*must be met through*

*currently approved APPR plan will apply.*

**Variance Request**

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

*Any principals not covered by this variance request*

**Choose the appropriate response below.**

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

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

Page Last Modified: 01/09/2021

**Applicable Principals**

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

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

Grade From	Grade To
K	12

**Applicable Areas**

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

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

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

- ☒ Measures of student growth
- ☒ Evidence of student learning

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

Highly Effective			Effective			Developing		Ineffective												
								1	1	1	9	8	7	6	5	4	3	2	1	0
								2	1	0										
20	19	18	17	16	15	14	13	5	4	4	3	3	2	2	2	1	1			
97-	93-	90-	85-	80-	75-			5	9	4	9	4	9	5	1	7	3	9	5	0
100%	96%	92%	89%	84%	79%	67-74%	60-66%	-	-	-	-	-	-	-	-	-	-	-	-	-
								5	5	4	4	3	3	2	2	2	1	1	8	4
								9	4	8	3	8	3	8	4	0	6	2	%	%
								%	%	%	%	%	%	%	%	%	%	%	%	%

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

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Page Last Modified: 01/21/2021

**Measures of Student Growth**

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

Schenevus will be using a School-Wide Measure based on five Regents Exams. The School-wide SLO will include students' scores who take the Regents as a registered student of the Schenevus Central School. The goal setting process starts with the analysis of the data that includes previous assessments for each student. There are multiple data points, both qualitative and quantitative information that is analyzed through the data teaming process. Some of examples of data that is reviewed would be class averages, progress reports, quarter grades, midterm grades, final exam grades, Regent Exam scores, students in poverty, and data on students with a disability. A school-wide growth target of proficiency has been established based on this information. The SLO will be scored based on the percentage of students who meet their growth targets. To arrive at a score, the district then uses the state approved HEDI scale. Since data driven instruction is at the epicenter of our analysis the District then ensures that all rigorous instruction is infused within the pedagogy in all K-12 classrooms. The rigor is ensured in that all students receive grade level instruction with high expectations for a trajectory of success in meeting our district wide proficiency target.

**Measures Assurance**

**Please check the box below.**

- ☒ Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.

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

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Page Last Modified: 01/09/2021

**Evidence of Student Learning**

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

**Type(s) of Evidence**

- ☒ State or Regents assessment(s)

**State or Regents Assessment(s)**

- ☒ ELA Regents
- ☒ Algebra I Regents
- ☒ Living Environment Regents
- ☒ Global History Regents
- ☒ US History Regents

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

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Page Last Modified: 02/04/2021

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

Due to COVID-19 and severe budget reductions, there have been modifications in the organization that have altered teaching, administrative responsibilities, and school structures throughout the system. Due to these circumstances, it is not possible to assess students effectively. The district has one to one devices for most students, but not all students have the Wifi capabilities. The virtual students could not be assessed and it would not be possible to follow SED testing procedures during this time. Moving to all Regents Exams would permit the District to assess students and be able to garner a Student Performance Score for APPR Purposes. Students at the HS level would be able to participate much easier in the administration of the Regents Exams. The students will adhere to COVID-19 procedures and protocols during the administration of the exams.

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

Regents Exams are a District Measure for Student Performance for APPR purposes that we hope to have for teachers as well. Administering these five assessments will be much more consistent across all groups, than the assessments in our currently approved APPR plan. We expect all students to be able to sit for the administration of Regents Exams with COVID-19 precautions adhered to for the duration of Regents Week. The District will ensure that our process will meet the Regents and test security protocols put forth by NYSED.

We would like to make Regents Exams our District Measure for Student Performance for APPR purposes because administering these assessments will be much more feasible, than the assessments in our currently approved APPR plan.. We expect all students to be able to sit for the administration of Regents Exams with COVID-19 precautions adhered to for the duration of Regents Week. The students who are currently Remote, as well as all in-person students will meet the Regents and test security protocols put forth by NYSED.

The School-wide SLO will include students' scores who take the Regents as a registered student of the Schenevus Central School. The goal setting process starts with the analysis of the data that includes previous assessments for each student. There are multiple data points, both qualitative and quantitative information that is analyzed through the data teaming process. Some of examples of data that is reviewed would be class averages, progress reports, quarter grades, midterm grades, final exam grades, Regent Exam scores, students in poverty, and data on students with a disability. A district wide growth target of proficiency has been established based on this information. The SLO will be scored based on the percentage of students who meet their growth targets. To arrive at a score, the district then uses the state approved HEDI scale. The rigor is ensured in that all students receive grade level instruction with high expectations for a trajectory of success in meeting our school-wide proficiency target.

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

Page Last Modified: 02/04/2021

**Rigor**

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

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

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

The District will ensure that rigorous growth targets are set based on the progress made for each Regents Exam. The data analysis of the Regents results will be utilized to identify areas of need, strengths, and growth. The District will use the information along with all other assessment data to drive future instruction. The district utilizes multiple data points to ensure that our district is on a positive trajectory for success in meeting our rigorous targets.

The District will ensure that evaluations are rigorous and enable strong equitable inferences about the effectiveness the District's educators. The District will ensure a rigorous process for setting growth targets set around several metrics which include: student score on pre-assessment, student learning needs (IEP/504/ENL status), past student performance in related courses, and attendance data. The building principal will review growth targets to ensure that targets are appropriate and demonstrate high expectations for student learning. In the event that State assessments are canceled, the District will follow guidance provided by NYSED. One of the District's main priorities at the current time is to improve literacy instruction across all grade levels. The District strongly believes that it is the responsibility of all District educators to ensure that students can read, write, communicate and analyze information so that they can access learning now and in the future.

After the assessments are given, an item analysis will be done so that the District can identify the overall strengths and weaknesses of our instructional programs and determine which skills need to be addressed, K- 12, to improve student outcomes in literacy and critical thinking skills. This process will support the District's Strategic Action Plan and will provide the data needed to assist in identifying the root causes that have brought literacy to the forefront of the District's improvement efforts.

**Professional Learning**

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

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

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

Through the use of the Regents data, there is sufficient opportunities to gather evidence and build upon professional conversations. Instructional leaders, and district administrators will utilize faculty time to offer experiences and professional development around best practices. The Superintendent who knows the strengths and areas of need of the Principal, will share pioneering ideas through articles, book studies, resources, and opportunities for professional development to promote growth in their practice. Additionally, the Principal will participate in common planning times, data teams, and other collaborative meetings throughout the school year. Administrators will work in tandem with district stakeholders to identify student needs and craft innovative practices to meet those needs in our unique learning environments due to COVID-19. Throughout all of the professional learning the data analysis component drives all of our District professional development.

**Effectiveness of Implementation**

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

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

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

Data analysis will occur using the data trends from the Regents Exams over multiple years. This information will be utilized to determine areas where the achievement gap needs to be addressed. This will drive district wide and individual support and professional development that is directly aligned to the data outcomes.

Student performance and growth data will also be reviewed and analyzed to ensure there is a positive trajectory towards effective instructional opportunities. This information will inform our future implementation of professional development.

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

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Page Last Modified: 02/04/2021

**Use of the Optional Student Performance Subcomponent & Weighting**

Please indicate if the Optional subcomponent will be used in the process included in this variance request by making the appropriate selection below.

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

**Required Student Performance Variance Assurances**

Please check the box below as applicable to all principals included in this required student performance variance request.

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

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

Task 8. PRINCIPALS: Optional Student Performance - Variance Request

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Page Last Modified: 11/29/2020

**Variance Request**

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

*Any principals not covered by this variance request*

**Please make the appropriate selection below.**

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



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

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

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Page Last Modified: 01/09/2021

**Variance Request**

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

*Any principals not covered by this variance request*

**Please make the appropriate selection below.**

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

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

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Page Last Modified: 01/09/2021

**Applicable Principals**

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

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

Grade From	Grade To
K	12

**Applicable Areas**

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

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

**If none of the above components are applicable to the requested variance, please select the last option and complete the next page in a manner that clearly and thoroughly describes the process of evaluating principal practice.**

**Please indicate the area(s) of the principal school visit subcomponent for which a variance is being requested.**

- ☒ Required supervisor/administrator school visits
- ☒ Required independent evaluator school visits

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

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

Page Last Modified: 01/09/2021

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

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

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

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

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

☒ All principals listed in the 'Applicability' section.

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

Page Last Modified: 01/09/2021

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

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

**Number and Method of School Visit**

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

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

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

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

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

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

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Page Last Modified: 01/21/2021

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

Due to COVID-19 and severe budget reductions, there have been modifications in the organization that have altered building leadership, administrative responsibilities, and school structures throughout the system. Reducing the number of school visits for the principal will allow leaders additional time for focused conversations and support around educators in the new learning environments. The Principal will be able to support teachers as they navigate the challenges of teaching during COVID-19. The Principal and teachers are employing new methodologies for teaching and learning. The Principal needs the professional non evaluative environment to take risks and reflect on their building successes and challenges. Reducing the number of school visits would decrease the number of individuals going in and out of buildings and classrooms so that everyone can adhere to COVID-19 safety procedures.

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

We are requesting an APPR variance for a period of two years that will essentially reduce the total number of observations required for both tenured and probationary principals so that we can build the capacity of principals to effectively implement remote/hybrid learning for all students. In an effort to minimize the number of visitors in our school building we are requesting an independent evaluator hardship waiver for the same two year period. As a result, principals may receive observations performed by certified lead evaluators who work within the same school with the same BEDS code, and/or an independent evaluator acting as a lead evaluator. We assure that all evaluators will be trained lead evaluators and will have experience using the Marzano Rubric.

In addition, with a recent cut to administration from 3 to 2 administrators in the district, and increased COVID requirements, we are finding it difficult to complete observations due to covering for the lost administrator and the increase in COVID requirements. Not to mention the uncertainty that COVID causes with not knowing when we would have to quickly switch to a different model due to contact tracing. We do not feel it is possible to complete the required APPR observations during this and next school year 20-21, 21-22. We believe the requested modifications to our APPR process will reduce the amount of time needed to schedule and complete all of the observations conducted in the traditional format. Reducing the number and frequency of observations for the purposes of APPR will allow school leaders to have more time to spend on all matters related to shifting to a variety of new models of teaching, learning and supervising. In addition, the district has prioritized engaging families as partners in both fully remote and hybrid learning environments and ensuring students' overall well being. As a result, we continue to invest heavily in the areas of integrating social emotional learning (SEL), utilizing trauma-sensitive strategies and culturally responsive practices as they relate to each of the formats for teaching and learning noted above.

The variance request would allow more time to fully achieve the priority goals outlined above.

The district's trained evaluators will conduct one full unannounced observation to count for 100% of the observation component in the overall APPR score. All six domains will be evaluated and weighted equally. There will be regular ongoing check-ins to support innovative leadership in a virtual and in person setting.

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

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Page Last Modified: 01/21/2021

**Rigor**

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

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

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

We believe the requested variance will allow the Schenevusto design and deliver a rigorous Annual Professional Performance Review (APPR) model - one that delivers honest, evidence-based feedback to Principalsthat is aligned to the rubric, coupled with extensive embedded classroom support designed to improve principalpractice. We are not asking to make any changes to our approved rubric, given that Marzano's rubric is aresearch-based

**The Marzano School Leadership Evaluation Model examines 24 categories of principal actions across five domains.**

- Domain 1: A Data-Driven Focus on Student Achievement
- Domain 2: Continuous Improvement of Instruction
- Domain 3: A Guaranteed and Viable Curriculum
- Domain 4: Cooperation and Collaboration
- Domain 5: School Climate

All elements that are evaluated will be weighted equally and averaged to create a composite score for the observation.

The principalobservation process in the district will continue to be both rigorous and iterative. Principals are observed by lead evaluators trained in evidence-based observational practices. The evidence collected is then aligned to the components of the Marzano rubricand aligned to the appropriate performance level. The Principal isasked to reflect upon their practice, noting changes they would make with regard to a lesson or unit, identifying ways that the school and district may support their improvement. Lead evaluators provide feedback to Principals, noting strengths, weaknesses and explicit ways to improve teacher practice to move to a higher performance level in a given component or group of components. A plan for support is included in the feedback.

We believe the requested variance will allow us to spend less time conducting observations and more time providing expert professional development and embedded coaching supportthat target the demonstrated needs in our district right now and recognize the changing nature of the evidence we are collecting. We are confident that we can speak to principalpractice at the individual level and collectively in real time throughout the year.

Trained APPR evaluators will continue to observe and evaluate all six domains for observations of the principal. The evidence and data collected in each area of the rubric will continue to be used to identify areas of strength as well as areas of growth. This data will drive our informal and formal professional conversations between the principal and district leadership. Observation trend data will continue to inform targeted support and professional development. Supporting our principal through COVID-19 is a priority, as it has changed the landscape of teaching and learning exponentially. Being able to support our principals outside of the evaluation process will lead to authentic, productive, and positive conversations around pedagogy and leadership.

**Professional Learning**

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

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

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

Through the evaluation process, there is sufficient opportunities to gather data and build upon professional conversations. District leadership,principals,and instructional leaders, will utilize allotted meeting time to offer experiences and professional development around best practices. The administrators who know the strengths and areas of need of principals, will share pioneering ideas through articles, book studies, resources, and opportunities for professional development to promote growth in their practice. Additionally, the principal will participate in common planning times, data teams,and other district collaborative meetings throughout the school year. The Principalwill work in tandem with district leadership to identify building and district needs based on data and craft innovative practices to meet those needs in our unique learning environments due to COVID-19.

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

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Page Last Modified: 01/21/2021

**Effectiveness of Implementation**

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

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

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

Data analysis will occur using the information from the evaluation platform. This information will be utilized to determine areas where the achievement gap needs to be addressed. This will drive district wide and individual support and professional development that is directly aligned to the data outcomes.

Student performance and growth data will also be reviewed and analyzed to ensure there is a positive trend towards effective instructional opportunities. If the data indicates that one observation per year is not sufficient and does not align with student and district outcomes, the process will be reviewed.

**Principal School Visit Assurances**

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

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

**Annual Professional Performance Review - Variance, Education Law §3012-d**Task 10. PRINCIPALS: Overall Scoring - Variance Request

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Page Last Modified: 11/29/2020

**Variance Request**

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

*Any principals not covered by this variance request*

**Please make the appropriate selection below.**

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



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

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Page Last Modified: 11/29/2020

**Variance Request**

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

*Any principals not covered by this variance request*

**Choose the appropriate response below.**

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

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

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Page Last Modified: 02/09/2021

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

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

**Instructional Model**

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

**Variance Duration**

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

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

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

- ☒ 2020-21
- ☒ 2021-22

**Upload APPR Variance Certification Form**

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

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

APPR variance form 2-9-21.pdf

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

*Assurances: Please check the boxes below*

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

**Signatures, dates**

Superintendent Signature:

Date:

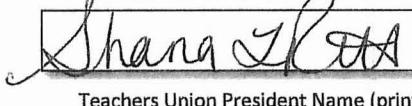
 2/9/21

Superintendent Name (print):

Theresa Carlin

Teachers Union President Signature:

Date:

 2/9/21

Teachers Union President Name (print):

Shana Ritton

Administrative Union President Signature:

Date:

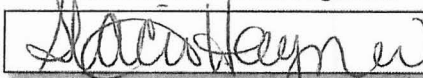
N/A

Administrative Union President Name (print):

N/A

Board of Education President Signature:

Date:

 2/9/21

Board of Education President Name (print):

Stacie Haynes



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

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April 4, 2018

**Revised**

Thomas G. Jennings, Superintendent  
Schenevus Central School District  
159 Main Street  
Schenevus, NY 12155

Dear Superintendent Jennings:

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: Nicholas Savin

**NOTE:**

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

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

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

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Page Last Modified: 03/28/2018

**Task 1) Disclaimers**

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

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

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

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

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

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

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

**1.2) Submission Status**

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

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

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

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

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

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

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

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

**2.1) Assurances**

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

**Please check the boxes below.**

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

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

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

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

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

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

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

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

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

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

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

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



**Annual Professional Performance Review - Education Law §3012-d****Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.3 (3 ELA/Math), 2.4 (4/8 SCI)**

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

For guidance on SLOs, see NYSED SLO Guidance.

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

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

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

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

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

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

For guidance on SLOs, see NYSED SLO Guidance.

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

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

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

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

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

**Annual Professional Performance Review - Education Law §3012-d****Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.5, 2.6 (High School Courses)**

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

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

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

For guidance on SLOs, see NYSED SLO Guidance.

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

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

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

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

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

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

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

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

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

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

For guidance on SLOs, see NYSED SLO Guidance.

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

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

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

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

**Annual Professional Performance Review - Education Law §3012-d****Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.5, 2.6 (High School Courses)**

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

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

	<b>Measure</b>	<b>State or Regents Assessment(s)</b>	<b>Locally-Developed Course-Specific Assessment(s)</b>	<b>Third Party Assessment(s)</b>
9 ELA	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> ELA Regents		
10 ELA	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> ELA Regents		
11 ELA	Teacher-specific results	<input checked="" type="checkbox"/> ELA Regents		
12 ELA	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> ELA Regents		

**Annual Professional Performance Review - Education Law §3012-d****Task 2. Original Student Performance - Required (Teachers) - Original Task 2.7 (K-2 ELA/Math)**

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

For guidance on SLOs, see NYSED SLO Guidance.

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

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

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

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

	<b>Measure</b>	<b>State or Regents Assessment(s)</b>	<b>Locally-Developed Course-Specific Assessment(s)</b>	<b>Third Party Assessment(s)</b>
K ELA	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA		
K Math	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Grade 3 Math <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math		
1 ELA	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA		
1 Math	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Grade 3 Math <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math		
2 ELA	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA		
2 Math	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Grade 3 Math <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math		

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

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

For guidance on SLOs, see NYSED SLO Guidance.

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

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

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

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

	<b>Measure</b>	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
6 Science	Common branch			
7 Science	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Grade 8 Science		
6 Social Studies	Common branch			
7 Social Studies	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents		
8 Social Studies	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents		

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

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

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

For guidance on SLOs, see NYSED SLO Guidance.

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

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

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

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

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

	<b>Measure</b>	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
Global 1	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Global 2 Regents		

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

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

For guidance on SLOs, see NYSED SLO Guidance.

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

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

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

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

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

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

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

Follow the examples below to list other courses.

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

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

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
5	8	Special Education	Teacher-specific	<input checked="" type="checkbox"/> NYSAA		

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

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Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
			results			
K	8	Special Education	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 3 Math <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math <input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents		
K	12	All courses not named above	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 3 Math <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math <input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents		



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

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Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
				<input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents		
9	12	Special Education	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents		
8	12	Languages Other Than English	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History		

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

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Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
				Regents		

**2.11) HEDI Scoring Bands**

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

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

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

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

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

**2.13) Assurances**

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

**Please check the boxes below.**

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

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

- 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.

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

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

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

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

**Annual Professional Performance Review - Education Law §3012-d****Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs**

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**Task 2) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)***The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.*

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

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

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

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

Using the table below, please first select a measure and assessment(s) that will be used for the alternate SLO during the 2016-17 through 2018-19 school years, then indicate the applicable courses. If all other courses listed in Original Task 2.10 are using Alternate SLOs, and such Alternate SLOs will be based on the same measures and assessments, please select "Other Courses as listed in Original Task 2.10" in the Applicable Course(s) column.

Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)	Applicable Course(s)
School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> All Regents given in building/district			<input checked="" type="checkbox"/> K ELA <input checked="" type="checkbox"/> K Math <input checked="" type="checkbox"/> 1 ELA <input checked="" type="checkbox"/> 1 Math <input checked="" type="checkbox"/> 2 ELA <input checked="" type="checkbox"/> 2 Math <input checked="" type="checkbox"/> 3 ELA <input checked="" type="checkbox"/> 3 Math <input checked="" type="checkbox"/> 4 ELA <input checked="" type="checkbox"/> 4 Math <input checked="" type="checkbox"/> 5 ELA <input checked="" type="checkbox"/> 5 Math <input checked="" type="checkbox"/> 6 ELA <input checked="" type="checkbox"/> 6 Math
School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents			<input checked="" type="checkbox"/> 7 Math <input checked="" type="checkbox"/> 8 Math
School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> ELA Regents			<input checked="" type="checkbox"/> 7 ELA <input checked="" type="checkbox"/> 8 ELA

**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 courses not named above."

**Annual Professional Performance Review - Education Law §3012-d****Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs**

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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.

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

**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.**

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	8	Special Education	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> All Regents given in building/district		
K	12	All courses not named above	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> All Regents given in building/district		

**2.11) HEDI Scoring Bands**

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

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

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

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**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.

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

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

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**Task 3) Optional Student Performance Subcomponent**

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

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

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

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

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

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

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

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

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

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

**4.1) Teacher Practice Rubric**

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

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.
Marzano Focused Teacher Evaluation Model	(No Response)

**4.2) Assurances**

Please check all of the boxes below.

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

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

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

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

All observable elements will be weighted equally and averaged.

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

Please check each of the boxes below.

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

Please also check each of the following boxes.

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



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

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**Teacher Observation Scoring Bands**

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

**HEDI Ranges**

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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

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

**Optional Subcomponent:**

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

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

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

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

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

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Required - Principal/ Administrator	Required - Independent Evaluator(s)	Optional - Peer Observer(s)	Grades and subjects for which Peer Observers will be used
80%	20%	N/A	(No Response)

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

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

**4.7) Number and Method of Observations**

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

***Tenured Teachers***

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

***Probationary Teachers***

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

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

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For guidance on APPR scoring, see NYSED APPR Guidance.

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

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

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

**Teacher Observation**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

appr\_62\_tip\_pp\_348056166-Schenevus TIP.pdf

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

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

**6.4) Appeals**

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

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

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

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

A. Tenured and nontenured teachers may appeal only Developing or Ineffective ratings using the following process. Appeals of teacher evaluations and/or TIP must be made formally in writing within fifteen (15) days of receipt of the completed evaluation and composite rating of teacher effectiveness, or from the district's issuance and or implementation of the terms of the Teacher Improvement Plan. Notification of the appeal shall be provided to the Superintendent of Schools, the Principal and/or Superintendent's designee. An appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, the Board of Education shall appoint a designee to decide the appeal. Designees will be trained lead evaluators from ONC BOCES' component districts (inclusive of retirees from these component districts). When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her completed evaluation and any additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Teachers are encouraged to review the appeal with the teachers association before it is submitted. A Teacher Improvement Plan (TIP) will be developed and implemented during an appeal but will be discontinued should the appeal determine that the teacher is effective or highly effective; the indicated appeals timeframe and processes apply.

B. Appeals may be made for the following reasons:

1. the substance of the annual professional performance review; which shall include
  - i. 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 adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d;
3. the adherence to the Commissioner's regulations, as applicable to such reviews and compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
4. the school district's issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-d.

C. Prohibition against more than one appeal: A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

D. Within ten (10) days of receipt of an appeal, the evaluator must submit a detailed written response to the appeal to the Superintendent or Superintendent's designee. The response must include any and all additional documents or written materials specific to the point(s) of disagreement and/or relevant to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response, and any and all additional information submitted with the response.

E. Within ten (10) days after the response is issued, the Superintendent or Superintendent's designee shall convene an informal hearing to allow all parties to be heard on the matter.

F. The Superintendent or Superintendent's designee will render a final written decision on the merits of the appeal no later than ten (10) days from the date upon which the hearing was concluded. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal.

G. If the appeal is sustained, the Superintendent or superintendent's designee may set aside a rating if it has been affected by any error or defect or order a new evaluation if the procedures have been violated.

H. Exclusivity of §3012-d Appeal Procedure The 3012-d appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

**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

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

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- 4) the nature (content) and the duration (how many hours, days) of such training.

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

All evaluators will be trained and all lead evaluators will be trained and certified by the Board of Education under the nine requirements prescribed in §30-3.10 of the Rules of the Board of Regents. Impartial independent observers will receive training on the three requirements prescribed in §30-3.10(c).

Training for all evaluators including evaluators, lead evaluators, and independent evaluators, will be facilitated by BOCES personnel and will consist of a minimum of five school days throughout the school year. Inter-rater reliability will be maintained over time through various activities, including data analysis to detect disparities on the part of one or more evaluators, periodic comparisons of a lead evaluator's assessment with another evaluator's assessment of the same educator, and annual calibration sessions across evaluators.

Certified school administrators or superintendents of schools serving as lead evaluators will not be prohibited from conducting classroom observations or school visits as part of an APPR prior to completion of the training required by §30-3.10 provided such training is successfully completed prior to completion of the evaluation.

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

**6.7) Assurances: Teacher Evaluation****Please check all of the boxes below.**

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

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

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

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

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

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

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

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

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

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

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

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

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

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments for which there is a State growth model (e.g., K-5, K-6, 6-8, 6-12, 9-12, etc.).

For principals where less than 30% of their students are covered under a State-provided growth measure, please use Task 7.2.

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

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

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

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

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

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

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

*Follow the examples below.*

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



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

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

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

**7.1) Assurances**

Please check the boxes below.

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

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

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**7.3) HEDI Scoring Bands**

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

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

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

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

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

**7.5) Assurances**

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

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

**7.6) Student Performance Subcomponent Weighting**

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

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

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

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

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

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

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

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

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

For each grade configuration indicate the following:

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

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

Column 3: measure used

Column 4: assessment(s) used

Follow the examples below.

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

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

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

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

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**7.3) HEDI Scoring Bands**

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

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

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

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

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

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**Task 8) Optional Student Performance Subcomponent**

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

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

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

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

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

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

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

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

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

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

**9.1) Principal Practice Rubric**

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

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of principals each rubric applies to.
Marzano School Leader Evaluation Model (2013)	(No Response)

**9.2) Assurances**

Please check all of the boxes below.

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

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

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

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

All observable elements will be weighted equally and averaged.

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

Please check each of the boxes below.

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

Please also check each of the following boxes.

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

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

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

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**Principal School Visit Scoring Bands**

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

**HEDI Ranges**

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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

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

**Optional Subcomponent:**

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

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

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

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

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Required - Supervisor/ Administrator	Required - Independent Evaluator(s)	Optional - Peer Observer(s)	Grade configurations for which Peer Observers will be used
80%	20%	N/A	(No Response)

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

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

**9.7) Number of School Visits**

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

***Tenured Principals***

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

***Probationary Principals***

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



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

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For guidance on APPR scoring, see NYSED APPR Guidance.

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

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

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

**Principal School Visit Category**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

appr\_11\_2\_pp\_348056542-Schenevus PIP.pdf

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

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

**11.4) Appeals**

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

- (1) the substance of the annual professional performance review; which shall include the following:
  - (i) in the instance of a principal rated Ineffective on the 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;
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law 3012-d and Subpart 30-3 of the Rules of the Board of Regents; and
- (4) the school district's/BOCES' issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

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

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

A. Tenured and non-tenured principals may appeal only Developing or Ineffective ratings using the following process. Appeals of principal evaluations and/or PIPs must be made formally in writing within fifteen (15) business days of receipt of the completed evaluation and composite rating of principal effectiveness, or from the District's issuance and/or implementation of the terms of the Principal Improvement Plan. Notification of the appeal shall be provided to the Superintendent of Schools and President of the Board of Education. The Board of Education shall appoint a designee to decide the appeal. Designees will be superintendents and trained lead evaluators from ONC BOCES' component districts. When filing an appeal, the Principal must submit a detailed written description of the specific areas of disagreement over his or her completed evaluation and any additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. A Principal Improvement Plan (PIP) will be developed and implemented during an appeal but will be discontinued should the appeal determine that the principal is effective or highly effective; the indicated appeals timeframe and processes apply.

B. Appeals may be made for the following reasons:

1. the substance of the annual professional performance review; which shall include
  - i. the instance of a principal 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 adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d;
3. the adherence to the Commissioner's regulations, as applicable to such reviews and compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and 4. the school district's issuance and/or implementation of the terms of the principal improvement plan under Education Law §3012-d.

C. Prohibition against more than one appeal: A principal may not file multiple appeals regarding the same performance review or principal improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

D. Within ten (10) business days of receipt of an appeal, the Superintendent must submit a detailed written response to the appeal to the Board of Education's designee. The response must include any and all additional documents or written materials specific to the point(s) of disagreement and/or relevant to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response, and any and all additional information submitted with the response.

E. Within ten (10) business days after the response is issued, the Board of Education's designee shall convene an informal hearing to allow all parties to be heard on the matter.

F. The Board of Education's designee will render a final written decision on the merits of the appeal no later than ten (10) business days from the date upon which the hearing was concluded. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal.

G. If the appeal is sustained, the Board of Education's designee may set aside a rating if it has been affected by substantial error or defect or order a new evaluation if the procedures have been violated.

H. Exclusivity of §3012-d Appeal Procedure The 3012-d appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

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

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

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

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

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

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

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

All evaluators will be trained and all lead evaluators will be trained and certified by the Board of Education under the nine requirements prescribed in §30-3.10 of the Rules of the Board of Regents. Impartial independent observers will receive training on the three requirements prescribed in §30-3.10(c).

Training for all evaluators including evaluators, lead evaluators, and independent evaluators, will be facilitated by BOCES personnel and will consist of a minimum of five school days throughout the school year. Inter-rater reliability will be maintained over time through various activities, including data analysis to detect disparities on the part of one or more evaluators, periodic comparisons of a lead evaluator's assessment with another evaluator's assessment of the same educator, and annual calibration sessions across evaluators.

Certified school administrators or superintendents of schools serving as lead evaluators will not be prohibited from conducting classroom observations or school visits as part of an APPR prior to completion of the training required by §30-3.10 provided such training is successfully completed prior to completion of the evaluation.

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

**11.7) Assurances: Principal Evaluation****Please check all of the boxes below.**

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

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

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

**11.9) Assurances Data**

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

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

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

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

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

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

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

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

Schenevus APPR Certification Form.pdf

## **Teacher Improvement Plan**

**Teacher Name**

**Learning Standard(s), Domains, and Elements identified for further development**

**Action Plan and Timeline**

**Performance Goals**

**Resources: Professional Development, Materials and Support**

\_\_\_\_\_  
**Teacher's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Administrator's Signature**

\_\_\_\_\_  
**Date**

**Schenevus Central School District  
Principal Improvement Plan**

**Principal Name**

**ISLLC 2008 Standards, Rubric Domain(s) and Element(s) identified for further development**

**Action Plan and Timeline**

**Performance Goals (manner in which improvement will be assessed)**

**Resources: Professional Development, Materials and Support**

\_\_\_\_\_  
**Principal's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Superintendent's Signature**

\_\_\_\_\_  
**Date**



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

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

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

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

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

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

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

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

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

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

- of the Board Regents, during the 2016-17 through 2018-19 school years only;
- Assure that, beginning in the 2019-20 school year, no transition scores and ratings will be generated and the district or BOCES' original APPR Plan will apply to all classroom teachers and building principals as defined in the statute, regulations, and SED guidance without any modifications, substitutions, or replacements as a result of the requirements of §30-3.17 of the Rules of the Board of Regents;
  - Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to Subpart 30-3 of the regulations;
  - Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by State or Federal law for each classroom or program of the grade does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such classroom or program of the grade; and
  - Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to English language learners or the individualized education program of a student with a disability.

**Signatures, dates**

Superintendent Signature:

Date:

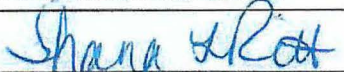
 4.2.18

Superintendent Name (print):

Thomas G. Jennings

Teachers Union President Signature:

Date:


 4/3/18

Teachers Union President Name (print):

Shana L. Ritton

Administrative Union President Signature:

Date:

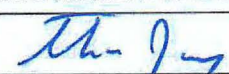
 4/3/18

Administrative Union President Name (print):

Pamela Barber

Board of Education President Signature:

Date:

 4/13/18

Board of Education President Name (print):

Thomas Jory