February 10, 2023

§3012-d Removal of the NYS Grade Four Science Assessment Supplemental Form (Material Change)

John Yagielski, Superintendent
City School District of Albany
Academy Park
Albany, NY 12207

Dear Superintendent Yagielski:

Congratulations. I am pleased to inform you that the Removal of the NYS Grade Four Science Assessment Supplemental Form you submitted meets the criteria outlined in Subpart 30-3 of the Commissioner’s Regulations and has been approved as a material change to your currently approved Educator Evaluation Plan. As a reminder, we are relying on the certifications and assurances that are part of your approved Educator Evaluation plan and those found in the Supplemental Form for Alternate SLOs. If any additional changes need to be made to your approved plan, your district/BOCES must submit a new plan 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,

Betty A. Rosa
Commissioner

Attachment

c: Anita Murphy
PLEASE NOTE:

In April 2019, the Governor signed into law an amendment to Education Law 3012-d. Those statutory changes allow a school district/BOCES to continue to implement its currently approved Educator Evaluation plan, including the transition measures that are to replace any measures based on the grades three through eight English language arts and mathematics State tests, until such time as its existing collective bargaining agreement expires and until entry into a successor agreement.

Accordingly, your district/BOCES may continue to implement its currently approved plan, including the measures described in the Supplemental Form for Removal of NYS Grade 4 Science, until such time that as a new collective bargaining agreement is entered into between the district/BOCES and its bargaining units.

Until such time as your district/BOCES receives approval of a new Educator Evaluation plan consistent with the requirements of Education Law 3012-d as amended by the Laws of 2019, teachers and principals must continue to be provided with their Educator Evaluation scores and ratings calculated based on the measures in your currently approved Educator Evaluation plan without any modifications, substitutions, or replacements.

Only documents that are incorporated by reference in your Educator Evaluation plan have been reviewed and are considered as part of your district's/BOCES' approved Educator Evaluation plan; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your plan but 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 Educator Evaluation plan and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your Educator Evaluation plan and/or require corrective action.
Instructions

The purpose of this form is to describe the measures and assessments that will be used to complete the student performance category of an LEA's Educator Evaluation Plan for teachers and principals whose evaluations are based in whole, or in part, on the NYS Grade Four Science Assessment. To make any other changes to a currently approved evaluation plan, please submit a material change using the "Educator Evaluation - Ed Law §3012-d, amended in 2019" form.

The New York State Grade Four Science Assessment was discontinued at the conclusion of the 2021-22 school year. The New York State Elementary Science Assessment (grade five) will be implemented beginning in the 2023-24 school year.

If the NYS Grade Four Science Assessment is used in an LEA's Educator Evaluation plan, the LEA must indicate which assessment(s) will be used beginning in the 2022-23 school year for applicable educators.

Use the following pages to select the measures and assessments that will be used beginning in the 2022-23 school year for all educators whose evaluation includes the NYS Grade Four Science Assessment per the currently approved evaluation plan.

*Note* The measures indicated on this form will become a part of the LEA's evaluation plan once approved by the Commissioner. They will apply beginning in the 2022-23 school year and remain applicable until a material change is made to the currently approved evaluation plan.
Applicable Teachers

There are two types of applicable teachers this form can be used to address:

• Teachers whose SLOs are based on multiple assessments including the NYS Grade Four Science Assessment.
• Teachers whose SLOs are based ONLY on the NYS Grade Four Science Assessment.

Please make an appropriate selection below.

You may choose the first option if it addresses all teachers whose SLOs are based on the NYS Grade Four Science assessment.

However, if you are replacing the assessments in your group measures with new or different assessments, or if you have a teacher whose SLO is based only on the NYS Grade Four Science assessment, then you must select the second option.

☐ ALL teachers whose SLOs are based on the NYS Grade Four Science Assessment also include one or more other assessments; the Grade Four Science Assessment will be removed from the measure and only the remaining assessment(s) will be used beginning in the 2022-23 school year. (Proceed to Task 7. Principals: Required Student Performance)

☐ The NYS Grade Four Science Assessment will be removed and replaced with new assessment(s) for applicable teachers beginning in the 2022-23 school year.

☐ The NYS Grade Four Science Assessment is not included in the currently approved Evaluation plan for any teacher. (Proceed to Task 7. Principals: Required Student Performance)
Teachers: Measures and Assessments

MEASURES

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures
An individually attributed SLO is based on the student population of a course for which the teacher directly contributes to student learning outcomes.

> Individually attributed results: scores and ratings will be based on the growth of students in the teacher's course in the current school year.

Collectively attributed measures
A collectively attributed SLO is based on a student population across multiple sections of the same course or across multiple courses where more than one teacher either directly or indirectly contributes to student learning outcomes. When determining whether to use a collectively attributed SLO, the LEA should consider:

• identifying which measures and assessments could be used to encourage partnerships or teams where teachers have an opportunity to collectively impact student learning;
• identifying which assessments could be used to help foster and support the LEA’s focus on a specific priority area(s);
• the impact on the LEA’s ability to make strong and equitable inferences regarding an individual educator’s effectiveness; and
• when using multiple measures, the appropriate weight of each measure that reflects individually and collectively attributed results.

> Collectively attributed results: scores and ratings will be based on the growth of all students in a school or program or students across buildings/programs in an LEA who take the applicable assessments in the current school year.

> Collectively attributed group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses or students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

> Collectively attributed linked results: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

ASSESSMENTS

Any of the measures above may be used with one or more of the following assessment types.

• State assessment(s); or
Assessment(s) that are selected from the list of State-approved:
• third party assessments; or
• locally-developed assessments (district-, BOCES-, or regionally-developed).

Using the table below, please first select a measure and assessment(s) that will be used beginning in the 2022-23
Please be sure to make selections for ALL applicable teachers that use the NYS Grade Four Science Assessment in the currently approved plan.

<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
<th>Applicable Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Collectively attributed results (program, school or district-wide measure)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑ MAP Growth (content-specific)</td>
<td></td>
<td></td>
<td></td>
<td>☑ 4 Science</td>
</tr>
</tbody>
</table>

Non-core/Elective Courses

This table should only be used if all teachers of non-core/elective courses as listed in the currently approved plan that use the NYS Grade Four Science Assessment do not use the measures and assessments included in the table above.

If the "Non-core/Elective Courses" checkbox in the table above does not apply, please leave that box unchecked and use the table below to assign different measures and assessments to individual teachers from the "Non-core/Elective Courses" section of Task 2 in the currently approved plan that use the NYS Grade Four Science Assessment.

For non-core/elective 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 5-7: assessment(s) used

Follow the examples below to list other courses:

<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</th>
<th>Subject</th>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To add additional courses, click "Add Row".

HEDI Scoring Bands
Educator Evaluation - Removal of Grade Four Science Assessment

Task 2. TEACHERS: Required Student Performance - Teachers: Measures and Assessments

Page Last Modified: 12/20/2022

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>19</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>97-100%</td>
<td>93-96%</td>
<td>90-92%</td>
<td></td>
</tr>
<tr>
<td>85-89%</td>
<td>80-84%</td>
<td>75-79%</td>
<td></td>
</tr>
<tr>
<td>67-74%</td>
<td>60-66%</td>
<td>55-59%</td>
<td></td>
</tr>
<tr>
<td>49-54%</td>
<td>44-48%</td>
<td>39-43%</td>
<td></td>
</tr>
<tr>
<td>34-38%</td>
<td>29-33%</td>
<td>25-29%</td>
<td></td>
</tr>
<tr>
<td>21-24%</td>
<td>17-20%</td>
<td>13-16%</td>
<td></td>
</tr>
<tr>
<td>9-12%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-4%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teachers with More Than One Growth Measure

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

There are two types of applicable principals this form can be used to address:

- Principals whose SLOs are based on multiple assessments including the NYS Grade Four Science Assessment.
- Principals whose SLOs are based ONLY on the NYS Grade Four Science Assessment.

Please make an appropriate selection below.

You may choose the first option if it addresses all principals whose SLOs are based on the NYS Grade Four Science assessment.

However, if you are replacing the assessments in your group measures with new or different assessments, or if you have a principal whose SLO is based only on the NYS Grade Four Science assessment, then you must select the second option.

- [ ] ALL principals whose SLOs are based on the NYS Grade Four Science Assessment also include one or more other assessments; the Grade Four Science Assessment will be removed from the measure and only the remaining assessment(s) will be used beginning in the 2022-23 school year. (Proceed to Certification)
- [ ] The NYS Grade Four Science Assessment will be removed and replaced with new assessment(s) for applicable principals beginning in the 2022-23 school year.
- [x] The NYS Grade Four Science Assessment is not included in the currently approved Evaluation plan for any principals. (Proceed to Certification)
Upload Statement of Assurances

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 this page only.

Please download the "Removal of Grade Four Science Assessment Assurances" from the list of documents on the left, obtain the required signatures, create a PDF file, and upload the signed and dated form.

APPR Statement of Assurances - Removal of Grade 4 Science.pdf
Removal of Grade Four Science Assessment Supplemental Form: Statement of Assurances

Please complete the assurances and signatures below and upload this Statement of Assurances via the Removal of Grade Four Science Assessment supplemental form in the SED Monitoring and Vendor Performance System through the NYSED Business Portal.

Assurances
Please check the boxes below

☑ Assure that all information provided in the Removal of the NYS Grade Four Science Assessment supplemental form is true and accurate as of the date the form is submitted.

☑ Assure that, once this form is approved by the Department, it shall be considered part of the LEA’s currently approved Educator Evaluation plan beginning in the 2022-2023 school year.

☑ Assure that only those educators whose evaluations, per the LEA’s currently approved Educator Evaluation plan, are based, in whole or part, on the NYS Grade Four Science Assessment will be included on the Removal of the NYS Grade Four Science Assessment supplemental form and the measures and assessments described on such form shall be used to calculate the Student Performance scores/ratings for these educators.

☑ Assure that the educators for whom the Removal of the NYS Grade Four Science Assessment supplemental form applies shall continue to have their Observation/School Visit category scores and ratings and Overall Ratings determined consistent with the LEA’s currently approved Educator Evaluation plan.

☑ Assure that the educators for whom the Removal of the NYS Grade Four Science Assessment supplemental form does NOT apply will continue to have their Overall Rating calculated consistent with the LEA’s currently approved Educator Evaluation plan without modification.

☑ Assure that only the measures and assessments selected on the Removal of the NYS Grade Four Science Assessment Supplemental Form will be used to calculate the required subcomponent of the Student Performance category for the applicable educators beginning in the 2022-2023 school year.

☑ Assure that such modifications to the LEA’s Educator Evaluation plan made through the Removal of the NYS Grade Four Science Assessment supplemental form represent a permanent change to the LEA’s Educator Evaluation plan, and that future modifications to such plan must be made by submitting a material change to the Department for review and approval.

☑ Assure that, where applicable, collective negotiations have been completed on all provisions of this application that are subject to collective bargaining.

Signatures, dates

Superintendent Signature: VIIICKIE SMITH IVT Name (print): Vickie Smith IVT Date: 12/22/22

Board of Education President Signature: Name (print): Laura Franz Date: 12/21/22

Teachers Union President Signature: Name (print): Michele Bridgewater Date: 12/30/22

Administrative Union President Signature: Name (print): Date:
Revised

Kimberly Young Wilkens, Superintendent
City School District of Albany
Academy Park
Albany, NY 12207

Dear Superintendent Young Wilkens:

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

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

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

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

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

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

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

1.1) Assurances

Please check all of the boxes below

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

1.2) Submission Status

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

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

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

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

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

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

2.1) Assurances

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

Please check the boxes below.

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

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

STATE-PROVIDED MEASURES OF STUDENT GROWTH

For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a growth score and rating. That rating will incorporate students' academic history compared to similarly academically achieving students and take 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 SLOin the event that there are not enough students, not enough scores, or data issues that prevent a State-provided growth score from being calculated for that teacher.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For 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.

![Assessment Options Table]

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

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

STUDENT LEARNING OBJECTIVES: High School English Language Arts

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

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

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

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

For grade levels where the Regents exam is not used:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results
Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 ELA</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
<td>Measures of Academic Progress</td>
</tr>
<tr>
<td>10 ELA</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
<td>Measures of Academic Progress</td>
</tr>
<tr>
<td>11 ELA</td>
<td>Teacher-specific results</td>
<td>☑ Common Core English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 ELA</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
<td>Measures of Academic Progress</td>
</tr>
</tbody>
</table>
2.7) Grades K-2 ELA and Math: Measures and Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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

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

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

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

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

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

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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

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

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

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Science</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
<td>Measures of Academic Progress</td>
</tr>
<tr>
<td>7 Science</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
<td>Measures of Academic Progress</td>
</tr>
<tr>
<td>6 Social Studies</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
<td>Measures of Academic Progress</td>
</tr>
<tr>
<td>7 Social Studies</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
<td>Measures of Academic Progress</td>
</tr>
<tr>
<td>8 Social Studies</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
<td>Measures of Academic Progress</td>
</tr>
</tbody>
</table>
2.9) Regents Global Studies 1: Measure and Assessment(s) (Original)

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

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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

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

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

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

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

<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global 1</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td>Measures of Academic Progress</td>
</tr>
</tbody>
</table>

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

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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

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

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

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

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

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

Follow the examples below to list other courses.

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

To add additional courses, click "Add Row".

<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</th>
<th>Subject</th>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>12</td>
<td>All courses not named above</td>
<td>District- or BOCES-wide results</td>
<td>☐ Measures of Academic Progress</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.11) HEDI Scoring Bands

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
</table>
2.12) Teachers with More Than One Growth Measure (Original)

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

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

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

2.13) Assurances

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

Please check the boxes below.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
<th>Applicable Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>District- or BOCES-wide results</td>
<td>☐ Measures of Academic Progress</td>
<td>☐ 3 ELA</td>
<td>☐ 3 Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ 4 ELA</td>
<td>☐ 4 Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ 5 ELA</td>
<td>☐ 5 Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ 6 ELA</td>
<td>☐ 6 Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ 7 ELA</td>
<td>☐ 7 Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ 8 ELA</td>
<td>☐ 8 Math</td>
<td></td>
</tr>
</tbody>
</table>

2.11) HEDI Scoring Bands

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
</table>

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

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

<table>
<thead>
<tr>
<th>20</th>
<th>19</th>
<th>18</th>
<th>17</th>
<th>16</th>
<th>15</th>
<th>14</th>
<th>13</th>
<th>12</th>
<th>11</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
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<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

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

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

4.1) Teacher Practice Rubric

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

<table>
<thead>
<tr>
<th>Rubric Name</th>
<th>If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYSUT Teacher Practice Rubric (2014 Edition)</td>
<td>(No Response)</td>
</tr>
</tbody>
</table>

4.2) Assurances

Please check all of the boxes below.

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

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

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

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

4.3) Process for Weighting Rubric Domains/Subcomponents

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

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

All observable components will be weighted equally and averaged

4.4) Calculating Observation Ratings

Assurances

Please check the boxes below.

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

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

Please also check the boxes below.

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

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

Teacher Observation Scoring Bands
The Overall Observation Category Score and Rating ranges are as follows:

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

**HEDI Ranges**

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

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

**4.5) Teacher Observation Subcomponent Weighting**

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

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

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

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

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

Please check all of the boxes below.

☑ Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the teacher(s) they are evaluating.

☑ Assure that, if observations are being conducted by trained peer observer(s), these teacher(s) received an overall rating of Effective or Highly Effective in the previous school year.

☑ Assure that the following elements will not be used in calculating a teacher's Observation category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of teacher effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.

☑ Assure that the length of all observations for teachers will be conducted pursuant to the locally-determined durations.

☑ Assure that independent evaluator(s) will be trained and selected by the district/BOCES.

☑ Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES.

☑ Assure that at least one of the required observations will be unannounced.

4.7) Number and Method of Observations

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

### Tenured Teachers

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

### Probationary Teachers

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

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

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

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

5.2) Scoring Matrix for the Overall Rating

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

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

5.3) Assurances

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

6.1) Assurances: Teacher Improvement Plans

Please check all of the boxes below.

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

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

6.2) Attachment: Teacher Improvement Plan Forms

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

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

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

Updated_Tier_1_TIP_(4).docx
Updated TIER_2_TIP_(3).docx
Updated TIER_TIP_3_(2).docx

6.3) Assurance: Appeals

Please check the box below.

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

6.4) Appeals

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

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

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

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

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

Probationary teachers may submit a written rebuttal that will be attached to the APPR in the member’s personnel file. Probationary teachers may not appeal the APPR.

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

- in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally;
- the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d,
- The appeal must be submitted in writing to the APPR Appeals Panel (or any future similarly configured panel/committee) within 5 school days of the issuance of the APPR composite rating from the HEDI Scoring Matrix, or the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law §3012-d.
- The APPR Appeals Panel will convene and render a decision within 10 school days of the receipt of the teacher's intent to appeal. Tenured teachers may submit written rebuttals of determinations of “Effective” and “Highly Effective” if desired, but may not appeal such ratings.

The APPR Appeals Panel shall consist of four members appointed by the District and four members appointed by APSTA. The APPR Appeals Panel may modify the rating or TIP, set aside the rating or TIP, or uphold the rating or TIP.

If a decision cannot be reached by the first Appeals Panel, then a second Appeals Panel consisting of two APSTA-selected members and two district-selected members (none of whom were on the original Appeals Panel) will be allowed to make the final decision.

Determination of the appeal pursuant to the above process is final and binding. It is not subject to any further appeal pursuant to the grievance procedure and is not subject to any appeal to the Commissioner of Education or courts. However, failure of either the district or association to abide by the above agreed upon process is subject to the grievance procedure.

This entire appeal process will be timely and expeditious in accordance with education law 3012-d.

6.5) Assurance: Evaluators

Please check the box below.

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

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

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

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

Training of Evaluators
The District will ensure that all Evaluators/Lead Evaluators/Independent Evaluators are properly trained and certified to complete an individual’s performance review. This includes all certified administrators, the certified PAR Consultant Teachers, Independent Evaluators or members of Superintendent’s Cabinet who conduct teacher observations. Evaluator training will be conducted by appropriately qualified individuals or entities.

The Superintendent or designee will certify/re-certify Lead Evaluators and Independent Evaluators upon receipt of proper documentation that the individual has fully completed training. The District will maintain records of certification of evaluators.

Evaluator training will occur over the course of six consecutive days (thirty hours) within the District and evaluators will be monitored and recertified on a periodic basis to be determined by the district in collaboration with APSTA and APSAA.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols. The District anticipates that these protocols will include measures such as: data analysis, periodic comparisons of assessments/paired observation, and/or annual calibration sessions. This training will include the following requirements for certified Evaluators/Lead Evaluators/Independent Evaluators pursuant to Subpart 30-3 of the Rules of the Board of Regents.

Evaluator Re-certification:
Evaluators will maintain their certification by quarterly recalibration:

- Quarter 1 – Evaluator PLC: Unannounced Observation Inter-Rater Reliability
- Quarter 2 – Paired Formal Observation
- Quarter 3 – Evaluator PLC: Best Practices in Evidence Collection
- Quarter 4 – Video Recalibration

The District has the capacity and will offer intensive training for certification of all Evaluators/Lead Evaluators who are new to the District.

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

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

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

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

6.9) Assurances: Data

Please check all of the boxes below.

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

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

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

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

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

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

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

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

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

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

For principals with at least 30% of their students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model. Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth measure, (e.g., K-5, PK-6, 6-12, 9-12, etc.). For principals where less than 30% of their students are covered under a State-provided growth measure, such principals shall have an SLO consistent with a goal setting process determined or developed by the Commissioner that results in a student growth score; provided that, for any 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. (See Guidance for more detail on principals with State-provided measures and SLOs.)

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

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

For each grade configuration indicate the following:

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

Follow the examples below.

<table>
<thead>
<tr>
<th>(1) lowest grade</th>
<th>(2) highest grade</th>
<th>(3) assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-6 Building</td>
<td>K</td>
<td>6</td>
</tr>
<tr>
<td>Grades 7-12 Building</td>
<td>7</td>
<td>12</td>
</tr>
</tbody>
</table>
Using the table below, please select the assessment(s) that will be used for the back-up SLOs beginning in the 2019-20 school year for each grade configuration listed. The SLO will be based on the largest grades/courses in the principal’s school building, using State or Regents assessments as the underlying evidence for such SLOs where they exist.

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

### 7.1) Assurances

Please check the boxes below.

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

<table>
<thead>
<tr>
<th></th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>19</td>
<td>18</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>97-90</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>100</td>
<td>96</td>
<td>92</td>
<td>89</td>
<td>84</td>
</tr>
</tbody>
</table>

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

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

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

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

7.5) Assurances

Please check all of the boxes below.

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

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

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

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

☑ Assure that if a principal’s SLO is based on a small n size population and the district/BOCES chooses not to use the HEDI scoring bands listed in task 7.3, then the principal’s 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.

☑ Assure that 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.
Task 7) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)

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

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

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

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

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

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

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

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

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

For each grade configuration indicate the following:

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

Follow the examples below.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9.1) Principal Practice Rubric

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

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

9.2) Assurances

Please check all of the boxes below.

☑ Assure that all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits.

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

☑ Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district/BOCES, provided that districts/BOCES may locally determine whether to use different rubrics for a principal assigned to different grade level configurations or building types.

☑ Assure that the same rubric(s) is used for all school visits for a principal across the school visit types in a given school year.

9.3) Process for Weighting Rubric Domains/Subcomponents

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

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

All observable domains/ sub components will be weighted equally and averaged.

9.4) Calculating School Visit Ratings

Assurances

Please check the boxes below.

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

☑ Assure that once all school visits are complete, the different types of school visits will be combined using a weighted average consistent with the weights specified in task 9.5 below, producing an overall School Visit category score between 0 and 4. In the event that a principal earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

Please also check the boxes below.

☑ Assure that if the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the second school visit(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or his/her designee. See Section 30-3.5(d)(1)(ii)(a) of the Rules of the Board of Regents.

☑ Assure that if the district/BOCES is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 9 of the district's/BOCES' approved §3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.5(d)(1)(ii)(b) of the Rules of the Board of Regents.
Overall School Visit Category
Score and Rating

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

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

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

9.5) Principal School Visit Subcomponent Weighting

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

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

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

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

Please check all of the boxes below.

☑ Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the principal(s) they are evaluating.
☑ Assure that, if school visits are being conducted by trained peer observer(s), these principal(s) received an overall rating of Effective or Highly Effective in the previous school year.
☑ Assure that the following elements will not be used in calculating a principal's school visit category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness. 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

<table>
<thead>
<tr>
<th></th>
<th>Required - Supervisor/ Administrator: Minimum school visits</th>
<th>Required - Independent Evaluator(s): Minimum school visits</th>
<th>Optional - Peer Observer(s): Minimum school visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Announced</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Probationary Principals

<table>
<thead>
<tr>
<th></th>
<th>Required - Supervisor/ Administrator: Minimum school visits</th>
<th>Required - Independent Evaluator(s): Minimum school visits</th>
<th>Optional - Peer Observer(s): Minimum school visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Announced</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
For guidance on APPR scoring, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

### 10.1) Scoring Ranges

**Student Performance Category**

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

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

**Principal School Visit Category**

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

### 10.2) Scoring Matrix for the Overall Rating

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

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

### 10.3) Assurances

Please check all of the boxes below.

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

Please check all of the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

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

11.3) Assurance: Appeals

Please check the box below.

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

11.4) Appeals

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

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

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

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

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

- The substance of the annual professional performance review, which shall include the following:
  - 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;
  - Principals may only appeal the substance and rating, the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d.
  - In connection with “Ineffective” and “Developing” determination, the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law §3012-d.

The appeal must be submitted in writing to the APPR panel (“Appeals Panel”) (or any future similarly configured panel/committee) within ten school days of the issuance of the APPR or issuance of a Principal Improvement Plan (“PIP”) or breach of any component within the principal improvement plan and shall set forth the basis of the appeal. Principals may submit written rebuttals of determinations of “Effective” and “Highly Effective” if desired, but may not appeal such ratings.

The Appeals Panel shall consist of two members appointed by District and two members appointed by APSAA. The Appeals Panel may modify the APPR and PIP, set aside the rating, or uphold the rating.

The determination of the appeal pursuant to the above process is final and binding. It is not subject to any further appeal pursuant to the grievance procedure and is not subject to any appeal to the Commissioner of Education or courts. However, failure of either the District or Association to abide by the above agreed upon process is subject to the grievance procedure.

This entire Appeal Process will be timely and expeditious in accordance with education law 3012-d.

### 11.5) Assurance: Evaluator

Please check the box below.

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

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

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

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

Training and Certification of Lead Evaluators/Evaluators/Independent Evaluators:
The Capital Region BOCES will conduct a comprehensive training in order to certify/re-certify Lead Evaluators/Evaluators/Independent Evaluators to conduct evaluations using the MPPR evaluation tool. The training will include an understanding of each of the MPPR domains/subdomains and alignment with the ISLLC standards, evidence to support ratings, evaluation cycle, calculation of points including composite ratings that will assign principals to a HEDI category.

In order to ensure Inter-rater reliability, lead evaluators will work as a group to collaboratively view sample observations in order to calibrate evidence, process, and scoring. Evaluators/Lead Evaluators/Independent Evaluators will participate in professional development conducted by Learner Centered Initiatives (LCI) annually. This will occur by July 1st for each school year.

Evaluator/Lead Evaluators/Independent Evaluators training will occur over the course of one day (6 hours)/within the District and evaluators will be monitored and re-certified on a periodic basis to be determined by the district in collaboration with APSAA.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols. The District anticipates that these protocols will include measures such as: data analysis, periodic comparisons of assessments/paired observation, and/or annual calibration sessions. This training will include the following requirements for certified Evaluators/Lead Evaluators/Independent Evaluators. This training will include the following requirements for certified Evaluators/Lead Evaluators/Independent Evaluators pursuant to Subpart 30-3 of the Rules of the Board of Regents.

Evaluator/Lead Evaluators/Independent Evaluators Re-certification:
Evaluators/Lead Evaluators/Independent Evaluators will maintain their certification by annual recalibration. This will be conducted by the Capital Region BOCES. The District has the capacity and will offer intensive training for certification of all Evaluators/Lead Evaluators who are new to the District.

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

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

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

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

11.9) Assurances Data

Please check all of the boxes below.

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

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

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

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

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

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

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

District Certification Form 2016 APPR Modified 12_22_16.pdf
TIER 1 TIP – Teacher Action Plan to be filled out by Teacher and their leveled PAR in Collaboration with the TIP Administrator

Teacher Name_____________________________________________ Subject/Grade________________________________

Building(s)____________________________________ Reason for TIP ____________________________________________

**TIP Tier 1 Intervention**
The Teacher and Principal/Supervising Administrator and PAR or Coach, will collaborate on timelines and necessary supports to improve student performance on state and local assessments. This intervention plan should include PD supports around the identified area of need such as an item analysis of state or local assessment to identify the specific area of improvement. The teacher will present an action plan to address the identified area of need using the common core standards and skills associated with them.

<table>
<thead>
<tr>
<th>Student Improvement Goal(s): How will your work improve student scores on state or local assessments? What is your measurable goal?</th>
<th>Actions Plan to Address Goal(s): What strategies/steps are you going to take to work towards your student improvement goal?</th>
<th>Professional Development/Collaborative Work to Address Goal: What supports will you seek out to achieve your student improvement goal?</th>
<th>Timeline: When will the work of each Action Plan strategy/step or PD take place?</th>
<th>Evidence &amp; Date of Goal Completion:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher Signature______________________________________________ PAR Signature______________________________________________

TIP Administrator Signature___________________________________________ Date________________________________________
TIER 1 TIP – Teacher Action Plan Review to be filled out by the Teacher and their Administrator during the APPR Summative Conference

Teacher Name_________________________________________ Subject/Grade________________________________

Building(s)__________________________________________ Reason for TIP ____________________________________________

TIP Tier 1 Intervention
The Teacher and Principal/Supervising Administrator and PAR or Coach, will collaborate on timelines and necessary supports to improve student performance on state and local assessments. This intervention plan should include PD supports around the identified area of need such as an item analysis of state or local assessment to identify the specific area of improvement. The teacher will present an action plan to address the identified area of need using the common core standards and skills associated with them.

Teacher Reflection:

Did you meet your goal(s)? How do you know this?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

What steps or strategies were most effective in your practice? In what way did they benefit your students?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

What would you have changed or done differently for this Action Plan?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

Administrator Reflection:

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

Teacher Signature______________________________________________
TIER 2 TIP – Teacher Action Plan to be filled out by Teacher, their leveled PAR and TIP Administrator

Teacher Name__________________________________________ Subject/Grade________________________________

Building(s)______________________________

Area(s) of Concern from APPR/Evaluation:


TIP Tier 2 Intervention
This intervention plan would include PD supports around NYS Teaching Standard(s) deemed ineffective and/or developing on the formal observations. Small group mentoring would be required and coordinated by a PAR. Additional formal observations may be conducted on a case by case basis. Informal observations, with a focus on the identified deficient NYS Teaching Standard(s) will be conducted no less than once a quarter with written feedback provided. Teachers in this tier may be required to submit weekly lesson plans, around the deficit NYS Teaching Standard(s), and feedback will be provided as identified in the individual TIP plan.

<table>
<thead>
<tr>
<th>Statement of the Problem/Concern</th>
<th>Goal(s)</th>
<th>Strategies and Resources Needed to Meet Goal(s)</th>
<th>Evidence of Completion</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas not meeting professional objectives as detailed in the Annual Professional Performance Review Plan:</td>
<td></td>
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</tr>
</tbody>
</table>

Teacher Signature______________________________________________
PAR Signature____________________________________________
TIP Administrator Signature___________________________________________
Date__________________________________________
**TIER TIP 3 – Teacher Action Plan to be filled out by Teacher, their leveled PAR and TIP Administrator**

**Teacher Name__________________________________________ Subject/Grade________________________________**

**Building(s)_______________**

**Area(s) of Concern from APPR/Evaluation:**

**TIP Tier 3 Intervention**

This intervention plan would include PD supports around NYS Teaching Standard(s) deemed ineffective and/or developing on the formal observation. The Teacher and Principal/Supervising Administrator and PAR or Coach, will collaborate on timelines and necessary supports to improve student performance on state and local assessments. Small group mentoring would be required and coordinated by a PAR. Additional formal observations will be conducted as delineated in the individual teacher’s TIP plan. Informal observations, with a focus on the identified deficient NYS Teaching Standard(s) will be conducted at least once a month with written feedback provided to the teacher. Teachers in this tier will be required to submit weekly lesson plans and feedback will be provided as identified in the individual TIP plan. Daily plans must be available within the classroom at all times for review.

<table>
<thead>
<tr>
<th>Statement of the Problem/Concern</th>
<th>Goal(s)</th>
<th>Strategies and Resources Needed to Meet Goal(s)</th>
<th>Evidence of Completion</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
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<td><strong>Areas not meeting professional objectives as detailed in the Annual Professional Performance Review Plan:</strong></td>
<td></td>
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</tr>
</tbody>
</table>

Teacher Signature____________________________________________

PAR Signature____________________________________________

TIP Administrator Signature___________________________________________

Date___________________________________
PIP – Principal Action Plan to be filled out by Principal and their PIP Evaluator

Principal Name_____________________________________________

Building(s) ____________________________________ Reason for PIP ____________________________________________

**PIP Intervention:**
The Principal and Supervising Administrator/Evaluator will collaborate on timelines and necessary supports. This intervention plan should include PD supports around the identified area of need and to identify the specific area of improvement. The Principal will present an action plan to address the identified area of need using the common core standards and skills associated with them.

<table>
<thead>
<tr>
<th>Principal Targeted Goal(s): What are your measurable goals?</th>
<th>Actions Plan to Address Goal(s): What strategies/steps are you going to take to work towards your improvement goal?</th>
<th>Professional Development/Collaborative Work/Recommended Activities to Address Goal: What supports will you seek out to achieve your improvement goal?</th>
<th>Timeline: When will the work of each Action Plan strategy/step or PD take place?</th>
<th>Evidence of Achievement &amp; Date of Goal Completion:</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Principal Signature______________________________________________ Date ___________________________________

PIP Administrator Signature___________________________________________ Date_________________________________________________________________
PIP – Principal Action Plan Review to be filled out by the Principal and their Administrator during the MPPR Summative Conference

Principal Name_____________________________________________

Building(s)____________________________________ Reason for PIP ____________________________________________

**PIP Intervention:**
The Principal and Supervising Administrator/Evaluator will collaborate on timelines and necessary supports. This intervention plan should include PD supports around the identified area of need and to identify the specific area of improvement. The Principal will present an action plan to address the identified area of need using the common core standards and skills associated with them.

**Principal Reflection:**
Did you meet your goal(s)? How do you know this?
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

What steps or strategies were most effective in your practice? In what way did they benefit your building/students?
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

What would you have changed or done differently for this Action Plan?
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

**Administrator Reflection:**
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

Principal Signature______________________________________________

PIP Administrator 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 during the transition period; and that original APPR scores and ratings will be provided for advisory purposes only, and will have no impact on employment decisions, including tenure determinations, or teacher and principal improvement plans.

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

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

- Assure that, during the 2015-16 through 2018-19 school years, the overall transition rating will be used as a significant factor in employment decisions, including tenure determinations and teacher and principal improvement plans;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES will continue to provide teachers and principals with original APPR scores and ratings calculated based on the measures described in this APPR plan without any modifications, substitutions, or replacements pursuant to §30-3.17 of the Rules of the Board of Regents;
- Assure that, during the 2015-16 through 2018-19 school years, original APPR scores and ratings will not be used as the basis for employment decisions and will only be used for advisory purposes;
- Assure that beginning in the 2019-2020 school year, the original overall APPR score pursuant to the district or BOCES approved APPR plan shall be used as the basis for employment decisions, including tenure determinations and teacher and principal improvement plans;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES, shall provide teachers and principals whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments or/and 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 based on the grades 3-8 ELA/math State assessments or State-provided growth scores with their score and rating on the Student Performance category, if
Assure that beginning in the 2019-20 school year, the district or BOCES shall compute and provide to the
Commissioner in a format and timeline prescribed by the Commissioner;

Assure that, during the 2015-16 through 2018-19 school year, the district or BOCES will continue to report both the
original and transition individual category and subcomponent scores and the overall original and transition ratings to
the State for each classroom teacher and building principal in a manner prescribed by the Commissioner;

Assure that, beginning in the 2019-20 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 in which such teacher’s or principal’s performance is being measured or as soon as practicable thereafter.

Assure that an alternate SLOs described in Tasks 2 and 7 of this APPR plan will be used as the basis for certain
teachers’ and principals’ transition APPR scores and ratings, where applicable and consistent with section 30-3.17 of
Civil Service Law;
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 required annual instructional hours for such classroom or program of the grade; and
- Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to English language learners or the individualized education program of a student with a disability.

Signatures, dates

Superintendent Signature: Date:

[Signature]
[12/22/16]

Teachers Union President Signature: Date:

[Signature]
[12/22/16]

Administrative Union President Signature: Date:

[Signature]
[12/22/16]

Board of Education President Signature: Date:

[Signature]
[12/22/16]