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

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October 28, 2016

**Revised**

Timothy Ryan, Superintendent
Bainbridge-Guilford Central School District
18 Juliand Street
Bainbridge, New York 13733

Dear Superintendent Ryan:

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: Perry T. Dewey

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

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

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

Task 1. School District Information - Tasks 1.1, 1.2

Page Last Modified: 10/27/2016

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

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

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

| | **Grade 4 ELA** | **Grade 4 Math** |
|---|---|---|
| State Assessment | Grade 4 ELA | Grade 4 Math |

| | **Grade 5 ELA** | **Grade 5 Math** |
|---|---|---|
| State Assessment | Grade 5 ELA | Grade 5 Math |

| | **Grade 6 ELA** | **Grade 6 Math** |
|---|---|---|
| State Assessment | Grade 6 ELA | Grade 6 Math |

| | **Grade 7 ELA** | **Grade 7 Math** |
|---|---|---|
| State or Regents Assessment(s) | Grade 7 ELA | Grade 7 Math |

| | **Grade 8 ELA** | **Grade 8 Math** |
|---|---|---|
| State or Regents Assessment(s) | Grade 8 ELA | Grade 8 Math |

## 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.**

| | **Grade 3 ELA** | **Grade 3 Math** |
|---|---|---|
| State Assessment | Grade 3 ELA | Grade 3 Math |

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

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

For guidance on SLOs, see NYSED SLO Guidance: 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.**

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

## 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.

| | **Global 2** | **US History** |
|---|---|---|
| Regents Assessment | Global 2 | US History |

| | **Living Environment** | **Earth Science** | Chemistry | Physics |
|---|---|---|---|---|
| Regents Assessment | Living Environment | Earth Science | Chemistry | Physics |

| | **Algebra I** | **Geometry** | **Algebra II/Trigonometry** |
|---|---|---|---|
| Regents Assessment(s) | Common Core Algebra | Common Core Geometry | Common Core Algebra II |

## 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.**

| | **Measure** | State or Regents Assessment(s) | Locally-Developed Course-Specific Assessment(s) | Third Party Assessment(s) |
|---|---|---|---|---|
| 9 ELA | School- or program-wide group, team or linked results | ☑ Common Core English<br>☑ Living Environment<br>☑ Earth Science<br>☑ US History | | |
| 10 ELA | School- or program-wide group, team or linked results | ☑ Common Core English<br>☑ Living Environment<br>☑ Earth Science<br>☑ US History | | |
| 11 ELA | Teacher-specific results | ☑ Common Core English | | |
| 12 ELA | School- or program-wide group, team or linked results | ☑ Common Core English<br>☑ Living Environment<br>☑ Earth Science<br>☑ US History | | |

## 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.**

| | **Measure** | State or Regents Assessment(s) | Locally-Developed Course-Specific Assessment(s) | Third Party Assessment(s) |
|---|---|---|---|---|
| K ELA | District- or BOCES-wide results | ☑ Common Core English<br>☑ Living Environment<br>☑ Earth Science<br>☑ US History | | |
| K Math | District- or BOCES-wide results | ☑ Grade 8 Math<br>☑ Common Core English<br>☑ Living Environment<br>☑ Earth Science<br>☑ US History | | |
| 1 ELA | District- or BOCES-wide results | ☑ Common Core English<br>☑ Living Environment<br>☑ Earth Science<br>☑ US History | | |
| 1 Math | District- or BOCES-wide results | ☑ Grade 8 Math<br>☑ Common Core English<br>☑ Living Environment<br>☑ Earth Science<br>☑ US History | | |
| 2 ELA | District- or BOCES-wide results | ☑ Common Core English<br>☑ Living Environment<br>☑ Earth Science<br>☑ US History | | |
| 2 Math | District- or BOCES-wide results | ☑ Grade 8 Math<br>☑ Common Core English<br>☑ Living Environment<br>☑ Earth Science<br>☑ US History | | |

### 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.**

| | **Measure** | State or Regents Assessment(s) | Locally-Developed Course-Specific Assessment(s) | Third Party Assessment(s) |
|---|---|---|---|---|
| 6 Science | District- or BOCES-wide results | ☑ Common Core English<br>☑ Living Environment<br>☑ Earth Science<br>☑ US History | | |
| 7 Science | School- or program-wide group, team or linked results | ☑ Common Core English<br>☑ Living Environment<br>☑ Earth Science<br>☑ US History | | |
| 6 Social Studies | District- or BOCES-wide results | ☑ Common Core English<br>☑ Living Environment<br>☑ Earth Science<br>☑ US History | | |
| 7 Social Studies | School- or program-wide group, team or linked results | ☑ Common Core English<br>☑ Living Environment<br>☑ Earth Science<br>☑ US History | | |
| 8 Social Studies | School- or program-wide group, team or linked results | ☑ Common Core English<br>☑ Living Environment<br>☑ Earth Science<br>☑ US History | | |

### 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.**

| | **Measure** | State or Regents Assessment(s) | Locally-Developed Course-Specific Assessment(s) | Third Party Assessment(s) |
|---|---|---|---|---|
| Global 1 | School- or program-wide group, team or linked results | ☑ Common Core English<br>☑ Living Environment<br>☑ Earth Science<br>☑ US History | | |

## 2.10) All Other Courses (Original)

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

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

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

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

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

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

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

*Follow the examples below to list other courses.*

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

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

| **Grade From** | **Grade To** | **Subject** | Measure | State or Regents Assessment(s) | Locally-developed Course-Specific Assessment(s) | Third Party Assessment(s) |
|---|---|---|---|---|---|---|
| K | 12 | All courses not named above | District- or BOCES-wide results | ☑ Common Core English<br>☑ Living Environment<br>☑ Earth Science<br>☑ US History | | |

## 2.11) HEDI Scoring Bands

| | | | |
|---|---|---|---|
| Highly Effective | Effective | Developing | Ineffective |

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

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

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

| Measure | State or Regents Assessment(s) | Locally-Developed Course-Specific Assessment(s) | Third Party Assessment(s) | Applicable Course(s) |
|---|---|---|---|---|
| District- or BOCES-wide results | ☑ Common Core English<br>☑ Living Environment<br>☑ Earth Science<br>☑ US History | | | ☑ 3 ELA<br>☑ 3 Math<br>☑ 4 ELA<br>☑ 4 Math<br>☑ 5 ELA<br>☑ 5 Math<br>☑ 6 ELA<br>☑ 6 Math<br>☑ 7 ELA<br>☑ 7 Math<br>☑ 8 ELA<br>☑ 8 Math |

### 2.11) HEDI Scoring Bands

| | | | |
|---|---|---|---|
| Highly Effective | Effective | Developing | Ineffective |

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

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

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

| Rubric Name | **If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.** |
|---|---|
| NYSUT Teacher Practice Rubric | (No Response) |

## 4.2) Assurances

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

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

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

**HEDI Ranges**

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

| | Minimum Rubric Score | Maximum Rubric Score |
|---|---|---|
| Highly Effective: | 3.50 | 4.00 |

| | Minimum Rubric Score | Maximum Rubric Score |
|---|---|---|
| Effective: | 2.50 | 3.49 |

| | Minimum Rubric Score | Maximum Rubric Score |
|---|---|---|
| Developing: | 1.50 | 2.49 |

| | **Minimum Rubric Score** | Maximum Rubric Score |
|---|---|---|
| Ineffective: | 0.00 | 1.49 |

## 4.5) Teacher Observation Subcomponent Weighting

**Required Subcomponents:**

**- Observations by Principal(s) or Other Trained Administrators: At least 80% of the Teacher Observation category score**

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

**Optional Subcomponent:**

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

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

** If the district is granted an annual 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%.**

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

## 4.6) Assurances

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

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

## 4.7) Number and Method of Observations

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

**Tenured Teachers**

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

**Probationary Teachers**

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

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

### 5.1) Scoring Ranges

**Student Performance**

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

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

**Teacher Observation**

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

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

### 5.2) Scoring Matrix for the Overall Rating

| | | **Teacher Observation Category** | | | |
|---|---|---|---|---|---|
| | | **Highly Effective (H)** | **Effective (E)** | **Developing (D)** | **Ineffective (I)** |
| **Student Performance Category** | **Highly Effective (H)** | H | H | E | D |
| | **Effective (E)** | H | E | E | D |
| | **Developing (D)** | E | E | D | I |
| | **Ineffective (I)** | D* | D* | I | I |

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

### 5.3) Assurances

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

- ☑ Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.
- ☑ 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.**

APPENDIX I - Teacher Improvement Plan 6-27-16.docx

## 6.3) Assurance: Appeals

**Please check the box below.**

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

## 6.4) Appeals

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

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

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

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

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

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

I.Appeals Procedures

The purpose of the APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The appeal procedures shall provide for the timely and expeditious resolution of the appeal. Teachers who meet the appeal process criteria identified below may use this appeal process. An appeal may be filed challenging the APPR based upon one or more of the following grounds:

1. The substance of the Annual Professional Performance Review;

1. The District's adherence to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-d and applicable rules and regulations;

1. The District's compliance with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;

1. The District's issuance and or implementation of the terms of a TIP, where applicable, as required under Education Law §3012-d.

Any evaluation or APPR rating that is determined in whole by an administrator or supervisor who is not fully trained and/or certified to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher's record and will be inadmissible as evidence in any subsequent disciplinary proceeding.

A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s). An APPR, which is the subject of a pending appeal, shall not be sought to be offered in evidence, or placed in evidence in any Education Law §3020-a or §3020-b proceeding, or any locally negotiated procedure, until the appeal process is concluded.

Any teacher aggrieved by an APPR rating of either "ineffective" or "developing" may challenge that APPR or
where a teacher is rated Ineffective on the student performance category but rated Highly Effective on the observation category based on an anomaly

Teachers initiating an appeal based on a TIP would also use the process outlined below.

**1. Level 1 Appeal -Appeal to Evaluator**

**1. Informal**

If the teacher has concerns with their evaluation, the teacher may request an informal conference with the evaluating administrator, within five (5) school days from the date of receiving their final overall composite rating. The meeting shall be scheduled within ten (10) school days from the date of the request. Within this context, the appeal meeting will be heard within fifteen (15) school days from the request of the teacher to the administrator. The parties shall discuss any or all related issues. In order to advance to a Level 1 Formal Appeal, the teacher must first attend an informal conference.

**1. Formal**

If the teacher has concerns with their evaluation after their informal conference, the teacher may request a formal conference with the evaluating administrator. The teacher is entitled to BGTA representation at the conference.

Any appeal must be submitted to the evaluator in writing,no later than ten (10) school days from the date of the informal conference. The evaluator responsible for the issue(s) being appealed must schedule a conference no later than ten (10) school days from the receipt of the appeal. The conference shall be a meeting wherein the authoring administrator and the teacher shall discuss the evaluation and the area(s) of dispute. All supporting documentation shall be provided by both parties at the conference.

The evaluator shall have the option to uphold or modify any component of the evaluation.

Within ten (10) school days of the date of the formal conference, or 35 days from the completion of the informal hearing, the evaluator responsible for the issue(s) being appealed must submit a detailed written appeal response to the teacher and Superintendent. Along with the response, supporting documentation, must be submitted, or specifically noted pending, as well as any additional documents or materials relevant to the response.

If the teacher is not satisfied with the outcome of the Level 1 Formal Appeal, he/she may proceed to a Level 2 Appeal.

**1. Level 2 Appeal– Appeal to Committee**

The Level 2 Appeal shall be submitted to the Superintendent and BGTA President in writing no later than ten (10) school days from the date of the Level 1 Formal Appeal.

The Superintendent must schedule a conference no later than ten (10) school days from the receipt of the Level 1 Appeal. The teacher is entitled to BGTA representation at the conference. The conference shall be a meeting wherein the parties shall discuss the evaluation and the area(s) of dispute. Supporting documentation shall be provided by both parties at the conference.

The Committee make up shall be:

1. Two tenured administrators, certified to conduct evaluations, appointed by the Superintendent or his/her designee. The administrator appointed shall not be the administrator who authored the evaluation.
2. Two tenured teachers appointed by the President of the BGTA or his/her designee.

Within ten (10) school days of the Level 2 conference, the Appeal Committee shall reach its decision using consensus model (majority). The Committee shall submit a detailed written response to the administrative evaluator, the teacher, the BGTA President and the Superintendent at the same time they reach their decision. The response must include additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal for each determination on each of the specific issues raised in the appeal. The Appeal Committee decision is final and binding.

If consensus is not reached, the Committee shall write up opposing viewpoints and submit the opposing viewpoints to the administrative evaluator, the teacher, the BGTA President and the Superintendent.

If the teacher is unsatisfied with the outcome of the Level 2 conference, the teacher may file a Level 3 appeal within ten (10) school days from the receipt of the written response. If the Superintendent is the evaluator, the teacher may file a Level 4 appeal within ten (10) school days from the receipt of the written response.

**1. Level 3 Appeal – Appeal to Superintendent**

The Level 3 Appeal, initiated by the teacher, requires written notification to the Superintendent. Notification must be within ten (10) school days of the receipt of the Level 2 Appeal.

The teacher is entitled to BGTA representation at the conference. The Superintendent must schedule a conference no later than ten (10) school days from the receipt of the Level 2 Appeal. The conference shall be a meeting wherein the parties shall discuss the evaluation and the area(s) of dispute. Supporting documentation shall be provided by both parties at the conference.

The Superintendent shall have the option to uphold or modify any component of the evaluation. The Superintendent must notify the teacher and the appeal committee in writing within ten (10) school days of the Level 3 Appeal hearing. The decision of the Superintendent is final and binding.

**1. Level 4 Appeal –Appeal to Board of Education (BOE)**
***Only available if the Superintendent is the evaluator**

The Level 4 Appeal, initiated by the teacher, requires written notification to the BOE. Notification must be within ten (10) school days of the receipt of the Level 2 Formal Appeal. The BOE must schedule a conference no later than ten (10) school days from the receipt of the appeal. The teacher is entitled to BGTA representation at the conference. The conference shall be a meeting wherein the BOE and the teacher shall discuss the evaluation and the area(s) of dispute. Supporting documentation shall be provided by both parties at the conference.

The BOE shall have the option to uphold or modify any component of the evaluation.

Within ten (10) school days of the date of the formal conference, the BOE must submit a detailed written appeal response to the teacher, the BGTA President and Superintendent. Along with the response, supporting documentation, must be submitted, or specifically noted pending, as well as any additional documents or materials relevant to the response. The BOE decision is final and binding.

## 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.**

1.) The district will send all lead evaluators and independent evaluators to the BOCES lead evaluator trainings each year.
2.) The Bainbridge-Guilford BOE will certify and re-certify all evaluators unpon completion of said training.
3.) Ongoing training will be conducted throughout the school year to ensure inter-rater reliability.
4.) All lead and independent evaluators will receive training as required under regents rule 30-3.10. The minimum duration for initial certification will be 2 days annually, the minimum duration for re-certification will be 2 days annually.

## 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, 6-8, 6-12, 9-12, etc.). For principals where less than 30% of their students are covered under a State-provided growth measure, such principals shall have an SLO consistent with a goal setting process determined or developed by the Commissioner that results in a student growth score; provided that for any grade-level/course that ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO. (See Guidance for more detail on principals with State-provided measures and SLOs.)

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

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

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

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

*Follow the examples below.*

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

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

| Grade From | Grade To | State or Regents Assessment(s) |
|---|---|---|
| 2 | 6 | ☑ Grade 4 ELA<br>☑ Grade 5 ELA<br>☑ Grade 6 ELA<br>☑ Grade 4 Math<br>☑ Grade 5 Math<br>☑ Grade 6 Math |
| 7 | 12 | ☑ Grade 7 ELA<br>☑ Grade 8 ELA<br>☑ Grade 7 Math<br>☑ Grade 8 Math<br>☑ All applicable Regents assessments which are used to generate the principal's State-provided growth score |

### 7.1) Assurances

**Please check the boxes below.**

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

☑ Assure that, 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.

### 7.2) Student Learning Objectives (Original)

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

**SLOs must be used for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, math, and/or high school courses with State or Regents assessments. SLOs will be developed using the grades/courses covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district/BOCES must select the type of assessment that will be used with the SLO from the options below.**

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

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

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

*Follow the examples below.*

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

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

| Grade From | Grade To | Measure | State or Regents Assessment(s) | Locally-Developed Course-Specific Assessment(s) | Third Party Assessment(s) |
|---|---|---|---|---|---|
| K | 1 | District- or BOCES-wide results | ☑ Grade 8 Math<br>☑ Common Core English<br>☑ Living Environment<br>☑ Earth Science<br>☑ US History | | |

### 7.3) HEDI Scoring Bands

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

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

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

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

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

| Grade From | Grade To | Measure | State or Regents Assessment(s) | Locally-Developed Course-Specific Assessment(s) | Third Party Assessment(s) |
|---|---|---|---|---|---|
| 2 | 6 | District- or BOCES-wide results | ☑ Common Core English<br>☑ Living Environment<br>☑ Earth Science<br>☑ US History | | |
| 7 | 12 | Principal-specific results | ☑ Common Core English<br>☑ Living Environment<br>☑ Earth Science<br>☑ US History | | |

### 7.3) HEDI Scoring Bands

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

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

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

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

### 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.**

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

## 9.2) Assurances

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

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

## 9.3) Process for Weighting Rubric Domains/Subcomponents

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

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

All observable components will be weighted equally and averaged.

## 9.4) Calculating School Visit Ratings

**Assurances**

**Please check the boxes below.**

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

**Please also check the boxes below.**

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

**Principal School Visit Scoring Bands**

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

**HEDI Ranges**

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

| | Minimum Rubric Score | Maximum Rubric Score |
|---|---|---|
| Highly Effective: | 3.50 | 4.00 |

| | Minimum Rubric Score | Maximum Rubric Score |
|---|---|---|
| Effective: | 2.50 | 3.49 |

| | Minimum Rubric Score | Maximum Rubric Score |
|---|---|---|
| Developing: | 1.50 | 2.49 |

| | Minimum Rubric Score | Maximum Rubric Score |
|---|---|---|
| Ineffective: | 0.00 | 1.49 |

## 9.5) Principal School Visit Subcomponent Weighting

**Required Subcomponents:**

**- School Visits by Supervisor(s) or other Trained Administrator(s): At least 80% of the Principal School Visit category score**

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

**Optional Subcomponent:**

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

** If the district is granted an annual 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%.**

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

## 9.6) Assurances

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

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

## 9.7) Number of School Visits

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

**Tenured Principals**

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

**Probationary Principals**

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

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.

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

**Principal School Visit Category**

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

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

### 10.2) Scoring Matrix for the Overall Rating

| | | Principal School Visit Category | | | |
|---|---|---|---|---|---|
| | | **Highly Effective (H)** | **Effective (E)** | **Developing (D)** | **Ineffective (I)** |
| **Student Performance Category** | **Highly Effective (H)** | H | H | E | D |
| | **Effective (E)** | H | E | E | D |
| | **Developing (D)** | E | E | D | I |
| | **Ineffective (I)** | D* | D* | I | I |

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

### 10.3) Assurances

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

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

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

## 11.1) Assurances: Improvement Plans

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

- ☑ 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.**

Principal Improvement Plan Form 2016.pdf

## 11.3) Assurance: Appeals

**Please check the box below.**

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

## 11.4) Appeals

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

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

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

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

**1. Appeals process**

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

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

Levels of Appeal

There shall be two levels of Appeal. Level One Appeal shall be with the Superintendent. Level Two Appeal shall be by an Appeals Panel.

The principal may elect to forego the Level One Appeal option and request a Level Two Appeal immediately.

A principal who receives an ineffective or developing rating on their annual composite shall be entitled to appeal such rating to the Appeal Panel. The appeal shall be filed within ten (10) work/school days of personal service of the final performance review upon the principal.

A principal who receives a principal improvement plan ("PIP") and disputes its issuance shall be entitled to appeal to the Appeal Panel. An appeal of the issuance of the PIP shall be filed within ten (10) school days of personal service of the PIP, which time period may be extended for extraordinary circumstances, such as the principal's scheduled absence from work during the time period to file an appeal.

A principal who is issued a PIP and subsequently disputes its implementation shall be entitled to appeal to the Appeal Panel. An appeal of the implementation of a PIP shall be filed within ten (10) school/work days of the personal service of the subsequent year performance review upon the principal.

Level One Appeal

Within ten (10) school/work days of receipt of and ineffective or developing rating on his/her APPR, the issuance of a PIP, or the implementation of a PIP the principal has the right to request a Level One Appeal.

Level One Appeal – shall consist of a meeting of the principal, an association representative, and the Superintendent to discuss areas of concern regarding his/her APPR rating, issuance of a PIP or implementation of a PIP. At this meeting the principal shall define his/her areas of concerns and request that corrective action be taken by altering his/her APPR rating, rescinding or modifying his/her PIP, or altering the implementation of the PIP. This meeting shall have the intention of resolving the disputes that the principal has in a collegial manner.

The Principal shall include a written description of the specific areas of disagreement with his/her APPR, PIP or PIP implementation and shall include any supporting documentation when requesting the Level One Appeal.

Within ten (10) school/work days the Superintendent shall schedule a meeting with the principal and association representative.

Within five (5) school/work days after the Level One Appeal meeting the Superintendent will issue in writing his/her rulings on the Level One Appeal.

The principal has ten (10) school days after receiving the Superintendent's ruling to request a Level Two Appeal.

Level Two Appeal

Level Two Appeal shall be heard by an Appeals Panel.

The parties may submit the Level Two Appeal to an Appeals Panel for a decision which will be binding on both parties. The Appeals Panel shall consist of three members:

One member chosen by the District

One member chosen by the Principal

One member mutually agreed upon by both parties.

The appeal shall include a written description of the specific areas of disagreement over the principal's performance review as prescribed in Section 3012-d of the Education Law, or where applicable the issuance and /or implementation of the terms of his/her improvement plan in accordance with the requirements set forth in Section 3012-d of the Education Law.

The principal shall include in his appeal the disputed performance review or improvement plan. In addition, the principal may submit other documents or materials in support of his/her appeal. The principal may also request information from the school district that is relevant to his/her appeal, and that information shall be disclosed as soon as possible. Until the material is furnished to the principal and delivered to the panel, the appeal shall remain open.

The Appeals Panel may request additional information in writing or may at its discretion request to question anyone deemed relevant to their deliberations. The Appeals Panel review and render a decision on the principal's appeal within ten (10) school/work days or as soon as practicable from the receipt by the Appeals Panel of the completed appeal.
Any agreed upon extension will be timely and expeditious as required under education law 3012-d.

### 11.5) Assurance: Evaluators

**Please check the box below.**

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

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

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

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

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

1.) The district will send all lead evaluators and independent evaluators to the BOCES lead evaluator trainings each year.
2.) The Bainbridge-Guilford BOE will certify and re-certify all evaluators upon completion of said training.
3.) Ongoing training will be conducted throughout the school year to ensure inter-rater reliability.
4.) All lead and independent evaluators will receive training as required under regents rule 30-3.10.The minimum duration for initial certification will be 2 days annually, the minimum duration for re-certification will be 1 day annually.

### 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.

Page Last Modified: 10/27/2016

### Task 12) Upload APPR District Certification Form

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

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

APPR District Certification Oct 27.pdf

# APPENDIX I

## TIP Form

Teacher: _____ Subject/Grade Level: _____

Evaluator: _____ Effective Date of TIP: _____

| Standards Chosen for Further Development | Action(s) to be Taken | Administrator's Responsibilities | Teacher's Responsibilities | Timeline for Progress | Indicators of Success | Improvements Made and Documented |
|---|---|---|---|---|---|---|
| | | | | | | |

Evaluator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Representative/Witness Signature: _____ Date: _____

Or Teacher's Signature Waiving Representation: _____ Date: _____

**Principal Improvement Plan Form**

**NAME_____ SCHOOL_____ SCHOOL**

**YEAR_____**

**Observation Rating: _____ Student Performance Rating: _____ Overall Composite Rating: _____**

**For Observation Rating of Highly Effective or Effective and an Overall Composite Rating of Developing Complete Section 1 Only, All other ratings must complete Section 1 and 2.**

## Section 1.

**The Principal will review with the Superintendent all current teaching methodologies and will suggest changes that will result in improvement in student growth performance rating.**

| Student Growth Score Rating | Principal initiated Improvement Suggestion | Superintendent response to Principal Student Performance Suggestions, either approved, modified or disapproved, (record all) | Timeline for Completion | Was Desired Outcome Achieved (Y/N date ) |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

## Section 2.

**The Principal will review with the Superintendent all current teaching methodologies and will suggest changes that will result in improvement in the operation of his/her school.**

| Area(s) in Need of Improvement | Desired Outcomes | Activities to Support the Achievement of the Desired Outcomes | Timeline for Completion | Resources to be provided by the District | Evidence to Support Achievement of Goal | Was Desired Outcome Achieved (Y/N 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 and/or State-provided growth scores with their APPR transition scores and ratings calculated pursuant to §30-3.17 of the Rules of the Board of Regents as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such teachers and principals with their original composite APPR rating by September 1 of the school year next following the school year for which the teacher's performance is being measured, or as soon as practicable thereafter.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall continue to provide teachers and principals whose Student Performance Category measures are not based on the grades 3-8 ELA/math State assessments or State-provided growth scores with their score and rating on the Student Performance category, if

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

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

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

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

**Signatures, dates**

Superintendent Signature: Date:

Timothy P. Ryan 10/27/16

Teachers Union President Signature: Date:

Alyssa Hardy 10/27/16

Administrative Union President Signature: Date:

William Zabriaysek 10/27/16

Board of Education President Signature: Date:

Emily Hall 10/27/16