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

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July 8, 2016

**Revised**

Robert C. D'Angelo, Superintendent
Holley Central School District
3800 North Main Street
Holley, NY 14470

Dear Superintendent D'Angelo:

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: Jo Anne Antonacci

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: 07/08/2016

## 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 and Common Core Algebra |

## 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 and Algebra II/Trigonometry |

## 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 | District- or BOCES-wide results | ☑ Grade 4 Science<br>☑ Grade 8 Science<br>☑ All Regents given in building/district | | |
| 10 ELA | District- or BOCES-wide results | ☑ Grade 4 Science<br>☑ Grade 8 Science<br>☑ All Regents given in building/district | | |
| 11 ELA | Teacher-specific results | ☑ Common Core English | | |
| 12 ELA | District- or BOCES-wide results | ☑ Grade 4 Science<br>☑ Grade 8 Science<br>☑ All Regents given in building/district | | |

## 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 | ☑ Grade 4 Science<br>☑ Grade 8 Science<br>☑ All Regents given in building/district | | |
| K Math | District- or BOCES-wide results | ☑ Grade 4 Science<br>☑ Grade 8 Science<br>☑ All Regents given in building/district | | |
| 1 ELA | District- or BOCES-wide results | ☑ Grade 4 Science<br>☑ Grade 8 Science<br>☑ All Regents given in building/district | | |
| 1 Math | District- or BOCES-wide results | ☑ Grade 4 Science<br>☑ Grade 8 Science<br>☑ All Regents given in building/district | | |
| 2 ELA | District- or BOCES-wide results | ☑ Grade 4 Science<br>☑ Grade 8 Science<br>☑ All Regents given in building/district | | |
| 2 Math | District- or BOCES-wide results | ☑ Grade 4 Science<br>☑ Grade 8 Science<br>☑ All Regents given in building/district | | |

## 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 | ☑ Grade 4 Science<br>☑ Grade 8 Science<br>☑ All Regents given in building/district | | |
| 7 Science | District- or BOCES-wide results | ☑ Grade 4 Science<br>☑ Grade 8 Science<br>☑ All Regents given in building/district | | |
| 6 Social Studies | District- or BOCES-wide results | ☑ Grade 4 Science<br>☑ Grade 8 Science<br>☑ All Regents given in building/district | | |
| 7 Social Studies | District- or BOCES-wide results | ☑ Grade 4 Science<br>☑ Grade 8 Science<br>☑ All Regents given in building/district | | |
| 8 Social Studies | District- or BOCES-wide results | ☑ Grade 4 Science<br>☑ Grade 8 Science<br>☑ All Regents given in building/district | | |

## 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 | District- or BOCES-wide results | ☑ Grade 4 Science<br>☑ Grade 8 Science<br>☑ All Regents given in building/district | | |

## 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 | ☑ Grade 4 Science<br>☑ Grade 8 Science<br>☑ All Regents given in building/district | | |

## 2.11) HEDI Scoring Bands

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

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

### 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 | ☑ Grade 4 Science<br>☑ Grade 8 Science<br>☑ All Regents given in building/district | | | ☑ 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.

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

Task 4. Teacher Observation Category - Tasks 4.1-4.6

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For guidance on the Teacher Observation category, see NYSED APPR Guidance: 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 (2014 Edition) | (No Response) |

## 4.2) Assurances

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

- ☑ Assure that all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations.
- ☑ Assure that the process for assigning points for the Teacher Observation category will be in compliance with the locally-determined subcomponent weights and overall Observation category score and rating based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents.
- ☑ Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district/BOCES, provided that districts/BOCES may locally determine whether to use different rubrics for teachers who teach different grades and/or subjects during the school year.
- ☑ 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** |
|---|---|---|---|
| 80% | 20% | N/A | (No Response) |

### 4.6) Assurances

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

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

### 4.7) Number and Method of Observations

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

**Tenured Teachers**

| | 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 | 1 | In person | 0 | N/A | 0 | N/A |
| Announced | 0 | N/A | 1 | In person | 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 |

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

Task 5. Overall Scoring (Teachers) - Tasks 5.1-5.3

Page Last Modified: 07/08/2016

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 B - TIP 16.17.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.**

**APPEAL PROCEDURE**

**ELIGIBILITY FOR APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY**

Appeals of an annual professional performance review (APPR) shall be limited only to those where the teacher has received an overall rating of "ineffective" or "developing" based on his/her single composite effectiveness rating. Tenured unit members may submit written rebuttals of determinations of "Effective" and "Highly Effective" if desired, but may not appeal such ratings at this time.

**SUBJECTS FOR APPEALS**

In an appeal, the teacher or principal may only challenge:

1. the substance of the annual professional performance review;
2. the school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;
3. the adherence to the Commissioner's regulations, as applicable to such reviews;
4. compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans;
5. the failure of the district to comply with the timeframes set out in the appeals process is grievable.

**PROHIBITION AGAINST MORE THAN ONE APPEAL**

A teacher may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

**BURDEN OF PROOF**

The teacher filing the appeal has the burden of demonstrating a right to the relief requested and the burden of establishing the facts upon which relief is sought.

**APPEALS COMMITTEE**

Appeals will be handled by a four (4) member Appeals Committee. The District will select two (2) APPR trained teachers evaluators (TTE) and the President will select two (2) APPR trained teachers. In the event that the District or the Association is unable to provide two (2) properly trained members to the committee, the Association and the District will meet and agree upon an alternate configuration.

**TIME FRAME FOR FILING APPEAL**

Appeals of an annual professional performance review must be submitted in writing to the Superintendent no later than five (5) school days after receipt by the teacher of the overall APPR composite rating. Upon receipt of the appeal, the Superintendent, or designee, shall notify the President of the Association. Within three (3) school days, the superintendent, or designee, in consultation with the HTA Committee members, shall determine a date to review the appeal.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. The District's failure to adhere to the timeframes shall result in the appeal being sustained.

**TIMEFRAME FOR DISTRICT RESPONSE**

Within ten (10) school days of receipt of an appeal, the TTE who issued the performance review must submit a detailed written response to the appeal to the Committee. The response must include any and all additional documents or written materials specific to the points(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal.

The committee shall provide the unit member and TTE with the opportunity to meet with the committee within fifteen (15) school days of the date the teacher's request was received.

Any such information that is not submitted in the meeting or in the written responses shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

**DECISION**

A written decision shall be rendered by the Committee on the merits of the appeal no later than 30 school days from the date upon which the teacher filed his or her appeal. The appeal shall be based on the written record, comprised of the teacher's appeal papers and any documentary evidence which accompanied the appeal, as well as the school district's response to the appeal and additional documentary evidence (written, tangible or otherwise) submitted with such papers.

Such decision shall be final and binding on the parties, and shall not be subject to any further appeal through any other process including grievance or arbitration procedures contained within the parties' collective bargaining agreement, adjudication before an administrative body or individual (including but not limited to the Commissioner of Education) or court action.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If an appeal is sustained in whole or in part, the decision maker may set aside a rating and direct that a new evaluation (or portion thereof) be conducted within 15 school days or award such other relief as he/she deems appropriate under the circumstances.
In the case of a 2-2 split, while the appeal is denied, the rational for both views will be stated in writing. A copy of the decision shall be provided to the teacher and the evaluator. The teacher may rebut the new review in writing, but may not appeal the substance of the review.

### 6.5) Assurance: Evaluators

**Please check the box below.**

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

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

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

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

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

**Training Process for Lead Evaluator and Independent Evaluator and Evaluators Initial Certification:**
All evaluators will be **Initially** trained by Monroe 2-Orleans BOCES on the required assurances. The training takes place over five, six-hour sessions for a total of 30 contact hours. The focus of the training will be on evidence-based observations and the development of a deep understanding of the New York State Teaching Standards and the New York State approved APPR rubric. The trainings also focus on inter-rater reliability. Once all evaluators have gone through the initial training, all evaluators will focus on developing inter-rater agreement by watching teaching observation videos and aligning evidence to the district APPR approved rubric. Inter-rater reliability is practiced during the training and all evaluators will continue to conduct simultaneous observations throughout the school year. This will ensure continued inter-rater reliability. Monroe2-Orleans BOCES will assist with the trainings throughout the school year.
The initial certification training includes the following components:
(1) the New York State Teaching Standards and their related elements and performance indicators and the Leadership standards and their related functions, as applicable;
(2) evidence-based observation techniques that are grounded in research;
(3) application and use of the student growth percentile model and any other growth model approved by the Department as defined in section 30-3.2 of this Subpart;
(4) application and use of the State-approved teacher or principal rubric(s) selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice;
(5) application and use of any assessment tools that the district utilizes to evaluate its classroom teachers or building principals;
(6) application and use of any locally selected measures of student growth used in the optional subcomponent of the Student Performance Category used by the district to evaluate its teachers or principals;
(7) use of the statewide instructional reporting system;
(8) the scoring methodology utilized by the department and/or the district to evaluate a teacher or principal under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their category ratings; and
(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities.
**All Evaluator Recertification:**
Recertification of all evaluators will occur through Monroe2-Orleans BOCES. All evaluators will attend an **annual** 8 hour training to recertify as teacher evaluators. This will happen across two - 4 hour sessions. The all evaluators will conduct data comparisons for disparities and conduct simultaneous observations in the fall and in the spring to ensure continue inter-rater reliability.
Recertification training includes a review of the 9 elements of the Regents Rules 30-3.10 as well as additional inter-rater reliability activities. After a brief review of 9 components, the remainder of the training will focus on evidence collection and review for the purpose of inter-rater reliability.
Initial Certification and annual recertification will occur annually and evaluators will be certified by Monroe 2- Orleans BOCES.

## 6.7) Assurances: Teacher Evaluation

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

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

## 6.8) Assurances: Assessments

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

- ☑ Assure that, where applicable, if students in Common Core courses are taking both the 2005 Learning Standards and Common Core versions of the Regents Assessment, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.
- ☑ Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- ☑ Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.
- ☑ Assure that, where applicable, if your district/BOCES has indicated that more than one version of a Regents assessment for a content area will be used as the underlying evidence for an SLO, that the district/BOCES will only administer both assessments within the timeframes prescribed by the Commissioner. Where only one version of a Regents assessment for a content area is administered in a particular school year, assure that only that assessment will be used as the underlying evidence for an SLO.

## 6.9) Assurances: Data

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

- ☑ Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
- ☑ Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- ☑ Assure 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) |
|---|---|---|
| K | 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.

### 7.3) 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) |
|---|---|---|---|---|---|
| K | 6 | District- or BOCES-wide results | ☑ Grade 4 Science<br>☑ Grade 8 Science<br>☑ All Regents given in building/district | | |
| 7 | 12 | District- or BOCES-wide results | ☑ Grade 4 Science<br>☑ Grade 8 Science<br>☑ All Regents given in building/district | | |

### 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 weighed 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 grated 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** |
|---|---|---|---|
| 80% | 20% | N/A | (No Response) |

### 9.6) Assurances

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

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

### 9.7) Number of School Visits

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

**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 |

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

Task 10. Overall Scoring (Principals) - Tasks 10.1-10.3

Page Last Modified: 07/08/2016

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.**

16861057-Principal Improvement Plan form.docx

## 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.**

TIME FRAME FOR FILING THE APPEAL
All appeals must be filed in writing no later than 15 calendar days after the date on which the principal receives his/her final and complete annual professional performance review. The act of mailing the appeal shall constitute filing. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within 15 calendar days of issuance of such plan. The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. Receipt shall mean personal receipt of a final and full APPR document. An extension of the time in which to appeal the final APPR document or the principal improvement plan may be granted by the Superintendent of Schools upon written request, which shall not be unreasonably withheld. Any extension of the time frame stated in this appeals process will not result in an other than timely and expeditious resolution of an appeal consistent with education law 3012-d.
When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review or the issuance and/or implementation of the terms of his or her improvement plan. Any additional documents or materials relevant to the appeal must be provided by the school district upon request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.
TIME FRAME FOR SCHOOL DISTRICT RESPONSE
Within 30 calendar days of receipt of an appeal, the school district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the school district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the school district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district and all additional information submitted with the response at the same time the school district files its response.
In no event shall the appeals process take more than 30 calendar days.
GROUNDS FOR AN APPEAL
Appeals are limited to those who have an overall composite rating of Ineffective or Developing only.
Pursuant to Education Law §3012-d, a principal may only challenge the following in an appeal:

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 adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d
3. adherence to the regulations of the Commissioner and compliance with negotiated procedures, as well as the school district's issuance
4. implementation of the terms of the principal improvement plan, as required under Education Law §3012-d.

**PROHIBITION AGAINST MORE THAN ONE APPEAL**
A principal may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

## 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.**

Initial Certification:
The all evaluators, including evaluators, lead evaluators and independent evaluators who evaluate principals will spend 3 days in training by Monroe 2 BOCES for initial certification. The training consists of 18 contact hours between trainers and evaluators and included alignment to the 9 areas as outlined in the NYS APPR Regents Rule 30-3.10. Additional trainings will be offered throughout the school year specific to the locally negotiated rubric (Multi-dimensional). Monroe2-Orleans BOCES will provide evidence sources aligned to the rubric. Those evidence sources will be reviewed throughout the school year for alignment to the Regents Rules.
The Regents Rules include the following:
1. the New York State Teaching Standards and their related elements and performance indicators and the Leadership standards and their related functions, as applicable;
2. evidence-based observation techniques that are grounded in research;
3. application and use of the student growth percentile model and any other growth model approved by the Department as defined in section 30-3.2 of this Subpart;
4. application and use of the State-approved teacher or principal rubric(s) selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice;
5. application and use of any assessment tools that the district utilizes to evaluate its classroom teachers or building principals;
6. application and use of any locally selected measures of student growth used in the optional subcomponent of the Student Performance Category used by the district to evaluate its teachers or principals;
7. use of the statewide instructional reporting system;
8. the scoring methodology utilized by the department and/or the district to evaluate a teacher or principal under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their category ratings; and
9. specific considerations in evaluating teachers and principals of English language learners and students with disabilities.
The trainings also focus on inter-rater reliability. Once administrators have gone through the initial training, the district lead evaluators will focus on developing inter-rater agreement by watching teaching observation videos and aligning evidence to the district APPR approved rubric. Inter-rater reliability was practiced during the training and evaluators will continue to conduct simultaneous observations throughout the school year. This will ensure continued inter-rater reliability. Monroe2-Orleans BOCES will assist with the trainings throughout the school year.
Recertification:
Re-certification for all evaluators will be provided by Monroe 2 BOCES annually. The re-certification training will be made available during the school year in the form of a 3 hour re-certification course, as well as inter-rater reliability opportunities throughout the year as needed. Training will occur on site in the Holley School District.

### 11.7) Assurances: Principal Evaluation

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

- ☑ Assure that the district/BOCES shall compute and provide to the principal their score and rating for the Student Performance category, if available, and for the Principal School Visit category for the principal's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the principal is being measured, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
- ☑ Assure that the evaluation system will be used as a significant factor for employment decisions.
- ☑ Assure that principals will receive timely and constructive feedback as part of the evaluation process.
- ☑ Assure that the following prohibited elements listed in Education Law §3012-d(6) are not being used as part of any principal's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness; any district or regionally-developed assessment that has not been approved by the department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner.
- ☑ 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: 07/08/2016

### 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 3012-d Joint Certification form Holley CSD.pdf

# APPENDIX B – HCSD TEACHER IMPROVEMENT PLAN (TIP)

**DATE FINAL EVALUATION CONDUCTED:** _Click here to enter a date._____

**STATUS** ☐1st Year Probationer ☐2nd Year Probationer ☐3rd Year Probationer
☐4th Year Probationer ☐Tenured ☐Other_____

**Education Law 3012-d (30-3.11) of the Rules of the Board of Regents requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher's request. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher, administrator and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.**

Teacher: Click here to enter text. Tenure Area: Click here to enter text.
Observation Date: Click here to enter a date. Click here to enter a date. Click here to enter a date.
Observer: Click here to enter text. Position: Click here to enter text.

**Participants:**
Place a check mark in the box next to any standard listed below that is rated as Developing or Ineffective.

| | |
|---|---|
| ☐ | Knowledge of Students and Student Learning |
| ☐ | Knowledge of Content and Instructional Planning |
| ☐ | Instructional Practice |
| ☐ | Learning Environment |

| | |
|---|---|
| ☐ | Assessment for Student Learning |
| ☐ | Professional Responsibilities and Collaboration |
| ☐ | Professional Growth |
| ☐ | |

In the space below, describe the following: List goals to address the standards assessed as Developing or Ineffective; list differentiated activities to support the teacher's improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

| Goals to address area(s) checked off above. | Activities to support improvement | How will the improvement be assessed? | Expected Date of Completion |
|---|---|---|---|
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

Signed: _____ Signed: _____
Teacher TTE

Date: Click here to enter a date. Date: Click here to enter a date.

# Principal Improvement Plan

Name of Principal _____

School Building _____Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for Completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Supervisors are to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent or Asst. superintendent for business and principal with the opportunity for the principal to attach comments.

Staff signature _____ Date _____

Superintendent signature _____ Date _____

Plan was successful _____

Plan was unsuccessful _____

Comments:

**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: 7/8/16

Teachers Union President Signature: Date: 7/8/16

Administrative Union President Signature: Date: 7/8/16

Board of Education President Signature: Date: 7/8/16