November 30, 2020

APPR Plan - Variance

Anita Murphy, Superintendent
Capital Region BOCES
900 Watervliet-Shaker Road
Albany, NY 12205

Dear Superintendent Murphy:

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

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

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

Thank you again for your hard work.

Sincerely,

Betty A. Rosa
Interim Commissioner

Attachment
NOTE:

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

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

Your variance is approved for the 2020-21 school year. Because you requested this variance to address issues related to COVID-19, the approval of this variance for any future school years (up to a three school year period) is contingent on the continuation of the current COVID-19 pandemic notwithstanding your request for this variance to apply in future school years. Upon expiration of state-imposed restrictions or emergency measures related to the pandemic, or abatement of the pandemic, it is expected that your variance will no longer be required. As such, SED may withdraw its approval of this variance for any subsequent school years or may require a separate application or other documentation for continuation of the variance in future school years. Upon expiration of the approved term of your variance, you must implement the terms of your current APPR plan as approved by the Commissioner.
Annual Professional Performance Review Variance (Education Law 3012-d)

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

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

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

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

Variance Application Timeline

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

Failure to submit a variance application using this form by the December 1 deadline will result in the LEA’s implementing the procedures described in its currently approved Education Law §3012-d APPR plan for that school year.

Variance Assurances

Please check all of the boxes below

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

Teacher Variance

Please check the appropriate box below.

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

Principal Variance

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

Please check the appropriate box below.

- A variance is not requested for any subcomponent or category for principals; all principals will be evaluated using the currently approved APPR plan.
Required Student Performance Subcomponent

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

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

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

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

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

Variance Request

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

Any teachers not covered by this variance will be evaluated under the terms of the LEA’s currently approved APPR plan.

Please make the appropriate selection below.

- [ ] A variance is not requested for the required student performance subcomponent for teachers.
- [ ] The details of the variance request for the required student performance subcomponent for teachers is described in the subsequent section.
Variance Request

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

Any teachers not covered will be evaluated under the terms of the LEA’s currently approved APPR plan.

Please make the appropriate selection below.

- A variance is not requested for the optional student performance subcomponent for teachers.
Variance Request

LEAs may use this variance application to evaluate teacher practice in a manner that differs from the process described in the Commissioner’s regulations. Any teachers not covered by this variance request will be evaluated under the terms of the LEA’s currently approved APPR plan.

Please make the appropriate selection below.

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

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

Core Teachers

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

<table>
<thead>
<tr>
<th>Courses</th>
<th>All Core Teachers</th>
<th>Common Branch</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑️</td>
<td>All core teachers (K-3; 4-8 ELA, math, science, social studies; high school ELA and Regents courses) [if this option is selected, please do not make selections in subsequent columns]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Teachers

☐ Teachers of other courses are not included in this teacher observation variance request.

☑️ Teachers of other courses included in this teacher observation variance request are listed in the table below.

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

Column 1: lowest grade that corresponds to the course

Column 2: highest grade that corresponds to the course

Column 3: subject of the course

*Follow the examples below to list other courses.*

<table>
<thead>
<tr>
<th>All Other Courses</th>
<th>K</th>
<th>12</th>
<th>All courses not named above</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3 Art</td>
<td>K</td>
<td>3</td>
<td>Art</td>
</tr>
<tr>
<td>Grades 9-12 English Electives</td>
<td>9</td>
<td>12</td>
<td>English Electives</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>12</td>
<td>All courses not named above</td>
</tr>
</tbody>
</table>

Applicable Areas

A variance may be requested for the following components of the teacher observation subcomponent:
Task 4. TEACHERS: Observations - Applicability & Rubric

Page Last Modified: 10/16/2020

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

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

☑  Required principal/supervisor observations
☑  Required independent evaluator observations
Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators

At least one observation must be conducted by the building principal or another trained administrator.

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

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

<table>
<thead>
<tr>
<th>Minimum number of observations</th>
<th>Observation method (check all that apply)</th>
<th>Other observation method (only complete if 'Other' is selected in the previous column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td>N/A</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Announced</td>
<td>Live</td>
<td>(No Response)</td>
</tr>
</tbody>
</table>

Totals: 1

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

- All teachers listed in the 'Applicability' section.
Required Subcomponent 2: Observations by Impartial Independent Trained Evaluator(s)

Independent Evaluator Assurances
Please check all of the boxes below.

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

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

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

<table>
<thead>
<tr>
<th>Minimum number of observations</th>
<th>Observation method (check all that apply)</th>
<th>Other observation method (only complete if 'Other' is selected in the previous column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td>Live</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Announced</td>
<td>N/A</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Totals:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- A subgroup of teachers listed in the 'Applicability' section (provide details below).

Describe the subgroup of teachers to whom the information in the table above applies (i.e., probationary teachers), then complete the next page for an additional subgroup.

Probationary teachers
Task 4. TEACHERS: Observations - Required Independent Evaluator Observations

Required Subcomponent 2: Observations by Impartial Independent Trained Evaluator(s)

**Number and Method of Observation**
Describe the subgroup of teachers to whom the information in the table below applies (i.e., tenured teachers).

| Tenured Teachers |

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

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

<table>
<thead>
<tr>
<th>Minimum number of observations</th>
<th>Observation method (check all that apply)</th>
<th>Other observation method (only complete if ‘Other’ is selected in the previous column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>☐ N/A</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Announced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>☐ N/A</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Totals:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Variance Details

Please read the questions below and answer each prompt in a concise manner.

Rationale
Please provide a rationale for this variance request.

> Your rationale should include information regarding the specific, identified needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the teacher observation variance request.

Adjustments in the organization due to COVID have altered teaching, administrative responsibilities and school systems and structures. Reducing the number of observations for tenured teachers would allow principals and instructional leaders more time in focused conversations and support around new teaching and learning environments. Instructional leaders could reallocate time to support all staff as they navigate the challenges of teaching during COVID. Teachers utilizing new methodologies for teaching and learning need the non evaluative environment in which to take risks and reflect on successes and challenges. This is a prime opportunity for instructional leaders to talk to teachers about their practices and work those challenges out together. This would result in the ability to build capacity of teachers and instructional leaders to effectively implement remote and hybrid learning for all students. Furthermore, the district would be able to invest critical time in the areas of social emotional learning, utilizing trauma-sensitive strategies and culturally responsive practices as they relate to teaching and learning during these arduous times. Additionally, reducing the number of observations would minimize the number of people coming in and out of buildings and classrooms.

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

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

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

Untenured teachers will still be evaluated with 1 full announced observation weighted at 90% of the overall observation score by a trained lead evaluator/supervisor. The other 10% of the overall observation score will still be acquired by the independent trained evaluator after an unannounced observation. All four domains will be evaluated over the course of the year and weighted equally.

Due to COVID, the waiver is requested to reduce the number of observations for tenured teachers in good standing. The district's trained evaluator will plan to conduct one full, announced observation with pre and post conferences to count for 100% of the observation component in the overall APPR score. The district will not conduct an unannounced observation for tenured teachers in good standing. All four domains will be evaluated and weighted equally. In lieu of the independent evaluator observation, lead evaluators/supervisors will plan for more frequent informal conversations with teachers about teaching and learning.

Tenured teachers in good standing would benefit from the process of the announced observation and, in addition, more frequent informal checkins to support innovative teaching in hybrid and remote settings.
Rigor
Please provide a description of how the LEA will ensure that evaluations are rigorous and enable strong and equitable inferences about the effectiveness of the LEA’s educators.
> This description should include how rigor is achieved and maintained, including relevant processes and methodologies.
> This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA’s educators.

We will continue to evaluate our teachers using Charlotte Danielson’s Framework for Teaching (2013 Instructionally Focused version) which is a rigorous articulation of what teachers show know and be able to do in the exercise of their profession. Trained evaluators will observe and evaluate all four domains with pre and post conferences for announced observations of all teachers. The evidence collected in each area of the rubric will continue to be used to identify areas of strength as well as areas of growth as a means to focus informal, formative conversations between the teacher and the instructional leader. Observation trend data will be used to draw inferences by which to inform targeted support and professional development. The impact of COVID on teaching and learning has been exponential. Supporting our teachers to grow at that rate requires time to talk about practice outside of the evaluation process. Removing an unannounced observation for experienced teachers will maintain rigor by affording the necessary opening to have conversations about growth in practice that are not evaluative in nature.

Additionally, we recognize the need to support novice teachers as they navigate the early years of their profession as well as the challenges of teaching during COVID. In response to this, we will continue to evaluate the untenured teachers with both an announced and unannounced observation in an effort to provide them with the formal framework by which goal setting and reflection are interwoven.

Professional Learning
Please provide a description of how the LEA will use the information collected through the evaluation system, including the assigned effectiveness ratings, to provide personalized professional learning opportunities for educators.
> This description may include, but is not limited to, methodologies and procedures for:
• collecting information about educator effectiveness to inform professional learning,
• specific details regarding both the type(s) and extent of professional learning opportunities anticipated,
• processes for delivery of personalized learning opportunities, and
• use of data to measure the efficacy of such professional learning.

Between the pre conference, formal observation and post conference, there is ample opportunity to collect evidence and build upon professional conversations. Based on the information collected regarding educator effectiveness, trained instructional leaders will utilize professional development time to offer experiences around effective practices. Instructional leaders, who know the strengths and areas of need of faculty, will share articles, resources and opportunities for professional development to promote growth in practice that is directly related to evidence collected through the evaluation process.

In addition, teachers participate in PLCs, cluster meetings with peer chairpersons, and other collaborative meetingsthroughout the year to identify student needs and effective, innovative practices to meet those needs, especially in the diverse learning environments brought on by COVID. Mentoring programs are designed to support teachers new to the district. Mentor program meetings also include support with effective teaching practices as outlined in Charlotte Danielson’s Framework. The district also provides embedded instructional coaching in each division as a means of supporting teaching and learning on a regular basis during the school day. Historical trend data from observations and student performance will be used to track the effectiveness of these professional learning opportunities.
Effectiveness of Implementation

Please provide a description of how the LEA will assess the effectiveness of the implementation of the variance.
> This description may include, but is not limited to, processes and procedures for:
• collection and analysis of both short- and long-term data,
• the standard(s) used to measure the effectiveness of implementation, and
• how results will be used to inform future implementation.

Analysis of data from the evaluation platform will ensure that the district is able to determine areas of strength and areas of need, both with the individual teacher and across the organization. This will drive district wide and individual support and professional development that is tightly aligned with those findings.

Comparative analysis of historical and current year evaluation data will allow the district to look for trends in areas of teacher effectiveness with respect to performance indicators and areas of need. Student performance and growth data can also be reviewed and analyzed to highlight effective instructional opportunities. If it is determined that one observation per year is not generating sufficient data that aligns with student outcomes, the process can be further reviewed.

Observation Assurances

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

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

For guidance on APPR scoring, see NYSED APPR Guidance.

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

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

Variance Request

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

*Any teachers not covered will be evaluated using the terms of the LEA’s currently approved APPR plan.*

Please make the appropriate selection below.

- [ ] A variance is not requested for category ratings for teachers.
Additional Requirements for Teachers

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

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

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

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

Variance Request

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

*Any teachers not covered by this variance request will be evaluated under the terms of the LEA’s currently approved APPR plan.*

Choose the appropriate response below.

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

Need for Variance
Please make the appropriate selection below.

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

Instructional Model

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

Variance Duration

An Annual Professional Performance Review Variance under Education Law §3012-d may be approved for up to THREE (3) years.
Please indicate below the school years to which this variance application will apply.
One, two, or three consecutive academic years may be selected.

☑ 2020-21
☑ 2021-22
☑ 2022-23

Upload APPR Variance Certification Form

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

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

APPR3012d_VarianceCertificationForm11.23.20.pdf
APPR VARIANCE CERTIFICATION FORM: Please download, check the assurances, sign, and upload this form to complete the submission of your LEA’s Annual Professional Performance Review (APPR) Variance, Education Law §3012-d application.

Assurances: Please check the boxes below

☐ Assure that all information provided in this variance application is true and accurate as of the date that the variance application is submitted.

☐ Assure that once this application is approved by the Department, it shall be considered part of the LEA’s approved APPR plan during the effective term of the variance.

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

Signatures, dates

Superintendent Signature: Anita M. Murphy
Superintendent Name (print): Anita M. Murphy
Date: November 23, 2020

Teachers Union President Signature: Sherry Karcher-Hewitt
Digitally signed by Sherry Karcher-Hewitt
Date: 2020.11.23 15:02:33 -05'00'
Teachers Union President Name (print): Sherry Karcher-Hewitt

Administrative Union President Signature: Kenneth J. Petersen
Digitally signed by Kenneth J. Petersen
Date: 2020.11.23 15:02:33 -05'00'
Administrative Union President Name (print): Kenneth Petersen

Board of Education President Signature: Nancy DelPrado
Digitally signed by Nancy DelPrado
Date: 2020.11.23 15:02:33 -05'00'
Board of Education President Name (print): NANCY DELPRADO
October 15, 2018

Revised

Anita Murphy, Superintendent
Capital Region BOCES
900 Watervliet-Shaker Road
Albany, NY 12205

Dear Superintendent Murphy:

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

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

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

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

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

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

1.1) Assurances
Please check all of the boxes below

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

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

Submission of material changes to an APPR plan approved pursuant to Education Law §3012-d
Task 2) Original Required Student Performance Subcomponent

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

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

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

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

2.1) Assurances

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

Please check the boxes below.

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

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

STATE-PROVIDED MEASURES OF STUDENT GROWTH

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

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

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

<table>
<thead>
<tr>
<th>State Assessment</th>
<th>Grade 4 ELA</th>
<th>Grade 4 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4 ELA</td>
<td>Grade 4 Math</td>
<td></td>
</tr>
</tbody>
</table>
### Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.1 (Assurances), 2.2 (4-8 ELA/Math)

#### Grade 5 ELA Grade 5 Math
<table>
<thead>
<tr>
<th>Grade 5 ELA</th>
<th>Grade 5 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Assessment</td>
<td>Grade 5 ELA</td>
</tr>
</tbody>
</table>

#### Grade 6 ELA Grade 6 Math
<table>
<thead>
<tr>
<th>Grade 6 ELA</th>
<th>Grade 6 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Assessment</td>
<td>Grade 6 ELA</td>
</tr>
</tbody>
</table>

#### Grade 7 ELA Grade 7 Math
<table>
<thead>
<tr>
<th>Grade 7 ELA</th>
<th>Grade 7 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>State or Regents Assessment(s)</td>
<td>Grade 7 ELA</td>
</tr>
</tbody>
</table>

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

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

For guidance on SLOs, see NYSED SLO Guidance.

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

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

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

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

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

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

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

For guidance on SLOs, see NYSED SLO Guidance.

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

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

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

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

<table>
<thead>
<tr>
<th>State or Regents Assessment(s)</th>
<th>Grade 4 Science</th>
<th>Grade 8 Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Common branch</td>
<td>Common branch</td>
</tr>
</tbody>
</table>
2.5) High School Courses Ending in a Regents Exam: Assessments (Original)
Note: Additional high school courses may be included in the “All Other Courses” section of this form (Task 2.10).

STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams
For guidance on SLOs, see NYSED SLO Guidance.

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.

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

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

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

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

STUDENT LEARNING OBJECTIVES: High School English Language Arts
For guidance on SLOs, see NYSED SLO Guidance.

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

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

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

For grade levels where the Regents exam is not administered:
Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed. Please do not select “All Regents given in the building/district” in addition to individual Regents exams.

<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 ELA</td>
<td>School- or program-wide, group, team, or linked results</td>
<td>☐ WSWHE BOCES</td>
<td>☐ STAR Reading</td>
</tr>
<tr>
<td>10 ELA</td>
<td>School- or program-wide, group, team, or linked results</td>
<td>☐ WSWHE BOCES</td>
<td>☐ STAR Reading</td>
</tr>
<tr>
<td>11 ELA</td>
<td>Teacher-specific results</td>
<td>☐ ELA Regents</td>
<td>☐</td>
</tr>
</tbody>
</table>
2.7) Grades K-2 ELA and Math: Measures and Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance.

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

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

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

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

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

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance.

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

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

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

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

<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Science</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td>STAR Reading</td>
</tr>
<tr>
<td>7 Science</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td>STAR Reading</td>
</tr>
<tr>
<td>6 Social Studies</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td>STAR Reading</td>
</tr>
<tr>
<td>7 Social Studies</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td>STAR Reading</td>
</tr>
<tr>
<td>8 Social Studies</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td>STAR Reading</td>
</tr>
</tbody>
</table>

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

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

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance.

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

For Global Studies 1, district-determined assessments from options below may be used as evidence of student learning within the SLO:
• School- or program-wide, group, team, or linked results; or district- or BOCES-wide results with:
  • The New York State Global 2 Regents assessment;
  • Any other State assessment(s);
  • District-determined assessments from the list of State-approved 3rd party assessments; or
  • State-approved district, regional or BOCES-developed assessments; or
• Teacher-specific results with assessment(s) approved for the specific course and grade level that are:
  • District-determined assessments from the list of State-approved 3rd party assessments; or
  • State-approved district, regional or BOCES-developed assessments.

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

<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global 1</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td>☑️ STAR Reading</td>
</tr>
</tbody>
</table>
2.10) All Other Courses (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance.

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

For courses that end in a State or Regents assessment:

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

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

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

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

<table>
<thead>
<tr>
<th>Column 1: lowest grade that corresponds to the course</th>
<th>Column 2: highest grade that corresponds to the course</th>
<th>Column 3: subject of the course</th>
<th>Column 4: measure used</th>
<th>Columns 5-6: assessment(s) used</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Other Courses</td>
<td>K</td>
<td>12</td>
<td></td>
<td>District- or BOCES-wide results</td>
</tr>
<tr>
<td>K-3 Art</td>
<td>K</td>
<td>3</td>
<td>Teacher-specific results</td>
<td>Questar III BOCES</td>
</tr>
<tr>
<td>Grades 9-12 English Electives</td>
<td>9</td>
<td>12</td>
<td>English Electives</td>
<td>School- or program-wide, group, team, or linked results</td>
</tr>
</tbody>
</table>

To add additional courses, click "Add Row".

<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</th>
<th>Subject</th>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>12</td>
<td>CTE</td>
<td>School- or program-wide</td>
<td>☐ WSWHE BOCES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.11) HEDI Scoring Bands

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>All courses not named above</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
<td>SLO, STAR Early Literacy, STAR Math, STAR Reading</td>
</tr>
</tbody>
</table>

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

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

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

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

2.13) Assurances

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

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

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

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

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 or guidance on the use of alternate SLOs during the transition period, see NYSED APPR Guidance.

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

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

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

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

<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
<th>Applicable Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
<td>☒ STAR Early Literacy ☒ STAR Math ☒ STAR Reading</td>
<td>☒ 3 ELA 3 Math 4 ELA 4 Math 5 ELA 5 Math 6 ELA 6 Math 7 ELA 7 Math 8 ELA 8 Math</td>
</tr>
</tbody>
</table>

2.11) HEDI Scoring Bands

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 19 18</td>
<td>17 16 15</td>
<td>14 13</td>
<td>12 11 10 9 8 7 6 5 4 3 2 1 0</td>
</tr>
<tr>
<td>97-100%</td>
<td>85-90%-</td>
<td>75-80%- 67-74%</td>
<td>55-66% 59-74% 49-46% 39-66% 34-43% 29-33% 25-28% 21-24% 17-20% 13-16% 9-12% 5-8% 0-4%</td>
</tr>
</tbody>
</table>

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

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

*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.]
4.1) Teacher Practice Rubric

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

<table>
<thead>
<tr>
<th>Rubric Name</th>
<th>If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.</th>
</tr>
</thead>
</table>

4.2) Assurances

Please check all of the boxes below.

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

4.3) Process for Weighting Rubric Domains/Subcomponents

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

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

All observable components will be weighted equally and averaged

4.4) Calculating Observation Ratings

Assurances

Please check each of the boxes below.

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

Please also check each of the following boxes.

- Assure that if the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver, the second observation(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. See Section 30-3.4(d)(2)(j)(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)(j)(b)(2) of the Rules of the Board of Regents.
### Teacher Observation Scoring Bands

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

### HEDI Ranges

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

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

### 4.5) Teacher Observation Subcomponent Weighting

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

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

*If the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator.
Please indicate the weight of each observation type and be sure the total of the weights indicated equals 100%.

<table>
<thead>
<tr>
<th>Required - Principal/ Administrator</th>
<th>Required - Independent Evaluator(s)</th>
<th>Optional - Peer Observer(s)</th>
<th>Grades and subjects for which Peer Observers will be used</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>10%</td>
<td>N/A</td>
<td>(No Response)</td>
</tr>
</tbody>
</table>

4.6) Assurances

Please check all of the boxes below.

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

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

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

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

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

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

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

4.7) Number and Method of Observations

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

Tenured Teachers

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

Probationary Teachers

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

Student Performance Category

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

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

Teacher Observation

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

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

5.2) Scoring Matrix for the Overall Rating

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

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

5.3) Assurances

Please check all of the boxes below.

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

☑ Assure that it is possible to obtain a zero in each subcomponent.

☑ Assure the overall rating determination for a teacher shall be determined according to the evaluation matrix.

☑ Assure that a student will not be instructed, for two consecutive school years, by any two teachers of the same subject in the same school district, each of whom received an Ineffective rating under Education Law §3012-d in the year immediately prior to the school year in which the student is placed in the teacher's classroom unless the district has a Department-approved waiver from this requirement.
For more information on the additional requirements for teachers, see NYSED APPR Guidance.

**6.1) Assurances: Teacher Improvement Plans**

Please check each of the boxes below.

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

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

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

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

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

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

TIPFormAndProcess.pdf

**6.3) Assurance: Appeals**

Please check the box below.

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

**6.4) Appeals**

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

(1) the substance of the annual professional performance review, which shall include the following:
   
   (i) in the instance of a teacher rated Ineffective on the 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;

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law 3012-d and Subpart 30-3 of the Rules of the Board of Regents; and

(4) the school district's/BOCES' issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.
Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way.

Capital Region BOCES APPR Appeals Process

1. Only tenured teachers who receive a rating of “ineffective” and “developing” on their Annual Professional Performance Review (“APPR”) may appeal their APPR through the procedure herein. Ratings of “effective” and “highly effective” may not be appealed. A teacher may file only one appeal from a single APPR. Those eligible for an appeal shall simply be referred to as “teacher” below.

2. Probationary teachers may not file appeals through the procedure herein or any other procedure but may submit a written response which shall be filed with the APPR. “APPR” and “evaluation” are used interchangeably herein. “Business days” as used herein shall be defined as those days other than weekends and declared holidays, that the BOCES’ Central Administration Office is open.

3. Within five (5) business days of the receipt of a teacher's APPR, the teacher may request in writing to meet with the evaluating administrator. This meeting shall occur within three (3) business days of the teacher's request. The purpose of such meeting is for the teacher and evaluating administrator to discuss possible changes to the evaluation based upon information provided by the teacher. The evaluating administrator shall advise the teacher in writing whether there will be any change in the evaluation either at the meeting or within two (2) business days of the meeting. In the case of TIP appeals, teachers have three (3) business days from the BOCES failure to issue or implement a term of the TIP, to file an appeal.

4. A teacher has ten (10) business days from receipt of the APPR or, if applicable, five (5) business days from receipt of the evaluating administrator's response in paragraph “3” above, to submit a written appeal to the District Superintendent setting forth any and all objections to the APPR. An appeal of an APPR must be based only upon one or more of the following grounds:
   a. the substance of the annual professional performance review;
   b. the BOCES' adherence to the standards and methodologies required for such reviews pursuant to Section 3012-d of the Education Law;
   c. the BOCES' adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures; and,
   d. the BOCES' failure to issue and/or implement the terms of a Teacher Improvement Plan, where required under Education Law Section 3012-d.

The written appeal document must clearly identify the grounds for appeal, and shall explain, in detail, why and how the APPR should be modified. Failure to articulate a particular basis for the appeal shall be deemed a waiver of that claim. The burden of establishing that the APPR should be modified shall rest with the teacher.

5. The District Superintendent, or designee, will inform the evaluating administrator and the Faculty Association President that the teacher has initiated the appeals process. The District Superintendent will provide a copy of the appeal and the evaluation to the evaluating administrator, Faculty Association President, and the Appeals Committee (“Committee”, see below) within three (3) business days of receipt of the appeal from the evaluated teacher.

The evaluating administrator may, at his/her option, provide a written response to the appeal within three (3) business days of receipt of the District Superintendent's notification that an appeal has been filed. If a response is submitted, it must be submitted to the District Superintendent, appealing teacher, Faculty Association President, and to the Appeals Committee for its consideration of the appeal.

5. Appeals shall be referred for consideration to an APPR Appeals Committee (“Committee”), a standing committee made up of two tenured administrators from within the BOCES appointed by the District Superintendent, and two tenured teachers from within the BOCES appointed by the President of the Faculty Association. Members shall be appointed for a term of three years and all members shall be required to complete the training required of lead evaluators under the APPR regulations. All APPR training expenses shall be paid by the BOCES. Appointments and/or replacements to the Committee will be completed by the Faculty Association and the BOCES, no later than ten (10) school days after the start of the school year. Any Committee vacancies shall be filled under the above procedure. The Committee shall determine its own rules and operating procedures, which may be altered as the Committee may deem necessary to hear any appeal.

6. An individual teacher or administrator personally involved in an evaluation shall be ineligible to serve as a Committee member for that specific appeal. Should this occur, the appealing teacher shall have the option of:
   a. having the appeal considered by one administrator and one teacher from the Committee; or,
   b. having a substitute appointed to replace the ineligible Committee member for that specific appeal only. If necessary, a substitute administrator shall be appointed by the District Superintendent. If necessary, a substitute teacher shall be appointed by the Faculty Association President. Substitutes to the Committee shall be appointed within three (3) business days. Lead evaluator training shall not be required for any substitute(s) appointed.

7. The Committee will convene within ten (10) calendar days of receipt from the District Superintendent of the written appeal. The teacher's written appeal, APPR, and evaluating administrator's response (if any) shall comprise the record on appeal. Members of the Committee will receive the appeal record at least 48 hours in advance of the scheduled meeting.

8. All Committee deliberations will be conducted privately and remain confidential except as is required below to further process an appeal:
   a. The Committee will evaluate the merits of the appeal based on review of submitted written documentation.
   b. If the Committee comes to unanimous agreement in its decision on the appeal, a single written determination shall be prepared and issued. This determination shall be provided to the appealing teacher, evaluating administrator, Faculty Association President, and the District Superintendent within two (2) calendar days of the meeting of the Committee.
   c. If the Committee does not come to unanimous agreement in its decision on the appeal, each member of the Committee (individually or jointly with
another member) may submit within three (3) calendar days of the Committee's meeting a written statement describing his or her conclusions, justifications, and recommendation for disposition of the appeal. Any Committee member statements submitted shall not be disclosed to either the appealing teacher or evaluating administrator. Any Committee member statements, along with the full record of the appeal, shall be submitted to the District Superintendent who will review all statements and the record on appeal and will make the final determination. This final determination shall be in writing and shall be issued within ten (10) calendar days of the Superintendent's receipt of the full record of the appeal including written Committee member statements, if any. Copies of this final determination shall be provided to the appealing teacher, evaluating administrator, District Superintendent and Faculty Association President. This decision shall be final and there shall be no further appeal available.

d. A copy of the APPR, the teacher's appeal, and the final written determination (District Superintendent or Committee or the two educators) shall be placed in the teacher's personnel file. A complete copy of the record on appeal, including any Committee Member statements, shall be separately maintained in a file in the District Superintendent's office.

9 The determination (by either the Committee or the Superintendent) shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, in whole or in part, the Committee or the Superintendent may modify a rating. Such modified rating would be the rating used to determine possible disciplinary action pursuant to the expedited hearing process of Education Law Section 3020-a and 3020-b. Notwithstanding the above, a compositing shall be reported for each teacher.

10 The determination of the appeal pursuant to the above process is final and binding. It is not subject to any further appeal pursuant to the contractual grievance procedure, or to any administrative or judicial tribunal. However, the failure of either the BOCES or the Faculty Association to abide by the above agreed upon process shall be subject to the grievance procedure set forth in the parties' collective bargaining agreement.

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.

The Capital Region BOCES will ensure that all evaluators of teachers (evaluators, lead evaluators and independent observers) are trained and certified/recertified in accordance with regulation. Specifically, the Capital Region BOCES Staff Development Team will provide all evaluators (evaluators, lead evaluators and independent observers) with a minimum of one day (6 hours) of annual training. Recertification is required annually. Annual certification and recertification will include inter-rater reliability.

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

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

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

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

☑️ Assure that the following prohibited elements listed in Education Law §3012-d(6) are not being used as part of any teacher's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of teacher effectiveness; any district or regionally-developed assessment that has not been approved by the Department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.

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

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

### 6.8) Assurances: Assessments

Please check all of the boxes below.

☑️ Assure that, where applicable, if students take more than one version of the Regents assessment for a particular content area, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.

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

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

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

### 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.

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

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

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

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

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

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

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

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

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

For each grade configuration indicate the following:

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

**Follow the examples below.**

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

[10/11/2018 05:10 PM]
Using the table below, please select the assessment(s) that will be used for the back-up SLOs beginning in the 2019-20 school year for each grade configuration listed. The SLO will be based on the largest grades/courses in the principal’s school building, using State or Regents assessments as the underlying evidence for such SLOs where they exist.

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

7.1) Assurances

Please check the boxes below.

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

☐ Assure that, for principals of buildings that do not include all of grades 9-12, starting in the 2019-20 school year, back-up SLOs will be set by the superintendent or another trained administrator in the event that a State-provided growth score cannot be generated for that principal and that principals of buildings that include all of grades 9-12 will have back-up SLOs set by the superintendent or another trained administrator in all school years.

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

For guidance on SLOs, see NYSED SLO Guidance.

SLOs must be used for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, math, and/or high school courses with State or Regents assessments. SLOs will be developed using the following rules:

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

For each grade configuration indicate the following:

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

*Follow the examples below.*

<table>
<thead>
<tr>
<th></th>
<th>(1) lowest grade</th>
<th>(2) highest grade</th>
<th>(3) measure</th>
<th>(4) assessment(s)</th>
</tr>
</thead>
</table>
| Grades K-2 Building | K               | 2                | District- or BOCES-wide results | ELARegents, Algebra
|          |                 |                  |                      | Regents, Living Environment
|          |                 |                  |                      | Regents, Global 2Regents, US History
| Grades 11-12 Building | 11              | 12               | Principal-specific results | ELARegents, US HistoryRegents |

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

<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</th>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>12</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
<td>☑ STAR Early Literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☑ STAR Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☑ STAR Reading</td>
</tr>
</tbody>
</table>
7.3) HEDI Scoring Bands

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>19</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>97-100</td>
<td>93-96</td>
<td>90-92</td>
<td>85-89</td>
</tr>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

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

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

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
Task 7. Original Student Performance - Required (Principals) - Original Tasks 7.2 (SLOs), 7.3-7.6

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 and guidance on the use of alternate SLOs during the transition period.

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

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

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

For each grade configuration indicate the following:

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

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

Column 3: measure used

Column 4: assessment(s) used

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

<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</th>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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.

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. |  |
9.1) Principal Practice Rubric

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

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

9.2) Assurances

Please check all of the boxes below.

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

9.3) Process for Weighting Rubric Domains/Subcomponents

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

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

All observable components will be weighted equally and averaged.

9.4) Calculating School Visit Ratings

Assurances

Please check each of the boxes below.

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

Please also check each of the following boxes.

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

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

HEDI Ranges

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

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

9.5) Principal School Visit Subcomponent Weighting

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

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

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

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

Please check all of the boxes below.

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

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

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

☑️ Assure that the length of all school visits for principals will be conducted pursuant to the locally-determined durations.

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

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

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

☑️ Assure that school visits will not be conducted via video.

9.7) Number of School Visits

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

### Tenured Principals

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

### Probationary Principals

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

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

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

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

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

10.2) Scoring Matrix for the Overall Rating

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

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

10.3) Assurances

Please check all of the boxes below.

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

Annual Professional Performance Review - Education Law §3012-d

Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

Page Last Modified: 08/29/2018

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

11.1) Assurances: Improvement Plans

Please check each of the boxes below.

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

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

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

PIP 2016-17.pdf

11.3) Assurance: Appeals

Please check the box below.

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

11.4) Appeals

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

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

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

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

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law 3012-d and Subpart 30-3 of the Rules of the Board of Regents; and

(4) the school district's/BOCES' issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.
Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way.

**RATINGS THAT MAY BE APPEALED:**
Appeals of annual professional performance reviews may be brought for **ineffective and developing ratings** or any rating to which compensation is connected. An appeal may only be initiated once a principal receives the overall rating.

**PROHIBITION AGAINST MORE THAN ONE APPEAL**
A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

**TIME FRAME FOR FILING APPEAL**
All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.
An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives his/her final annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, the appeal must be filed within fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.
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. An extension of the time may be given in extenuating circumstances an appeal may be granted by the Superintendent upon written request. In no case will this extension not result in a timely and expeditious appeal process.
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. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the BOCES upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

**TIME FRAME FOR GOVERNING BODY RESPONSE**
Within ten (10) business days of receipt of an appeal, the BOCES 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 response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the evaluator 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 BOCES, and all additional information submitted with the response, at the same time the response is filed. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

**DECISION PROCESS FOR APPEAL:**
Within five (5) business days of the BOCES response, a panel of three (3) reviewers shall be chosen. The President of the PAO shall select one reviewer; the Superintendent or their designee shall select one reviewer, and they shall mutually agree on the third member. The parties agree that:

a. The hearing panel shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the panel is selected unless a mutually agreed upon alternative date is established.
b. The hearing shall be conducted in no more than one business day unless extenuating circumstances cause both parties to agree to a second day.
c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;
d. The governing body shall have the opportunity to present its case supporting the rating or improvement plan, and then the principal may refute the presentation. These presentations may include the presentation of material, and/or affidavits in lieu of testimony.

**DECISION**
A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final and binding administrative decision. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The panel must either, affirm, set aside or modify a district’s rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

**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.

The Capital Region BOCES will ensure that all evaluators of principals (evaluators, lead evaluators and independent observers) are trained and certified/recertified in accordance with regulation. Specifically, the Capital Region BOCES Staff Development Team will provide all evaluators (evaluators, lead evaluators and independent observers) with a minimum of one day (6 hours) of annual training. Recertification is required annually. Annual certification and recertification will include inter-rater reliability.

11.7) Assurances: Principal Evaluation

Please check all of the boxes below.

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

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

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

☑ Assure that the following prohibited elements listed in Education Law §3012-d(6) are not being used as part of any principal’s evaluation: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness; any district or regionally-developed assessment that has not been approved by the department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.

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

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

11.8) Assurances: Assessments

Please check all of the boxes below.

☑ Assure that, where applicable, if students take more than one version of the Regents assessment for a particular content area, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.

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

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

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

Please check all of the boxes below.

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

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

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

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

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

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

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

APPR Certification Signed 6-27-2016.pdf
APPR Signed Certification 2018.pdf
## CAPITAL REGION BOCES Teacher Improvement Plan

<table>
<thead>
<tr>
<th>Area of Needed Improvement (refer to specific domains)</th>
<th>Tasks/Activities to Support or Document Improvement</th>
<th>Time Frame (start of TIP, interim check ins and final review)</th>
<th>Outcomes – Expectations &amp; Manner of Assessment and Review</th>
<th>Who Is Responsible (this can be a variety of persons but should also include teacher on improvement plan)</th>
</tr>
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Attach additional pages if necessary

Teacher Signature_________________________ Date __________

Administrator Signature______________________ Date __________
A TIP must be initiated whenever a teacher receives a rating of developing or ineffective in a year-end evaluation. Both the teacher and administrator will meet for an evaluation conference at the end of the school year where the developing or ineffective evaluation is discussed. A TIP is designed by the principal or designee in collaboration with the teacher and the President of the Capital Region BOCES Faculty Association (Faculty Association) or designee. The TIP must be in place no later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year. An initial conference is held at the beginning of the school year where the TIP is discussed, signed and dated at the beginning of its implementation.

The teacher must be offered the opportunity for a peer mentor. The teacher will select the mentor, with the approval of the BOCES District Superintendent and the Faculty Association President. If the teacher cannot decide on a mentor, the BOCES District Superintendent and the Faculty Association President, or designee, will select a mentor. All dealings between the mentor and the teacher will be confidential. The mentor and the teacher will collaborate during the first quarter. During that time, the teacher will be observed by designated members of the administrative team who will concentrate on observing and evaluating goals identified in the TIP. The administrative team will meet with the teacher in a timely manner (within 5 school days) to discuss the observations. Written observation summaries will be provided (within 10 school days) and must be signed by both parties. The teacher will have the right to respond to observation summaries and responses will be attached.

After the first quarter of teacher/mentor collaboration, the administration will assess the effectiveness of the intervention and the level of improvement. Based on that assessment, the TIP may be adjusted appropriately and quarterly meetings among all parties will continue. At the end of the year (or when related test scores are available no later than the start of the new school year), if the TIP goals are met, it will terminate. The culmination of the TIP will be communicated in writing to the teacher and signed by both parties. If the teacher is again rated as developing or ineffective, a new plan will be developed by the teacher and the principal in collaboration with the Faculty Association for the next school year.

Also at the end of the school year in which a TIP was in place, the administration shall provide the teacher with a summative evaluation for the school year which includes an APPR rating of highly effective, effective, developing or ineffective. The teacher upon receiving this summative year end APPR rating shall have the appeal rights accorded under the APPR Plan.

All costs associated with the implementation of a TIP including, but not limited to, tuition, fees, books and travel, shall be borne by the BOCES in their entirety. No disciplinary action predicated upon ineffective performance shall be taken by the BOCES against a teacher until a TIP has been fully implemented and its effectiveness in improving the teacher’s performance has been evaluated. No disciplinary action shall be taken by the BOCES against a teacher predicated on an ineffective rating who has met the performance expectations set by a TIP; however, nothing shall be construed to restrict or limit the BOCES’s right to deny tenure, or to otherwise terminate a probationary teacher, in compliance with law and the collective bargaining agreement.
The TIP must consist of the following components:

I. SPECIFIC AREAS FOR IMPROVEMENT: Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the teacher to accomplish during the period of the Plan.

II. EXPECTED OUTCOMES: Identify specific recommendations for what the teacher/principal is expected to do to improve in the identified areas. Delineate specific, realistic achievable activities for the teacher.

III. RESOURCES: Identify specific resources and support systems available to assist the teacher to improve performance. Examples: colleagues; coaching; role playing activities; visitations; courses; workshops; peer visits; materials; etc.

IV. RESPONSIBILITIES: Identify responsible administrator(s) and steps to be taken by administrator(s) and the teacher throughout the Plan. Examples: classroom observations of the teacher; supervisory conferences between the teacher and administrator(s); written reports and/or evaluations, etc.

V. EVIDENCE OF ACHIEVEMENT: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance.

VI. TIMELINE: Provide a specific timeline for implementation of the various components for the TIP for its final completion. Identify the dates for preparation of written documentation regarding the completion of the Plan.
Capital Region BOCES 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: The evaluator is to attach a narrative summary of the 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 and principal with the opportunity for the principal to attach comments.
Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.
9. A delineation of what needs to be included in an Evidence Binder.
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 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 2016-17 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 2016-17 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 scoring 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 the entire APPR review 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 the district or BOCES shall compute and provide to the teacher/principal their score and rating on the Student Performance category, if available, for the Teacher Observation category or Principal School Visit Category for 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 or principal is being 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 2016-17 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 2016-17 through 2018-19 school years, any educators who receive a Developing or Ineffective rating on 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 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;

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 Regents;

Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to Subpart 30-3 of the regulations;

Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by State or Federal law for each classroom or program of the grade does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such classroom or program of the grade; and

Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments...
shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to English language learners or the individualized education program of a student with a disability.

Signatures, dates

Superintendent Signature: Date:

[Signature]
10/10/18

Teachers Union President Signature: Date:

[Signature]
10/10/18

Administrative Union President Signature: Date:

[Signature]
10/10/18

Board of Education President Signature: Date:

[Signature]
10/10/18