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

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March 16, 2021

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 teachersô or principalsô overall ratings and subcomponent scores

NOTE:

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 ag

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Common Branch Kindergarten Measures and Assessments

Please indicate below which of the three available measure types will be used for kindergarten teachers, then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

Note For LEAs that may use both a common branch and departmentalized model for kindergarten:
- Complete this section accordingly for common branch teachers.
- In the “Other Courses” section of Task 2, select the “Elementary” option for applicable subjects in the “Subject” column with the corresponding grade(s) and complete the remainder of that entry as appropriate.

An individually attributed SLO measure

> Teacher and course-specific

- Teacher and course-specific results: scores and ratings will be based on the growth of students in the teacher’s course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- School- or program-wide results: scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- School- or program-wide group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers’ courses in the current school year.
- School- or program-wide linked results scores and ratings will be based on the growth of students enrolled in the teacher’s course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- District- or BOCES-wide results: scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- District- or BOCES-wide group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers’ courses across buildings/programs in an LEA in the current school year.

Kindergarten: Measure Type

District- or BOCES-wide

Kindergarten: District- or BOCES-Wide Measure

District- or BOCES-wide results

Kindergarten: Assessment Type(s)

☑ State or Regents assessment(s)

Kindergarten: State or Regents Assessment(s)

- ☑ ELA Regents
- ☑ Algebra I Regents
- ☑ Geometry Regents
- ☑ Living Environment Regents
- ☑ Earth Science Regents
- ☑ Global History Regents
- ☑ US History Regents

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Common Branch Grade One Measures and Assessments

Please indicate below which of the three available measure types will be used for grade one teachers, then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

Note For LEAs that may use both a common branch and departmentalized model for grade one:
- Complete this section accordingly for common branch teachers.
- In the “Other Courses” section of Task 2, select the “Elementary” option for applicable subjects in the “Subject” column with the corresponding grade(s) and complete the remainder of that entry as appropriate.

An individually attributed SLO measure

> Teacher and course-specific

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Common Branch Grade Three Measures and Assessments

Please indicate below which of the three available measure types will be used for grade three teachers, then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

Note For LEAs that may use both a common branch and departmentalized model for grade three:
- Complete this section accordingly for common branch teachers.
- In the “Other Courses” section of Task 2, select the “Elementary” option for applicable subjects in the “Subject” column with the corresponding grade(s) and complete the remainder of that entry as appropriate.

An individually attributed SLO measure

> Teacher and course-specific

- Teacher and course-specific results: scores and ratings will be based on the growth of students in the teacher’s course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- School- or program-wide results: scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- School- or program-wide group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers’ courses in the current school year.
- School- or program-wide linked results: scores and ratings will be based on the growth of students enrolled in the teacher’s course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- District- or BOCES-wide results: scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- District- or BOCES-wide group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers’ courses across buildings/programs in an LEA in the current school year.

Grade 3: Measure Type

District- or BOCES-wide

Grade 3: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 3: Assessment Type(s)

☑ State or Regents assessment(s)

Grade 3:State or Regents Assessment(s)

- ☑ ELA Regents
- ☑ Algebra I Regents
- ☑ Geometry Regents
- ☑ Living Environment Regents
- ☑ Earth Science Regents
- ☑ Global History Regents
- ☑ US History Regents

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Grade Four

Please identify below whether grade four instruction is common branch or departmentalized; indicate which of the three available measure types will be used for grade four teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

Note For LEAs that may use both a common branch and departmentalized model for grade four:
- Select the applicable "Departmentalized" option below and complete the remainder of this section accordingly.
- In the “Other Courses” section of Task 2, select “Common Branch” in the “Subject” column with the corresponding grade(s) and complete the remainder of that as appropriate.

An individually attributed SLO measure

> Teacher and course-specific :/Spas grespecifr730ngd

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Grade Four (Common Branch) Measure and Assessment(s)

Grade 4: Measure Type

District- or BOCES-wide

Grade 4: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade Four: Assessment Type(s)

- ☑ State or Regents assessment(s)

Grade Four: State or Regents Assessment(s)

- ☑ ELA Regents
- ☑ Algebra I Regents
- ☑ Geometry Regents
- ☑ Living Environment Regents
- ☑ Earth Science Regents
- ☑ Global History Regents
- ☑ US History Regents

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Grade Five

Please identify below whether grade five instruction is common branch or departmentalized; indicate which of the three available measure types will be used for grade five teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

Note For LEAs that may use both a common branch and departmentalized model for grade five:
- Select the applicable "Departmentalized" option below and complete the remainder of this section accordingly.
- In the “Other Courses” section of Task 2, select “Common Branch” in the “Subject” column with the corresponding grade(s) and complete the remainder of that as appropriate.

An individually attributed SLO measure

> Teacher and course-specific

- Teacher and course-specific results: scores and ratings will be based on the growth of students in the teacher’s course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- School- or program-wide results: scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- School- or program-wide group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers’ courses in the current school year.
- School- or program-wide linked results: scores and ratings will be based on the growth of students enrolled in the teacher’s course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- District- or BOCES-wide results: scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- District- or BOCES-wide group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers’ courses across buildings/programs in an LEA in the current school year.

Please choose the option that best describes grade five in your LEA.

☑ Common branch

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Grade Five (Common Branch) Measure and Assessment(s)

Grade 5: Measure Type

District- or BOCES-wide

Grade 5: District- or BOCES Measure

District- or BOCES-wide results

Grade 5: Assessment Type(s)

☑ State or Regents assessment(s)

Grade 5: State or Regents Assessment(s)

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Grade Six (Departmentalized) Measure and Assessment(s)

Grade six departmentalized with uniform measure and assessment(s) across core subjects

Grade 6: Measure Type

District- or BOCES-wide

Grade 6: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 6: Assessment Type(s)

- ☑ State or Regents assessment(s)

Grade 6: State or Regents Assessment(s)

- ☑ ELA Regents
- ☑ Algebra I Regents
- ☑ Geometry Regents
- ☑ Living Environment Regents
- ☑ Earth Science Regents
- ☑ Global History Regents
- ☑ US History Regents

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Grade Eight (Departmentalized) Measure and Assessment(s)

Grade eight departmentalized with uniform measure and assessment(s) across core subjects

Grade 8: Measure Type

District- or BOCES-wide

Grade 8: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade Eight: Assessment Type(s)

- ☑ State or Regents assessment(s)

Grade Eight: State or Regents Assessment(s)

- ☑ ELA Regents
- ☑ Algebra I Regents
- ☑ Geometry Regents
- ☑ Living Environment Regents
- ☑ Earth Science Regents
- ☑ Global History Regents
- ☑ US History Regents

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High School English Language Arts

Note: Additional high school English courses may be included in the “Other Courses” section.

Please identify below whether all high school ELA teachers use the same type of measure and assessment(s) or if the measures and assessments vary by grade level; indicate which of the three available measure types will be used for high school ELA teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- Teacher and course-specific results: scores and ratings will be based on the growth of students in the teacher’s course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- School- or program-wide results: scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- School- or program-wide group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers’ courses in the current school year.
- School- or program-wide linked results scores and ratings will be based on the growth of students enrolled in the teacher’s course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- District- or BOCES-wide results: scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- District- or BOCES-wide group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers’ courses across buildings/programs in an LEA in the current school year.

Please indicate whether grades 9 through 12 ELA teachers use the same type of measure and assessment(s) or if the measures and assessments vary by grade level.

☑ All high school ELA teachers use the same type of measure and assessment(s)

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High School ELA (All Grades) Measure and Assessment(s)

High School ELA: Measure Type

District- or BOCES-wide

High School ELA: District- or BOCES-Wide Measure

District- or BOCES-wide results

High School ELA: Assessment Type(s)

- ☑ State or Regents assessment(s)

High School ELA: State or Regents Assessment(s)

- ☑ ELA Regents
- ☑ Algebra I Regents
- ☑ Geometry Regents
- ☑ Living Environment Regents
- ☑ Earth Science Regents
- ☑ Global History Regents
- ☑ US History Regents

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High School Regents Math

Note: Additional high school math courses may be included in the “Other Courses” section.

Please identify below whether all high school Regents math teachers use the same type of measure and assessment(s) or if the measures and assessments var by course; indicate which of the three available measure types will be used for high school Regents math teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- Teacher and course-specific results: scores and ratings will be based on the growth of students in the teacher’s course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- School- or program-wide results: scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- School- or program-wide group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers’ courses in the current school year.
- School- or program-wide linked results scores and ratings will be based on the growth of students enrolled in the teacher’s course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- District- or BOCES-wide results: scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- District- or BOCES-wide group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers’ courses across buildings/programs in an LEA in the current school year.

Please indicate whether high school Regents math teachers use the same measure or assessment(s) or if the measures and assessments vary by grade level.

☑ All high school Regents math teachers use the same type of measure and assessment(s)

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High School Regents Math (All Courses) Measure and Assessment(s)

High School Regents Math: Measure Type

District- or BOCES-wide

High School Regents Math: District- or BOCES-Wide Measure

District- or BOCES-wide results

High School Regents Math: Assessment Type(s)

- ☑ State or Regents assessment(s)

High School Regents Math: State or Regents Assessment(s)

- ☑ ELA Regents
- ☑ Algebra I Regents
- ☑ Geometry Regents
- ☑ Living Environment Regents
- ☑ Earth Science Regents
- ☑ Global History Regents
- ☑ US History Regents

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High School Regents Science

Note: Additional high school science courses may be included in the “Other Courses” section.

Please identify below whether all high school Regents science teachers use the same type of measure and assessment(s) or if the measures and assessments vary by course; indicate which of the three available measure types will be used for high school Regents science teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- Teacher and course-specific results: scores and ratings will be based on the growth of students in the teacher’s course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- School- or program-wide results: scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- School- or program-wide group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers’ courses in the current school year.
- School- or program-wide linked results scores and ratings will be based on the growth of students enrolled in the teacher’s course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- District- or BOCES-wide results: scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- District- or BOCES-wide group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers’ courses across buildings/programs in an LEA in the current school year.

Please indicate whether high school Regents science teachers use the same measure or assessment(s) or if the measures and assessments vary by grade level.

☑ All high school Regents science teachers use the same type of measure and assessment(s)

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High School Regents Science (All Courses) Measure and Assessment(s)

High School Regents Science: Measure

District- or BOCES-wide

High School Regents Science: District- or BOCES-Wide Measure

District- or BOCES-wide results

High School Regents Science: Assessment Type(s)

- ☑ State or Regents assessment(s)

High School Regents Science: State or Regents Assessment(s)

- ☑ ELA Regents
- ☑ Algebra I Regents
- ☑ Geometry Regents
- ☑ Living Environment Regents
- ☑ Earth Science Regents
- ☑ Global History Regents
- ☑ US History Regents

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High School Regents Social Studies: Measures and Assessments

Note: Additional high school social studies courses may be included in the “Other Courses” section.

Please identify below whether all high school Regents social studies teachers use the same type of measure and assessment(s) or if the measures and assessments vary by course; indicate which of the three available measure types will be used for high school Regents social studies teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- Teacher and course-specific results: scores and ratings will be based on the growth of students in the teacher’s course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- School- or program-wide results: scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- School- or program-wide group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers’ courses in the current school year.
- School- or program-wide linked results scores and ratings will be based on the growth of students enrolled in the teacher’s course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- District- or BOCES-wide results: scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- District- or BOCES-wide group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers’ courses across buildings/programs in an LEA in the current school year.

Please indicate whether high school Regents social studies teachers use the same measure or assessment(s) or if the measures and assessments vary by grade level.

☑ All high school Regents social studies teachers use the same type of measure and assessment(s)

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High School Regents Social Studies (All Courses) Measure and Assessment(s)

High School Regents Social Studies: Measure Type

District- or BOCES-wide

High School Regents Social Studies: District- or BOCES-Wide Measure

District- or BOCES-wide results

High School Regents Social Studies: Assessment Type(s)

☑ State or Regents assessment(s)

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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 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.

Teacher Observation Scoring Bands

The overall Observation score will be converted into a HEDI rating based on locally determined ratings consistent with the ranges listed.

	Overall Observation Category Score and Rating	
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0.00*	1.49 to 1.74

* In the event that an educator earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

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.

Please select a minimum value between 3.50 and 3.75 and choose 4.00 as the maximum value for the Highly Effective range.

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

Please select a minimum value between 2.50 and 2.75 and a maximum value between 3.49 and 3.74 for the Effective range.

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

Please select a minimum value between 1.50 and 1.75 and a maximum value between 2.49 and 2.74 for the Developing range.

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

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Please choose 0.00 as the minimum value and select a maximum value between 1.49 and 1.74 for the Ineffective range.

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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Optional Subcomponent: Observations by Trained Peer Observer(s)

If selected, at least one observation must be conducted by trained peer observer(s).

- Peer teachers are trained and selected by the LEA.
- Trained peer teachers must have received an overall rating of Effective or Highly Effective in the prior school year.
- Observations may occur in person or by live or recorded video, as determined locally.

Indicate the minimum number of unannounced and announced observations by trained peer observer(s), as well as the method of observation, in the table below.
If the optional subcomponent will not be used, please indicate "N/A" for the minimum number and "N/A" for the observation method for both unannounced and announced observations for "All Teachers."

TEACHERS Indicate whether the number and method selected applies to all teachers or to a subgroup of teachers.	SUBGROUP If "Subgroup of Teachers" is selected in the previous column, indicate which teachers the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.	UNANNOUNCED Minimum Number of Observations	UNANNOUNCED Observation Method	ANNOUNCED Minimum Number of Observations	ANNOUNCED Observation Method
All Teachers (enter 'N/A' in the next column)	N/A	0	N/A	0	N/A

Peer Observation Assurances

Please check all of the boxes below.

- ☑ Assure that peer observers, as applicable, will be trained and selected by the LEA.
- ☑ Assure that, if observations are being conducted by trained peer observers, these teachers received an overall rating of Effective or Highly Effective in the previous school year.

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Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

Category Scoring Ranges

The overall Student Performance category score and the overall Observation category score will be converted into a HEDI rating based on the ranges listed in th tables below.

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

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

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

	Overall Observation Category Category Score and Rating	
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0.00	1.49 to 1.74

Scoring Matrix for the Overall Rating

The overall rating for an educator shall be determined according to a methodology described in the matrix below.

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

Category and Overall Rating 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 LEA, each of whom received an Ineffective rating under Education Law Section 3012-d in the year immediately prior to the school year in which the student is placed in the teacher's classroom unless the LEA has a Department-approved waiver from this requirement.

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Appeal Assurance

Please check the box below.

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

Appeals

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

(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 LEA's 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 §3 and Subpart 30-3 of the Rules of the Board of Regents; and

(4) the LEA's 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 R of the Board of Regents.

Describe the procedure for ensuring that appeals of annual performance evaluations will be resolved in a timely and expeditious manner.

Appeals Process

Any teacher whose final evaluation indicates a score of ineffective (for the entire evaluation, not just a subcomponent) may appeal the evaluation results.

The appeal must be made in writing to the Superintendent of Schools or his/her designee no later than 10 school days after receipt of the final evaluation report.

The appeal must articulate the basis for the appeal in writing. Failure to provide a basis for the appeal shall be deemed a waiver of that claim. Pursuant to Education Law 3012-d, a teacher may only challenge the following in an appeal the substance of the annual professional review; Any issues related to procedural violations of this agreement will be handled using the existing grievance procedures as outlined in the CBA between the PFT and the District.

The Superintendent of Schools and/or his/her designee will have the final authority to render a decision regarding an appeal of an APPR evaluation. This decision will be rendered within 15 days of the receipt of the appeal request. This decision will be considered final. All appeals will be timely and expeditious.

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All Principals

Please indicate how student performance will be measured for principals, then choose the specific measure, corresponding assessment type(s) and assessment(s), as applicable.

Student performance based on a Student Learning Objective (SLO)

An individually attributed SLO measure

> Principal and building/program-specific

- Principal and building/program-specific results: scores and ratings will be based on the growth of students in the principal's building/program in the current school year.

A collectively attributed SLO measure

> District- or BOCES-wide

- District- or BOCES-wide results: scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- District- or BOCES-wide group or team results: scores and ratings for a group or team of principals will be based on the growth of students in the group/team of principals' buildings/programs in an LEA in the current school year.

Student Performance based on an Input Model

An input model uses evidence of principal practice that promotes student growth related to the Leadership Standards.

Selection of the Input Model will require:

- a description of the areas of principal practice that will be evaluated;
- a description of how the selected areas of principal practice promote student growth;
- a description of the evidence of student growth and principal practice that will be collected; and
- a description of how the district will use the evidence to differentiate effectiveness resulting in a score from 0 to 20 and ratings of Highly Effective, Effective, Developing, or Ineffective.

All Principals: Measure Type

Student Learning Objective (SLO)

Annual Professional Performance Review - Education Law §3012-d, amended in 2019

Task 7. PRINCIPALS: Required Student Performance - All Principals: SLO

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Principal Student Learning Objective

Please indicate the type of SLO that will be used for principals, then choose the corresponding assessment type(s) and assessment(s).

Student performance based on a Student Learning Objective (SLO)

An individually attributed SLO measure

> Principal and building/program-specific

- Principal and building/program-specific results: scores and ratings will be based on the growth of students in the principal's building/program in the current school year.

A collectively attributed SLO measure

> District- or BOCES-wide

- District- or BOCES-wide results: scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- District- or BOCES-wide group or team results: scores and ratings for a group or team of principals will be based on the growth of students in the group/team of principals' buildings/programs in an LEA in the current school year.

Please choose the type of SLO applicable to principals.

District- or BOCES-wide results

Principal Assessments

All Principals: Assessment Type(s)

☑ State or Regents assessment(s)

All Principals: State or Regents Assessment(s)

- ☑ ELA Regents
- ☑ Algebra I Regents
- ☑ Geometry Regents
- ☑ Living Environment Regents
- ☑ Earth Science Regents
- ☑ Global History Regents
- ☑ US History Regents

HEDI Scoring Bands

Highly Effective			Effective			Developing		Ineffective													

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Optional Student Performance Subcomponent

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

Percentage of Student Performance category to be locally determined if selected.

Such second measure shall apply in a consistent manner, to the extent practicable, across all programs or buildings with the same grade configuration in the LEA and be a locally selected measure of student growth or achievement based on State-created or -administered assessments or State-designed supplemental assessments.

Options for measures and associated assessments include:

- Option (A) A second SLO, provided that this SLO is different than that used in the required subcomponent;
- Option (B) A growth score based on a statistical growth model, where available, for either State-created or -administered assessments or State-designed supplemental assessments;
- Option (C) A measure of student growth, other than an SLO, based on State-created or -administered assessments or State-designed supplemental assessments;
- Option (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments;
- Option (E) An achievement benchmark on State-created or -administered assessments or State-designed supplemental assessments;
- Option (F) Four, five, or six-year high school graduation rates;
-

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Principal School Visit Category

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

Principals' professional performance shall be evaluated based on a State-approved rubric using multiple sources of evidence collected and incorporated into the visit protocol. Where appropriate, such evidence may be aligned to building or district goals; provided, however, that professional goal-setting may not be used a evidence of teacher or principal effectiveness. Such evidence shall reflect school leadership practice aligned to the Leadership Standards and selected practice r

Principal Practice Rubric

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

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

Rubric Assurances

Please check all of the boxes below.

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Please describe the process for rating and scoring the selected practice rubric consistent with the Department's regulations.

Your description should provide the complete process, including the following:

- The process for designating observable components (please note: all principals of the same building configuration/program must be evaluated based on the same set of observable components);
- The level at which components of the chosen rubric are rated (i.e., domain, subdomain, indicator, etc.);
- How the final score and rating for each observable component of the practice rubric is determined for each observer; and
- How the final score for the required (i.e., lead evaluator/evaluator; independent evaluator) and/or optional (peer principal, as applicable) subcomponent of the School Visit category is determined based on the final score and rating for each observable component.

Example: All subcomponents of Domains 1-4 of the MPPR rubric have been negotiated as observable. Domains 1, 2 and 3 are weighted as 30% each, and Domain 4 is weighted as 10%. For each school visit, all observed subcomponents in a domain are weighted equally and averaged to create a domain score, which is then weighted as above and averaged to reach a final score for each school visit. Scores for each school visit are weighted equally and averaged to reach a final score for each school visit type. The district will ensure that all subcomponents designated as observable will be observed at least once across the school visit cycle.

All selected observable indicators will be weighted equally and averaged to arrive at an overall score. Only observable indicators will be scored during school visits. The District will ensure that all indicators designated as observable will be observed at least once across the school visit cycle.

Scoring 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 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 school visits, a score of 0 will be assigned.

Principal School Visit Scoring Bands

The overall School Visit score will be converted into a HEDI rating based on locally determined ratings consistent with the ranges listed.

constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents for each of the rating categories.
Please select a minimum value between 3.50 and 3.75 and choose 4.00 as the maximum value for the Highly Effective range.

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

Please select a minimum value between 2.50 and 2.75 and a maximum value between 3.49 and 3.74 for the Effective range.

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

Please select a minimum value between 1.50 and 1.75 and a maximum value between 2.49 and 2.74 for the Developing range.

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

Please choose 0.00 as the minimum value and select a maximum value between 1.49 and 1.74 for the Ineffective range.

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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Principal School Visit Subcomponent Weighting

Required Subcomponent 1: School visits by Supervisor(s) or Other Trained Administrators
- At least 80% of the Principal School Visit category score

Required Subcomponent 2: 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 Principal(s)
- No more than 10% of the Principal School Visit category score when selected

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

* If the LEA 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 LEA, who are different than the evaluator(s) who conducted the school visit(s) required to performed by the Superintendent/supervisor or their designee. If the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the processes described in that application.

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

Supervisor/Administrator [Required]	Independent Evaluator(s) [Required]	Peer School Visit(s) [Optional]	Group of principals for which this weighting will apply
90%	10%	0% [N/A]	(No Response)

School Visit Assurances

Please check all of the boxes below.

- ☑ 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 at least one of the required school visits will be unannounced.
- ☑ Assure that school visits will not be conducted via video.

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

At least one school visit must be conducted by supervisor or other trained administrator and at least one of the required school visits must be unannounced (across both required subcomponents).

- LEAs may locally determine whether to use more than one school visit by superintendent or other trained administrator.
- Nothing shall be construed to limit the discretion of a board of education or superintendent of schools from conducting additional school visits for non-evaluative purposes.
- The frequency and duration of school visits are locally determined.
- School visits may not occur by live or recorded video.

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

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Optional Subcomponent: School Visits by Trained Peer Principal(s)

If selected, at least one school visit must be conducted by trained peer principal(s).

- Peer principals are trained and selected by the LEA.
- Trained peer principalr6H P89.1 Td ri,ypOd and overall rtiong of Effcteiv ed or Highly Effcteivein 2he Lrinor chool vyear
- TShool visit 6H ay no onccurby tliveior ri ordd avideo Ifndiatie2he Lminimum numbr pof unannouce and sannouce ashool visit 6Hb trained peer principal(s).ir Ttable2470below: Punannouce and sannouce ashool visit 6Horm2 AllPrincipals.

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Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

Category Scoring Ranges

The overall Student Performance category score and the overall School Visit category score will be converted into a HEDI rating based on the ranges listed in the tables below.

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

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

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

	Overall School Visit Category Score and Rating	
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0.00	1.49 to 1.74

Scoring Matrix for the Overall Rating

The overall rating will be determined according to the following matrix:

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Additional Requirements

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

Principal Improvement Plan Assurances

Please check each of the boxes below.

- ☑ Assure that the LEA will formulate and commence implementation of a Principal Improvement Plan (PIP) for all principals who receive an overall rating of Developing or Ineffective 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.

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 LEA.

Principal Improvement Plan.pdf

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Describe the procedure for ensuring that appeals of annual performance evaluations will be resolved in a timely and expeditious manner.

Principal APPR Appeal Process

CHALLENGES IN AN APPEAL:
Appeals are limited to those identified by Education Law §3012-d, as follows:
(1) The substance of the annual professional performance review;
(2) The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;
(3) The adherence to the Commissioner's regulations, as applicable to such reviews;
(4 Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
(5) The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.
RATINGS THAT MAY BE APPEALED:
Appeals of annual professional performance reviews may be brought for ineffective, or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall score and 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. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.
BURDEN OF PROOF
The burden shall be on the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.

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 their final and complete annual professional performance review. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal

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Training Assurance

Please check the box below.

☑ The LEA 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. JReview - E0o 1 Tf 0.5 -3 Td (Train6ep <<)Tjy trained anbe cpeer view - E0s neior tatolemrs will tog a

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Upload APPR LEA 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 o 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 "LEA Certification Form" found in the "Documents" menu on the left side of the page.

Updated APPR Certification Form.pdf

Plainedge School District
Teacher Improvement Plan

Your Teacher Improvement Plan document is intended to support your growth as a professional. Inasmuch, please note that your plan is comprised of multiple components in which you will be closely monitored by administration. You will be responsible for demonstrating an Effective level of performance in the selected Standards and Elements in the TED Rubric which will be articulated to you as follows:

A: Standard and Element Components (or specific subcomponent score):

B. Goals:

C: Specific Strategies:

D. Timeframe & Resources:

E. Indicators of Progress and Behaviors:

F. Teacher Comments/Suggestions:

Please review 39(n)20(a)-15(l).13(e F)-23(l)3aBDC /T2.04t/P <</MCID 15 >>BDC /TTurents2 Td [0 1

_____ _____

LEA CERTIFICATION FORM: Please download, sign, and upload this form to complete the submission of your LEA's

visits;

- Assure that it is possible for a teacher or principal [illegible] subcomponent and that the LEA 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 or achievement will be used across all classrooms in the same grade/subject, for teachers in similar building configurations/programs, for principals, in the LEA will be used in a consistent manner to the extent practicable, [illegible]able;
- Assure that all growth targets [illegible] represent a minimum of one year of expected growth;
- Assure that any material changes to this APPR Plan will be [illegible] school year;
- Assure that the LEA will provide the Department with [illegible] annual monitoring purposes Subpart 30-3 of the regulations;
- Assure that the amount of time devoted to traditional standardized assessments that are not specially required annual instructional hours for such classroom or program of the grade; and
- Assure that the amount of time devoted to test preparation [illegible] under standardized testing conditions for each exceed, in the aggregate, two percent of the annual instructional hours for the grade; provided, however, that teacher-administered classroom assessments, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision. Nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan or a [illegible] student with a disability, or federal law relating to the individualized education program or a student with a disability.

Signatures, dates

Superintendent Signature: [signature] Date: 3/10/2021

Superintendent Name (print): Edward A. Salvati

Teachers Union President Signature: [signature] 3/11/21

Teachers Union President Name (print): Perry Fuchs 3/11/21

Administrative Body President Signature: [signature]

Administrative Body President Name (print): Vito Mannino

Board of Education President Signature: [signature] Date: 3/11/21

Board of Education President Name (print): Catherine [illegible]