

Annual Professional Performance Review - Education Law §3012-d**Task 1. School District Information - Tasks 1.1, 1.2**

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Task 1) Disclaimers

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

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

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

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

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

1.1) Assurances**Please check all of the boxes below**

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

1.2) Submission Status

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

First-time submission under Education Law §3012-d

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Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.1 (Assurances), 2.2 (4-8 ELA/Math)

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Task 2) Original Required Student Performance Subcomponent

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

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

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

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

2.1) Assurances

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

Please check the boxes below.

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

2.2) Grades 4-8 ELA and Math: Assessments (Original)**STATE-PROVIDED MEASURES OF STUDENT GROWTH**

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

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

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

	Grade 4 ELA	Grade 4 Math
State Assessment	Grade 4 ELA	Grade 4 Math

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Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.1 (Assurances), 2.2 (4-8 ELA/Math)

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	Grade 5 ELA	Grade 5 Math
State Assessment	Grade 5 ELA	Grade 5 Math

	Grade 6 ELA	Grade 6 Math
State Assessment	Grade 6 ELA	Grade 6 Math

	Grade 7 ELA	Grade 7 Math
State or Regents Assessment(s)	Grade 7 ELA	Grade 7 Math

	Grade 8 ELA	Grade 8 Math
State or Regents Assessment(s)	Grade 8 ELA	Grade 8 Math

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Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.3 (3 ELA/Math), 2.4 (4/8 SCI)

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2.3) Grade 3 ELA and Math: Assessments (Original)**STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams**For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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

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

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

	Grade 3 ELA	Grade 3 Math
State Assessment	Grade 3 ELA	Grade 3 Math

2.4) Grades 4 and 8 Science: Assessments (Original)**STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams**For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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

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

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

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

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Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.5, 2.6 (High School Courses)

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

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

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

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

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

	Global 2	US History
Regents Assessment	Global 2	US History

	Living Environment	Earth Science	Chemistry	Physics
Regents Assessment	Living Environment	Earth Science	Chemistry	Physics

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

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

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

STUDENT LEARNING OBJECTIVES: High School English Language ArtsFor guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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

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

For grade levels where the Regents exam is not used:

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

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

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grade/subject listed.

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
9 ELA	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Common Core English <input checked="" type="checkbox"/> Common Core Algebra <input checked="" type="checkbox"/> Common Core Geometry <input checked="" type="checkbox"/> Living Environment <input checked="" type="checkbox"/> Earth Science <input checked="" type="checkbox"/> Global 2 <input checked="" type="checkbox"/> US History		
10 ELA	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Common Core English <input checked="" type="checkbox"/> Common Core Algebra <input checked="" type="checkbox"/> Common Core Geometry <input checked="" type="checkbox"/> Living Environment <input checked="" type="checkbox"/> Earth Science <input checked="" type="checkbox"/> Global 2 <input checked="" type="checkbox"/> US History		
11 ELA	Teacher-specific results	<input checked="" type="checkbox"/> Common Core English		
12 ELA	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Common Core English <input checked="" type="checkbox"/> Common Core Algebra <input checked="" type="checkbox"/> Common Core Geometry <input checked="" type="checkbox"/> Living Environment <input checked="" type="checkbox"/> Earth Science <input checked="" type="checkbox"/> Global 2 <input checked="" type="checkbox"/> US History		

Annual Professional Performance Review - Education Law §3012-d**Task 2. Original Student Performance - Required (Teachers) - Original Task 2.7 (K-2 ELA/Math)**

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2.7) Grades K-2 ELA and Math: Measures and Assessments (Original)**STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams**For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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

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

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

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K ELA	Teacher-specific results		<input checked="" type="checkbox"/> Southern Cayuga	
K Math	Teacher-specific results		<input checked="" type="checkbox"/> Southern Cayuga	
1 ELA	Teacher-specific results		<input checked="" type="checkbox"/> Southern Cayuga	
1 Math	Teacher-specific results		<input checked="" type="checkbox"/> Southern Cayuga	
2 ELA	Teacher-specific results		<input checked="" type="checkbox"/> Southern Cayuga	
2 Math	Teacher-specific results		<input checked="" type="checkbox"/> Southern Cayuga	

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2.8) Grades 6-7 Science and Grades 6-8 Social Studies: Measures and Assessments (Original)**STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams**For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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

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

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

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	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
6 Science	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Grade 6 ELA		
7 Science	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Common Core English <input checked="" type="checkbox"/> Common Core Algebra <input checked="" type="checkbox"/> Common Core Geometry <input checked="" type="checkbox"/> Living Environment <input checked="" type="checkbox"/> Earth Science <input checked="" type="checkbox"/> Global 2 <input checked="" type="checkbox"/> US History		
6 Social Studies	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Grade 6 ELA		
7 Social Studies	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Common Core English <input checked="" type="checkbox"/> Common Core Algebra <input checked="" type="checkbox"/> Common Core Geometry <input checked="" type="checkbox"/> Living Environment <input checked="" type="checkbox"/> Earth Science <input checked="" type="checkbox"/> Global 2 <input checked="" type="checkbox"/> US History		
8 Social Studies	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Common Core English <input checked="" type="checkbox"/> Common Core Algebra <input checked="" type="checkbox"/> Common Core Geometry <input checked="" type="checkbox"/> Living Environment <input checked="" type="checkbox"/> Earth Science <input checked="" type="checkbox"/> Global 2 <input checked="" type="checkbox"/> US History		

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Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.8 (6-8 SCI/SS) 2.9 (Global 1)

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

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

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

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

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

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
Global 1	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> Common Core English <input checked="" type="checkbox"/> Common Core Algebra <input checked="" type="checkbox"/> Common Core Geometry <input checked="" type="checkbox"/> Living Environment <input checked="" type="checkbox"/> Earth Science <input checked="" type="checkbox"/> Global 2 <input checked="" type="checkbox"/> US History		

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Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

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2.10) All Other Courses (Original)**STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams**For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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

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

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

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

Follow the examples below to list other courses.

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

To add additional courses, click "Add Row".

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Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	2	AIS/RTI	Teacher-specific results		<input checked="" type="checkbox"/> Southern Cayuga	
7	12	All courses not named above	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Common Core English <input checked="" type="checkbox"/> Common Core Algebra <input checked="" type="checkbox"/> Common Core Geometry <input checked="" type="checkbox"/> Living Environment <input checked="" type="checkbox"/> Earth Science <input checked="" type="checkbox"/> Global 2 <input checked="" type="checkbox"/> US History		
5	5	Science	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 5 ELA		
K	6	Art	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 4 Science		
K	6	Physical Education	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 4 Science		
K	6	Music	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 4 Science		
3	6	Special Education	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA		
3	6	AIS/RTI	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA		

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3	3	Science	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 3 ELA		
3	5	Social Studies	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA		
K	2	Special Education	Teacher-specific results		<input checked="" type="checkbox"/> Southern Cayuga	
K	12	ELL	Teacher-specific results	<input checked="" type="checkbox"/> NYSESLAT		

2.11) HEDI Scoring Bands

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

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

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

Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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

2.13) Assurances

For guidance on SLOs and the development of back-up SLOs, please see NYSED APPR Guidance and SLO Guidance:

<https://www.engageny.org/resource/appr-3012-d>.

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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.

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Task 2) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)*The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.*

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

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

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

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

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

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

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

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

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

Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)	Applicable Course(s)
School- or program-wide group, team, or linked results		<input checked="" type="checkbox"/> Southern Cayuga		<input checked="" type="checkbox"/> 3 ELA <input checked="" type="checkbox"/> 3 Math <input checked="" type="checkbox"/> 4 ELA <input checked="" type="checkbox"/> 4 Math <input checked="" type="checkbox"/> 5 ELA <input checked="" type="checkbox"/> 5 Math <input checked="" type="checkbox"/> 6 ELA <input checked="" type="checkbox"/> 6 Math <input checked="" type="checkbox"/> 6 Science <input checked="" type="checkbox"/> 6 Social Studies
School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Common Core English <input checked="" type="checkbox"/> Common Core Algebra <input checked="" type="checkbox"/> Common Core Geometry <input checked="" type="checkbox"/> Living Environment <input checked="" type="checkbox"/> Earth Science <input checked="" type="checkbox"/> Global 2 <input checked="" type="checkbox"/> US History			<input checked="" type="checkbox"/> 7 ELA <input checked="" type="checkbox"/> 7 Math <input checked="" type="checkbox"/> 8 ELA <input checked="" type="checkbox"/> 8 Math

Annual Professional Performance Review - Education Law §3012-d**Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs**

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2.10) Alternate SLOs: All Other Courses (Transition Period, 2016-17 through 2018-19)

If the option, "Other Courses as listed in Original Task 2.10" does not apply, please leave that box unchecked in the table above and use the table below to add courses.

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 other teachers not named above".

For other courses indicate the following:

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

Follow the examples below to list other courses.

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

Please note: NYS Grades 3-8 ELA/Math Assessments and State-provided growth scores may only be used for advisory purposes during the transition period and cannot be used for calculating transition scores and ratings during the 2015-16 through 2018-19 school years. If such assessments are selected for the original SLO and there are not remaining measures in the Student Performance category for an educator, an alternate SLO must be included for that educator here.

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

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Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
3	3	Science	School- or program-wide group, team, or linked results		<input checked="" type="checkbox"/> Southern Cayuga	
5	5	Science	School- or program-wide group, team, or linked results		<input checked="" type="checkbox"/> Southern Cayuga	
3	6	AIS/RTI	School- or program-wide group, team, or linked results		<input checked="" type="checkbox"/> Southern Cayuga	
3	6	Special Education	School- or program-wide group, team, or linked results		<input checked="" type="checkbox"/> Southern Cayuga	
3	5	Social Studies	School- or program-wide group, team, or linked results		<input checked="" type="checkbox"/> Southern Cayuga	

2.11) HEDI Scoring Bands

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

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

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

Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

Annual Professional Performance Review - Education Law §3012-d

Task 3.1. Optional Subcomponent Use (Teachers) - Task 3.1 (Subcomponent Use and Weighting)

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Task 3) Optional Student Performance Subcomponent

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

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

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

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

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

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

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

NO, the Optional subcomponent WILL NOT be used in the Student Performance category for any teacher.

Annual Professional Performance Review - Education Law §3012-d**Task 4. Teacher Observation Category - Tasks 4.1-4.6**

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For guidance on the Teacher Observation category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.**4.1) Teacher Practice Rubric****Select a teacher practice rubric from the menu of State-approved rubrics to assess performance based on the observable NYS Teaching Standards.**

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.
NYSUT Teacher Practice Rubric	all teachers

4.2) Assurances**Please check all of the boxes below.**

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

4.3) Process for Weighting Rubric Domains/SubcomponentsFor guidance on the Teacher Observation category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.**Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., All observable components will be weighted equally and averaged).**

All observable components will be weighted equally and averaged.

4.4) Calculating Observation Ratings**Assurances****Please check the boxes below.**

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

Please also check the boxes below.

- ☒ Assure that if the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the second observation(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. See Section 30-3.4(d)(2)(i)(b)(1) of the Rules of the Board of Regents.
- ☐ Assure that if the district/BOCES is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 4 of the district's/BOCES' approved §3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.4(d)(2)(i)(b)(2) of the Rules of the Board of Regents.

Annual Professional Performance Review - Education Law §3012-d

Task 4. Teacher Observation Category - Tasks 4.1-4.6

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

HEDI Ranges

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

4.5) Teacher Observation Subcomponent Weighting**Required Subcomponents:**

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

Optional Subcomponent:

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

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

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

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

Annual Professional Performance Review - Education Law §3012-d**Task 4. Teacher Observation Category - Tasks 4.1-4.6**

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Required - Principal/ Administrator	Required - Independent Evaluator(s)	Optional - Peer Observer(s)	Grades and subjects for which Peer Observers will be used
80%	20%	N/A	(No Response)

4.6) Assurances**Please check all of the boxes below.**

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

4.7) Number and Method of Observations

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

Tenured Teachers

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

Probationary Teachers

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

Annual Professional Performance Review - Education Law §3012-d

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

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For guidance on APPR scoring, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.**5.1) Scoring Ranges****Student Performance**

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

Teacher Observation

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

	Overall Student Performance Category Score and Rating			Overall Observation Category Score and Rating	
	Minimum	Maximum		Minimum	Maximum
H	18	20	H	3.5 to 3.75	4.0
E	15	17	E	2.5 to 2.75	3.49 to 3.74
D	13	14	D	1.5 to 1.75	2.49 to 2.74
I	0	12	I	0	1.49 to 1.74

5.2) Scoring Matrix for the Overall Rating

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

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

5.3) Assurances**Please check all of the boxes below.**

- ☒ Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.
- ☒ Assure that it is possible to obtain a zero in each subcomponent.
- ☒ Assure the overall rating determination for a teacher shall be determined according to the evaluation matrix.
- ☒ Assure that a student will not be instructed, for two consecutive school years, by any two teachers of the same subject in the same school district who have received Ineffective ratings under Education Law §3012-d in the year immediately prior to the school year in which the student is placed in the teacher's classroom unless the district has received a waiver from the Department.

Annual Professional Performance Review - Education Law §3012-d

Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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For more information on the additional requirements for teachers, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

6.1) Assurances: Teacher Improvement Plans

Please check all of the boxes below.

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

6.2) Attachment: Teacher Improvement Plan Forms

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

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

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

Teachers TIP April 2016 2.docx

6.3) Assurance: Appeals

Please check the box below.

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

6.4) Appeals

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

- (1) the substance of the annual professional performance review; which shall include the following:
 - (i) in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally;
- (2) the school district's/BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; and
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's/BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law §3012-d.

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Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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

SCCS Teacher Appeal Process

The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured teacher's Annual Professional Performance Review. The procedures contained herein are not available to probationary teachers, unless the probationary teacher has demonstrated three consecutive years of effective or highly effective ratings.

The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured teacher's Annual Professional Performance Review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.

This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-d is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

1. A teacher who receives a rating of "ineffective" or "developing" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed.
2. A teacher may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education and compliance with the procedures for the conduct of performance reviews set forth in the Annual Professional Performance Review plan.
3. A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
4. Appeals concerning a teacher's performance review must be received in the office of the Superintendent of Schools no later than twenty one (21) days after the date when the teacher receives his/her performance review. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher's right to appeal that performance review.
5. A teacher wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, with a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.
6. Upon receipt of the appeal, the Superintendent will then create an Appeal Panel which will consist of two administrators and two members of the Southern Cayuga Teacher Association within five (5) calendar days. The two administrators will be selected by the Superintendent and the two teachers' association members will be selected by the SCTA President. The teacher shall have the right to make a presentation to the Appeal Panel regarding his/her appeal. This meeting shall be held within fifteen (15) calendar day's receipt of the teacher's written appeal by the Appeal Panel. After completing his/her presentation, the teacher shall be excused from the meeting and the Panel shall meet privately to determine its recommendation. The recommendation of the Panel shall be submitted to the Superintendent of Schools for final review and approval within five (5) school days of the meeting with the teacher. If the Panel fails to issue a final recommendation to the Superintendent within five (5) school days, the Superintendent and the Association will select a mutually acceptable outside evaluator who is a trained evaluator and familiar with the selected rubric. The individual will be on a list of outside evaluators who were mutually agreed to by the Superintendent and the Association. This selection will be completed within ten (10) calendar days of the failure of the panel to issue a final recommendation within the time frame outlined above. This outside evaluator will have the opportunity to review the APPR evidence on which the ineffective rating is based. The outside evaluator is expected to complete his/her review of the evidence and submit a report of his/her determination of the effectiveness of the teacher within 20 calendar days of selection. The recommendation of the outside evaluator shall be submitted to the Superintendent of Schools for final review and approval. The costs of the outside evaluator shall be shared equally by the district and Southern Cayuga Teacher's Association.
7. The teacher may have a union representative present at the appeal hearing.
8. The Superintendent shall issue a written decision on the merits of the appeal no later than ten (10) school days from the date the Appeal Panel or an outside evaluator submits the recommendation to the Superintendent. If the Superintendent sustains the appeal, he/she shall issue an appropriate remedy. If the Superintendent dismisses or denies the appeal, the teacher's rating and evaluation shall remain unchanged and the appeal process shall end. The Superintendent's decision shall be final and binding and may not be reviewed or appealed further.

The teacher's failure to comply with the requirements of this procedure shall result in a waiver and/or denial of the appeal.

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.

Annual Professional Performance Review - Education Law §3012-d**Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9**

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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.

Lead evaluators and impartial, independent observers will be trained by the Cayuga-Onondaga BOCES in accordance with the requirements of Education Law 3012-d and Subpart of the Rules of the Board of Regents 30-3.10. Throughout the course of the ongoing training program, learning opportunities will be aligned to all nine training components required for certification.

The annual training program will consist of a minimum of three half-day sessions every year. Inter-rater reliability will be assessed through the training process as participants will be required to collect evidence, align the evidence to the rubric, and score sample teacher performance. Each evaluator will be required to maintain records verifying their participation in the training program. These records, along with a sampling of the evaluators work, will be used to certify and re-certify all evaluators.

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

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Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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Please check all of the boxes below.

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

6.9) Assurances: Data**Please check all of the boxes below.**

- ☒ Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
- ☒ Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- ☒ Assure scores and ratings for all teachers will be reported to NYSED for each category, as well as the overall rating, as per NYSED requirements.
- ☒ Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.
- ☒ Assure that procedures for ensuring data accuracy and integrity are being utilized.

Annual Professional Performance Review - Education Law §3012-d**Task 7. Original Student Performance - Required (Principals) - Original Task 7.1 (State-Provided Growth Measures)**

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Task 7) Original Required Student Performance Subcomponent

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

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

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

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

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

For principals with at least 30% of their students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model. Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.). For principals where less than 30% of their students are covered under a State-provided growth measure, such principals shall have an SLO consistent with a goal setting process determined or developed by the Commissioner that results in a student growth score; provided that for any grade-level/course that ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO. (See Guidance for more detail on principals with State-provided measures and SLOs.)

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

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

For each grade configuration indicate the following:

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

Follow the examples below.

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

Using the table below, please select the assessment(s) that will be used for the back-up SLOs beginning in the

Annual Professional Performance Review - Education Law §3012-d

Task 7. Original Student Performance - Required (Principals) - Original Task 7.1 (State-Provided Growth Measures)

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2019-20 school year for each grade configuration listed. The SLO will be based on the largest grades/courses in the principal's school building, using State or Regents assessments as the underlying evidence for such SLOs where they exist.

Grade From	Grade To	State or Regents Assessment(s)
K	6	<input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math
7	12	<input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math <input checked="" type="checkbox"/> All applicable Regents assessments which are used to generate the principal's State-provided growth score

7.1) Assurances

Please check the boxes below.

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

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

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7.3) HEDI Scoring Bands

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

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

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

Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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

7.5) Assurances**Please check all of the boxes below.**

- ☒ Assure that the principal has an SLO or a back-up SLO, where applicable, consistent with the goal setting process developed by the Commissioner that results in a student growth score.
- ☒ Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator. Such targets, as determined by the superintendent or another trained administrator, may only take the following characteristics into account: poverty, students with disabilities, English language learners status and prior academic history.
- ☒ Assure that all growth targets are approved by the superintendent or another trained administrator.
- ☒ Assure that any disagreement between parties regarding the content of the SLO, including the growth target, will be resolved by the superintendent or another trained administrator.
- ☒ Assure that if a principal's SLO is based on a small n size population and the district/BOCES chooses not to use the HEDI scoring bands listed in task 7.3, then the principal's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.
- ☒ Assure that processes are in place for the superintendent to monitor SLOs.
- ☒ Assure that the final Student Performance category rating for each principal will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.

7.6) Student Performance Subcomponent Weighting

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

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

NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.

Annual Professional Performance Review - Education Law §3012-d**Task 7. Transition Student Performance - Required (Principals) - Task 7 Alternate SLOs**

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Task 7) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)*The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.*

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

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

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

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

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

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

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

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

For each grade configuration indicate the following:

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

Follow the examples below.

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

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

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Task 7. Transition Student Performance - Required (Principals) - Task 7 Alternate SLOs

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Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	6	Principal-specific results		<input checked="" type="checkbox"/> Southern Cayuga	
7	12	Principal-specific results	<input checked="" type="checkbox"/> Common Core English <input checked="" type="checkbox"/> Common Core Algebra <input checked="" type="checkbox"/> Common Core Geometry <input checked="" type="checkbox"/> Living Environment <input checked="" type="checkbox"/> Earth Science <input checked="" type="checkbox"/> Global 2 <input checked="" type="checkbox"/> US History		

7.3) HEDI Scoring Bands

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

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

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

Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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Task 8.1. Optional Subcomponent Use (Principals) - Task 8.1 (Subcomponent Use and Weighting)

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Task 8) Optional Student Performance Subcomponent

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

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

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

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

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

8.1) Use of the Optional Subcomponent for Student Performance Measures

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

NO, the Optional subcomponent WILL NOT be used in the Student Performance category for any principal.

Annual Professional Performance Review - Education Law §3012-d

Task 9. Principal School Visit Category - Tasks 9.1-9.6

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For guidance on the Principal School Visit category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.**9.1) Principal Practice Rubric****Select a principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards.**

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

9.2) Assurances**Please check all of the boxes below.**

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

9.3) Process for Weighting Rubric Domains/SubcomponentsFor guidance on the Principal School Visit category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.**Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., All observable components will be weighted equally and averaged).**

All observable components will be weighted equally and averaged.

9.4) Calculating School Visit Ratings**Assurances****Please check the boxes below.**

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

Please also check the boxes below.

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

Annual Professional Performance Review - Education Law §3012-d

Task 9. Principal School Visit Category - Tasks 9.1-9.6

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

HEDI Ranges

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

9.5) Principal School Visit Subcomponent Weighting**Required Subcomponents:**

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

Optional Subcomponent:

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

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

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

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Task 9. Principal School Visit Category - Tasks 9.1-9.6

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Required - Supervisor/ Administrator	Required - Independent Evaluator(s)	Optional - Peer Observer(s)	Grade configurations for which Peer Observers will be used
90%	10%	N/A	n/a

9.6) Assurances**Please check all of the boxes below.**

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

9.7) Number of School Visits

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

Tenured Principals

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

Probationary Principals

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

Annual Professional Performance Review - Education Law §3012-d

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

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For guidance on APPR scoring, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.**10.1) Scoring Ranges****Student Performance Category**

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

Principal School Visit Category

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

	Overall Student Performance Category Score and Rating			Overall School Visit Category Score and Rating	
	Minimum	Maximum		Minimum	Maximum
H	18	20	H	3.5 to 3.75	4.0
E	15	17	E	2.5 to 2.75	3.49 to 3.74
D	13	14	D	1.5 to 1.75	2.49 to 2.74
I	0	12	I	0	1.49 to 1.74

10.2) Scoring Matrix for the Overall Rating

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

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

10.3) Assurances**Please check all of the boxes below.**

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

Annual Professional Performance Review - Education Law §3012-d**Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9**

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

11.1) Assurances: Improvement Plans

Please check all of the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

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

PRINCIPAL PIP April 2016 2.docx

11.3) Assurance: Appeals

Please check the box below.

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

11.4) Appeals

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

- (1) the substance of the annual professional performance review; which shall include the following:
 - (i) in the instance of a principal rated Ineffective on the student performance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally;
- (2) the school district's/BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; and
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's/BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law §3012-d.

Annual Professional Performance Review - Education Law §3012-d

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

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

APPR Appeal Process – Building Principals

A unit member holding the position of building principal may appeal only the substance of the Annual Professional Performance Review, the District's adherence to the standards and methodologies required for such review and the District's compliance with its procedures for conducting the Annual Professional Performance Review or its issuance and/or implementation of the terms of the Principal Improvement Plan.

Only tenured building principals may file an appeal. Non-tenured building principals will have the right to add a response to the annual evaluation, which will be kept in his/her personnel file with the annual evaluation. Only "ineffective" or ratings may be appealed. A building principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

The building principal bringing an appeal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing that there is no substantial evidence upon which to base the District's conclusion.

Such appeal must be submitted in writing to the Superintendent. The writing must explain in detail the specific basis for the appeal and provide any documents in support of the appeal. The appeal must be submitted within ten (10) calendar days of the principal's receipt of the final Annual Professional Performance Review or Principal Improvement Plan or other act under this section, which is the subject of the appeal, or it is deemed waived. Within fifteen (15) calendar days, the Superintendent may provide the building principal with a written response. In the event the Superintendent did not conduct the evaluation being appealed, the Superintendent's decision shall be final, binding and unreviewable.

In the event the Superintendent conducted the evaluation being appealed, the Superintendent and SCAA President shall mutually agree on a hearing officer who has been trained in the selected rubric. The hearing officer shall be provided with a copy of the written appeal and any written response from the Superintendent within twenty (20) days of the issuance of the Superintendent's written response. The hearing officer shall render a decision based on the written submissions, this APPR plan and Education Law 3012-d and Regents Rules Section 30-3.10. The hearing officer shall issue a written decision within thirty (30) days after receiving such written appeal. The hearing officer's decision shall be final, binding and unreviewable. The costs of the hearing officer shall be shared equally by the parties.

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.

Lead evaluators and impartial, independent observers will be trained by the Cayuga-Onondaga BOCES in accordance with the requirements of Education Law 3012-d and Subpart of the Rules of the Board of Regents 30-3.10. Throughout the course of the ongoing training program, learning opportunities will be aligned to all nine training components required for certification.

The annual training program will consist of a minimum of three half-day sessions every year. Inter-rater reliability will be assessed through the training process as participants will be required to collect evidence, align the evidence to the rubric, and score sample teacher performance. Each evaluator will be required to maintain records verifying their participation in the training program. These records, along with a sampling of the evaluators work, will be used to certify and re-certify all evaluators.

11.7) Assurances: Principal Evaluation

Annual Professional Performance Review - Education Law §3012-d

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

Page Last Modified: 06/13/2016

Please check all of the boxes below.

- ☒ Assure that the district/BOCES shall compute and provide to the principal their score and rating for the Student Performance category, if available, and for the Principal School Visit category for the principal's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the principal is being measured, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
- ☒ Assure that the evaluation system will be used as a significant factor for employment decisions.
- ☒ Assure that principals will receive timely and constructive feedback as part of the evaluation process.
- ☒ Assure that the following prohibited elements listed in Education Law §3012-d(6) are not being used as part of any principal's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness; any district or regionally-developed assessment that has not been approved by the department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- ☒ Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall compute and provide principals whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
- ☒ Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such principals with their original composite rating by September 1 of the school year next following the school year for which the principal's performance is being measured, or as soon as practicable thereafter.

11.8) Assurances: Assessments**Please check all of the boxes below.**

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

11.9) Assurances Data**Please check all of the boxes below.**

- ☒ Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
- ☒ Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- ☒ Assure scores and ratings for all principals will be reported to NYSED for each category, as well as the overall rating, as per NYSED requirements.
- ☒ Assure that enrolled students in accordance with policies for student assignment to schools and may not be excluded.
- ☒ Assure that procedures for ensuring data accuracy and integrity are being utilized.

Annual Professional Performance Review - Education Law §3012-d

Task 12. Joint Certification of APPR Plan - Upload Certification Form

Page Last Modified: 06/14/2016

Task 12) Upload APPR District Certification Form

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

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

APPR SIGN. 2016.pdf