

Educator Evaluation - Variance, Education Law §3012-d**Task 1. General Information - General Information**

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Annual Professional Performance Review Variance (Education Law 3012-d)

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

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

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

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

Variance Application Timeline

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

Submission by November 1 is suggested to allow time for review, revision and approval in order to meet the approval deadline for implementation in the same school year.

Absent a finding by the Commissioner of extraordinary circumstances, a variance application approved after December 1 of a school year will not be implemented until the following school year.

For more information regarding the variance approval deadline, including a possible extension, please contact APPRVariance@nysed.gov.

Variance Assurances**Please check all of the boxes below**

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

Teacher Variance**Please check the appropriate box below.**

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

Principal Variance

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

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must be aligned to such requirements.

Please check the appropriate box below.

- Assure that any requested variance for principal evaluation is aligned to the requirements for teacher evaluation provided in Education Law Section 3012-d and that any task not included in the following variance request(s) for principals will be carried out in the manner described in the currently approved APPR plan.

Educator Evaluation - Variance, Education Law §3012-d**Task 2. TEACHERS: Required Student Performance - Variance Request**

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Required Student Performance Subcomponent

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

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

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

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

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

Variance Request

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

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

Please make the appropriate selection below.

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

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Task 2. TEACHERS: Required Student Performance - Applicability

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Applicable Teachers

Please indicate all teachers to whom this required student performance variance request applies.

Core Teachers

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

	All Core Teachers in LEA	Common Branch / Uniform Departmentalized	ELA	Math	Science	Social Studies
Courses	<input type="checkbox"/> All core teachers (K-3; 4-8 ELA, math, science, social studies; high school ELA and Regents courses, as applicable to LEA) [if this option is selected, please do not make selections in subsequent columns]	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 (common branch) <input checked="" type="checkbox"/> 5 (common branch) <input checked="" type="checkbox"/> 6 (common branch)	<input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6

Other Teachers

Teachers of other courses included in this required student performance variance request are listed in the table below.

Fill in the following for all other teachers in additional grades/subjects that are included in this required student performance variance request:

- Column 1: lowest grade that corresponds to the course
- Column 2: highest grade that corresponds to the course
- Column 3: subject of the course

Follow the examples below to list other courses.

	(1) lowest grade	(2) highest grade	(3) subject
All Other Courses	K	12	All courses not named above
K-3 Art	K	3	Art
Grades 9-12 English Electives	9	12	English Electives

Click "Add Row" to add additional courses. Only list additional courses if they are included in this required student performance variance request.

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Grade From	Grade To	Subject
K	6	All courses not named above

Additional Variance Request

If another required student performance variance request with an alternate process will apply to a different group of teachers, each should be listed separately.

Complete the information requested below and in subsequent sections for the teachers identified above.

Once complete, enter the next set of teachers and complete the information for the second variance request.

Check this box to add an additional required student performance variance request for a different group of teachers.

Applicable Areas

A variance may be requested for the following areas of the required student performance subcomponent:

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

Please indicate the area(s) of the required student performance subcomponent for which a variance is being requested.

- Measures of student growth
- Conversion to a 20-point score*

*Only select "Conversion to a 20-point score" or "HEDI ranges" if your variance request involves different values than those included in the table below.

Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	1	1	1	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%	2	1	0										
								5	4	4	3	3	2	2	2	1	1	9	5	0
								5	9	4	9	4	9	5	1	7	3	-	-	-
								-	-	-	-	-	-	-	-	-	-	1	8	4
								5	5	4	4	3	3	2	2	2	1	2	%	%
								9	4	8	3	8	3	8	4	0	6	%		
								%	%	%	%	%	%	%	%	%	%	%		

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Measures of Student Growth

Describe the measure(s) that will be used to evaluate teachers for the required student performance subcomponent (e.g., the SLO goal setting process; SLO components).

A school wide measure will be used for students in grades K-6. The assessment to be used will be STAR Early Literacy for students in kindergarten and grade 1. For students in grades 2-6, the assessments used will be STAR Math and STAR Reading. Each student and each assessment, being used to measure growth, a baseline will be determined during the Fall Benchmark period. For all students, the scaled score (SS) will be the metric used. The scaled score is calculated based on the difficulty of questions and the number of correct responses. Individual student growth will be determined by the Student Growth percentile (SGP), a norm-referenced quantification using quartile regression techniques to compare an individual's growth to that of his or her academic peers nationwide.

At the end of the instructional period, each student will demonstrate growth toward mastery of the common core objectives for mathematics and ELA. Growth will be measured in comparison to that of an individual student's academic peers as evidenced by an SGP. For the student population defined, the end measure will be determined by taking the SGPs of all STAR Early Literacy measures for students in grades K-1, the SGPs of all STAR Reading measures for grades 2-6, and the SGPs for all STAR Math measures for grades 2-6 and creating one sample set. The median of this set will be used in defining a HEDI score. According to Renaissance Learning, NYS defines "typical growth" for student growth percentiles as between 40-61. Evaluators will take the median SGP of the sample set and use the Renaissance Learning SGP to HEDI Score Conversion Table to determine the correlation to a HEDI score. The Renaissance Learning SGP to HEDI Score Conversion Table is a locally created chart that converts the Renaissance Learning Median SGP score ranges to the States predetermined HEDI scores and percentile ranges of students meeting the target.

Measures Assurance

Please check the box below.

- Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.

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Task 2. TEACHERS: Required Student Performance - Conversion

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Conversion to a 20-point Score

In the table below, please complete the values used to convert student results to a score from 0-20 for a teacher.

Be sure to include each point from 0 to 20.

If your process does not lend itself to a conversion table, please use the text box below to describe how a 0-20 score is derived for a teacher.

	Low Value	High Value
0	0	10.9
1	11	15.9
2	16	20.9
3	21	22.9
4	23	26.9
5	27	30.9
6	31	34.9
7	35	38.9
8	39	40.9
9	41	43.9
10	44	45.9
11	46	47.9
12	48	49.9
13	50	51.9
14	52	53.9
15	54	55.9
16	56	57.9
17	58	60.9
18	61	75.9
19	76	90.9
20	91	100

In the text box below, describe how a 0-20 score is derived for a teacher.

This text box is not required if the conversion chart above is complete.

(No Response)

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Variance Details*Please read the questions below and answer each prompt in a concise manner.***Rationale***Please provide a rationale for this variance request.*

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

The District is requesting a variance to use an alternative measure of student growth and create a building wide score. The District has analyzed historical data and is looking to implement a measure that is reflective of student growth over time and a means to track student performance. The process the District is requesting to use provides teachers with the ability to implement rigorous practices within the classroom. The Renaissance Learning SGP to HEDI Conversion Table is an accurate way to convert students' median SGP scores to the percent of students meeting the target. The conversion table is based on 1) the District's historical data which is a true representation of student performance and growth and 2) an SGP of 50 is typical growth for a student given his/her grade and prior score history. Marathon has made the median score of 50 the lower level of developing as it is the intent of the District to have its students performing higher than their average academic peers. The delineations above ineffective were selected to promote student growth. Therefore, we are requesting that an alternative growth measure and conversion table be used for our elementary school teachers as outlined in the previous sections (Measures of Student Growth and Conversion to a 20-point Scale).

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

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

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

For students in grades K-6, the assessment to be used will be STAR Early Literacy for students in kindergarten and grade 1. For students in grades 2-6, the assessments used will be STAR Math and STAR Reading. Each student and each assessment, being used to measure growth, a baseline will be determined during the Fall Benchmark period. For all students, the scaled score (SS) will be the metric used. The scaled score is calculated based on the difficulty of questions and the number of correct responses. Individual student growth will be determined by the Student Growth percentile (SGP), a norm-referenced quantification using quartile regression techniques to compare an individual's growth to that of his or her academic peers nationwide.

At the end of the instructional period, each student will demonstrate growth toward mastery of the common core objectives for mathematics and ELA. Growth will be measured in comparison to that of an individual student's academic peers as evidenced by an SGP. For the student population defined, the end measure will be determined by taking the SGPs of all STAR Early Literacy measures for students in grades K-1, the SGPs of all STAR Reading measures for grades 2-6, and the SGPs for all STAR Math measures for grades 2-6 and creating one sample set. The median of this set will be used in defining a HEDI score. The District is responsible for determining the median score of the sample set of data. At a District level, we derive the list of all the SGP scores to determine the median score. According to Renaissance Learning, NYS defines "typical growth" for student growth percentiles as between 40-61. Evaluators will take the median SGP of the sample set and use the Renaissance Learning SGP to HEDI Score Conversion Table (this is the 0-20 conversion chart listed above in the Conversion to a 20-point Score Section) to determine the correlation to a HEDI score. The

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Renaissance Learning SGP to HEDI Score Conversion Table is a locally created chart that converts the Renaissance Learning Median SGP score ranges to the States predetermined HEDI scores and percentile ranges of students meeting the target. The conversion chart of Renaissance Learning SGP to HEDI Score was created locally after analyzing years of historical data from STAR Early Literacy, STAR Math, and STAR Reading to determine the Renaissance Learning Median SGP score ranges and the percent of students that meet those targets.

Rigor

Please provide a description of how the LEA will ensure that evaluations are rigorous and enable strong and equitable inferences about the effectiveness of the LEA's educators.

> This description should include how rigor is achieved and maintained, including relevant processes and methodologies.

> This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.

The District's goal is to implement evaluations that uphold rigorous instruction in the classroom that is aligned to standards and focuses on student learning objectives. The STAR Assessments provide evidence of each student's progress towards achieving mastery on the standards. An SGP of 50 is typical growth for a student given his/her grade and prior score history. Marathon has made the median score of 50 the lower level of developing as it is the intent of the District to have its students performing higher than their average academic peers. The delineations above ineffective were selected to promote student growth. The STAR assessments available through Renaissance Learning are research based and have been approved by NYS as a valuable tool in the evaluation of student growth. The assessments are computer-based and adaptive, which allows for both high achieving and less successful students to work at their own levels, and thus valuable information about specific strengths and weaknesses is available to teachers for planning and teaching students. Educators can use the wealth of assessment data reports to analyze student performance, make individualized student goals, and track progress over time. The students' Scaled Scores are used by teachers to compare student performance over time and across grade levels. STAR data provides teachers with the means to track progress from one grade to the next, view historical data, and plan data driven instruction based on student strengths and deficits. Student SGP is a norm-referenced measure derived from the scaled scores, and allows the District to compare an individual student's growth with that of his/her academic peers nationwide. By using the STAR assessments over the course of the instructional period the District is monitoring the growth of both individual students and student groups. Additionally, by evaluating data over time student growth can be tracked across grade levels to assist our educators in planning and implementing rigorous learning in ELA and math.

Professional Learning

Please provide a description of how the LEA will use the information collected through the evaluation system, including the assigned effectiveness ratings, to provide personalized professional learning opportunities for educators.

> This description may include, but is not limited to, methodologies and procedures for:

- **collecting information about educator effectiveness to inform professional learning,**
- **specific details regarding both the type(s) and extent of professional learning opportunities anticipated,**
- **processes for delivery of personalized learning opportunities, and**
- **use of data to measure the efficacy of such professional learning.**

Through the APPR evaluation process building and district administration works with individual teachers to assess their professional

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growth. During lesson observations and reviewing the SLO's of teachers, areas of strength and areas of improvement are identified for staff members. Professional development that staff attend include but are not limited to: implementation of the Next Generation Science, Math, and ELA Standards and Curriculum, NYS Reading Association Conference, NYSAHPERD Conference, NYSATA Annual Conference, NYSCATE, Comprehension Strategies for AIS and ELA Middle School Teachers, The Science of Learning to Read- Comprehension and Decoding Strategies for Struggling Readers, Effective Co-Teaching Practices, Language Essentials for Teachers of Reading and Spelling, Implementing Learning for All Students. Professional development is offered, both in district and out of district to target individual teacher's needs as well as areas for groups of teachers. Professional learning is offered in district throughout the academic year as well as during the summer months. Out of district PD is available throughout the calendar year. Our district works with our local BOCES to provide PD for staff. Teachers will seek professional development aligned to their area of employment and where they are looking to grow as an educator. Often times administration will recommend professional learning opportunities for staff members based on an analysis of classroom observations, review of student assessment data, and a review of the APPR process.

Effectiveness of Implementation

Please provide a description of how the LEA will assess the effectiveness of the implementation of the variance.

> This description may include, but is not limited to, processes and procedures for:

- collection and analysis of both short- and long-term data,
- the standard(s) used to measure the effectiveness of implementation, and
- how results will be used to inform future implementation.

The District annually monitors STAR data at the fall, winter, and spring benchmarks to determine if students are on target to meet their end of the year SGP. The district will continue to monitor data three times per year and will work with educators to assist students who are not making growth over time. STAR data is archived each year, so historical data will be readily available to educators and administration to track student progress over time, to monitor student performance in each teacher's class each year, and to determine where deficits in the curriculum may fall. Areas targeted as needing improvement will be identified during team meetings, department meetings, faculty meetings, and data meetings to create a corrective plan of improvement.

Use of the Optional Student Performance Subcomponent & Weighting

Please indicate if the Optional subcomponent will be used in the process included in this variance request by making the appropriate selection below.

The optional subcomponent is not included in this variance; the required subcomponent will comprise 100% of the Student Performance category.

Required Student Performance Variance Assurances

Please check the box below as applicable to all teachers included in this required student performance variance request.

Assure that each teacher covered by this variance request will have an SLO consistent with the process described in the LEA's approved APPR plan and/or this variance application and in compliance with Education Law Section 3012-d.

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Task 2. TEACHERS: Required Student Performance - Applicability [2]

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Applicable Teachers [2]

Please indicate all teachers to whom this required student performance variance request applies.

Core Teachers [2]

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

	All Core Teachers in LEA	Common Branch / Uniform Departmentalized	ELA	Math	Science	Social Studies
Courses	<input type="checkbox"/> All core teachers (K-3; 4-8 ELA, math, science, social studies; high school ELA and Regents courses, as applicable to LEA) [if this option is selected, please do not make selections in subsequent columns]		<input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> Global History I

Other Courses [2]

Teachers of other courses included in this required student performance variance request are listed in the table below.

Fill in the following for all other teachers in additional grades/subjects that are included in this required student performance variance request:

- Column 1: lowest grade that corresponds to the course
- Column 2: highest grade that corresponds to the course
- Column 3: subject of the course

Follow the examples below to list other courses.

	(1) lowest grade	(2) highest grade	(3) subject
All Other Courses	K	12	All courses not named above
K-3 Art	K	3	Art
Grades 9-12 English Electives	9	12	English Electives

Click "Add Row" to add additional courses. Only list additional courses if they are included in this required student performance variance request.

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Task 2. TEACHERS: Required Student Performance - Applicability [2]

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Grade From	Grade To	Subject
7	12	All courses not named above

Applicable Areas [2]

A variance may be requested for the following areas of the required student performance subcomponent:

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

Please indicate the area(s) of the required student performance subcomponent for which a variance is being requested.

- Measures of student growth
- Conversion to a 20-point score*

*Only select "Conversion to a 20-point score" or "HEDI ranges" if your variance request involves different values than those included in the table below.

Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	1	1	1	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%	2	1	0										
								5	4	4	3	3	2	2	2	1	1	9	5	0
								5	9	4	9	4	9	5	1	7	3	-	-	-
								-	-	-	-	-	-	-	-	-	-	1	8	4
								5	5	4	4	3	3	2	2	2	1	2	%	%
								9	4	8	3	8	3	8	4	0	6	%		
								%	%	%	%	%	%	%	%	%	%	%		

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Measures of Student Growth [2]

Describe the measure(s) that will be used to evaluate teachers for the required student performance subcomponent (e.g., the SLO goal setting process; SLO components).

The proposed measure of student growth for the building wide score at the Marathon Jr./Sr. High School is for teachers who instruct nonregents courses only. The building wide score is calculated by the SGP HEDI score (7th and 8th grade) and the HEDI score derived from the percent of students who meet the minimum rigor target of proficiency (65) on each of the 4 Regents Exams listed below (9th – 12th grade). The two measures will be weighted to reflect the number of students enrolled in the Marathon Junior Senior High School during the current school year and comparing it to the HEDI scoring chart to determine the conversion of points earned on a 20 point scale.

For students in grades 7-8, the assessment to be used will be STAR Math and STAR Reading. Each student and each assessment, being used to measure growth, a baseline will be determined during the Fall Benchmark period. For all students, the scaled score (SS) will be the metric used. The scaled score is calculated based on the difficulty of questions and the number of correct responses.

Individual student growth will be determined by the Student Growth percentile (SGP), a norm-referenced quantification using quartile regression techniques to compare an individual's growth to that of his or her academic peers nationwide. At the end of the instructional period, each student will demonstrate growth toward mastery of the common core objectives for mathematics and ELA. Growth will be measured in comparison to that of an individual student's academic peers as evidenced by an SGP. For the student population defined, the end measure will be determined by taking the SGPs of all STAR Reading measures for grades 7-8 and the SGPs for all STAR Math measures for grades 7-8 and creating one sample set. The median of this set will be used in defining a HEDI score. The District is responsible for determining the median score of the sample set of data. At a District level, we derive the list of all the SGP scores to determine the median score. According to Renaissance Learning, NYS defines "typical growth" for student growth percentiles as between 40-61. Evaluators will take the median SGP of the sample set and use the Renaissance Learning SGP to HEDI Score Conversion Table (this is the 0-20 conversion chart listed above in the Conversion to a 20-point Score Section) to determine the correlation to a HEDI score. The Renaissance Learning SGP to HEDI Score Conversion Table is a locally created chart that converts the Renaissance Learning Median SGP score ranges to the States predetermined HEDI scores and percentile ranges of students meeting the target.

For students in grades 9-12, the assessments to be used will be the 4 Regents Exams: CC Algebra, Living Environment, CC English Language Arts, and US History and Government. The District will calculate the percent of students who meet the minimum rigor target of proficiency (65) on each of 4 regents assessments during the current school year and comparing it to the HEDI scoring chart to determine the conversion of points earned on a 20 point scale. The SGP HEDI score (7th and 8th grade) and the HEDI score derived from the percent of students who meet the minimum rigor target of proficiency (65) on each of the 4 Regents Exams listed (9th – 12th grade) will be weighted to reflect the number of students enrolled in the Marathon Junior Senior High School during the current school year. The two scores will then be combined, added together, to get the overall building wide HEDI score.

Measures Assurance [2]

Please check the box below.

Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.

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Task 2. TEACHERS: Required Student Performance - Conversion [2]

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Conversion to a 20-point Score [2]

In the table below, please complete the values used to convert student results to a score from 0-20 for a teacher.

Be sure to include each point from 0 to 20.

If your process does not lend itself to a conversion table, please use the text box below to describe how a 0-20 score is derived for a teacher.

	Low Value	High Value
0	0	10.9
1	11	15.9
2	16	20.9
3	21	22.9
4	23	26.9
5	27	30.9
6	31	34.9
7	35	38.9
8	39	40.9
9	41	43.9
10	44	45.9
11	46	47.9
12	48	49.9
13	50	51.9
14	52	53.9
15	54	55.9
16	56	57.9
17	58	60.9
18	61	75.9
19	76	90.9
20	91	100

In the text box below, describe how a 0-20 score is derived for a teacher.

This text box is not required if the conversion chart above is complete.

(No Response)

Educator Evaluation - Variance, Education Law §3012-d**Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurances [2]**

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Variance Details [2]*Please read the questions below and answer each prompt in a concise manner.***Rationale [2]***Please provide a rationale for this variance request.*

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

The District is requesting a variance to use an alternative measure of student growth and create a building wide score. The District will use the percent of students who reach proficiency (65) on the 4 Regents Exams in one school year because the Regents Exams are rigorous graduation requirements for students and provide a measure for teachers to determine if their students showed a year's worth of growth by scoring at least proficiency on the test. Additionally, the District has analyzed historical STAR data and is looking to implement a measure that is reflective of student growth over time and a means to track student performance. The process the District is requesting to use provides teachers with the ability to implement rigorous practices within the classroom. The Renaissance Learning SGP to HEDI Conversion Table is an accurate way to convert students' median SGP scores to the percent of students meeting the target. The conversion table is based on 1) the District's historical data which is a true representation of student performance and growth and 2) an SGP of 50 is typical growth for a student given his/her grade and prior score history. Marathon has made the median score of 50 the lower level of developing as it is the intent of the District to have its students performing higher than their average academic peers. The delineations above ineffective were selected to promote student growth. Therefore, we are requesting that an alternative growth measure and conversion table be used for the building wide score at Marathon Jr./Sr. High School as outlined in the previous sections (Measures of Student Growth and Conversion to a 20-point Scale).

Standards and Procedures [2]*Please provide a description of the standards and procedures that will be used in lieu of those included in the LEA's most recently approved evaluation plan.*

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

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

For students in grades 7-8, the assessment to be used will be STAR Math and STAR Reading. Each student and each assessment, being used to measure growth, a baseline will be determined during the Fall Benchmark period. For all students, the scaled score (SS) will be the metric used. The scaled score is calculated based on the difficulty of questions and the number of correct responses. Individual student growth will be determined by the Student Growth percentile (SGP), a norm-referenced quantification using quartile regression techniques to compare an individual's growth to that of his or her academic peers nationwide. At the end of the instructional period, each student will demonstrate growth toward mastery of the common core objectives for mathematics and ELA. Growth will be measured in comparison to that of an individual student's academic peers as evidenced by an SGP. For the student population defined, the end measure will be determined by taking the SGPs of all STAR Reading measures for grades 7-8 and the SGPs for all STAR Math measures for grades 7-8 and creating one sample set. The median of this set will be used in defining a HEDI score. The District is responsible for determining the median score of the sample set of data. At a District level, we derive the list of all the SGP scores to determine the median score. According to Renaissance Learning, NYS defines "typical growth" for student growth percentiles as

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between 40-61. Evaluators will take the median SGP of the sample set and use the Renaissance Learning SGP to HEDI Score Conversion Table (this is the 0-20 conversion chart listed above in the Conversion to a 20-point Score Section) to determine the correlation to a HEDI score. The Renaissance Learning SGP to HEDI Score Conversion Table is a locally created chart that converts the Renaissance Learning Median SGP score ranges to the States predetermined HEDI scores and percentile ranges of students meeting the target. The conversion chart of Renaissance Learning SGP to HEDI Score was created locally after analyzing years of historical data from STAR Math and STAR Reading to determine the Renaissance Learning Median SGP score ranges and the percent of students that meet those targets.

For students in grades 9-12, the District will use the percent of students who meet the minimum rigor target of proficiency (65) on each of the 4 Regents Assessments: CC Algebra, Living Environment, CC English Language Arts, and US History and Government during the current school year and comparing it to the HEDI scoring chart to determine the conversion of points earned on a 20 point scale. The SGP HEDI score (7th and 8th grade) and the HEDI score derived from the percent of students who meet the minimum rigor target of proficiency (65) on each of the 4 Regents Exams listed (9th – 12th grade) will be weighted to reflect the number of students enrolled in the Marathon Junior Senior High School during the current school year. The two scores will then be combined, added together, to get the overall building wide HEDI score. Teachers of Regents courses will use their own Regents exam scores pursuant to our currently approved APPR plan.

Rigor [2]

Please provide a description of how the LEA will ensure that evaluations are rigorous and enable strong and equitable inferences about the effectiveness of the LEA's educators.

> This description should include how rigor is achieved and maintained, including relevant processes and methodologies.

> This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.

The District's goal is to implement evaluations that uphold rigorous instruction in the classroom that is aligned to standards and focuses on student learning objectives. The STAR Assessments and the Regents Exams provide evidence of each student's progress towards achieving mastery of the standards. The STAR assessments available through Renaissance Learning are research based and have been approved by NYS as a valuable tool in the evaluation of student growth. An SGP of 50 is typical growth for a student given his/her grade and prior score history. Marathon has made the median score of 50 the lower level of developing as it is the intent of the District to have its students performing higher than their average academic peers. The delineations above ineffective were selected to promote student growth. The assessments are computer-based and adaptive, which allows for both high achieving and less successful students to work at their own levels, and thus valuable information about specific strengths and weaknesses is available to teachers for planning and teaching students. Educators can use the wealth of assessment data reports to analyze student performance, make individualized student goals, and track progress over time. The students' Scaled Scores are used by teachers to compare student performance over time and across grade levels. STAR data provides teachers with the means to track progress from one grade to the next, view historical data, and plan data driven instruction based on student strengths and deficits. Student SGP is a norm-referenced measure derived from the scaled scores, and allows the District to compare an individual student's growth with that of his/her academic peers nationwide. By using the STAR assessments over the course of the instructional period the District is monitoring the growth of both individual students and student groups. Additionally, by evaluating data over time student growth can be tracked across grade levels to assist our educators in planning and implementing rigorous learning in ELA and math. The Regents Exams are rigorous graduation requirements for students

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and provide a measure for teachers to determine if their students showed a year's worth of growth by scoring at least proficiency on the test. Regents data is readily available once scoring is complete. Regents questions are posted online and teachers use the released exams to provide differentiated instruction for students. Teachers complete a data analysis of their Regents scores and use historical data to make educational decisions for their students. Teachers use baseline data for the Regents to analyze student performance, to make individual goals within their course to improve student outcomes to meet or exceed proficiency in the subject area, and to track progress over time.

Professional Learning [2]

Please provide a description of how the LEA will use the information collected through the evaluation system, including the assigned effectiveness ratings, to provide personalized professional learning opportunities for educators.

> This description may include, but is not limited to, methodologies and procedures for:

- **collecting information about educator effectiveness to inform professional learning,**
- **specific details regarding both the type(s) and extent of professional learning opportunities anticipated,**
- **processes for delivery of personalized learning opportunities, and**
- **use of data to measure the efficacy of such professional learning.**

Through the APPR evaluation process building and district administration works with individual teachers to assess their professional growth. During lesson observations and reviewing the SLO's of teachers, areas of strength and areas of improvement are identified for staff members. Professional development that staff attend include but are not limited to: implementation of the Next Generation Science, Math, and ELA Standards and Curriculum, CNYCSS Annual Conference, NYSAHPERD Conference, NYSCATE, Teaching Math Through Technology, NYAAE Conference, The Science of Learning to Read- Comprehension and Decoding Strategies for Struggling Readers, Effective Co-Teaching Practices, Implementing Learning for All Students. Professional development is offered, both in district and out of district to target individual teacher's needs as well as areas for groups of teachers. Professional learning is offered in district throughout the academic year as well as during the summer months. Out of district PD is available throughout the calendar year. Our district works with our local BOCES to provide PD for staff. Teachers will seek professional development aligned to their area of employment and where they are looking to grow as an educator. Often times administration will recommend professional learning opportunities for staff members based on an analysis of classroom observations, review of student assessment data, and a review of the APPR process.

Effectiveness of Implementation [2]

Please provide a description of how the LEA will assess the effectiveness of the implementation of the variance.

> This description may include, but is not limited to, processes and procedures for:

- **collection and analysis of both short- and long-term data,**
- **the standard(s) used to measure the effectiveness of implementation, and**
- **how results will be used to inform future implementation.**

The District annually monitors STAR data at the fall and spring benchmarks to determine if students are on target to meet their end of the year SGP. The district will continue to monitor data during the year and will work with educators to assist students who are not making growth over time. STAR data is archived each year, so historical data will be readily available to educators and administration to track student progress over time, to monitor student performance in each teacher's class each year, and to determine where deficits in the curriculum may fall. Areas targeted as needing improvement will be identified during team meetings, department meetings, faculty meetings, and data meetings to create a corrective plan of improvement.

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Regents data is also monitored annually. The district compares Regents data to local historical data, to districts within our county, to districts in our BOCES, to districts of similar size and economic status, and to all districts in NYS. Baseline assessments, unit exams, and quarterly assessments are used to determine if students are on target to meet the end of the year goal of proficiency on the Regents. The District will continue to monitor data during the year and will work with educators to assist students who are not making growth over time. Regents results are archived each year, so historical data will be readily available to educators and administration to track student progress over time, to monitor student performance in each teacher's class each year, and to determine where deficits in the curriculum may fall. Areas targeted as needing improvement will be identified during team meetings, department meetings, faculty meetings, and data meetings to create a corrective plan of improvement.

Use of the Optional Student Performance Subcomponent & Weighting [2]

Please indicate if the Optional subcomponent will be used in the process included in this variance request by making the appropriate selection below.

The weighting included in the currently approved plan will not change based on this variance request.

Required Student Performance Variance Assurances [2]

Please check the box below as applicable to all teachers included in this required student performance variance request.

Assure that each teacher covered by this variance request will have an SLO consistent with the process described in the LEA's approved APPR plan and/or this variance application and in compliance with Education Law Section 3012-d.

Educator Evaluation - Variance, Education Law §3012-d

Task 3. TEACHERS: Optional Student Performance - Variance Request

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Variance Request

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

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

Please make the appropriate selection below.

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

Educator Evaluation - Variance, Education Law §3012-d

Task 4. TEACHERS: Observations - Variance Request

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Variance Request

LEAs may use this variance application to evaluate teacher practice in a manner that differs from the process described in the Commissioner's regulations.

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

Please make the appropriate selection below.

A variance is not requested for the teacher observation category.

Educator Evaluation - Variance, Education Law §3012-d

Task 5. TEACHERS: Overall Scoring - Variance Request

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Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

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

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

Variance Request

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

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

Please make the appropriate selection below.

A variance is not requested for category ratings for teachers.

Educator Evaluation - Variance, Education Law §3012-d

Task 6. TEACHERS: Additional Requirements - Variance Request

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Additional Requirements for Teachers

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

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

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

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

Variance Request

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

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

Choose the appropriate response below.

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

Educator Evaluation - Variance, Education Law §3012-d**Task 7. PRINCIPALS: Required Student Performance - Variance Request**

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Required Student Performance Subcomponent

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

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

Education Law §3012-d requires that the principal evaluation system be aligned to the requirements for teacher evaluations, including the required student performance subcomponent. Therefore, the required student performance subcomponent variance request for principals must be aligned to the teacher evaluation requirements.

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

Variance Request

LEAs may use this variance application to develop a process to demonstrate student growth based on principal practice for a principal or group of principals that differs from the process described in the Commissioner's regulations.

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

Choose the appropriate response below.

- A variance is not requested for the required student performance subcomponent for principals.
- The details of the variance request for the required student performance subcomponent for principals is described in the subsequent section.

Educator Evaluation - Variance, Education Law §3012-d

Task 7. PRINCIPALS: Required Student Performance - Applicability

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Applicable Principals

Please indicate all principals to whom this required student performance variance request applies.

To add configurations for additional principals, click "Add Row".

Grade From	Grade To
K	6

Additional Variance Request

If another required student performance variance request with an alternate process will apply to a different group of principals, each should be listed separately.

Complete the information requested below and in subsequent sections for the principals identified above.

Once complete, enter the next set of principals and complete the information for the second variance request.

Check this box to add an additional required student performance variance request for a different group of principals.

Applicable Areas

A variance may be requested for the following areas of the required student performance subcomponent:

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

Please indicate the area(s) of the required student performance subcomponent for which a variance is being requested.

- Measures of student growth
- Conversion to a 20-point score*

*Only select 'Conversion to a 20-point score' or 'HEDI ranges' if your variance request involves different values than those included in the table below.

Highly Effective			Effective			Developing		Ineffective													
20	19	18	17	16	15	14	13	1	1	1	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%	2	1	0											
								5	4	4	3	3	2	2	2	1	1	9	5	0	
								5	9	4	9	4	9	5	1	7	3	-	-	-	
								-	-	-	-	-	-	-	-	-	-	1	8	4	
								5	5	4	4	3	3	2	2	1	2	1	2	%	%
								9	4	8	3	8	3	8	4	0	6		%		
								%	%	%	%	%	%	%	%	%	%	%			

Educator Evaluation - Variance, Education Law §3012-d**Task 7. PRINCIPALS: Required Student Performance - Measures of Student Growth**

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Measures of Student Growth

Describe the measure(s) that will be used to evaluate principals for the required student performance subcomponent (e.g., goal setting process; demonstration of student growth).

For the elementary school principal, the measure of students' growth in grades K-6 is the same measure we are seeking to use as the school wide measure of students' growth for teachers. Students in grades K-6, the assessment to be used will be STAR Early Literacy for students in kindergarten and grade 1. For students in grades 2-6, the assessments used will be STAR Math and STAR Reading. Each student and each assessment, being used to measure growth, a baseline will be determined during the Fall Benchmark period. For all students, the scaled score (SS) will be the metric used. The scaled score is calculated based on the difficulty of questions and the number of correct responses. Individual student growth will be determined by the Student Growth percentile (SGP), a norm-referenced quantification using quartile regression techniques to compare an individual's growth to that of his or her academic peers nationwide. At the end of the instructional period, each student will demonstrate growth toward mastery of the common core objectives for mathematics and ELA. Growth will be measured in comparison to that of an individual student's academic peers as evidenced by an SGP. For the student population defined, the end measure will be determined by taking the SGPs of all STAR Early Literacy measures for students in grades K-1, the SGPs of all STAR Reading measures for grades 2-6, and the SGPs for all STAR Math measures for grades 2-6 and creating one sample set. The median of this set will be used in defining a HEDI score. According to Renaissance Learning, NYS defines "typical growth" for student growth percentiles as between 40-61. Evaluators will take the median SGP of the sample set and use the Renaissance Learning SGP to HEDI Score Conversion Table to determine the correlation to a HEDI score. The Renaissance Learning SGP to HEDI Score Conversion Table is a locally created chart that converts the Renaissance Learning Median SGP score ranges to the States predetermined HEDI scores and percentile ranges of students meeting the target.

Measures Assurance

Please check the box below.

Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.

Educator Evaluation - Variance, Education Law §3012-d

Task 7. PRINCIPALS: Required Student Performance - Conversion

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Conversion to a 20-point Score

In the table below, please complete the values used to convert student results to a score from 0-20 for a principal. Be sure to include each point from 0 to 20.

If your process does not lend itself to a conversion table, please use the text box below to describe how a 0-20 score is derived for a principal.

	Low Value	High Value
0	0	10.9
1	11	15.9
2	16	20.9
3	21	22.9
4	23	26.9
5	27	30.9
6	31	34.9
7	35	38.9
8	39	40.9
9	41	43.9
10	44	45.9
11	46	47.9
12	48	49.9
13	50	51.9
14	52	53.9
15	54	55.9
16	56	57.9
17	58	60.9
18	61	75.9
19	76	90.9
20	91	100

In the text box below, describe how a 0-20 score is derived for a principal.

This text box is not required if the conversion chart above is complete.

(No Response)

Educator Evaluation - Variance, Education Law §3012-d**Task 7. PRINCIPALS: Required Student Performance - Variance Details, Weighting & Assurances**

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Variance Details*Please read the questions below and answer each prompt in a concise manner.***Rationale***Please provide a rationale for this variance request.*

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

The District is requesting a variance to use an alternative measure of student growth and create a building wide score. The District has analyzed historical data and is looking to implement a measure that is reflective of student growth over time and a means to track student performance. The process the District is requesting to use provides teachers with the ability to implement rigorous practices within the classroom. The Renaissance Learning SGP to HEDI Conversion Table is an accurate way to convert students' median SGP scores to the percent of students meeting the target. The conversion table is based on 1) the District's historical data which is a true representation of student performance and growth and 2) an SGP of 50 is typical growth for a student given his/her grade and prior score history. Marathon has made the median score of 50 the lower level of developing as it is the intent of the District to have its students performing higher than their average academic peers. The delineations above ineffective were selected to promote student growth. Therefore, we are requesting that an alternative growth measure and conversion table be used for our elementary school principal as outlined in the previous sections (Measures of Student Growth and Conversion to a 20-point Scale).

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

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

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

For students in grades K-6, the assessment to be used will be STAR Early Literacy for students in kindergarten and grade 1. For students in grades 2-6, the assessments used will be STAR Math and STAR Reading. Each student and each assessment, being used to measure growth, a baseline will be determined during the Fall Benchmark period. For all students, the scaled score (SS) will be the metric used. The scaled score is calculated based on the difficulty of questions and the number of correct responses. Individual student growth will be determined by the Student Growth percentile (SGP), a norm-referenced quantification using quartile regression techniques to compare an individual's growth to that of his or her academic peers nationwide.

At the end of the instructional period, each student will demonstrate growth toward mastery of the common core objectives for mathematics and ELA. Growth will be measured in comparison to that of an individual student's academic peers as evidenced by an SGP. For the student population defined, the end measure will be determined by taking the SGPs of all STAR Early Literacy measures for students in grades K-1, the SGPs of all STAR Reading measures for grades 2-6, and the SGPs for all STAR Math measures for grades 2-6 and creating one sample set. The median of this set will be used in defining a HEDI score. The District is responsible for determining the median score of the sample set of data. At a District level, we derive the list of all the SGP scores to determine the median score. According to Renaissance Learning, NYS defines "typical growth" for student growth percentiles as between 40-61. Evaluators will take the median SGP of the sample set and use the Renaissance Learning SGP to HEDI Score Conversion Table (this is the 0-20 conversion chart listed above in the Conversion to a 20-point Score Section) to determine the correlation to a HEDI score. The

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Renaissance Learning SGP to HEDI Score Conversion Table is a locally created chart that converts the Renaissance Learning Median SGP score ranges to the States predetermined HEDI scores and percentile ranges of students meeting the target. The conversion chart of Renaissance Learning SGP to HEDI Score was created locally after analyzing years of historical data from STAR Early Literacy, STAR Math, and STAR Reading to determine the Renaissance Learning Median SGP score ranges and the percent of students that meet those targets.

Rigor

Please provide a description of how the LEA will ensure that evaluations are rigorous and enable strong and equitable inferences about the effectiveness of the LEA's educators.

> This description should include how rigor is achieved and maintained, including relevant processes and methodologies.

> This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.

The District's goal is to implement evaluations that uphold rigorous instruction in the classroom that is aligned to standards and focuses on student learning objectives. The STAR Assessments provide evidence of each student's progress towards achieving mastery on the standards. An SGP of 50 is typical growth for a student given his/her grade and prior score history. Marathon has made the median score of 50 the lower level of developing as it is the intent of the District to have its students performing higher than their average academic peers. The delineations above ineffective were selected to promote student growth. The STAR assessments available through Renaissance Learning are research based and have been approved by NYS as a valuable tool in the evaluation of student growth. The assessments are computer-based and adaptive, which allows for both high achieving and less successful students to work at their own levels, and thus valuable information about specific strengths and weaknesses is available to teachers for planning and teaching students. Educators can use the wealth of assessment data reports to analyze student performance, make individualized student goals, and track progress over time. The students' Scaled Scores are used by teachers and the principal to compare student performance over time and across grade levels. STAR data provides teachers and the principal with the means to track progress from one grade to the next, view historical data, and plan data driven instruction based on student strengths and deficits. Student SGP is a norm-referenced measure derived from the scaled scores, and allows the District to compare an individual student's growth with that of his/her academic peers nationwide. By using the STAR assessments over the course of the instructional period the District is monitoring the growth of both individual students and student groups. Additionally, by evaluating data over time student growth can be tracked across grade levels to assist our educators in planning and implementing rigorous learning in ELA and math.

Professional Learning

Please provide a description of how the LEA will use the information collected through the evaluation system, including the assigned effectiveness ratings, to provide personalized professional learning opportunities for educators.

> This description may include, but is not limited to, methodologies and procedures for:

- **collecting information about educator effectiveness to inform professional learning,**
- **specific details regarding both the type(s) and extent of professional learning opportunities anticipated,**
- **processes for delivery of personalized learning opportunities, and**
- **use of data to measure the efficacy of such professional learning.**

Through the APPR evaluation process building and district administration works with individual teachers to assess their professional

Educator Evaluation - Variance, Education Law §3012-d**Task 7. PRINCIPALS: Required Student Performance - Variance Details, Weighting & Assurances**

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growth, and district administrators work with the principal to assess his/her professional growth. During lesson observations and reviewing the SLO's of teachers, areas of strength and areas of improvement are identified for principals. Professional development is offered, both in district and out of district to target principal needs. Professional learning is offered in district throughout the academic year as well as during the summer months. Out of district PD is available throughout the calendar year. Our district works with our local BOCES to provide PD for staff. The principals will seek professional development aligned to their area of leadership and where they are looking to grow as an administrator. Often times administration will recommend professional learning opportunities for principals based on an analysis of classroom observations, review of student assessment data, and a review of the APPR process. Professional development that principals attend include but are not limited to: Lead Evaluator Training, Language Essentials for Teachers of Reading and Spelling, Regional Principal Meetings, Communicating with Challenging Behavior: Function-Based Problem-Solving in P3 Classrooms, Dignity Act Coordinators Training, ESSA Accountability Training, and NYSSLS Professional Development for Administrators.

Effectiveness of Implementation

Please provide a description of how the LEA will assess the effectiveness of the implementation of the variance.

> This description may include, but is not limited to, processes and procedures for:

- collection and analysis of both short- and long-term data,
- the standard(s) used to measure the effectiveness of implementation, and
- how results will be used to inform future implementation.

The District annually monitors STAR data at the fall, winter, and spring benchmarks to determine if students are on target to meet their end of the year SGP. The district will continue to monitor data three times per year and will work with educators to assist students who are not making growth over time. STAR data is archived each year, so historical data will be readily available to educators and administration to track student progress over time, to monitor student performance in each teacher's class each year, and to determine where deficits in the curriculum may fall. Areas targeted as needing improvement will be identified during team meetings, department meetings, faculty meetings, and data meetings to create a corrective plan of improvement.

Use of the Optional Student Performance Subcomponent & Weighting

Please indicate if the Optional subcomponent will be used in the process included in this variance request by making the appropriate selection below.

The optional subcomponent is not included in this variance; the required subcomponent will comprise 100% of the Student Performance category.

Required Student Performance Variance Assurances

Please check the box below as applicable to all principals included in this required student performance variance request.

Assure that scores and ratings for the required student performance subcomponent will be calculated consistent with the process described in the LEA's approved APPR plan and/or this variance application and in compliance with Education Law Section 3012-d.

Educator Evaluation - Variance, Education Law §3012-d

Task 7. PRINCIPALS: Required Student Performance - Applicability [2]

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Applicable Principals [2]

Please indicate all principals to whom this required student performance variance request applies.

To add configurations for additional principals, click "Add Row".

Grade From	Grade To
7	12

Applicable Areas [2]

A variance may be requested for the following areas of the required student performance subcomponent:

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

Please indicate the area(s) of the required student performance subcomponent for which a variance is being requested.

- Measures of student growth
- Conversion to a 20-point score*

*Only select 'Conversion to a 20-point score' or 'HEDI ranges' if your variance request involves different values than those included in the table below.

Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	1	1	1	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%	2	1	0										
								5	4	4	3	3	2	2	2	1	1	9	5	0
								5	9	4	9	4	9	5	1	7	3	-	-	-
								-	-	-	-	-	-	-	-	-	-	1	8	4
								5	5	4	4	3	3	2	2	2	1	2	%	%
								9	4	8	3	8	3	8	4	0	6	%		
								%	%	%	%	%	%	%	%	%	%	%		

Educator Evaluation - Variance, Education Law §3012-d**Task 7. PRINCIPALS: Required Student Performance - Measures of Student Growth [2]**

Page Last Modified: 02/12/2021

Measures of Student Growth [2]

Describe the measure(s) that will be used to evaluate principals for the required student performance subcomponent (e.g., goal setting process; demonstration of student growth).

For the Jr./Sr. High School principal, the measure of students' growth we are proposing would be the same measure as the measure of students' growth for teachers with a building wide score. The building wide score is calculated by the SGP HEDI score (7th and 8th grade) and the HEDI score derived from the percent of students who meet the minimum rigor target of proficiency (65) on each of the 4 Regents Exams listed below (9th – 12th grade). The two measures will be weighted to reflect the number of students enrolled in the Marathon Junior Senior High School during the current school year and comparing it to the HEDI scoring chart to determine the conversion of points earned on a 20 point scale.

For students in grades 7-8, the assessment to be used will be STAR Math and STAR Reading. Each student and each assessment, being used to measure growth, a baseline will be determined during the Fall Benchmark period. For all students, the scaled score (SS) will be the metric used. The scaled score is calculated based on the difficulty of questions and the number of correct responses.

Individual student growth will be determined by the Student Growth percentile (SGP), a norm-referenced quantification using quartile regression techniques to compare an individual's growth to that of his or her academic peers nationwide. At the end of the instructional period, each student will demonstrate growth toward mastery of the common core objectives for mathematics and ELA. Growth will be measured in comparison to that of an individual student's academic peers as evidenced by an SGP. For the student population defined, the end measure will be determined by taking the SGPs of all STAR Reading measures for grades 7-8 and the SGPs for all STAR Math measures for grades 7-8 and creating one sample set. The median of this set will be used in defining a HEDI score. The District is responsible for determining the median score of the sample set of data. At a District level, we derive the list of all the SGP scores to determine the median score. According to Renaissance Learning, NYS defines "typical growth" for student growth percentiles as between 40-61. Evaluators will take the median SGP of the sample set and use the Renaissance Learning SGP to HEDI Score Conversion Table (this is the 0-20 conversion chart listed above in the Conversion to a 20-point Score Section) to determine the correlation to a HEDI score. The Renaissance Learning SGP to HEDI Score Conversion Table is a locally created chart that converts the Renaissance Learning Median SGP score ranges to the States predetermined HEDI scores and percentile ranges of students meeting the target.

For students in grades 9-12, the assessments to be used will be the 4 Regents Exams: CC Algebra, Living Environment, CC English Language Arts, and US History and Government. The District will calculate the percent of students who meet the minimum rigor target of proficiency (65) on each of 4 Regents assessments during the current school year and compare it to the HEDI scoring chart to determine the conversion of points earned on a 20 point scale. The SGP HEDI score (7th and 8th grade) and the HEDI score derived from the percent of students who meet the minimum rigor target of proficiency (65) on each of the 4 Regents Exams listed (9th – 12th grade) will be weighted to reflect the number of students enrolled in the Marathon Junior Senior High School during the current school year. The two scores will then be combined, added together, to get the overall building wide HEDI score.

Measures Assurance [2]

Please check the box below.

Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.

Educator Evaluation - Variance, Education Law §3012-d

Task 7. PRINCIPALS: Required Student Performance - Conversion [2]

Page Last Modified: 01/13/2021

Conversion to a 20-point Score [2]

In the table below, please complete the values used to convert student results to a score from 0-20 for a principal. Be sure to include each point from 0 to 20.

If your process does not lend itself to a conversion table, please use the text box below to describe how a 0-20 score is derived for a principal.

	Low Value	High Value
0	0	10.9
1	11	15.9
2	16	20.9
3	21	22.9
4	23	26.9
5	27	30.9
6	31	34.9
7	35	38.9
8	39	40.9
9	41	43.9
10	44	45.9
11	46	47.9
12	48	49.9
13	50	51.9
14	52	53.9
15	54	55.9
16	56	57.9
17	58	60.9
18	61	75.9
19	76	90.9
20	91	100

In the text box below, describe how a 0-20 score is derived for a principal.

This text box is not required if the conversion chart above is complete.

(No Response)

Educator Evaluation - Variance, Education Law §3012-d**Task 7. PRINCIPALS: Required Student Performance - Variance Details, Weighting & Assurances [2]**

Page Last Modified: 02/12/2021

Variance Details [2]*Please read the questions below and answer each prompt in a concise manner.***Rationale [2]***Please provide a rationale for this variance request.*

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

The District is requesting a variance to use an alternative measure of student growth and create a building wide score. The District will use the percent of students who reach proficiency (65) on the 4 Regents Exams in one school year because the Regents Exams are rigorous graduation requirements for students and provide a measure for teachers to determine if their students showed a year's worth of growth by scoring at least proficiency on the test. Additionally, the District has analyzed historical STAR data and is looking to implement a measure that is reflective of student growth over time and a means to track student performance. The process the District is requesting to use provides teachers with the ability to implement rigorous practices within the classroom. The Renaissance Learning SGP to HEDI Conversion Table is an accurate way to convert students' median SGP scores to the percent of students meeting the target. The conversion table is based on 1) the District's historical data which is a true representation of student performance and growth and 2) an SGP of 50 is typical growth for a student given his/her grade and prior score history. Marathon has made the median score of 50 the lower level of developing as it is the intent of the District to have its students performing higher than their average academic peers. The delineations above ineffective were selected to promote student growth. Therefore, we are requesting that an alternative growth measure and conversion table be used for the principal when calculating the building wide score at Marathon Jr./Sr. High School as outlined in the previous sections (Measures of Student Growth and Conversion to a 20-point Scale).

Standards and Procedures [2]*Please provide a description of the standards and procedures that will be used in lieu of those included in the LEA's most recently approved evaluation plan.*

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

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

For students in grades 7-8, the assessment to be used will be STAR Math and STAR Reading. Each student and each assessment, being used to measure growth, a baseline will be determined during the Fall Benchmark period. For all students, the scaled score (SS) will be the metric used. The scaled score is calculated based on the difficulty of questions and the number of correct responses. Individual student growth will be determined by the Student Growth percentile (SGP), a norm-referenced quantification using quartile regression techniques to compare an individual's growth to that of his or her academic peers nationwide. At the end of the instructional period, each student will demonstrate growth toward mastery of the common core objectives for mathematics and ELA. Growth will be measured in comparison to that of an individual student's academic peers as evidenced by an SGP. For the student population defined, the end measure will be determined by taking the SGPs of all STAR Reading measures for grades 7-8 and the SGPs for all STAR Math measures for grades 7-8 and creating one sample set. The median of this set will be used in defining a HEDI score. The District is responsible for determining the median score of the sample set of data. At a District level, we derive the list of all the SGP scores to determine the median score. According to Renaissance Learning, NYS defines "typical growth" for student growth percentiles as between 40-61. Evaluators will take the median SGP of the sample set and use the Renaissance Learning SGP to HEDI Score

Educator Evaluation - Variance, Education Law §3012-d**Task 7. PRINCIPALS: Required Student Performance - Variance Details, Weighting & Assurances [2]**

Page Last Modified: 02/12/2021

Conversion Table (this is the 0-20 conversion chart listed above in the Conversion to a 20-point Score Section) to determine the correlation to a HEDI score. The Renaissance Learning SGP to HEDI Score Conversion Table is a locally created chart that converts the Renaissance Learning Median SGP score ranges to the States predetermined HEDI scores and percentile ranges of students meeting the target. The conversion chart of Renaissance Learning SGP to HEDI Score was created locally after analyzing years of historical data from STAR Math and STAR Reading to determine the Renaissance Learning Median SGP score ranges and the percent of students that meet those targets.

For students in grades 9-12, the District will use the percent of students who meet the minimum rigor target of proficiency (65) on each of the 4 Regents Assessments: CC Algebra, Living Environment, CC English Language Arts, and US History and Government during the current school year and comparing it to the HEDI scoring chart to determine the conversion of points earned on a 20 point scale. The SGP HEDI score (7th and 8th grade) and the HEDI score derived from the percent of students who meet the minimum rigor target of proficiency (65) on each of the 4 Regents Exams listed (9th – 12th grade) will be weighted to reflect the number of students enrolled in the Marathon Junior Senior High School during the current school year. The two scores will then be combined, added together, to get the overall building wide HEDI score. Teachers of Regents courses will use their own Regents exam scores pursuant to our currently approved APPR plan.

Rigor [2]

Please provide a description of how the LEA will ensure that evaluations are rigorous and enable strong and equitable inferences about the effectiveness of the LEA's educators.

> This description should include how rigor is achieved and maintained, including relevant processes and methodologies.

> This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.

The District's goal is to implement evaluations that uphold rigorous instruction in the classroom that is aligned to standards and focuses on student learning objectives. The STAR Assessments and the Regents Exams provide evidence of each student's progress towards achieving mastery of the standards. The STAR assessments available through Renaissance Learning are research based and have been approved by NYS as a valuable tool in the evaluation of student growth. An SGP of 50 is typical growth for a student given his/her grade and prior score history. Marathon has made the median score of 50 the lower level of developing as it is the intent of the District to have its students performing higher than their average academic peers. The delineations above ineffective were selected to promote student growth. The assessments are computer-based and adaptive, which allows for both high achieving and less successful students to work at their own levels, and thus valuable information about specific strengths and weaknesses is available to teachers for planning and teaching students. Educators can use the wealth of assessment data reports to analyze student performance, make individualized student goals, and track progress over time. The students' Scaled Scores are used by teachers and the principal to compare student performance over time and across grade levels. STAR data provides teachers and the principal with the means to track progress from one grade to the next, view historical data, and plan data driven instruction based on student strengths and deficits. Student SGP is a norm-referenced measure derived from the scaled scores, and allows the District to compare an individual student's growth with that of his/her academic peers nationwide. By using the STAR assessments over the course of the instructional period the District is monitoring the growth of both individual students and student groups. Additionally, by evaluating data over time student growth can be tracked across grade levels to assist our educators in planning and implementing rigorous learning in ELA and math. The Regents Exams are rigorous graduation requirements for students and provide a measure for teachers to determine if their students showed a year's worth

Educator Evaluation - Variance, Education Law §3012-d**Task 7. PRINCIPALS: Required Student Performance - Variance Details, Weighting & Assurances [2]**

Page Last Modified: 02/12/2021

of growth by scoring at least proficiency on the test. Regents data is readily available once scoring is complete. Regents questions are posted online and teachers use the released exams to provide differentiated instruction for students. Teachers and the principal complete a data analysis of their Regents scores and use historical data to make educational decisions for students. Teachers use baseline data for the Regents to analyze student performance, to make individual goals within their course to improve student outcomes to meet or exceed proficiency in the subject area, and to track progress over time.

Professional Learning [2]

Please provide a description of how the LEA will use the information collected through the evaluation system, including the assigned effectiveness ratings, to provide personalized professional learning opportunities for educators.

> This description may include, but is not limited to, methodologies and procedures for:

- **collecting information about educator effectiveness to inform professional learning,**
- **specific details regarding both the type(s) and extent of professional learning opportunities anticipated,**
- **processes for delivery of personalized learning opportunities, and**
- **use of data to measure the efficacy of such professional learning.**

Through the APPR evaluation process building and district administration works with individual teachers to assess their professional growth, and district administrators work with the principal to assess his/her professional growth. During lesson observations and reviewing the SLO's of teachers, areas of strength and areas of improvement are identified for principals. Professional development is offered, both in district and out of district to target principal needs. Professional learning is offered in district throughout the academic year as well as during the summer months. Out of district PD is available throughout the calendar year. Our district works with our local BOCES to provide PD for staff. The principals will seek professional development aligned to their area of leadership and where they are looking to grow as an administrator. Often times administration will recommend professional learning opportunities for principals based on an analysis of classroom observations, review of student assessment data, and a review of the APPR process. Professional development that principals attend include but are not limited to: Lead Evaluator Training, Regional Principal Meetings, The Impact of Trauma on Behavior and Learning, and Dignity Act Coordinators Training.

Effectiveness of Implementation [2]

Please provide a description of how the LEA will assess the effectiveness of the implementation of the variance.

> This description may include, but is not limited to, processes and procedures for:

- **collection and analysis of both short- and long-term data,**
- **the standard(s) used to measure the effectiveness of implementation, and**
- **how results will be used to inform future implementation.**

The District annually monitors STAR data at the fall and spring benchmarks to determine if students are on target to meet their end of the year SGP. The district will continue to monitor data during the year and will work with educators to assist students who are not making growth over time. STAR data is archived each year, so historical data will be readily available to educators and administration to track student progress over time, to monitor student performance in each teacher's class each year, and to determine where deficits in the curriculum may fall. Areas targeted as needing improvement will be identified during team meetings, department meetings, faculty meetings, and data meetings to create a corrective plan of improvement.

Regents data is also monitored annually. The district compares Regents data to local historical data, to districts within our county, to districts in our BOCES, to districts of similar size and economic status, and to all districts in NYS. Baseline assessments, unit exams, and quarterly assessments are used to determine if students are on target to meet the end of the year goal of proficiency on the

Educator Evaluation - Variance, Education Law §3012-d

Task 7. PRINCIPALS: Required Student Performance - Variance Details, Weighting & Assurances [2]

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Regents. The District will continue to monitor data during the year and will work with educators to assist students who are not making growth over time. Regents results are archived each year, so historical data will be readily available to educators and administration to track student progress over time, to monitor student performance in each teacher's class each year, and to determine where deficits in the curriculum may fall. Areas targeted as needing improvement will be identified during team meetings, department meetings, faculty meetings, and data meetings to create a corrective plan of improvement.

Use of the Optional Student Performance Subcomponent & Weighting [2]

Please indicate if the Optional subcomponent will be used in the process included in this variance request by making the appropriate selection below.

The weighting included in the currently approved plan will not change based on this variance request.

Required Student Performance Variance Assurances [2]

Please check the box below as applicable to all principals included in this required student performance variance request.

Assure that scores and ratings for the required student performance subcomponent will be calculated consistent with the process described in the LEA's approved APPR plan and/or this variance application and in compliance with Education Law Section 3012-d.

Educator Evaluation - Variance, Education Law §3012-d

Task 8. PRINCIPALS: Optional Student Performance - Variance Request

Page Last Modified: 01/15/2021

Variance Request

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

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

Please make the appropriate selection below.

A variance is not requested for the optional student performance subcomponent for principals.

Educator Evaluation - Variance, Education Law §3012-d

Task 9. PRINCIPALS: School Visits - Variance Request

Page Last Modified: 01/15/2021

Variance Request

LEAs may use this variance application to evaluate principal practice in a manner that differs from the process described in the Commissioner's regulations.

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

Please make the appropriate selection below.

A variance is not requested for the principal school visit category.

Educator Evaluation - Variance, Education Law §3012-d

Task 10. PRINCIPALS: Overall Scoring - Variance Request

Page Last Modified: 01/15/2021

Variance Request

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

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

Please make the appropriate selection below.

A variance is not requested for category ratings for principals.

Educator Evaluation - Variance, Education Law §3012-d

Task 11. PRINCIPALS: Additional Requirements - Variance Request

Page Last Modified: 01/15/2021

Variance Request

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

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

Choose the appropriate response below.

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

Educator Evaluation - Variance, Education Law §3012-d

Task 12. Joint Certification of APPR Variance - Applicability and Certification

Page Last Modified: 10/01/2024

Applicability of Variance

Variance Duration

An Annual Professional Performance Review Variance under Education Law §3012-d may be approved for up to THREE (3) years.

Please indicate below the school years to which this variance application will apply.

One, two, or three consecutive academic years may be selected.

2024-25

Upload APPR Variance Certification Form

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

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

Appr Variance sign off 2-22-21.pdf

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

Assurances: Please check the boxes below

- Assure that all information provided in this variance application is true and accurate as of the date that the variance application is submitted.
- Assure that once this application is approved by the Department, it shall be considered part of the LEA's approved APPR plan during the effective term of the variance.
- Assure that, upon a revocation or non-renewal of a variance application at the end of its effective term, the district shall implement its approved evaluation plan in its entirety and without modification, consistent with all requirements of Subpart 30-3.3 of the Rules of the Board of Regents, and absent any terms of the variance.
- Assure that, where applicable, collective negotiations have been completed on all provisions of this variance application that are subject to collective bargaining.

Signatures, dates

Superintendent Signature:

Date:

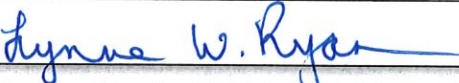
 2/22/21

Superintendent Name (print):

Rebecca Stone

Teachers Union President Signature:

Date:

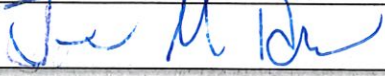
 2/22/21

Teachers Union President Name (print):

Lynne W. Ryan

Administrative Union President Signature:

Date:

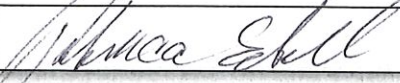
 2/22/21

Administrative Union President Name (print):

Jonathan M. Hollis

Board of Education President Signature:

Date:

 2/22/21

Board of Education President Name (print):

Rebecca Edsall



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

Commissioner of Education
President of the University of the State of New York
89 Washington Avenue, Room 111
Albany, New York 12234

E-mail: commissioner@nysed.gov
Twitter: @NYSEDNews
Tel: (518) 474-5844
Fax: (518) 473-4909

June 22, 2016

Revised

Rebecca Stone, Superintendent
Marathon Central School District
1 East Main St.
PO Box 339
Marathon, NY 13803

Dear Superintendent Stone:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review (APPR) plan meets the criteria outlined in Education Law §3012-d and Subpart 30-3 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR plan. If any material changes are made to your approved plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Sincerely,

MaryEllen Elia
Commissioner

Attachment

c: J. Francis Manning

NOTE:

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

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

Annual Professional Performance Review - Education Law §3012-d

Task 1. School District Information - Tasks 1.1, 1.2

Page Last Modified: 06/22/2016

Task 1) Disclaimers

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

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

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

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

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

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

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

1.2) Submission Status

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

First-time submission under Education Law §3012-d

Annual Professional Performance Review - Education Law §3012-d

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

Page Last Modified: 06/22/2016

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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	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 Exams

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

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

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

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

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

	Global 2	US History
Regents Assessment	Global 2	US History

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

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

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

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

STUDENT LEARNING OBJECTIVES: High School English Language Arts

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

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

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

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

For grade levels where the Regents exam is not used:

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

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

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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"/> 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"/> Common Core English <input checked="" type="checkbox"/> Common Core Algebra <input checked="" type="checkbox"/> Living Environment <input checked="" type="checkbox"/> US History		<input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading
10 ELA	School- or program-wide group, team or linked results	<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"/> Common Core English <input checked="" type="checkbox"/> Common Core Algebra <input checked="" type="checkbox"/> Living Environment <input checked="" type="checkbox"/> US History		<input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading
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"/> 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"/> Common Core English <input checked="" type="checkbox"/> Common Core Algebra <input checked="" type="checkbox"/> Living Environment <input checked="" type="checkbox"/> US History		<input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading

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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	School- or program-wide group, team or linked results			<input checked="" type="checkbox"/> STAR Early Literacy <input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading
K Math	School- or program-wide group, team or linked results			<input checked="" type="checkbox"/> STAR Early Literacy <input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading
1 ELA	School- or program-wide group, team or linked results			<input checked="" type="checkbox"/> STAR Early Literacy <input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading
1 Math	School- or program-wide group, team or linked results			<input checked="" type="checkbox"/> STAR Early Literacy <input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading
2 ELA	School- or program-wide group, team or linked results			<input checked="" type="checkbox"/> STAR Early Literacy <input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading
2 Math	School- or program-wide group, team or linked results			<input checked="" type="checkbox"/> STAR Early Literacy <input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading

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

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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"/> STAR Early Literacy <input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading
7 Science	School- or program-wide group, team or linked results	<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"/> Common Core English <input checked="" type="checkbox"/> Common Core Algebra <input checked="" type="checkbox"/> Living Environment <input checked="" type="checkbox"/> US History		<input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading
6 Social Studies	School- or program-wide group, team or linked results			<input checked="" type="checkbox"/> STAR Early Literacy <input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading
7 Social Studies	School- or program-wide group, team or linked results	<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"/> Common Core English <input checked="" type="checkbox"/> Common Core Algebra <input checked="" type="checkbox"/> Living Environment <input checked="" type="checkbox"/> US History		<input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading
8 Social Studies	School- or program-wide group, team or linked results	<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"/> Common Core English <input checked="" type="checkbox"/> Common Core Algebra <input checked="" type="checkbox"/> Living Environment <input checked="" type="checkbox"/> US History		<input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading

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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 Exams

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

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

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

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

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

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

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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	6	All courses not named above	School- or program-wide group, team, or linked results			<input checked="" type="checkbox"/> STAR Early Literacy <input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading
7	12	All courses not named above	School- or program-wide group, team, or linked results	<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"/> Common Core English <input checked="" type="checkbox"/> Common Core Algebra <input checked="" type="checkbox"/> Living Environment <input checked="" type="checkbox"/> US History		<input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading

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

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

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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"/> STAR Early Literacy <input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading	<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
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"/> Living Environment <input checked="" type="checkbox"/> US History		<input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading	<input checked="" type="checkbox"/> 7 ELA <input checked="" type="checkbox"/> 7 Math <input checked="" type="checkbox"/> 8 ELA <input checked="" type="checkbox"/> 8 Math

2.11) HEDI Scoring Bands

Highly Effective	Effective	Developing	Ineffective
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Annual Professional Performance Review - Education Law §3012-d

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

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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.

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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.

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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	(No Response)

4.2) Assurances

Please check all of the boxes below.

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

4.3) Process for Weighting Rubric Domains/Subcomponents

For guidance on the Teacher Observation category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

All observable components will be weighted equally and averaged.

4.4) Calculating Observation Ratings

Assurances

Please check the boxes below.

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

Please check the box below in the event that your district/BOCES is granted an annual Independent Evaluator Hardship Waiver by the Department.

- 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.

Teacher Observation Scoring Bands

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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%.

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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.
- Assure that the length of all observations for teachers will be conducted pursuant to the locally-determined durations.
- Assure that independent evaluator(s) will be trained and selected by the district/BOCES.
- Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES.
- Assure that at least one of the required observations will be unannounced.

4.7) Number and Method of Observations

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

Tenured Teachers

	Required - Principal/ Administrator: Minimum observations	Required - Principal/ Administrator: Observation method	Required - Independent Evaluator(s): Minimum observations	Required - Independent Evaluator(s): Observation method	Optional - Peer Observer(s): Minimum observations	Optional - Peer Observer(s): Observation method
Unannounced	1	In person	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	2	In person	1	In person	0	N/A
Announced	2	In person	0	N/A	0	N/A

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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.

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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.

Marathon TIP June 2016.pdf

6.3) Assurance: Appeals

Please check the box below.

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

6.4) Appeals

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

- (1) the substance of the annual professional performance review; which shall include the following:
 - (i) in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally;
- (2) the school district's/BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; 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.

- A teacher has the right to appeal based on any of the grounds listed in education law 3012d. 1st year non-tenured teachers may submit a procedural appeal or a teacher improvement plan appeal only. All others may appeal under any of the grounds. Appeal must be filed by September 10th or 10 school days following the date the rating was released to the teacher, whichever is later. A teacher improvement plan appeal must be filed within ten school days of the issuance of the teacher improvement plan.
- A teacher wishing to initiate an appeal must submit an appeal to the Superintendent and the President of the Teachers Union. 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.
- Under this appeals process, the teacher bears the burden of proving by substantial evidence the merits of his or her appeal.
- The Superintendent or his/her designee will notify the evaluating administrator and the Appeal Committee and facilitate scheduling a meeting with the teacher, the administrator in question and the Appeal Committee within ten (10) school days of the receipt of the appeal or a mutually agreed upon extension that remains timely and expedition in accordance with education law 3012d.
- The appeal committee will consist of two members selected by the MTA and two administrators selected by the Superintendent. The selected committee members cannot be the person appealing the decision or the administrator that scored the observation or created the TIP in question.
- At this meeting the Appeal Committee will review the documents provided and ask for clarifying statements/information. The committee reserves the right to look at additional information provided by the teacher or the administrator during or after the scheduled meeting if this information will help with the determination of the appeal. If additional information is requested, the committee must reconvene within 10 days at which time all requested information must be present. A decision will be rendered within ten school days of the reconvened meeting. Each committee member will have one vote and the vote will be determined by a majority (three out of four votes). The committee will be responsible for giving the decision of the appeal as well as supporting reasoning to the Superintendent within one (1) school day of the appeal decision.
- If the Appeal Committee becomes deadlocked (two votes for the appeal and two votes against the appeal), the final decision would fall to the Superintendent. In this case, the Superintendent will notify the appellant of the deadlock and an additional ten (10) school days would be allotted for the Superintendent to re-interview the appellant and the administrator. The Superintendent reserves the right to look all information/documents supplied to the Appeal Committee and any additional requested information provided by the teacher or the administrator during or after the scheduled meeting if this information will help with the determination of the appeal.
- The Appeal Committee's decision or the Superintendent or his/her designee's decision in the case of a deadlock will be final and binding. The Superintendent will notify the appellant of the decision in writing within ten (10) school days of the meeting or final submittal of information.

6.5) Assurance: Evaluators**Please check the box below.**

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

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

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

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

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

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

The "Lead Evaluators, evaluators and independent observers" are the administrators who are responsible for a teacher's evaluation. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a teacher as a lead evaluator, evaluator or independent observer. The District will utilize BOCES evaluator training and lead evaluator training for a minimum of two half day trainings. Evaluator training will include all required elements in regents rules 30-3.10.

1. The New York State Teaching Standards and their related elements and performance indicators as applicable.
2. Evidence-based observation techniques that are grounded in research.
3. Application and use of the student growth percentile model.
4. Application and use of the teacher rubric, including training on the effective application of such rubrics to observe a teachers' practice.
5. Application and use of any assessment tools that the parties agree will be used to evaluate classroom teachers, including but not limited to structured portfolio reviews, professional growth goals, etc.
6. Application and use of any locally selected measures of student achievement mutually agreed upon to be used in the evaluation of teachers.
7. Use of the Statewide Instructional Reporting system.
8. The scoring methodology, mutually agreed upon by the parties, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's overall rating and their subcomponent ratings.
9. Specific considerations in evaluating teachers and principals of English Language Learners and Students with Disabilities.

The District's process for certifying and recertifying lead evaluators and for maintaining inter-rater reliability:

The Board of Education, upon presentation of evidence that a lead evaluator, evaluator or independent observer has satisfactorily completed appropriate evaluator training (as detailed above) shall certify the evaluator as qualified to conduct Annual Professional Performance Review evaluations. Once each year thereafter, the Board of Education shall review and recertify lead evaluators for the district. The District utilized BOCES training for evaluating inter-rater reliability, as required by law.

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

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

6.8) Assurances: Assessments

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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.

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.

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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

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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-	93-	90-	85-	80-	75-	67-	60-	55-	49-	44-	39-	34-	29-	25-	21-	17-	13-	9-	5-	0-
100	96	92	89	84	79	74	66	59	54	48	43	38	33	28	24	20	16	12	8%	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.

Annual Professional Performance Review - Education Law §3012-d

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

Page Last Modified: 06/22/2016

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"/> STAR Early Literacy <input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading
7	12	Principal-specific results	<input checked="" type="checkbox"/> Common Core English <input checked="" type="checkbox"/> Common Core Algebra <input checked="" type="checkbox"/> Living Environment <input checked="" type="checkbox"/> US History		<input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading

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.

Annual Professional Performance Review - Education Law §3012-d

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.
Multidimensional Principal Performance Rubric	(No Response)

9.2) Assurances

Please check all of the boxes below.

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

9.3) Process for Weighting Rubric Domains/Subcomponents

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

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

All observable components will be weighted equally and averaged.

9.4) Calculating School Visit Ratings

Assurances

Please check the boxes below.

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

Please check the box below in the event that your district/BOCES is granted an annual Independent Evaluator Hardship Waiver by the Department.

- 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.

Principal School Visit Scoring Bands

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%.

Annual Professional Performance Review - Education Law §3012-d

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

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

9.6) Assurances

Please check all of the boxes below.

- Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the principal(s) they are evaluating.
- Assure that, if school visits are being conducted by trained peer observer(s), these principal(s) received an overall rating of Effective or Highly Effective in the previous school year.
- Assure that the following elements will not be used in calculating a principal's school visit category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness.
- 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	1	0	0
Announced	2	1	0

Probationary Principals

	Required - Supervisor/ Administrator: Minimum school visits	Required - Independent Evaluator(s): Minimum school visits	Optional - Peer Observer(s): Minimum school visits
Unannounced	1	0	0
Announced	3	1	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.

Marathon AIP June 2016.pdf

11.3) Assurance: Appeals**Please check the box below.**

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

11.4) Appeals

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

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

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.

- A principal has the right to appeal based on any of the grounds listed in education law 3012d. 1st year non-tenured principal may submit a procedural appeal or an administrator improvement plan appeal only. All others may appeal under any of the grounds. Appeal must be filed by September 10th or 10 school days following the date the rating was released to the principal, whichever is later. An administrator improvement plan appeal must be filed within ten school days of the issuance of the administrator improvement plan.
- An administrator wishing to initiate an appeal must submit an appeal to the Superintendent and the President of the Administrators Association. 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.
- Under this appeals process, the administrator bears the burden of proving by substantial evidence the merits of his or her appeal.
- The Superintendent will notify the designated appeals superintendent (a superintendent from a neighboring school district) and schedule a meeting with the administrator and the superintendent in question within twenty (20) school days of the receipt of the appeal. At this meeting the appeals superintendent will review the documents provided and ask for clarifying statements/information. The appeals superintendent reserves the right to look at additional information provided by the administrator or the superintendent during or after the scheduled meeting if this information will help with the determination of the appeal. If additional information is requested, it must be submitted to the appeal superintendent and be reviewed within 10 school days of the original meeting.
- A decision will be rendered within 10 school days of the receipt of the additional information.
- The appeals Superintendent's decision will be final and binding

11.5) Assurance: Evaluators**Please check the box below.**

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

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

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

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

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

- The lead evaluators, evaluators and independent observers are the administrator who are responsible for a principal's evaluation. The term "evaluator" shall include any administrator who conducts an observation or evaluation of an administrator as a lead evaluator, evaluator or independent observer. The District will utilize BOCES evaluator training for a minimum of two half day trainings. Evaluator training will include training on the Annual Professional Performance Review (APPR) regulations of the Board of Regents provides that, in order to be certified as principal evaluators, administrators must be trained in the required elements according pursuant to Regents rules 30-3.10.
- The Board of Education, upon presentation of evidence that a lead evaluator has satisfactorily completed appropriate evaluator training (as detailed above) shall certify the evaluator as qualified to conduct Annual Professional Performance Review evaluations. Once each year thereafter, the Board of Education shall review and recertify lead evaluators for the district. The District utilized BOCES training for evaluating inter-rater reliability, as required by law.

11.7) Assurances: Principal Evaluation

Annual Professional Performance Review - Education Law §3012-d

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

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Please check all of the boxes below.

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

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

- Assure that, where applicable, if students in Common Core courses are taking both the 2005 Learning Standards and Common Core versions of the Regents Assessment, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.
- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.

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

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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.

2 Marathon signatures June 2016.pdf

Annual Professional Performance Review - Education Law §3012-dAdditional Documents - Additional Documents

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Additional Documents

The Department will not review any documents other than those required in the online form (Tasks 1-12).

Any additional documents 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 documents 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.

Upload Documents

2 Marathon signatures June 2016.pdf
Marathon Signatures 6-22-16.pdf

Marathon Central School District Teacher Improvement Plan

Teacher: _____ School: _____ Administrator: _____
 Subject/Grade Level _____ Composite Rating: _____

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

 Administrator's Signature

 Date

 Teacher's Signature

 Date

*Signature indicates acknowledgement of plan by both parties.

Meeting Dates:

Marathon Central School District Administrator Improvement Plan

Administrator: _____ School: _____ Superintendent: _____
 Level: _____ Composite Rating: _____

Domains Chosen for Future Development	Action(s) to be Taken	Superintendent's Responsibilities	Administrator's Responsibilities	Timeline for Progress	Indicators of Success	Improvements Made and Documented

 Superintendent's Signature

 Date

 Administrator's Signature

 Date

Meeting Dates:

DISTRICT CERTIFICATION FORM: Please download this form, sign and upload to APPR form

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete APPR Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-d as implemented by Subpart 30-3 of the Rules of the Board of Regents.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR Plan is the district's or BOCES' complete APPR Plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent, conflict, or interfere with full implementation of the APPR Plan; and that no material changes will be made to the Plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-3 of the Rules of the Board of Regents.

The district/BOCES and its collective bargaining agent(s), where applicable, also certify that during the 2015-16 through 2018-19 school years, transition scores and ratings will be calculated for teachers and principals that exclude the results of grades 3-8 English Language Arts (ELA) and Math State assessments and any State-provided growth scores; that the district/BOCES will continue to provide teachers and principals with original APPR scores and ratings calculated based on the measures in their approved APPR plan without any modifications, substitutions, or replacements pursuant to §30-3.17 of the Rules of the Board of Regents during the transition period; and that original APPR scores and ratings will be provided for advisory purposes only, and will have no impact on employment decisions, including tenure determinations, or teacher and principal improvement plans.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR Plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR Plan may be withheld or forfeited by the State pursuant to Education Law §3012-d(11), as added by Chapter 56 of the Laws of 2015.

The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- Assure that, during the 2015-16 through 2018-19 school years, the overall transition rating will be used as a significant factor in employment decisions, including tenure determinations and teacher and principal improvement plans;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES will continue to provide teachers and principals with original APPR scores and ratings calculated based on the measures described in this APPR plan without any modifications, substitutions, or replacements pursuant to §30-3.17 of the Rules of the Board of Regents;
- Assure that, during the 2015-16 through 2018-19 school years, original APPR scores and ratings will not be used as the basis for employment decisions and will only be used for advisory purposes;
- Assure that beginning in the 2019-2020 school year, the original overall APPR score pursuant to the district or BOCES approved APPR plan shall be used as the basis for employment decisions, including tenure determinations and teacher and principal improvement plans;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES, shall provide teachers and principals whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings calculated pursuant to §30-3.17 of the Rules of the Board of Regents as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such teachers and principals with their original composite APPR rating by September 1 of the school year next following the school year for which the teacher's performance is being measured, or as soon as practicable thereafter.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall continue to provide teachers and principals whose Student Performance Category measures are not based on the grades 3-8 ELA/math State assessments or State-provided growth scores with their score and rating on the Student Performance category, if

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

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

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

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

Signatures, dates

Superintendent Signature:

Date:

Rebecca [Signature] 6/22/14

Teachers Union President Signature:

Date:

Donnell [Signature] 6/22/14

Administrative Union President Signature:

Date:

Joe M. [Signature] 6/22/14

Board of Education President Signature:

Date:

Dale Betts [Signature] 6/22/14