/ THE UNIVERSITY OF THE STATE OF NEW YORK

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September 27, 2016

Revised

Brian Russ, Superintendent
East Aurora Union Free School District
430 Main St.
East Aurora, NY 14052

Dear Superintendent Russ:

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 ar ce(f)-14 (i) analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan

EAST AURORA UFSD

Annual Professional Performance Review - Education Law §3012-d

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

Page Last Modified: 09/26/2016

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

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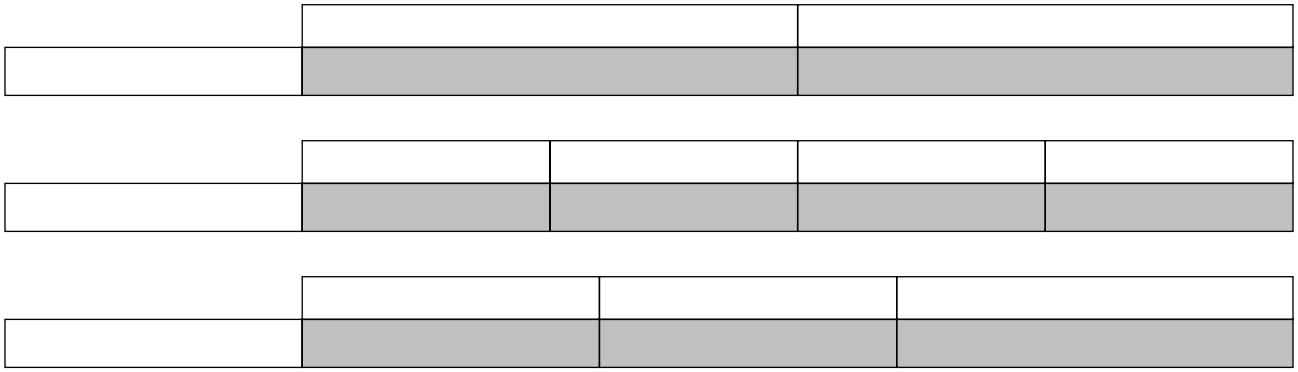

Page Last Modified: 09/26/2016

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	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		

2.10) All Other Courses (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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

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

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

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

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

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

Follow the examples below to list other courses.

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

To add additional courses, click "Add Row".

Grade From	**Grade To**	**Subject**	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	12	All courses not named above	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		

2.11) HEDI Scoring Bands

Highly Effective	Effective	Developing	Ineffective

Annual Professional Performance Review - Education Law §3012-d

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

Page Last Modified: 09/26/2016

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97																				

Annual Professional Performance Review - Education Law §3012-d

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

Page Last Modified: 09/26/2016

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 %	13-33 %			

92 %

Page Last Modified: 09/26/2016

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.

Page Last Modified: 09/26/2016

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

HEDI Ranges

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

4.5) Teacher Observation Subcomponent Weighting

Required Subcomponents:

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

Optional Subcomponent:

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

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

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

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

Annual Professional Performance Review - Education Law §3012-d

Task 4. Teacher Observation Category - Tasks 4.1-4.6

Page Last Modified: 09/26/2016

Required - Principal/ Administrator	Required - Independent Evaluator(s)	Optional - Peer Observer(s)	Grades and subjects for which Peer Observers will be used
90%	10%	N/A	(No Response)

4.6) Assurances

Please check all of the boxes below.

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

Annual Professional Performance Review - Education Law §3012-d

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

Page Last Modified: 09/26/2016

For guidance on APPR scoring, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

5.1) Scoring Ranges

Student Performance

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

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

Teacher Observation

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

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

5.2) Scoring Matrix for the Overall Rating

		Teacher Observation Category			
		Highly Effective (H)			
		8he OverCID 42.041 TTj EMC /TBuTj EcC29.041 TT5oID 42.041 Td 75oating			

Annual Professional Performance Review - Education Law §3012-d

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

Page Last Modified: 09/26/2016

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

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

Appeals Procedure

Appeals of Ineffective or Developing Ratings Only

The Administrator's determination shall be final regarding any unit member who receives an overall rating of highly effective or effective, or a non-tenured teacher who receives any rating at all, including ineffective. If that teacher disagrees with the rating, the teacher may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed APPR or TIP.

Any tenured teacher aggrieved of an APPR rating of developing or ineffective may challenge that APPR by use of the following procedure:

A member shall be entitled to representation by EAFA during the course of this process. The District shall maintain a record of all documents and materials submitted by either party during such appeal, which shall thereafter be available for inspection by the unit member and/ or EAFA.

Substance of Appeal Challenge

An appeal may be filed challenging the APPR rating based upon one of the following grounds:

1. The substance of the APPR;
2. The District's failure to adhere to the standards and methodologies required for the APPR, pursuant to Education Law 3012-d and applicable rules and regulations;
3. The District's failure to comply with applicable locally negotiated procedures;
4. The District's failure to issue and/ or implement the terms of the TIP, where applicable.

Timeframe for Filing Appeal

All teachers will have a final assessment meeting with their lead evaluator explaining their rating which occur within 10 days of receiving the rating. In order to be timely, the notification of the APPR appeal shall be filed, in writing, within ten (10) business days after the teacher has completed the final assessment meeting with his/her lead evaluator. Notification of the appeal shall be provided to the Superintendent of schools or his designee.

The Appeal

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

The teacher may present any mitigating circumstances that he/ she believes relevant during the course of an appeal (including, but not limited to, class size, students and classes assigned, student attendance, teacher leave time/ personal leave, new initiatives/ requirements and physical environment, administrative relationships), which shall be considered by the appeals panel or Superintendent.

Within ten (10) days of receipt of any appeal, the school district must submit written response to the appeal. The response may include any and all additional documents or written materials specific to the points of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in determination of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response at the same time the District files its response.

Decision Maker on Appeal

Appeals shall be decided in final and binding manner, by a two-step process.

In the first step, there shall be a four member labor-management panel consisting of two administrators appointed by the Superintendent and two teachers chosen by the Association president which shall meet within 10 days of the filing of the appeal. Both the Superintendent and Association president shall appoint an alternate as well, and the evaluating administrator may not serve on the panel. The panel shall render its written recommendation within two (2) days of their meeting to the Superintendent to approve or deny the appeal based upon information submitted. The recommendation of the committee shall be confidential and will not be disclosed to any third party without a court order except as required by law.

It is the intention of the Association and the Superintendent that the Association representatives shall be drawn from the Peer Mentors list. Association members who agree to serve as representatives to this panel shall receive enhanced training by the District in the rubric and APPR process.

Final Determination of Appeal

The committee shall make a recommendation to the Superintendent to approve or deny the appeal based upon the information submitted. The Superintendent may request a meeting for further clarification. A written decision by the Superintendent on the merits of the appeal shall be rendered no later than 30 days from the date upon which the teacher delivered his or her appeal unless a meeting is required for questions of clarification.

Regardless of any extension, the decision shall be delivered no later than 10 days from the committee recommendation.
The appeal shall be based on the written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, a
well as the school district's response to the appeal and any additional documentary evidence submitted with such papers. Such an appeal shall be fina
and binding on both parties.
The appeals process may only culminate with the following outcomes:
(1) evaluation rating revised;
(2) evaluation overturned and re-evaluation required;
(3) new evaluation ordered with a new evaluator;
(4) change the terms of a TIP;
(5) maintenance of rating.
The Superintendent will provide a written statement based on the issues raised in the teacher's appeal outlining the rationale of his/her final decision and the factual basis for such determination. If a teacher's rating is to be revised in accordance with items 1 – 4 from above, the final determination will specify the remedy along with a rationale and timeline for implementation, taking into account the timing of their decision.

Appeal Procedures
An evaluation that is the subject of an appeal shall not be sought to be offered in evidence or placed in evidence in any proceeding conducted pursuant to Education Law sections 3020-a and 3020-b or any locally negotiated alternate disciplinary procedure until the appeal process is concluded.
Teachers may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed invalid.
The 3012-d appeals procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to an Annual Professional Performance Review and/ or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/ or improvement plan. As an exception to this paragraph, a teacher who takes advantage of the appeals process described herein does not waive his/ her rights to submit a written rebuttal to the final evaluation.
A teacher who elects to submit a written rebuttal to his/ her evaluation must do so within 10 days upon receipt of the decision.
While the APPR shall be a "significant factor" in tenure and other employment decisions, nothing herein requires an appeal be exhausted before a tenure determination can be made. In addition, appeal procedures shall not cause a teacher to acquire tenure by estoppel when an evaluation appeal pending.

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.

Page Last Modified: 09/26/2016

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

Training and Certification of Lead Evaluators and Evaluators
The District has established procedures to train and certify all evaluators(evaluators, lead evaluators and independent evaluators) . The District will use a combination of the training programs listed below to establish proficiency and certify all evaluators. The District will follow these procedures to certify or re-certify all evaluators on an annual basis. All evaluators will receive training annually of between 22-25 hours.
Training will be contracted from Erie 2 Chautauqua-Cattaraugus BOCES on Charlotte Danielson's Framework for Teaching.

- Direct training on the e-Doctrina web-based utility for archiving and communicating APPR ratings from Erie 2 BOCES
- Annual training Erie 2 BOCES on the Art & Science of Teaching Framework
- Continued training on inter-rater reliability during monthly administrative meetings over the course of the school year.
- Training on Danielson Framework at particular faculty meetings held during the school year in all school buildings.

Inter-rater reliability for all evaluators will be facilitated by individual and small group scoring of teacher videos provided by the District, Erie 2 BOCES, and SED. All Evaluators will practice utilizing rubrics associated with the Danielson's Framework for Teaching to judge videos of lessons. The scores will be calibrated and practice will continue until inter-rater reliability is assured.

Section 30-3.10 of the Rules of the Board of Regents provides that, in order to be certified all evaluators will be trained in the following nine elements:
(1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) Evidence-based observation techniques that are grounded in research

(3) Application and use of the student growth percentile model and any other growth model approved by the Department as defined in section 30-3.2 of this Subpart

(4) Application and use of the State-approved teacher rubric(s) selected by the district/BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher's practice

(5) Application and use of any assessment tools that the school district/BOCES utilizes to evaluate its classroom teachers

(6) Application and use of any locally selected measures of student growth used in the Optional subcomponent of the Student Performance category used by the district/BOCES to evaluate its teachers

(7) Use of the Statewide Instructional Reporting System

(8) The scoring methodology utilized by the Department and/or the district/BOCES to evaluate a teacher under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the Commissioner for the four designated rating categories used for the teacher's overall rating and their category ratings

(9) Specific considerations in evaluating teachers of English language learners and students with disabilities

6.7) Assurances: Teacher Evaluation

Page Last Modified: 09/26/2016

Task 7) Original Required Student Performance Subcomponent

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Goategory, qo4nt

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Page Last Modified: 09/26/2016

7.2) Student Learning Objectives (Original)

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

SLOs must be used for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, math, and/or high school courses with State or Regents assessments. SLOs will be developed using the grades/courses covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district/BOCES must select the type of assessment that will be used with the SLO from the options below.

- If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs must begin first with the SGP results.
- Additional SLOs must then be set based on grades/subjects with State assessments for which there is no State-provided growth measure, where applicable.
- If additional SLOs are necessary, principals must begin with the grade(s)/courses(s) that have the largest number of students using school-wide student results from one of the following assessment options:
- State-approved 3rd party assessment; or
- State-approved district, regionally, or BOCES-developed course-specific assessment.

For each grade configuration indicate the following:

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

Follow the examples below.

	(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

Annual Professional Performance Review - Education Law §3012-d

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Page Last Modified: 09/26/2016

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

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Page Last Modified: 09/26/2016

Task 8) Optional Student Performance Subcomponent

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

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

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

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

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

8.1) Use of the Optional Subcomponent for Student Performance Measures

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

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

For guidance on 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.

East Aurora Union Free School District Principal Improvement Plan Form.docx

11.3) Assurance: Appeals

Please check the box below.

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

11.4) Appeals

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

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

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

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

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's/BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law §3012-d.

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

Appeal Process

1. A principal who receives a "Developing" or "Ineffective" rating on his/her APPR shall be entitled to appeal this rating. This appeal must be in written form and submitted to the Superintendent of Schools who has been trained in accordance with the requirements of the statute and regulation. An evaluation shall not be placed in a principal's personnel file until either the expiration of a thirty (30) business day period during which an appeal could be filed by the principal or the conclusion of the appeal process described herein, whichever is later.
2. The principal must submit a written description of the specific areas of disagreement over his/her performance review, or the issuance and/or implementation of the terms of his/her improvement plan. The district, upon written request, should provide any additional written documents or materials relevant to the appeal for the same. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. These concerns are limited to those matters that may be appealed as prescribed in Section 3012-d of the Education Law:
3. Substance of evaluation
4. Adherence to standards and methods
5. Adherence to Commissioner's Regulation
6. Compliance with negotiated procedure
7. Issuance and/or compliance with terms of an improvement plan
8. A principal may not file more than one appeal on the same evaluation.
9. The burden shall be on the principal appealing a rating of Developing or Ineffective.
10. An appeal must be filed in writing within thirty (30) calendar days of the presentation of the document (yearly evaluation and/or improvement plan) to the principal or the right to appeal shall be deemed as waived in all regards.
11. An Appeal Panel will consist of: School Business Administrator
12. Building Level Principal of the Appellant's Choice
13. Director of Curriculum, Instruction & Personnel/CIO
14. The Superintendent will respond to the appeal with a written response acknowledging the appeal and directing further administrative action. This correspondence should be made within fifteen (15) business days of the receipt of the appeal. The response should include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal.
15. The Appeal Panel and appellant will meet within ten (10) business days of the written response to review the appeal and either modify the principal evaluation rating or deny the appeal. The appeal hearing shall be conducted in no more than one business day unless extenuating circumstances are present and all parties agree to a second day. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.
16. The principal shall have the opportunity to present his/her case which may include the representation of witnesses and/or affidavits in lieu of testimony. Following this the school district may refute the presentation. If the school district does present a case, the principal will have the right to present a rebuttal case.
17. A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. The decision shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal, and will be final and binding. If the appeal is sustained, the reviewer may set aside or modify a rating. A copy of the decision shall be provided to the principal, the Superintendent and all members of the Appeal Panel.

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.

Training and Certification All Evaluators
The District has established procedures to train and certify all evaluators(evaluators, lead evaluators and independent evaluators) .The District will use a combination of the training programs listed below to establish proficiency and certify all evaluators. The District will follow these procedures to certify or re-certify all evaluators on an annual basis. All evaluators will receive training annually of between 22-25 hours.
Training will be contracted from Erie 2 Chautauqua-Cattaraugus BOCES *a*s well as the Regional Superintendent DCC meeting on the ***MPPR*** rubric.

- Direct training on the e-Doctrina web-based utility for archiving and communicating APPR ratings from Erie 2 BOCES
- Annual training from Erie 2 BOCES
- Continued training on inter-rater reliability during monthly administrative meetings over the course of the school year.
- Training on MPPR at Administrative cabinet meetings.

Inter-rater reliability for all evaluators will be facilitated at individual and small group meetings of the administrators and the Superintendent. The scores will be calibrated and practice will continue until inter-rater reliability is assured.
Section 30-3.10 of the Rules of the Board of Regents provides that, in order to be certified all evaluators will be trained in the following nine elements:
1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) Evidence-based observation techniques that are grounded in research

(3) Application and use of the student growth percentile model and any other growth model approved by the Department as defined in section 30-3.2 of this Subpart

(4) Application and use of the State-approved principal rubric(s) selected by the district/BOCES for use in evaluations, including training on the effective application of such rubrics to observe a principal's practice

(5) Application and use of any assessment tools that the school district/BOCES utilizes to evaluate its building principals

(6) Application and use of any locally selected measures of student growth used in the Optional subcomponent of the Student Performance category used by the district/BOCES to evaluate its principals

(7) Use of the Statewide Instructional Reporting System

(8) The scoring methodology utilized by the department and/or the district/BOCES to evaluate a principal under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the Commissioner for the four designated rating categories used for the principal's overall rating and their category ratings

(9) Specific considerations in evaluating principals of English language learners and students with disabilities

11.7) Assurances: Principal Evaluation

Page Last Modified: 09/26/2016

Task 12) Upload APPR District Certification Form

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

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

APPR District Certification Form 9.26.16.pdf

East Aurora Union Free School District

Date(s) for formative evaluation on progress (lead evaluator and principal will initial each date to confirm the meeting):

December: _

March: _

Other if needed: _

Evidence of Goal Achievement:

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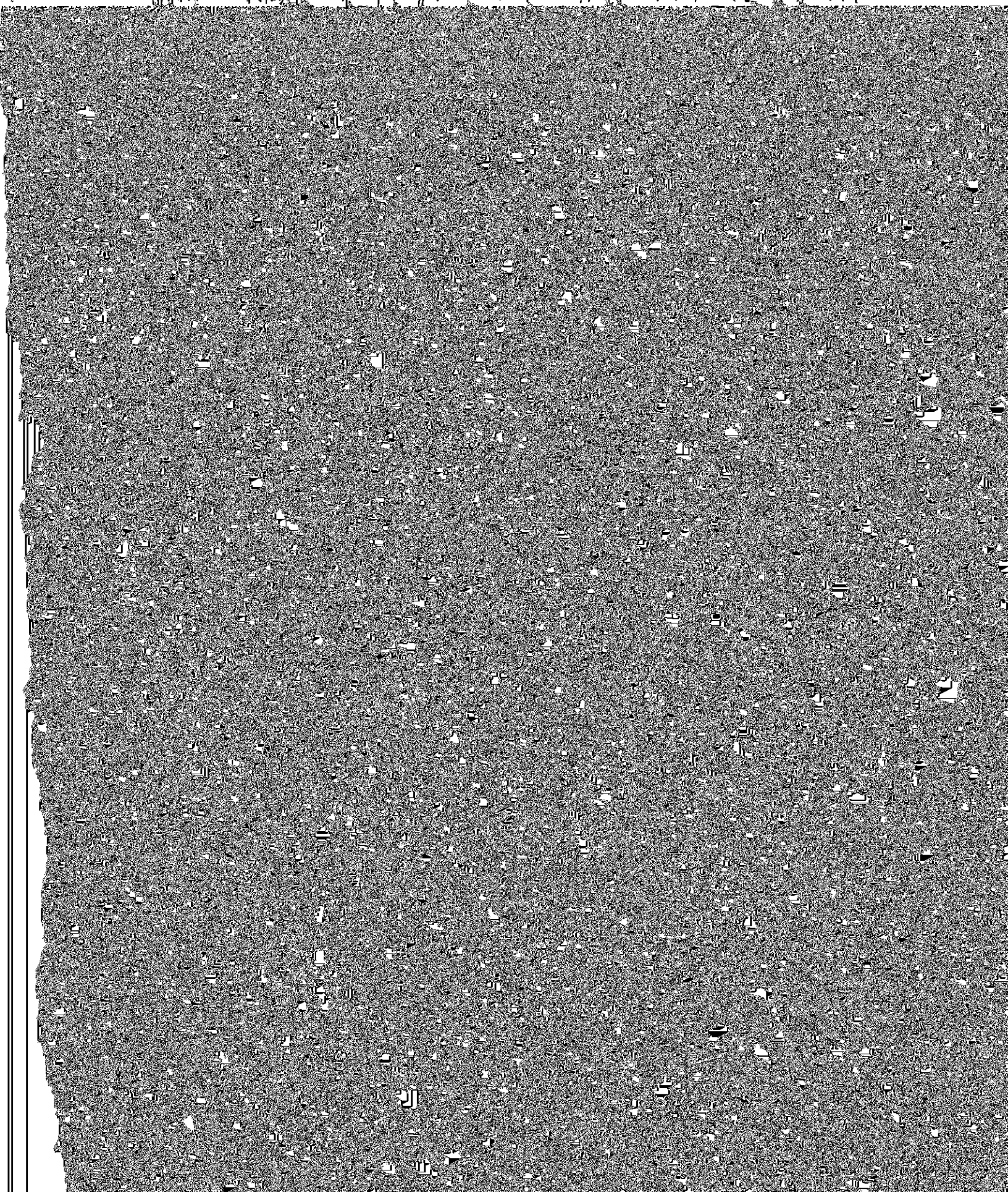
_

_

_

Principal _ Date _

Principal _ Date _

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