August 20, 2020

Revised

Shawn Van Scoy, Superintendent
Gananda Central School District
1500 Dayspring Ridge
Walworth, New York 14568

Dear Superintendent Van Scoy:

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 rati

-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.

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Grade Four

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

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

☑ Common branch

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

Grade 4: Measure Type

District- or BOCES-wide

Grade 4: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade Four: Assessment Type(s)

- ☑ State or Regents assessment(s)

Grade Four: State or Regents Assessment(s)

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

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Grade Six

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

- School- or program-wide results: scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- School- or program-wide group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' coursesgroup/team of tea3/f gs01

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Grade Six (Departmentalized) Measure and Assessment(s)

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

Grade 6: Measure Type

District- or BOCES-wide

Grade 6: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 6: Assessment Type(s)

☑ State or Regents assessment(s)

Grade 6: State or Regents Assessment(s)

☑ ELA Regents

☑

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Grade Seven

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

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

☑ Departmentalized - all core subjects use the same measure and assessment(s)

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Grade Seven (Departmentalized) Measure and Assessment(s)

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

Grade 7: Measure Type

District- or BOCES-wide

Grade 7: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 7: Assessment Type(s)

- ☑ State or Regents assessment(s)

Grade 7: State or Regents Assessment(s)

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

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Grade Eight Measures and Assessments

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

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

☑ Departmentalized - all core subjects use the same measure and assessment(s)

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

High School Regents Math: Measure Type

District- or BOCES-wide

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

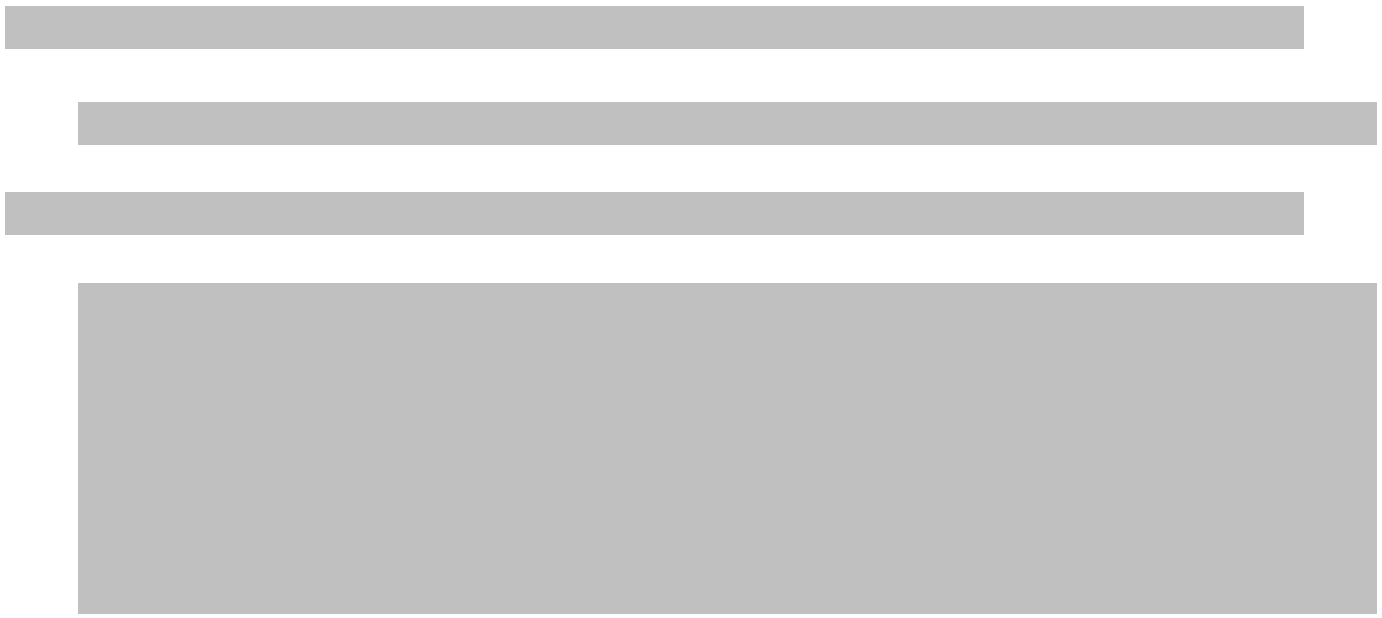
District- or BOCES-wide results

High School Regents Math: Assessment Type(s)

- ☑ State or Regents assessment(s)

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

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



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High School Regents Social Studies: Measures and Assessments

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

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

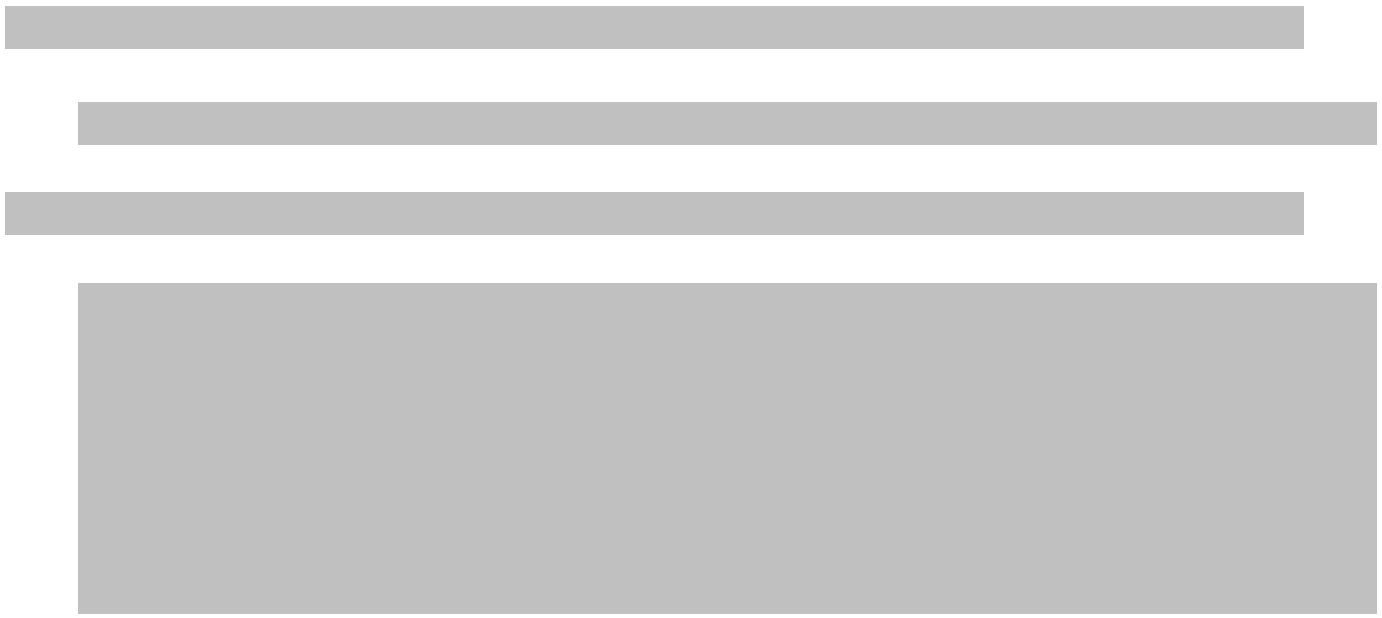
- School- or program-wide results: scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- School- or program-wide group or team results: scores and ratings for a group or team of teachers will be based on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

> District- or BOCES-wide

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

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

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



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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	☑ ELA Regents ☑ Algebra I Regents ☑ Geometry Regents ☑ Algebra II Regents ☑ Living Environment Regents ☑ Earth Science Regents ☑ Chemistry Regents ☑ Physics Regents ☑ Global History Regents ☑ US History Regents		

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Optional Student Performance Subcomponent

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

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

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

Options for measures and associated assessments include:

- Option (A) A second SLO, provided that this SLO is different than that used in the required subcomponent;
- Option (B) A growth score based on a statistical growth model, where available, for either State-created or -administered assessments or State-designed supplemental assessments;
- Option (C) A measure of student growth, other than an SLO, based on State-created or -administered assessments or State-designed supplemental assessments;
- Option (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments;
- Option (E) An achievement benchmark on State-created or -administered assessments or State-designed supplemental assessments; or
- Any other collectively bargained measure of student growth or achievement included in the LEA's evaluation plan.

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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Please check each of the boxes below.

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

Teacher Observation Scoring Bands

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

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

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

HEDI Ranges

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

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

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

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

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

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.75	2.49

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

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.74

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Teacher Observation Subcomponent Weighting

Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators
- At least 80% of the Teacher Observation category score

Required Subcomponent 2: 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 LEA is granted an annual Rural/Single Building Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through th use of one or more evaluators selected and trained by the LEA, who are different than the evaluator(s) who conducted the observation(s) required to be performe the principal/supervisor or other trained administrator. If the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department this subcomponent will be satisfied through the processes described in that application.

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

Principal/Administrator [Required]	Independent Evaluator(s) [Required]	Peer Observer(s) [Optional]	Grades and subjects for which Peer Observers will be used
90%	10%	0% (N/A)	(No Response)

Observation Assurances

Please check all of the boxes below.

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

Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators

At least one observation must be conducted by building principal or other trained administrator and at least one of the required observations must be unannounced (across both required subcomponents).

- LEAs may locally determine whether to use more than one observation by principal or other trained administrator.
- Nothing shall be construed to limit the discretion of management to conduct observations in addition to those required by this section for non-evaluative purposes.
- The frequency and duration of observations are locally determined.
- Observations may occur in person or by live or recorded video, as determined locally.

Indicate the minimum number of unannounced and announced observations by principal(s) or other trained

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Appeal Assurance

Please check the box below.

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

Appeals

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

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

(i) in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally;

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

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

(4) the LEA's issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the R of the Board of Regents.

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

Grounds for an Appeal

An appeal may be filed challenging the teacher's overall APPR rating if the teacher receives an overall rating of "Ineffective " or "Developing" based upon one or more of the following grounds:

A teacher may appeal only the following with respect to his or her annual professional performance review:

1. the substance of his or her performance review where the teacher was rated Ineffective on the Student Performance Category, but was rated Highly Effective on the Observation Category based on anomaly;
2. the school district's adherence to standards and methodologies required for such reviews, pursuant to Education Law section 3012-d and to applicable Regulations of the Commissioner of Education;
3. the District's issuance and/or implementation of the terms of a Teacher Improvement Plan under Education Law section 3012-d and the applicable Regulations of the Commissioner of Education; and
4. compliance with any locally negotiated procedures, as required by Education Law section 3012-d and the applicable Regulations of the Commissioner of Education.

In order to be timely, the notification of the APPR appeal concerning a teacher shall be filed with the Evaluator, in writing, by September 15th of the subsequent school year for which the rating was given, and/or outcome of the Teacher Improvement Plan was identified. The appeal must set forth the specific basis for the appeal, including the teacher's evidence and rationale to justify a change in rating and the remedy sought. Notification of the appeal shall be provided to the Superintendent of schools or his designee and the Association President. Material not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

Step 1 – Conference with the Evaluator.

Upon receipt of the unit member's written appeal, the evaluator will hold a conference with the unit member to discuss the appeal within ten (10) school days. The unit member shall, upon request, be entitled to an Association representative being present. The conference shall be an informal meeting wherein the evaluator and the employee are able to discuss the evaluation and the areas of dispute. Within five (5) school days, the Evaluator will respond in writing to the unit member (with copies to the Superintendent and Association President).

If the unit member is not satisfied with the outcome, he/she may proceed to the second step. The second step shall be initiated by the unit member notifying the Superintendent and Association President in writing, within five (5) school days of receipt of the Evaluator's response.

Step 2 – Hearing with the Superintendent.

Upon receipt of the request, a hearing shall be scheduled within ten (10) school days. Appeals shall be decided in a final and binding manner.

The hearing shall be a formal meeting, wherein the unit member presents his/her appeal and supporting evidence to the Superintendent for deliberation. The unit member may have union representation. After the unit member has presented, the Evaluator will then present his/her evidence to the Superintendent. These presentations will take place separately. The Superintendent shall render a decision in writing within ten (10) school days of the conclusion of hearing.

The decision of the Superintendent shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The District and Association Superintendent shall have the authority to rescind, modify, or affirm the rating of observations (announced and unannounced), structured reviews, TIPS, and overall Annual Professional Performance Review rating. A revised evaluation may be ordered by the Superintendent and if so ordered the Superintendent will decide how that revised evaluation will be done and a timeline for completion. The decision of the Superintendent is final and binding and is not be subject to the grievance procedure in the collective bargaining agreement. The written appeal, written responses and final determination will be included in the unit member's personnel file.

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

Assurances

Please check all of the boxes below.

- ☑ Assure that for any SLO based, in part, on the New York State grade four science assessment, once the assessment is no longer administered the SLO will utilize only the remaining assessments.
- ☑ For principals evaluated using an SLO, assure that such SLO is determined locally in a manner consistent with the goal-setting process determined by the Commissioner.
- ☑ For principals evaluated using an SLO, assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
- ☑ For principals evaluated using an SLO, assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
- ☑ For principals evaluated using an SLO, assure that if the principal's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the principal's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in SLO Guidance.
- ☑ For principals evaluated using an input model, assure that all applicable principals will be evaluated using the procedures described herein and approved by the Commissioner.
- ☑ Assure that processes are in place for the superintendent to monitor SLOs and input models.
- ☑ 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.

Required Student Performance for Principals

Please choose the option that best describes the required student performance subcomponent for principals in your LEA.

- ☑ The same measure(s) and assessment(s) will be used for all principals
- ☐ Different measure(s) and assessment(s) will be used for different grade configurations/programs

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All Principals

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

Student performance based on a Student Learning Objective (SLO)

An individually attributed SLO measure

> Principal and building/program-specific

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

A collectively attributed SLO measure

> District- or BOCES-wide

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

Student Performance based on an Input Model

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

Selection of the Input Model will require:

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

All Principals: Measure Type

Student Learning Objective (SLO)

Highly Effective			Effective			Developing		Ineffective														
20	19	18	17	16	15	14	13															

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Principal School Visit Category

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

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

Principal Practice Rubric

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

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

Rubric 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 LEA, provided that LEAs may locally determine whether to use different rubrics for a principal assigned to different programs or grade configurations as indicated in the table above.
- ☑ Assure that the same rubric(s) is used for all school visits for a principal across the school visit types in a given school year.

Process for Weighting Rubric Domains/Subcomponents

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

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

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

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

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

All observable components will be weighted equally and averaged.

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Scoring Assurances

Please check each of the boxes below.

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

Principal School Visit Scoring Bands

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

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

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

HEDI Ranges

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

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

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

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

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

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	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.75	2.49

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

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.74

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

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

- Peer principals are trained and selected by the LEA.
- Trained peer principals must have received an overall rating of Effective or Highly Effective in the prior school year.
- School visits may not occur by live or recorded video.

Indicate the minimum number of unannounced and announced school visits by trained peer principal(s) in the table below.

If the optional subcomponent will not be used, please indicate "N/A" for the minimum number for both unannounced and announced school visits for "All Principals."

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

Peer Principal School Visit Assurances

Please check all of the boxes below.

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

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Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

Category Scoring Ranges

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

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

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

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

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

Scoring Matrix for the Overall Rating

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

		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

Category and Overall Rating Assurances

Please check all of the boxes below.

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

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Additional Requirements

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

Principal Improvement Plan Assurances

Please check each of the boxes below.

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

Principal Improvement Plan Forms

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

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

As a required attachment to this APPR plan, upload the PIP forms that are used in the LEA.

Princ Improvement Plan.3.pdf

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Training Assurance

Please check the box below.

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

Training of Lead Evaluators, Evaluators, Independent Evaluators, and Peer Principals and Certification of Lead Evaluators

The process for training evaluators, including impartial and independent evaluators and peer principals, and certifying and re-certifying lead evaluators must inclu

1) the process for training lead evaluators and evaluators, including impartial independent evaluators and peer principals;
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 approximate duration (how many hours, days) of such training.

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

All evaluators, including lead evaluators, evaluators and independent evaluators will be trained on the Reeves Rubric using District Created Reeves Training, or BOCES delivered Reeves Training. Initial training constitutes approximately 12 hours and is provided by Wayne-Fingerlakes BOCES. Recalibration will occur yearly, among evaluators, via collaborative parallel scoring followed by discussions. All retraining will be provided at 4 of the monthly meetings by Wayne-Fingerlakes BOCES and Wayne-Fingerlakes Superintendents Association for approximately 2 hours over the course of the year. Upon completion of training or retraining, the Gananda CSD Board of Education will certify and recertify all evaluators annually, at the re-organizational meeting. Training and retraining will include the 9 required elements from regents rules 30-3.10. Additionally, all evaluators will perform 2 hours of parallel scoring per year for inter-rater reliability purposes.

APPENDIX M

Gananda Teacher Improvement Plan (TIP)

STATUS:
Non Tenured
Tenured
Other_____

DATE FINAL EVALUATION CONDUCTED:_____
Developing
Ineffective
Other_____

Teacher:_____ Tenure ☐ Area:_____ Observation Dates:_____

Evaluator:_____ Position:_____

Participants (in meeting): _____

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective.

____Domain 2: The Classroom Environment___Domain 3: Instruction

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list effective activities to support the teacherÕs improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

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TIP Progress Monitoring Conference(s)

Teacher and administrator should initial next to their comments after each monitoring conference.

Date: Administrator Comments: Teacher Comments:	Administrator Initials: Teacher Initials:
Date: Administrator Comments: Teacher Comments:	Administrator Initials: Teacher Initials:
Date: Administrator Comments: Teacher Comments:	Administrator Initials: Teacher Initials:
Date: Administrator Comments: Teacher Comments:	Administrator Initials: Teacher Initials:

Final TIP Conference

EvaluatorÕs Comments:

EvaluatorÕs Signature: _____ Date _____

EducatorÕs Comments:

EducatorÕs Signature _____ Date _____

cc: Superintendent, Association President and Shared Administrator (if applicable)

PIP Progress Monitoring Conference(s)

Superintendent and Principal should initial next to their comments after each monitoring conference.

Date: Principal Comments: Superintendent Comments:	PrincipalInitials: Supt.Initials:
Date: Principal Comments: Superintendent Comments:	PrincipalInitials: Supt.Initials:
Date: Principal Comments: Superintendent Comments:	PrincipalInitials: Supt. Initials:
Date: Principal Comments: Superintendent Comments:	PrincipalInitials: Supt. Initials:

Final PIP Conference

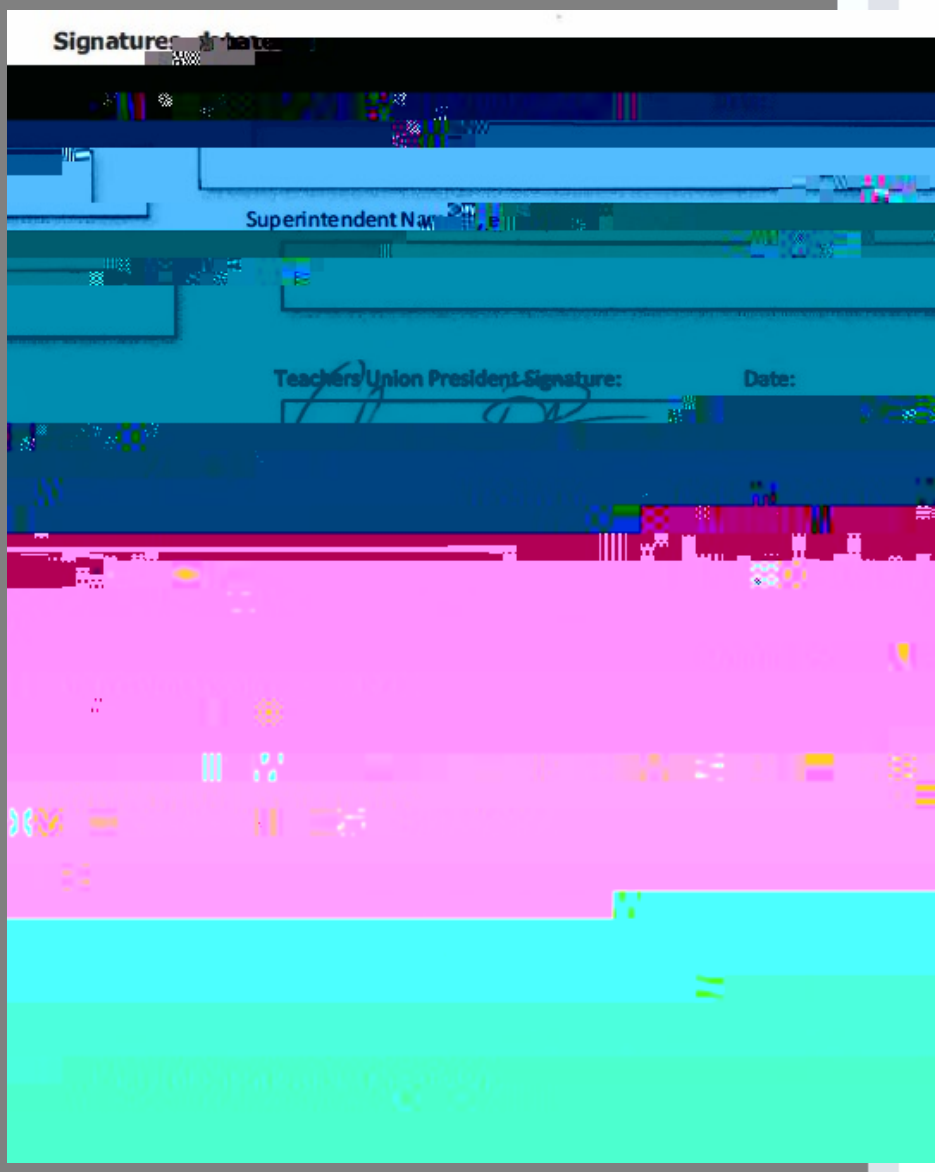
EvaluatorÕs Comments:

EvaluatorÕs Signature: _____ Date _____

PrincipalÕs Comments:

PrincipalÕs Signature _____ Date _____

cc: Superintendent, Association President


Signatures
Superintendent Name
Teachers Union President Signature:
Date:

visits;

- Assure that it is possible for a teacher or principal to obtain each possible score in the scoring ranges, including 0, for each subcomponent and that the LEA shall ensure that the process by which weights and scoring ranges are assigned to subcomponents and categories is transparent and available to those being rated before the beginning of each school year;
- Assure that if a second measure for the Student Performance category is locally selected, then the same locally selected measures of student growth or achievement will be used across all classrooms in the same grade/subject, for teachers, or similar [illegible] configurations/programs for principals, [illegible] practicable;
- Assure that all growth targets represent a minimum of one year of expected growth;
- Assure that any material changes to this APPR plan will be submitted to the Commissioner for approval by October 1st of each school year;
- Assure that the LEA 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 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; provided that teacher administered classroom quizzes or exams, portfolio reviews, or performance 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 or 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

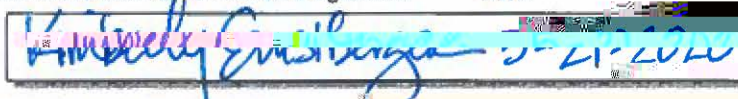
Superintendent Signature: Date:

Superintendent Name (print):

Teachers Union President Signature: Date:

Teachers Union President Name (print):

Administrative Union President Signature: Date:



Administrative Union President Name (print):

Board of Education President Signature: Date:

Board of Education President Name (print):