PLEASE NOTE:

In April 2019, the Governor signed into law an amendment to Education Law 3012-d. Those statutory changes allow a school district/BOCES to continue to implement its currently approved APPR plan, including the transition measures that are to replace any measures based on the grades three through eight English language arts and mathematics State tests, until such time as its existing collective bargaining agreement expires and until entry into a successor agreement.

Accordingly, your district/BOCES may continue to implement its currently approved plan, including the measures described in the Supplemental Form for Removal of aimsweb, until such time that as a new collective bargaining agreement is entered into between the district/BOCES and its bargaining units.

Until such time as your district/BOCES received approval of a new APPR plan consistent with the requirements of Education Law 3012-d as amended by the Laws of 2019, teachers and principals must continue to be provided with their APPR scores and ratings calculated based on the measures in your currently approved APPR plan *without any modifications, substitutions, or replacements.*

Only documents that are incorporated by reference in your APPR plan have been reviewed and are considered as part of your district's/BOCES' approved APPR plan; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your plan but not incorporated by reference 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 - Removal of aimsweb

Removal of aimsweb supplemental form - Information and Instructions

Page Last Modified: 02/20/2020

Instructions

This form is applicable to APPR plans approved prior to April 12, 2019 for the removal of aimsweb only. To make any other changes to an APPR plan, submit a material change using the "Annual Professional Performance Review - Education Law §3012-d, amended in 2019" form.

The measures indicated on this form apply beginning in the 2019-20 school year.

Pearson discontinued the aimsweb assessment at the conclusion of the 2018-19 school year. aimswebPlus is available for use in APPR plans beginning in the 2019-20 school year.

If aimsweb is used in an LEA's APPR plan, the LEA must indicate which assessment(s) will be used beginning in the 2019-20 school year and beyond for applicable educators.

Use the following pages to select the measures and assessments that will be used in the 2019-20 and 2020-21 school years and in 2021-22 and beyond for all educators whose evaluation includes aimsweb per the currently approved APPR plan.

Page Last Modified: 02/20/2020

Teachers

Please make an appropriate selection below.

- ☑ The measures and assessments selected in this section will apply to applicable teachers beginning in 2019-20 school year.
- ☐ aimsweb is not included in the currently approved APPR plan for any teacher. (Proceed to Task 7)

Measures and Assessments 2019-20

MEASURES

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

An individually attributed SLO is based on the student population of a course for which the teacher directly contributes to student learning outcomes.

> 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.

Collectively attributed measures

A collectively attributed SLO is based on a student population across multiple sections of the same course or across multiple courses where more than one teacher either directly or indirectly contributes to student learning outcomes. When determining whether to use a collectively attributed SLO, the LEA should consider:

- identifying which measures and assessments could be used to encourage partnerships or teams where teachers have an opportunity to collectively impact student learning;
- identifying which assessments could be used to help foster and support an LEA's focus on a specific priority area(s);
- the impact on the LEA's ability to make strong and equitable inferences regarding an individual educator's effectiveness; and
- when using multiple measures, the appropriate weight of each measure that reflects individually and collectively attributed results.

> 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.

ASSESSMENTS

Any of the measures above may be used with one or more of the following assessment types.

- **State assessment(s)**; or

  Assessment(s) that are selected from the list of State-approved:

- **third party assessments**; or
- **locally-developed assessments** (district-, BOCES- or regionally-developed).

Using the table below, please first select a measure and assessment(s) that will be used in the 2019-20 school year, then indicate the applicable course(s).
Measures for the 2020-21 school year and beyond will be addressed in the following sections.

Page Last Modified: 08/27/2020

Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)	Applicable Course(s)
District- or BOCES-wide results			☑ aimswebPlus	☑ K ELA ☑ 1 ELA ☑ 2 ELA ☑ 3 ELA ☑ 4 ELA ☑ 5 ELA ☑ K Math ☑ 1 Math ☑ 2 Math ☑ 3 Math ☑ 4 Math ☑ 5 Math
School- or program-wide results	☑ Grade 8 Science ☑ Algebra I Regents ☑ Earth Science Regents		☑ aimswebPlus	☑ 6 ELA ☑ 7 ELA ☑ 8 ELA ☑ 6 Math ☑ 7 Math ☑ 8 Math ☑ 6 Social Studies ☑ 7 Social Studies ☑ 8 Social Studies

Other Courses (listed differently than as included in the currently approved plan)
If the option, "Other Courses as listed in Task 2.10 of the currently approved plan" does not apply, please leave that box unchecked in the table above and use the table below to add courses.
You may combine into one course listing any groups of teachers for whom the measure and assessment(s) are the same including, for example, "All courses not named above".

For other courses indicate the following:

- **Column 1: lowest grade that corresponds to the course**
- **Column 2: highest grade that corresponds to the course**
- **Column 3: subject of the course**
- **Column 4: measure used**
- **Columns 5-7: assessment(s) used**

Grade From	**Grade To**	**Subject**	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	5	All courses not named above	District- or BOCES-wide results			☑ aimswebPlus
6	8	All course	School- or	☑ Grade 8 Science		☑ aimswebPlus

KATONAH-LEWISBORO UFSD

Measures and Assessments 2019-20

MEASURES

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

An individually attributed SLO is based on the learning outcomes of a student population within the principal's building or program.

> 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.

Collectively attributed measures

A collectively attributed SLO is based on a student population across multiple buildings/programs of similar grade configuration or across multiple building/programs where the learning activities of one building/program indirectly contribute to student learning outcomes in another building/program. When determining whether to use a collectively attributed SLO, the LEA should consider:

- identifying which measures and assessments could be used to encourage partnerships or teams where there is an opportunity for a collective impact on student learning;
- identifying which assessments could be used to help foster and support an LEA's focus on a specific priority area(s);
- the impact on the LEA's ability to make strong and equitable inferences regarding an individual educator's effectiveness; and
- when using multiple measures, the appropriate weight of each measure that reflects individually and collectively attributed results.

> 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.

ASSESSMENTS

Any of the measures above may be used with one or more of the following assessment types.

- **State assessment(s)**; or

  Assessment(s) that are selected from the list of State-approved:

- **third party assessments**; or

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The measures and assessments selected above are applicable only to the 2019-20 school year.
Please indicate below whether those that will be used in the 2020-21 school year and beginning in the 2021-22 school year are the same or different as the measures indicated for 2019-20.

☑ The measures and assessments that will be used beginning in the 2020-21 school year for applicable principals are the same as those selected for the 2019-20 school year. (Proceed to Certification)

Page Last Modified: 10/23/2020

Upload Statement of Assurances

Please Note: SED Monitoring timestamps each page revision individually and signatures cannot be dated earlier than the last revision. Clicking 'Save' or 'Save & Continue' on any page will alter the last date modified timestamp for that page.

Please download the "Removal of aimsweb assurances" from the list of documents on the left, obtain the required signatures, create a PDF file, and upload the signed and dated form.

KLSD Aimsweb Removal 10-23-20.pdf

Removal of aimsweb supplemental form: Certification

Please complete the assurances and [illegible] below and upload this certification form via the SED Monitoring and [illegible]

Assurances:

Please check the boxes below

☑ Assure that all information provided in the Removal of aimsweb supplemental form is true and accurate as of the date the form is submitted.

☑ Assure that, once this form is approved by the Department, it will be considered part of the LEA's currently approved APPR plan.

☑ Assure that only those educators whose evaluations under the LEA's currently approved APPR plan are based, in whole or part, on aimsweb will be included on the Removal of aimsweb supplemental form and the measures and assessments described on such form shall be used to calculate the Student Performance scores/ratings for these educators.

☑ Assure that the educators for whom the Removal of aimsweb supplemental form applies shall continue to have their Observation/School Visit category scores and ratings and Overall HEDI ratings determined consistent with the LEA's currently approved APPR plan.

☑ Assure that the educators for whom the Removal of aimsweb supplemental form applies shall will continue to have their Overall HEDI rating calculated consistent with the LEA's currently approved APPR plan without modification.

☑ Assure that only the measures and assessments selected on the Removal of aimsweb supplemental form for the 2019-20 school year will be used to calculate the required subcomponent of the Student Performance category for the applicable educators in 2019-20.

☑ Assure that only the measures and assessments selected on the Removal of aimsweb supplemental form for the 2020-21 school year will be used to calculate the required subcomponent of the Student Performance category for the applicable educators in 2020-21.

☑ Assure that only the measures and assessments selected on the Removal of aimsweb supplemental form for the 2021-22 school year and beyond will be used to calculate the required subcomponent of the Student Performance category for the applicable educators in 2021-22 and beyond.

☑ Assure that the provisions applicable to all negotiations conducted on or after the effective date of this application that are subject to collective bargaining.

Signatures:

Superintendent Signature	Name (print)	Date
Board of Education President Signature	Name (print)	Date
Teachers Union President Signature	Name (print)	Date
Administrative Union President Signature	Name (print)	Date

/ THE UNIVERSITY OF THE STATE OF NEW YORK

[redacted]

Commissioner of Education
President of the University of the State of New York
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September 15, 2016

Revised

Andrew Selesnick, Superintendent
Katonah-Lewisboro Union Free School District
P.O. Box 387
Katonah, NY 10536

Dear Superintendent Selesnick:

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,

[redacted]

MaryEllen Elia
Commissioner

Attachment

c: James Ryan

Annual Professional Performance Review - Education Law §3012-d

Task 1. School District Information - Tasks 1.1, 1.2

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Task 1) Disclaimers

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

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

The Department reserves the right to request further information from a district/BOCES to monitor compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. As such, each district/BOCES is required to keep detailed records on file for each section of the currently implemented APPR plan. Such detailed records must be provided to the Department upon request. The Department reserves the right to disapprove or require modification o 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

- ☑ Assurethat 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.
- ☑ Assurethat 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.
- ☑ Assurethat 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.
- ☑ Assurethat it is understood that this district's/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval.

1.2) Submission Status

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

First-time submission under Education Law §3012-d

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2.7)Grades BDC 0 5 and th): LogasurBDCnd tAsc57)Gr/15/2016

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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 teacher 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)
6 Science	School- or program-wide group, team or linked results	☑ Grade 8 Science		
7 Science	School- or program-wide group, team or linked results	☑ Grade 8 Science		
6 Social Studies	School- or program-wide group, team or linked results	☑ Grade 6 ELA ☑ Grade 7 ELA ☑ Grade 8 ELA		
7 Social Studies	School- or program-wide group, team or linked results	☑ Grade 7 ELA		
8 Social Studies	School- or program-wide group, team or linked results	☑ Grade 8 ELA		

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Please check the boxes below.

- ☑ Assurethat 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.
- ☑ Assurethat 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.
- ☑ Assurethat all growth targets are approved by the superintendent or another trained administrator.
- ☑ Assurethat any disagreement between parties regarding the content of the SLO, including the growth target, will be resolved by the superintendent or another trained administrator.
- ☑ Assurethat 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.
- ☑ Assurethat processes are in place for the superintendent to monitor SLOs.
- ☑ Assurethat the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.

2.14) Use of the Optional Subcomponent and Student Performance Category Weighting

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

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

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

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Task 2) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)

The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.

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

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

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

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

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

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

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

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

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

Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)	Applicable Course(s)
District- or BOCES-wide results			☑ aimsweb	☑ K ELA ☑ K Math ☑ 1 ELA ☑ 1 Math ☑ 2 ELA ☑ 2 Math ☑ 3 ELA ☑ 3 Math ☑ 4 ELA ☑ 4 Math ☑ 5 ELA ☑ 5 Math
School- or program-	☑ ☑ ☑		☑	☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑

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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
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 district/BOCES.
- ☑ Assurethat peer observer(s), as applicable, will be trained and selected by the district/BOCES.
- ☑ Assurethat 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	In person	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	1	In person	1	In person	0	N/A
Announced	1	In person	0	In person	0	N/A

Annual Professional Performance Review - Education Law §3012-d

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

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

6.1) Assurances: Teacher Improvement Plans

Please check all of the boxes below.

- ☑ Assurethat 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.
- ☑ Assurethat 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) 2)
differentiated activities to support a teacher's improvemcation Law 43012-d. 6.1)Please check all of the boxes bel28.

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

Tenured teachers may appeal evaluation decisions in accordance with the following:
1. Within two (2) business days of the receipt of a tenured teacher's annual evaluation, the teacher may request in writing an additional meeting with his/her immediate supervisor (the person who completed the evaluation) to have a collegial conversation with the supervisor regarding his/her evaluation. The purpose of such meeting is to explore whether the supervisor wishes to consider any changes in the evaluation based upon new information provided by the teacher.
The immediate supervisor shall provide his/her decision regarding whether he/she has agreed to make any changes in the evaluation within two (2) business days of the meeting noted above.
2. Within two (2) business days of the receipt of the immediate supervisor's decision regarding changes to the evaluation, the teacher may request in writing, an appeal of the evaluation to the Assistant Superintendent of Instruction. In the event that the Assistant Superintendent for Instruction had previously been involved in the evaluation of the teacher, the appeal will be directed to the Assistant Superintendent for Human Resources.
3. The appeal to the Assistant Superintendent must articulate the specific basis for the appeal. Failure to articulate a particular basis for the appeal shall be deemed a waiver of that claim. The appeal may only raise those issues set forth in Section 3012-d of Education Law. As such, the appeal may only challenge the following:
• the substance of the annual professional performance review;
• the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-d of the Education Law;
• the school district's adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures; and
• the school district's issuance and/or implementation of the terms of the teacher improvement plan.
4. Performance ratings of "ineffective" and "developing" are the only ratings subject to appeal. Teachers who receive a rating of "highly effective" or "effective" shall not be permitted to appeal their rating.
5. Upon receipt of the appeal, the Assistant Superintendent shall consult with two members of the bargaining unit annually designated by the Association President concerning the appeals. The teachers shall review all pertinent documents and shall provide the Assistant Superintendent with their professional view of the substance of the appeal at appropriate occasions but within the time frames for appeals set forth. The final determination of the appeals shall be vested in the Assistant Superintendent. The teachers shall keep all information obtained through their participation in review of the appeal in strict confidence.
6. Within ten business days of the receipt of the appeal, the Assistant Superintendent shall provide the teacher with a written determination of the appeal.
7. Within two (2) business days of the receipt of the appeal determination provided by the Assistant Superintendent as noted above, the teacher may request in writing, an appeal of the Assistant Superintendent's determination to the Superintendent of Schools.
The appeal to the Superintendent must articulate the specific basis for the appeal. Failure to articulate a particular basis for the appeal shall be deemed a waiver of that claim.The appeal may only raise those issues set forth in Section 3012-d of Education Law. As such, the appeal may only challenge the following:
• the substance of the annual professional performance review;
• the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-d of the Education Law;
• the school district's adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures; and
• the school district's issuance and/or implementation of the terms of the teacher improvement plan.
8. Performance ratings of "ineffective" and "developing" are the only ratings subject to appeal. Teachers who receive a rating of "highly effective" or "effective" shall not be permitted to appeal their rating.
9. Within ten (10) business days of receipt of the appeal, the Superintendent of Schools shall render a final and binding written determination of the appeal.
10. The determination of the appeal by the Superintendent of Schools shall not be grievable, arbitrable, nor reviewable in any other forum.
11. Non-tenured teachers shall not be permitted to appeal any aspect of their annual evaluation or the school district's implementation of a teacher improvement plan.

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.

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

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

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

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

Each administrator will receive appropriate training regarding the observation and evaluation process. The Board of Education will certify lead evaluators after each administrator documents that s/he has completed training in the nine required areas (Regents Rule 30-3.10). Independent observers will receive training on the three required elements (Regents Rules 30-3.10). Components of the training will be accomplished through participation in professional development in district, attendance at courses and workshops offered by Putnam-Northern Westchester BOCES or other entities, or completion of online courses or webinars. The District will include regular professional development focusing on the observation process

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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.

- ☑ Assurethat, 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.
- ☑ Assurethat 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.
- ☑ Assurethat individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.
- ☑ Assure

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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)

Annual Professional Performance Review - Education Law §3012-d

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

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7.3) HEDI Scoring Bands

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

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

For more information on principals with more than one growth measure, please see NYSED APPR Guidance and SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

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

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

7.5) Assurances

Please check all of the boxes below.

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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 mode 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

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Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	5	District- or BOCES-wide results			☑ aimsweb
6	8	Principal-specific results	☑ Grade 8 Science ☑ Common Core Algebra ☑ Earth Science		☑ aimsweb

7.3) HEDI Scoring Bands

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

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

For more information on principals with more than one growth measure, please see NYSED APPR Guidance and SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

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

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Task 8) 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.

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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:	3.51	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.51	3.50

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.51	2.50

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.50

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%.

Required - Supervisor/ Adminstrator	Required - Independent Evaluator(s)	Optional - Peer Observer(s)	**Grade configurations for which Peer Observers will be used**
85%	15%	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. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- ☑ Assure that the length of all school visits for principals will be conducted pursuant to the locally-determined durations.
- ☑ Assure that independent evaluator(s) will be trained and selected by the district/BOCES.

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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.

	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	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.

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

Who Can File an Appeal

All tenured principals receiving a rating of ineffective or developing (or its substantive equivalent, should that term not be employed) shall have the right to appeal their APPR or improvement plan as described below.

Probationers and principals with ratings other than ineffective or developing shall have no right to appeal an APPR rating or improvement plan.

When an Appeal Can Be Filed

All appeals must be submitted in writing no later than 15 calendar days from the date when the principal received his/her ineffective or developing rating or PIP. Failure to file an appeal within this time frame shall be deemed a waiver of the right to appeal. This period shall be tolled for any days during said 15 day period that the principal is on vacation or out sick. The challenge should be submitted to the evaluator, with a simultaneous copy to the District Clerk. For the purposes of this Procedure, the date of submission will be considered to be the date of receipt.

Before filing a written appeal, a principal may first request an informal meeting with the evaluator to discuss the matters of concern, but this does not extend the 15-day snce Review - vemenec dat6d9pan <</MCID 7 atBDC T* (WhSe chalContan a2016 02:14 PM)Tj EMC 0pan <</MCID thicto bee to fi(All aplud

Please check all of the boxes below.

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

11.9) Assurances Data

Please check all of the boxes below.

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

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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.

APPR3012d_DistrictCertificationForm091516.pdf

TEACHER IMPROVEMENT PLAN

A Teacher Improvement Plan (TIP) is intended to help teachers improve professionally. It is to be developed in collaboration with the teacher and the supervisor. A District Office administrator and/or counsel may be present at the initial meeting or at any other meetings during the process. At the request of the teacher, an Association representative may participate at the initial meeting or any other meetings during the process. The development of the TIP should be a professional, constructive conversation identifying a plan to resolve issues and identify resources to help the teacher.

Any teacher who receives a Developing or Ineffective overall rating through the Annual Professional Performance Review (APPR) will be placed on an improvement plan to address performance concerns. The attached forms will be used in designing the plan.

The supervisor will convene a conference with the teacher at a mutually agreeable time but no later than five school days from the first student day in September following the school year in which the Developing or Ineffective rating was assigned. The supervisor will bring a first draft of a plan designed to improve the targeted areas. At the conference, the teacher will have an opportunity to suggest revisions to the plan and/or to ask for additional support to assist the teacher in meeting the expectations of the plan. The plan put in place shall reflect the collaboration of the teacher and administrator.

Implementation of an initial plan is optimal if begun no later than ten school days from the first student day in September following the school year in which the Developing or Ineffective rating was assigned. Any adjustments to the written plan must be finalized by the supervisor and provided to the teacher no later than October 1

Katonah-Lewisboro School District
Teacher Improvement Plan

Teacher:

School:

Date of Documentation of Concern:

Date of Collaborative Conference:

Time Period of Plan:

A. Description of Need: Not all areas may need to be addressed in the plan

1. Knowledge of Students and Student Learning

B. Description of Desired State: Not all areas may need to be addressed in the plan

1. **Knowledge of Students and Student Learning** –

2. **Knowledge of Content and Instructional Planning** –

3. **Instructional Practice** –

4. **Learning Environment** –

5. **Assessment for Student Learning** –

6. **Professional Responsibilities and Collaboration** –

7. **Professional Growth** –

C. Description of observational evidence and artifacts which will document improvement: Not all areas may need to be addressed in the plan

1. **Knowledge of Students and Student Learning –**

2. **Knowledge of Content and Instructional Planning**

D. Differentiated Activities, Specific Interventions and Time Frame for Implementation: (modify as appropriate)

1. By (date), the supervisor will have assigned a mentor to the teacher.
2. By (date), the teacher will have signed up for (workshop/conference/course) to attend on (date).
3. By (date), the teacher will have scheduled a peer observation with (name) to occur on a date prior to (date).
4. By (date), the teacher will submit plans electronically for the week of (date) to the supervisor.
5. By (date), the teacher will submit electronically informal assessment data to the supervisor.
6. By (date), the teacher will submit electronically parent communication to the supervisor.
7. By (date), the teacher will submit electronically formal assessment data to the supervisor.

E. Conferring with the supervisor to monitor plan:

[To be completed by evaluator in consultation with principal]