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

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

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

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

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

Variance Application Timeline

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

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

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

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

Variance Assurances

Please check all of the boxes below

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

Teacher Variance

Please check the appropriate box below.

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

Principal Variance

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

Please check the appropriate box below.

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

Required Student Performance Subcomponent

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

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

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

A description of the measure(s) of student growth to be used (e.g., the SLO goal setting process; SLO components),

Applicable evidence of student learning (e.g., how growth will be measured through various forms of assessment, evaluation of student performance),

A method for converting student results to a score on a scale from 0-20,

A scale for conversion of the score of 0 to 20 to a HEDI rating.

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

Variance Request

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

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

Please make the appropriate selection below.

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

Applicable Teachers

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

Core Teachers

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

	All Core Teachers	Common Branch	ELA	Math	Science	Social Studies
Courses	☑ All core teachers (K-3; 4-8 ELA, math, science, social studies; high school ELA and Regents courses) [if this option is selected, please do not make selections in subsequent columns]					

Other Teachers

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

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

Column 1: lowest grade that corresponds to the course

Column 2: highest grade that corresponds to the course

Column 3: subject of the course

Follow the examples below to list other courses.

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

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

Grade From	Grade To	Subject
K	8	All courses not named above

Applicable Areas

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

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

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 2. TEACHERS: Required Student Performance - Applicability

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

- ☑ Measures of student growth
- ☑ Evidence of student learning

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

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

Measures of Student Growth

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

The District and the Association agree to use Measures of Academic Progress ELA and Math as a District-wide measure of student growth for all teachers evaluated pursuant to education law section 3012-d for the 2020-21 school year.
A 0-20 point score and corresponding HEDI rating shall be provided based upon the percentage of students district-wide that have met their growth targets as delineated within the teacher Student Learning Objectives.

Measures Assurance
Please check the box below.

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

Evidence of Student Learning

Please identify any evidence of student learning to be used. A description of how growth will be measured through various forms of assessment should be included in the last section of this variance request.

Type(s) of Evidence

☑ Third party assessment(s)

Third Party Assessment(s)

☑ MAP Growth (content-specific)

If a third party assessment is not listed, identify below.

(No Response)

Variance Details

Please read the questions below and answer <u>each</u> prompt in a concise manner.

Rationale

Please provide a rationale for this variance request.

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

Student learning is always relative to the individual learning characteristics of each student, and Measures of Academic Progress embeds the student's own relative performance within the growth goal. The teaching style has changed significantly during the last six months and teachers need timely, accurate assessment information now more than ever to ensure students are learning. Remote learning is brand new to students and to teachers and so this will allow more accurate diagnostic information in a timely manner. It will be easier to administer the MAP assessment during the time of CoVid.

Standards and Procedures

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

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

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

ELA and/or Math (depending upon whether the teacher is common branch or departmentalized) Measures of Academic progress assessment results will be used to inform student instruction in order to account for the relative growth of the students during the pandemic as further delineated above. The student performance on the diagnostic assessments will be benchmarked against their performance on the assessment administered at the end of the school year in order to measure student growth, taking into consideration prior academic history, ELL status and SWD status.
The District will administer the MAP assessment three times during the school year to allow for immediate adjustments to instruction based on the information.

Rigor

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

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

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

MAP sets its own growth targets based on student baseline performance. Rigorous and comparable measures will be maintained by adhering to timelines for administration of the selected assessment to benchmark student growth. The data obtained from these formative assessments will be used to inform instruction and professional development.
Principals will be working closely with teachers to ensure that instructional time is maximized, based on the data, and that maximum growth is achieved for students under the circumstances working in the CoVid environment.

Professional Learning

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

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

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

The District will work with teachers to understand the data and use it to inform professional learning opportunities and student instruction. The Measures of Academic Performance does have a correlation to state level proficiency and the District will use that information to support teachers and drive student instruction.
We have been using MAP for years and have been having associated professional development opportunities through workshops, conferece days, etc. We meet as a school to discuss trends. The principals and the director of curriculum meets with small groups and individual teachers throughout the year to ensure understanding of the data and to inform decisions moving forward at the school, grade level, classroom, and even at the student level.

Effectiveness of Implementation

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

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

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

The Measures of Academic Progress has been given three times a year for almost ten years now. We examine and use both short and long term data to drive instructional decision making, long term goals, short term goals, and evaluate progress of our curriculums and systems. This data has been incredibly meaningful to us as a District and will continue to be our main point of academic growth information for years to come.

Use of the Optional Student Performance Subcomponent & Weighting

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

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

Required Student Performance Variance Assurances

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

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

Variance Request

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

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

Please make the appropriate selection below.

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

Variance Request

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

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

Please make the appropriate selection below.

☑ The details of the variance request for the teacher observation category is described in the subsequent section.

Applicable Teachers

Please indicate all teachers to whom this teacher observation variance request applies.

Core Teachers

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

	All Core Teachers	Common Branch	ELA	Math	Science	Social Studies
Courses	☑ All core teachers (K-3; 4-8 ELA, math, science, social studies; high school ELA and Regents courses) [if this option is selected, please do not make selections in subsequent columns]					

Other Teachers

☐ Teachers of other courses are not included in this teacher observation variance request.

☑ Teachers of other courses included in this teacher observation variance request are listed in the table below.

Fill in the following for all other teachers in additional grades/subjects that are included in this teacher observation variance request:

Column 1: lowest grade that corresponds to the course

Column 2: highest grade that corresponds to the course

Column 3: subject of the course

Follow the examples below to list other courses.

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

Click "Add Row" to add additional courses. Only list additional courses if they are included in this teacher observation variance request.

Grade From	Grade To	Subject
K	8	All courses not named above

Applicable Areas

A variance may be requested for the following components of the teacher observation subcomponent:

- Teacher practice rubric
- Rating and scoring of the teacher practice rubric
- Weighting of the domains/subcomponents of the teacher practice rubric
- HEDI scoring bands
- Weighting of the teacher observation subcomponents
- Required principal/supervisor observations
- Required independent evaluator observations
- Optional peer observations

Please indicate the area(s) of the teacher observation subcomponent for which a variance is being requested.

- ☑ Teacher observation subcomponent weighting
- ☑ Required principal/supervisor observations
- ☑ Required independent evaluator observations

Teacher Observation Subcomponent Weighting

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

Principal/Administrator	Independent Evaluator(s)	Peer Observer(s)	Group for which this weighting will apply. If the indicated weighting will be used for all teachers listed in the 'Applicability' section, note "All Teachers."
100	0	0	Tenured Teachers
80	20	0	Probationary Teachers

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

At least one observation must be conducted by the building principal or another trained administrator.

Indicate the minimum number of unannounced and announced observations by principal(s) or other trained administrators, as well as the method of observation, in the table below.
If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.

	Minimum number of observations	**Observation method** (*check all that apply)*	**Other observation method** *(only complete if 'Other' is selected in the previous column)*
Unannounced	0	☑ N/A	(No Response)
Announced	1	☑ Live	(No Response)
Totals:	**1**		

To which teachers does the information in the above table apply?

☑ A subgroup of teachers listed in the 'Applicability' section (provide details below).

Describe the subgroup of teachers to whom the information in the table above applies (i.e., probationary teachers), then complete the next page for an additional subgroup.

Probationary Teachers

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

At least one observation must be conducted by the building principal or another trained administrator.

Describe the subgroup of teachers to whom the information in the table below applies (i.e., tenured teachers).

Tenured Teachers

Indicate the minimum number of unannounced and announced observations by principal(s) or other trained administrators, as well as the method of observation, in the table below.
If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.

	Minimum number of observations	**Observation method** (*check all that apply)*	**Other observation method** *(only complete if 'Other' is selected in the previous column)*
Unannounced	1	☑ Live	(No Response)
Announced	0	☑ N/A	(No Response)
Totals:	**1**		

Required Subcomponent 2: Observations by Impartial Independent Trained Evaluator(s)

Independent Evaluator Assurances
Please check all of the boxes below.

- ☑ Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the teacher(s) they are evaluating.
- ☑ Assure that independent evaluator(s) will be trained and selected by the LEA.

Number and Method of Observation
Indicate the minimum number of unannounced and announced observations by impartial independent trained evaluator(s), as well as the method of observation, in the table below. At least one observation must be conducted by an impartial independent trained evaluator.
If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.

	Minimum number of observations	**Observation method** *(check all that apply)*	**Other observation method** *(only complete if 'Other' is selected in the previous column)*
Unannounced	1	☑ Live	(No Response)
Announced	0	☑ N/A	(No Response)
Totals:	**1**		

To which teachers does the information in the above table apply?

- ☑ A subgroup of teachers listed in the 'Applicability' section (provide details below).

Describe the subgroup of teachers to whom the information in the table above applies (i.e., probationary teachers), then complete the next page for an additional subgroup.

Probationary Teachers

Required Subcomponent 2: Observations by Impartial Independent Trained Evaluator(s)

Number and Method of Observation

Describe the subgroup of teachers to whom the information in the table below applies (i.e., tenured teachers).

Tenured Teachers

Indicate the minimum number of unannounced and announced observations by impartial independent trained evaluator(s), as well as the method of observation, in the table below. At least one observation must be conducted by an impartial independent trained evaluator.

If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.

	Minimum number of observations	**Observation method** *(check all that apply)*	**Other observation method** *(only complete if 'Other' is selected in the previous column)*
Unannounced	0	☑ N/A	(No Response)
Announced	0	☑ N/A	(No Response)
Totals:	**0**		

Variance Details

Please read the questions below and answer each prompt in a concise manner.

Rationale

Please provide a rationale for this variance request.

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

Due to the COVID-19 pandemic and the constant state of flux the buildings are in, the district and the association have agreed to a streamlined observation process for the 2020-21 school year in order to focus additional time and energy on professional development related to enhancing the pedagogy of educators in the in-person, hybrid and virtual instructional models.
For the safety of our staff and students, due to potential CoVid exposure, we are removing the independent evaluator from the tenured teachers.

Standards and Procedures

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

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

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

The approach taken by the district for the 2020-21 school year is to appraise tenured educators with an eye towards informing professional development, which is accomplished best by utilizing unannounced observations. This will truly provide a manner to see what is most critical to inform targeted professional development. Probationary educators will still be appraised based upon announced and unannounced observations conducted by their lead evaluator/other trained administrator and we will emphasize the ability to focus on the ability for educators to enhance their skills in transitioning between the in-person, hybrid and remote instructional models through participation in a professional learning community with targeted professional development to inform instruction for students.
We are having informal conferences and conversations throughout the year with teachers on the new instructional methods and procedures and their effectiveness due to the CoVId pandemic. Teachers are trying a lot of new things and through informal conversations, we are shaping their instruction. We have a 3-hour delay on Mondays to allow for these conversations and work.
Probationary teachers will still receive an independent evaluation, as it is important they recieve support and feedback from multiple administrators as they are still new to the career.

Rigor

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

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

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

Rigor will be achieved and maintained by ensuring that evidence-based observation is still used to appraise the observable teaching standards. Data from formative and summative assessment shall still be used to inform instruction, and the district will make decisions regarding professional development needs based upon the rigorous evaluation processes that exist. The District is committed to educational excellence, honing technological skills that will improve teacher practice and pedagogy and will foster a culture of learning for our teachers as they continue to navigate these unusual times.

Professional Learning

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

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

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

The District looks at observation data both within a school year and across school years to inform individual goals, building level goals, and district-wide goals. The District did a yearlong deep dive into studying the Danielson rubric and continues that work in grade level, department level, building, and district wide discussions. The rubric is the basis for all discussions during the observation process and even when not engaged in the process.

The evidence collected from the observations will help us develop specific, targeted staff development for individual and groups of teachers. This will be done through individual conference with teachers, faculty meetings, and administrative team meetings.

In addition, when open for in-person instruction, student arrival is delayed by 3 hours on Monday mornings in order to utilize this time for professional learning and conversation.

Effectiveness of Implementation

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

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

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

The District will continue to work with its teachers to encourage use of diagnostic data from formative assessments to inform instruction, and to measure student learning. Results will be used to inform the need to differentiate instruction and to inform short-term and long-term goals on the individual and macro levels.

The evidence collected from the observations will help us develop specific, targeted staff development for individual and groups of teachers. This will be done during Monday mornings, individual conference with teachers, faculty meetings, and administrative team meetings.

The data will be evalutated regularly and additional observations will be added as necessary based upon individual teacher performance.

Observation Assurances

Please check each of the boxes below as applicable to all teachers included in this teacher observation variance request.

- ☑ Assure that the process for assigning points for the Teacher Observation category will be consistent with the process described in the LEA's approved APPR plan and/or this variance application and in compliance with Education Law Section 3012-d.
- ☑ Assure that once all observations are complete, the process for determining an overall Teacher Observation category score and rating will incorporate the evidence collected across all observations to produce an overall Teacher Observation category rating on a HEDI scale.
- ☑ Assure that it is possible for a teacher to obtain any number of points in the applicable scoring ranges, including zero, in each subcomponent.

Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

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

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

Variance Request

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

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

Please make the appropriate selection below.

☑ A variance is not requested for category ratings for teachers.

Additional Requirements for Teachers

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

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

A form for development of a Teacher Improvement Plan,

A timely and expeditious process for resolving educator's appeals of APPR ratings,

A process for training all evaluators of applicable educators.

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

Variance Request

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

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

Choose the appropriate response below.

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

Required Student Performance Subcomponent

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

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

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

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

Variance Request

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

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

Choose the appropriate response below.

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

Applicable Principals

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

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

Grade From	Grade To
K	3
4	8

Applicable Areas

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

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

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

- ☑ Measures of student growth
- ☑ Evidence of student learning

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

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

Measures of Student Growth

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

The District and the Association agree to use Measures of Academic Progress ELA and Math as a District-wide measure of student growth for all principals evaluated pursuant to education law section 3012-d for the 2020-21 school year.
A 0-20 point score and corresponding HEDI rating shall be provided based upon the percentage of students district-wide that have met their growth targets as delineated within the teacher Student Learning Objectives.

Measures Assurance
Please check the box below.

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

Evidence of Student Learning

Please identify any evidence of student learning to be used. A description of how growth will be measured through various forms of assessment should be included in the last section of this variance request.

Type(s) of Evidence

☑ Third party assessment(s)

Third Party Assessment(s)

☑ MAP Growth (content-specific)

If a third party assessment is not listed, identify below.

(No Response)

Variance Details

Please read the questions below and answer each prompt in a concise manner.

Rationale

Please provide a rationale for this variance request.

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

Principals need timely, accurate assessment information now more than ever to be able to help teachers to ensure students are learning. Remote learning is brand new to students and to teachers and so this will allow more accurate diagnostic information in a timely manner so principals can make building decisions accordingly. It will be easier to administer the MAP assessment during the time of CoVid. Student learning is always relative to the individual learning characteristics of each student, and Measures of Academic Progress embeds the student's own relative performance within the growth goal.

Standards and Procedures

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

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

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

ELA and/or Math (depending upon whether the teacher is common branch or departmentalized) Measures of Academic progress assessment results will be used to inform student growth in order to account for the relative growth of the students during the pandemic as further delineated above.
The student performance on the diagnostic assessments will be benchmarked against their performance on the assessment administered at the end of the school year in order to measure growth, taking into consideration prior academic history, ELL status and SWD status.
The District will administer the MAP assessment three times during the school year to allow for immediate adjustments to instruction based on the information.

Rigor

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

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

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

Rigorous and comparable measures will be maintained by adhering to timelines for administration of the selected assessment to benchmark student growth. The data obtained from these formative assessments will be used to inform instruction and professional development.
District administrators will work with principals, who in turn will be working closely with teachers to ensure that instructional time is maximized, based on the data, and that maximum growth is achieved for students under the circumstances working in the CoVid environment.

Professional Learning

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

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

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

The District will work with principals to understand the data and use it to inform professional learning opportunities and support teachers with student instruction. The Measures of Academic Performance does have a correlation to state level proficiency and the District will use that information to support principals and drive student instruction.
We have been using MAP for years and have been having associated professional development opportunities through workshops, conference days, etc. We meet as a district to discuss trends. The director of curriculum meets with prinicpals throughout the year to ensure understanding of the data and to inform decisions moving forward at the school, grade level, classroom, and even at the student level.

Effectiveness of Implementation

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

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

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

The Measures of Academic Progress has been given three times a year for almost ten years now. We examine and use both short and long term data to drive instructional decision making, long term goals, short term goals, and evaluate progress of our curriculums and systems. This data has been incredibly meaningful to us as a District and will continue to be our main point of academic growth information for years to come.

Use of the Optional Student Performance Subcomponent & Weighting

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

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

Required Student Performance Variance Assurances

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

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

Variance Request

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

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

Please make the appropriate selection below.

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

Variance Request

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

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

Please make the appropriate selection below.

☑ The details of the variance request for the principal school visit category is described in the subsequent section.

Applicable Principals

Please indicate all principals to whom this principal school visit variance request applies.

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

Grade From	Grade To
K	3
4	8

Applicable Areas

A variance may be requested for the following components of the principal school visit subcomponent:

- Principal practice rubric
- Rating and scoring of the principal practice rubric
- Weighting of the domains/subcomponents of the principal practice rubric
- HEDI scoring bands
- Weighting of the principal school visit subcomponents
- Required supervisor/administrator school visits
- Required independent evaluator school visits
- Optional peer school visits

If none of the above components are applicable to the requested variance, please select the last option and complete the next page in a manner that clearly and thoroughly describes the process of evaluating principal practice.

Please indicate the area(s) of the principal school visit subcomponent for which a variance is being requested.

- ☑ Principal school visit subcomponent weighting
- ☑ Required supervisor/administrator school visits
- ☑ Required independent evaluator school visits

Principal School Visit Subcomponent Weighting

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

Superintendent/Administrator	Independent Evaluator(s)	Peer Principal(s)	Group for which this weighting will apply. If the indicated weighting will be used for all principals listed in the 'Applicability' section, note "All Principals."
100	0	0	All Principals

Required Subcomponent 1: School Visits by Supervisor(s) or Other Trained Administrators

Indicate the minimum number of unannounced and announced school visits by supervisor(s) or other trained administrators, as well as the method used, in the table below.
If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the school visit method.

	Minimum number of school visits	**School visit method** (*check all that apply)*	**Other school visit method** *(only complete if 'Other' is selected in the previous column)*
Unannounced	1	☑ In person	(No Response)
Announced	0	☑ N/A	(No Response)
Totals:	**1**		

To which principals does the information in the above table apply?

☑ All principals listed in the 'Applicability' section.

Required Subcomponent 2: School Visits by Impartial Independent Trained Evaluator(s)

Independent Evaluator 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 independent evaluator(s) will be trained and selected by the LEA.

Number and Method of School Visit
Indicate the minimum number of unannounced and announced school visits by impartial independent trained evaluator(s), as well as the method used, in the table below.
If a school visit type is not applicable, please indicate '0' for the minimum number and 'N/A' for the school visit method.

	Minimum number of school visits	**School visit method** *(check all that apply)*	**Other school visit method** *(only complete if 'Other' is selected in the previous column)*
Unannounced	0	☑ N/A	(No Response)
Announced	0	☑ N/A	(No Response)
Totals:	**0**		

To which principals does the information in the above table apply?

- ☑ All principals listed in the 'Applicability' section.

Variance Details

Please read the questions below and answer each prompt in a concise manner.

Rationale

Please provide a rationale for this variance request.

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

Due to the COVID-19 pandemic and the constant state of flux the buildings are in, the district and the association have agreed to a streamlined observation process for the 2020-21 school year in order to focus additional time and energy on professional development related to enhancing the pedagogy of administrators to lead educators in the in-person, hybrid and virtual instructional models.
For the safety of our staff and students, due to potential CoVid exposure, we are removing the independent evaluator from principals.

Standards and Procedures

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

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

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

The approach taken by the district for the 2020-21 school year is to appraise administrators with an eye towards informing professional development, which is accomplished best by utilizing unannounced observations. This will truly provide a manner to see what is most critical to inform targeted professional development.
Virtual synchronous online visitations (e.g. faculty meetings and other virtual synchronous activities), as well as in-person school visits may be used to inform the school visit category rating.
For safety reasons due to CoVid, we are removing all independent evaluator observations for principals. In order to ensure each principals end of year rating is not based on a sole visit, the observer will also incorporate information from natural conversations and informal, as well as formal, meetings that occur throughout the school year. This will be done in order to ensure that all observable Domains/ISLLC standards are annually appraised.

Rigor

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

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

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

Rigor will be achieved and maintained by ensuring that evidence-based observation is still used to appraise the observable Domains/ISLLC standards. Building-level data will be used to drive instructional leadership decisions, and the district will make decisions regarding professional development needs based upon the rigorous evaluation process which will include discussions specific to the rubric itself and the individual principals performance as compared to the rubric measures. The District is committed to educational excellence, honing technological skills that will improve building leadership skills as well as teacher pedagogy and will foster a culture of learning during these unprecedented times.

Professional Learning

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

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

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

The District will provide professional development to enhance the building leadership skills that are critical to maintain educational excellence in the in-person, hybrid and virtual instructional models, based upon trends that are seen across the school visit(s) conducted by the lead evaluators/other trained administrators during the course of the school year. The District will utilize administrative team meetings to discuss efficacy of practice and opportunities for professional growth, while continuing to use the individualized feedback from the school visit(s) to help inform personalized professional development.
Administrative team meetings occur weekly. The time is used for informational purposes, but also for professional learning and conversation.
The evidence collected from the observations will help us develop specific, targeted support for administrators. This will be done during individual conference with district administrators and admin meetings.

Effectiveness of Implementation

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

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

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

The District will collect and analyze data from the school visit process and from administrative meetings to analyze the extent to which building leaders are furthering the instructional goals of the buildings and supporting the needs of the District's professional learning communities. Building leaders will work with their faculty and staff to analyze and use formative and diagnostic data to inform the need to differentiate instruction and to inform short-term and long-term goals on the individual and macro levels.
The data will be evaluated regularly and additional observations may be added as necessary based upon individual principal performance.

Principal School Visit Assurances

Please check each of the boxes below as applicable to all principals included in this principal school visit variance request.

- ☑ Assure that the process for assigning points for the Principal School Visit category will be consistent with the process described in the LEA's approved APPR plan and/or this variance application and in compliance with Education Law Section 3012-d.
- ☑ Assure that once all school visits are complete, the process for determining an overall Teacher Observation category score and rating will incorporate the evidence collected across all school visits to produce an overall Principal School Visit category rating on a HEDI scale.
- ☑ Assure that it is possible for a principal to obtain any number of points in the applicable scoring ranges, including zero, in each subcomponent.

Variance Request

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

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

Please make the appropriate selection below.

☑ A variance is not requested for category ratings for principals.

Variance Request

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

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

Choose the appropriate response below.

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

Applicability of Variance

Need for Variance

Please make the appropriate selection below.

☑ The submission of this variance application is prompted by the impact of COVID-19 on the LEA.

Instructional Model

☐ The processes identified in this variance application need only apply if an in-person instructional model is implemented.
☐ The processes identified in this variance application need only apply if a remote instructional model is implemented.
☐ The processes identified in this variance application need only apply if a hybrid instructional model is implemented.
☑ The processes identified in this variance application apply regardless of the instructional model implemented.

Variance Duration

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

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

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

☑ 2020-21

Upload APPR Variance Certification Form

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

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

APPR Variance Certification Form.pdf
signatures.pdf