

Educator Evaluation - COVID-19 Variance, Education Law 3012-d**Task 1. General Information - General Information**

Educator Evaluation COVID-19 Variance (Education Law 3012-d)

For guidance related to the Educator Evaluation variance, see NYSED Educator Evaluation 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 Educator Evaluation plan requirements, while complying with the requirements of Education Law §3012-d.

This streamlined form is provided for a variance related only to the ongoing COVID crisis. Districts seeking approval of a variance for a “New and Innovative” Educator Evaluation plan should contact APPRVariance@nysed.gov.

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 Educator Evaluation 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 Educator Evaluation 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 Educator Evaluation 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 Educator Evaluation plan, no later than September 10th of each school year, or within 10 days after the plan’s approval by the Commissioner, whichever shall occur later.
- Assure that it is understood that this LEA’s variance will be posted in its entirety on the NYSED website^ following approval.

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

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

Educator Evaluation - COVID-19 Variance, Education Law 3012-d**Task 2. TEACHERS: Required Student Performance - Variance Request**

Required Student Performance Subcomponent

For guidance on the required subcomponent of the Student Performance category, see NYSED Educator Evaluation 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 Educator Evaluation plan or this variance. To the extent that the variance does not address a requirement, the currently approved Educator Evaluation 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 Educator Evaluation 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.

Educator Evaluation - COVID-19 Variance, Education Law 3012-d

Task 2. TEACHERS: Required Student Performance - Applicability

Applicable Teachers

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

Core Teachers

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

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

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	12	All courses not named above

Educator Evaluation - COVID-19 Variance, Education Law 3012-d

Task 2. TEACHERS: Required Student Performance - Applicability

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												
								1	1	1	9	8	7	6	5	4	3	2	1	0
20	19	18	17	16	15	14	13	5	4	4	3	3	2	2	2	1	1	9		
97-	93-	90-	85-	80-	75-	67-74%	60-66%	5	9	4	9	4	9	5	1	7	3	5	0	
100%	96%	92%	89%	84%	79%			-	-	-	-	-	-	-	-	-	-	1	-	-
								5	5	4	4	3	3	2	2	2	1	8	4	
								9	4	8	3	8	3	8	4	0	6	2	%	%
								%	%	%	%	%	%	%	%	%	%	%	%	%

Educator Evaluation - COVID-19 Variance, Education Law 3012-d

Task 2. TEACHERS: Required Student Performance - Measures of Student Growth

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).

Following are the applicable elements of a new district-wide SLO using collectively attributed results that the district would like to employ for all teachers K-12:

Measure: District-wide SLO using collectively attributed results;

Population: All students enrolled in the following *Regents courses who also take the culminating Regents assessments in English, Algebra I, Global, US History, and Living Environment.

*Regents Courses: Algebra I, American Literature 11 Regents, English 11 Honors, English 11 A HASP, World History & Geography II, World History II A HASP, US History 11 R, SUPA American History, AP US History, US History 11A HASP

Evidence: The Regents Assessments that will be used are English, Algebra I, Global, US History, and Living Environment.

Baseline: Baseline data for the district-wide SLO will be calculated by averaging the five-year mean proficiency percentages for "all students" across these same five exams. This baseline is relevant in determining students' readiness for each of the courses listed in evidence (above) as they are the culminating assessments that comprise content that is expected to be taught, learned, and applied. Using a baseline that includes historical data means minimizes the possibility of any potential cohort effects related to a specific school year. Please see the baseline calculation below.

	English Regents: % Proficient	Algebra 1 Regents: % Proficient	Global Regents: % Proficient	US History Regents: % Proficient	Living Environment: % Proficient	Mean Proficiency: All 5 Exams
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2018-19	98%	96%	98%	96%	96%	97%
2017-18	97%	97%	95%	98%	96%	97%
2016-17	100%	98%	98%	99%	98%	99%
2015-16 (Level 3+ or 65%+)	99%	91%	93%	99%	99%	96%
2014-15 (Level 3+ or 65%+)	100%	78%	93%	100%	96%	93%
5-Year Average	99%	92%	95%	98%	97%	96% (Baseline)

Target:

- 1) The target setting model is whole class growth (all students).
- 2) Our historical performance trends show that few students have fallen below proficiency standards. It will therefore make the most sense for us to provide a whole class target, to maintain the strong levels of performance we expect for all students. A similar rationale can be applied for why we will not be targeting subgroups.
- 3) The target is for the "all students" group to obtain a mean proficiency of 90% or above (across the five exams). This target takes into account both a commitment to rigor and an acknowledgement of the conditions created by the COVID-19 pandemic, including regression.

Measures Assurance

Please check the box below.

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

Educator Evaluation - COVID-19 Variance, Education Law 3012-d

Task 2. TEACHERS: Required Student Performance - Evidence of Student Learning

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

- State or Regents assessment(s)

State or Regents Assessment(s)

- ELA Regents
- Algebra I Regents
- Living Environment Regents
- Global History Regents
- US History Regents

Educator Evaluation - COVID-19 Variance, Education Law 3012-d**Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurances**

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 COVID-related needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the required student performance variance request.

The district's currently approved APPR plan includes a variety of different measures and assessments to calculate teachers' Student Performance Category scores. We wish to change the current process. The district seeks a variance to employ a district-wide SLO for all teachers for a two-year period due to the pandemic. We believe it would be beneficial to do so because there has been a great deal of uncertainty in teacher instructional assignments, given the conditions created by COVID-19. Linking everyone to a district-wide SLO would address this in a way that honors the district's specific challenges and needs while also maintaining high expectations for instructional rigor for students. More specifically, challenges include fluid instructional assignments, short and longer term leaves of absence, and increased interdisciplinary work. The Regents Exams noted previously will provide evidence of student learning across content areas. Because students have moved through the K-12 system, all teachers have had ownership of the growth of all students being assessed.

Educator Evaluation - COVID-19 Variance, Education Law 3012-d

Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurances

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 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.

To identify the need for a variance, the district began by reviewing the current APPR plan through the lens of the challenges and needs outlined above. The Assistant Superintendent for Curriculum and Instruction then met with the President of the Teacher's Union and President of the Administrator's union to review historical assessment data and discuss possibilities for a SLO that would reasonably address the challenges and needs while also ensuring the preservation of a high level of rigor for students. A committee was then formed to develop a district-wide SLO and engage in a target-setting process.

As stated in the Measure of Student Growth section, the historical assessment data was used to develop the district-wide SLO. This information is included here as well:

Baseline: Baseline data for the district-wide SLO will be calculated by averaging the five-year mean proficiency percentages for "all students" across these same five exams. This baseline is relevant in determining students' readiness for each of the courses listed in evidence (above) as they are the culminating assessments that comprise content that is expected to be taught, learned, and applied. Using a baseline that includes historical data means minimizes the possibility of any potential cohort effects related to a specific school year. Please see the baseline calculation below.

	English Regents: % Proficient	Algebra 1 Regents: % Proficient	Global Regents: % Proficient	US History Regents: % Proficient	Living Environment: % Proficient	Mean Proficiency: All 5 Exams
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2018-19	98%	96%	98%	96%	96%	97%
2017-18	97%	97%	95%	98%	96%	97%
2016-17	100%	98%	98%	99%	98%	99%
2015-16 (Level 3+ or 65%+)	99%	91%	93%	99%	99%	96%
2014-15 (Level 3+ or 65%+)	100%	78%	93%	100%	96%	93%
5-Year Average	99%	92%	95%	98%	97%	96% (Baseline)

Target:

- 1) The target setting model is whole class growth (all students).
- 2) Our historical performance trends show that few students have fallen below proficiency standards. It will therefore make the most sense for us to provide a whole class target, to maintain the strong levels of performance we expect for all students. A similar rationale can be applied for why we will not be targeting subgroups.
- 3) The target is for the "all students" group to obtain a mean proficiency of 90% or above (across the five exams). This target takes into account both a commitment to rigor and an acknowledgement of the conditions created by the COVID-19 pandemic, including regression.

Process Used to Describe the Student Performance Category Score:

The mathematical process that will be used to calculate the student performance category scores for all teachers will entail looking at the percentages of students in the "all students" group scoring "proficient" on each of the five exams, averaging those percentages, and comparing it against 90%. For an average that falls below 90%, a ratio will be used to determine the HEDI score. (For example, if the average for the "all students" group across the five exams is 75%, we would calculate the HEDI score using the ratio 75/90 and converting it to a percentage, which would fall into the effective range.)

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

Required Student Performance Variance Assurances

Educator Evaluation - COVID-19 Variance, Education Law 3012-d

Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & 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 Educator Evaluation plan and/or this variance application and in compliance with Education Law Section 3012-d.

Educator Evaluation - COVID-19 Variance, Education Law 3012-d

Task 3. TEACHERS: Optional Student Performance - Variance Request

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 Educator Evaluation plan.

Please make the appropriate selection below.

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

Educator Evaluation - COVID-19 Variance, Education Law 3012-d

Task 4. TEACHERS: Observations - Variance Request

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 Educator Evaluation plan.

Please make the appropriate selection below.

A variance is not requested for the teacher observation category.

Educator Evaluation - COVID-19 Variance, Education Law 3012-d**Task 5. TEACHERS: Overall Scoring - Variance Request**

Category and Overall Ratings

For guidance on Educator Evaluation scoring, see NYSED Educator Evaluation 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 Educator Evaluation plan or this variance. To the extent that the variance does not address a requirement, the currently approved Educator Evaluation 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 Educator Evaluation plan.

Please make the appropriate selection below.

A variance is not requested for category ratings for teachers.

Educator Evaluation - COVID-19 Variance, Education Law 3012-d**Task 6. TEACHERS: Additional Requirements - Variance Request**

Additional Requirements for Teachers

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

Education Law §3012-d requires that a complete Educator Evaluation 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 Evaluation ratings,
- A process for training all evaluators of applicable educators.

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

Choose the appropriate response below.

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

Educator Evaluation - COVID-19 Variance, Education Law 3012-d**Task 7. PRINCIPALS: Required Student Performance - Variance Request**

Required Student Performance Subcomponent

For guidance on the required subcomponent of the Student Performance category, see NYSED Educator Evaluation 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 Educator Evaluation plan or this variance. To the extent that the variance does not address a requirement, the currently approved Educator Evaluation 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 Educator Evaluation plan.

Choose the appropriate response below.

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

Educator Evaluation - COVID-19 Variance, Education Law 3012-d

Task 7. PRINCIPALS: Required Student Performance - Applicability

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	12

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														
								1	1	1	9	8	7	6	5	4	3	2	1	0		
								2	1	0												
20	19	18	17	16	15	14	13	5	4	4	3	3	2	2	2	1	1					
97-	93-	90-	85-	80-	75-			5	9	4	9	4	9	5	1	7	3	9		5	0	
100%	96%	92%	89%	84%	79%	67-74%	60-66%	-	-	-	-	-	-	-	-	-	-	1	-	-		
								5	5	4	4	3	3	2	2	2	1					
								9	4	8	3	8	3	8	4	0	6					
								%	%	%	%	%	%	%	%	%	%	%	%	%	%	%

Educator Evaluation - COVID-19 Variance, Education Law 3012-d

Task 7. PRINCIPALS: Required Student Performance - Measures of Student Growth

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).

Following are the applicable elements of a new district-wide SLO using collectively attributed results that the district would like to employ for all Principals working in the district:

Measure: District-wide SLO using collectively attributed results;

Population: All students enrolled in the following *Regents courses who also take the culminating Regents assessments in English, Algebra I, Global, US History, and Living Environment.

*Regents Courses: Algebra I, American Literature 11 Regents, English 11 Honors, English 11 A HASP, World History & Geography II, World History II A HASP, US History 11 R, SUPA American History, AP US History, US History 11A HASP

Evidence: The Regents Assessments that will be used are English, Algebra I, Global, US History, and Living Environment.

Baseline: Baseline data for the district-wide SLO will be calculated by averaging the five-year mean proficiency percentages for "all students" across these same five exams. This baseline is relevant in determining students' readiness for each of the courses listed in evidence (above) as they are the culminating assessments that comprise content that is expected to be taught, learned, and applied. Using a baseline that includes historical data means minimizes the possibility of any potential cohort effects related to a specific school year. Please see the baseline calculation below.

	English Regents: % Proficient	Algebra 1 Regents: % Proficient	Global Regents: % Proficient	US History Regents: % Proficient	Living Environment: % Proficient	Mean Proficiency: All 5 Exams
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2018-19	98%	96%	98%	96%	96%	97%
2017-18	97%	97%	95%	98%	96%	97%
2016-17	100%	98%	98%	99%	98%	99%
2015-16 (Level 3+ or 65%+)	99%	91%	93%	99%	99%	96%
2014-15 (Level 3+ or 65%+)	100%	78%	93%	100%	96%	93%
5-Year Average	99%	92%	95%	98%	97%	96% (Baseline)

Target:

- 1) The target setting model is whole class growth (all students).
- 2) Our historical performance trends show that few students have fallen below proficiency standards. It will therefore make the most sense for us to provide a whole class target, to maintain the strong levels of performance we expect for all students. A similar rationale can be applied for why we will not be targeting subgroups.
- 3) The target is for the "all students" group to obtain a mean proficiency of 90% or above (across the five exams). This target takes into account both a commitment to rigor and an acknowledgement of the conditions created by the COVID-19 pandemic, including regression.

Measures Assurance

Please check the box below.

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

Educator Evaluation - COVID-19 Variance, Education Law 3012-d

Task 7. PRINCIPALS: Required Student Performance - Evidence of Student Learning

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

- State or Regents assessment(s)

State or Regents Assessment(s)

- ELA Regents
- Algebra I Regents
- Living Environment Regents
- Global History Regents
- US History Regents

Educator Evaluation - COVID-19 Variance, Education Law 3012-d**Task 7. PRINCIPALS: Required Student Performance - Variance Details, Weighting & Assurances**

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 COVID-related needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the required student performance variance request.

The district's currently approved APPR plan includes a different measure and assessment to calculate principals' Student Performance Category scores. We wish to change the current process. The district seeks a variance to employ a district-wide SLO for all principals for a two-year period due to the pandemic. There are a number of reasons why the district believes that this is a good measure for principals under these circumstances. All principals contribute to the success of students in the named courses in multiple ways. First, all principals provide oversight and instructional leadership for teachers throughout the K-12 system. Teachers have, in turn, contributed to student performance on the Regents exams as students have progressed from one grade to the next and developed their content knowledge and success skills. Second, given the conditions of the pandemic, principals have had to support teachers in working in a more interdisciplinary fashion. In many instances, for example, teachers on a team or within a department, have had to assume shared responsibility for creating lessons and identifying resources. Third, teaching assignments, given the pandemic, have been flexible. Teachers have had to take on additional assignments, and/or partner to facilitate instruction at various points throughout the school year, sharing responsibility for student learning. Principals have been responsible for these teaching assignments.

Educator Evaluation - COVID-19 Variance, Education Law 3012-d

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

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 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.

To identify the need for a variance, the district began by reviewing the current APPR plan through the lens of the challenges and needs outlined above. The Assistant Superintendent for Curriculum and Instruction then met with the President of the Teacher's Union and President of the Administrator's union to review historical assessment data and discuss possibilities for a SLO that would reasonably address the challenges and needs while also ensuring the preservation of a high level of rigor for students. A committee was then formed to develop a district-wide SLO and engage in a target-setting process.

As stated in the Measure of Student Growth section, the historical assessment data was used to develop the district-wide SLO. This information is included here as well:

Baseline: Baseline data for the district-wide SLO will be calculated by averaging the five-year mean proficiency percentages for "all students" across these same five exams. This baseline is relevant in determining students' readiness for each of the courses listed in evidence (above) as they are the culminating assessments that comprise content that is expected to be taught, learned, and applied. Using a baseline that includes historical data means minimizes the possibility of any potential cohort effects related to a specific school year. Please see the baseline calculation below.

	English Regents: % Proficient	Algebra 1 Regents: % Proficient	Global Regents: % Proficient	US History Regents: % Proficient	Living Environment: % Proficient	Mean Proficiency: All 5 Exams
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2018-19	98%	96%	98%	96%	96%	97%
2017-18	97%	97%	95%	98%	96%	97%
2016-17	100%	98%	98%	99%	98%	99%
2015-16 (Level 3+ or 65%+)	99%	91%	93%	99%	99%	96%
2014-15 (Level 3+ or 65%+)	100%	78%	93%	100%	96%	93%
5-Year Average	99%	92%	95%	98%	97%	96% (Baseline)

Target:

- 1) The target setting model is whole class growth (all students).
- 2) Our historical performance trends show that few students have fallen below proficiency standards. It will therefore make the most sense for us to provide a whole class target, to maintain the strong levels of performance we expect for all students. A similar rationale can be applied for why we will not be targeting subgroups.
- 3) The target is for the "all students" group to obtain a mean proficiency of 90% or above (across the five exams). This target takes into account both a commitment to rigor and an acknowledgement of the conditions created by the COVID-19 pandemic, including regression.

Process Used to Describe the Student Performance Category Score:

The mathematical process that will be used to calculate the student performance category scores for all principals will entail looking at the percentages of students in the "all students" group scoring "proficient" on each of the five exams, averaging those percentages, and comparing it against 90%. For an average that falls below 90%, a ratio will be used to determine the HEDI score. (For example, if the average for the "all students" group across the five exams is 75%, we would calculate the HEDI score using the ratio 75/90 and converting it to a percentage, which would fall into the effective range.)

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

Required Student Performance Variance Assurances

Educator Evaluation - COVID-19 Variance, Education Law 3012-d

Task 7. PRINCIPALS: Required Student Performance - Variance Details, Weighting & 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 Educator Evaluation plan and/or this variance application and in compliance with Education Law Section 3012-d.

Educator Evaluation - COVID-19 Variance, Education Law 3012-d

Task 8. PRINCIPALS: Optional Student Performance - Variance Request

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 Educator Evaluation plan.

Please make the appropriate selection below.

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

Educator Evaluation - COVID-19 Variance, Education Law 3012-d

Task 9. PRINCIPALS: School Visits - Variance Request

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 Educator Evaluation plan.

Please make the appropriate selection below.

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

Educator Evaluation - COVID-19 Variance, Education Law 3012-d

Task 10. PRINCIPALS: Overall Scoring - Variance Request

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 Educator Evaluation plan.

Please make the appropriate selection below.

A variance is not requested for category ratings for principals.

Educator Evaluation - COVID-19 Variance, Education Law 3012-d

Task 11. PRINCIPALS: Additional Requirements - Variance Request

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 Educator Evaluation plan.

Choose the appropriate response below.

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

Educator Evaluation - COVID-19 Variance, Education Law 3012-d**Task 12. Joint Certification of Educator Evaluation Variance - Applicability and Certification**

Variance Details**Assurances: Rigor, Professional Learning, and Effectiveness of Implementation****Please check each of the boxes below as applicable to this variance application.**

- Assure that evaluations are rigorous and enable strong and equitable inferences about the effectiveness of the LEA's educators.
- Assure the LEA will use the information collected through the evaluation system, including the assigned effectiveness ratings, to provide personalized professional learning opportunities for educators.
- Assure that the LEA will assess the effectiveness of the implementation of the variance.

Applicability of Variance**Assurances****Prior to certifying this variance application, please check each of the boxes below.**

- Assure that this variance application is prompted by the impact of COVID-19 on the LEA.
- Assure that when this 2021-22 COVID-19 variance expires on June 30, 2022, your currently approved Educator Evaluation plan will take effect.

Upload Educator Evaluation 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 Educator Evaluation Variance using the "Variance Certification Form" found in the 'Documents' menu on the left side of the page.

APPR Variance Certification.pdf