/ THE UNIVERSITY OF THE STATE OF NEW YORK

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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March 1, 2017

Revised – §3012-d Supplemental Form for Alternate SLOs (Material Change)

James Klubek, Superintendent
Gowanda Central School District
10674 Prospect Street
Gowanda, NY 14070

Dear Superintendent Klubek:

Congratulations. I am pleased to inform you that the material change you submitted to your currently approved Annual Professional Performance Review (APPR) plan on the Supplemental Form for Alternate SLOs meets the criteria outlined in Subpart 30-3 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the certifications and assurances that are part of your approved APPR plan and those found in the Supplemental Form for Alternate SLOs. If any material changes are made to your approved plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-d, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the Student Performance category and the Teacher Observation or Principal School Visits category, and/or if the teachers' or principals' overall ratings and subcomponent scores show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results, and/or if schools or districts show a pattern of anomalous results in the Student Performance category and/or the Observation/School Visits category.

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Page Last Modified: 02/24/2017

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

Please note: Clicking 'Save' or 'Save & Continue' will alter the last date modified timestamp for this page. As a reminder, the Statement of Assurances must be signed and dated after the latest timestamp on each page in order for this application to be approved. You may use the survey navigation on the left to move directly to the Statement of Assurances page.

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

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

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

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

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

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

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

Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)	Applicable Course(s)
District- or BOCES-wide results	Common Core English Common Core Geometry Living Environment Global 2 US History			K ELA K Math 1 ELA 1 Math 2 ELA 2 Math 3 ELA 3 Math 4 ELA 4 Math 5 ELA 5 Math 6 ELA 6 Math 6 Science 7 ELA 7 Math 7 Science 7 Social Studies 8 ELA 8 Math 8 Social Studies

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2.10) Alternate SLOs: All Other Courses (Transition Period, 2016-17 through 2018-19)

If the option, "Other Courses as listed in Original Task 2.10" does not apply, please leave that box unchecked in the table above and use the table below to add courses.

You may combine into one course listing any groups of teachers for whom the measure and assessment(s) are the same including, for example, "all other teachers not named above".

For other courses indicate the following:

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

Follow the examples below to list other courses.

	(1) lowest grade				

Annual Professional Performance Review - Supplemental Form for Alternate

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

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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%

2.12) Teachers with More Than One Growth Measure (Transition)

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

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

Please Note

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Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	4	District- or BOCES-wide results	Common Core English Common Core Geometry Living Environment Global 2 US History		
5	8	District- or BOCES-wide results	Common Core English Common Core Geometry Living Environment Global 2 US History		

7.3) HEDI Scoring Bands

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

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

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

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

Please Note

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Annual Professional Performance Review - Supplemental Form for Alternate

Statement of Assurances - Upload Statement of Assurances

Page Last Modified: 02/28/2017

Upload Statement of Assurances

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

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

Statement of Assurances APPR 2-28-17.pdf

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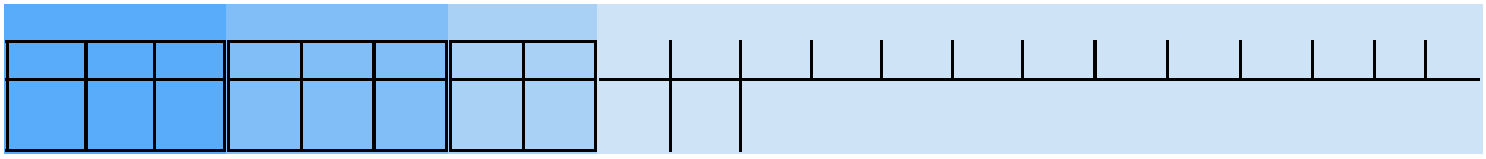

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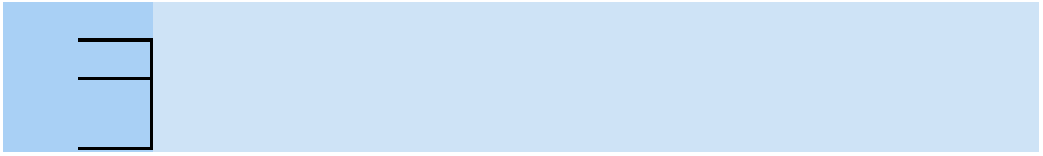

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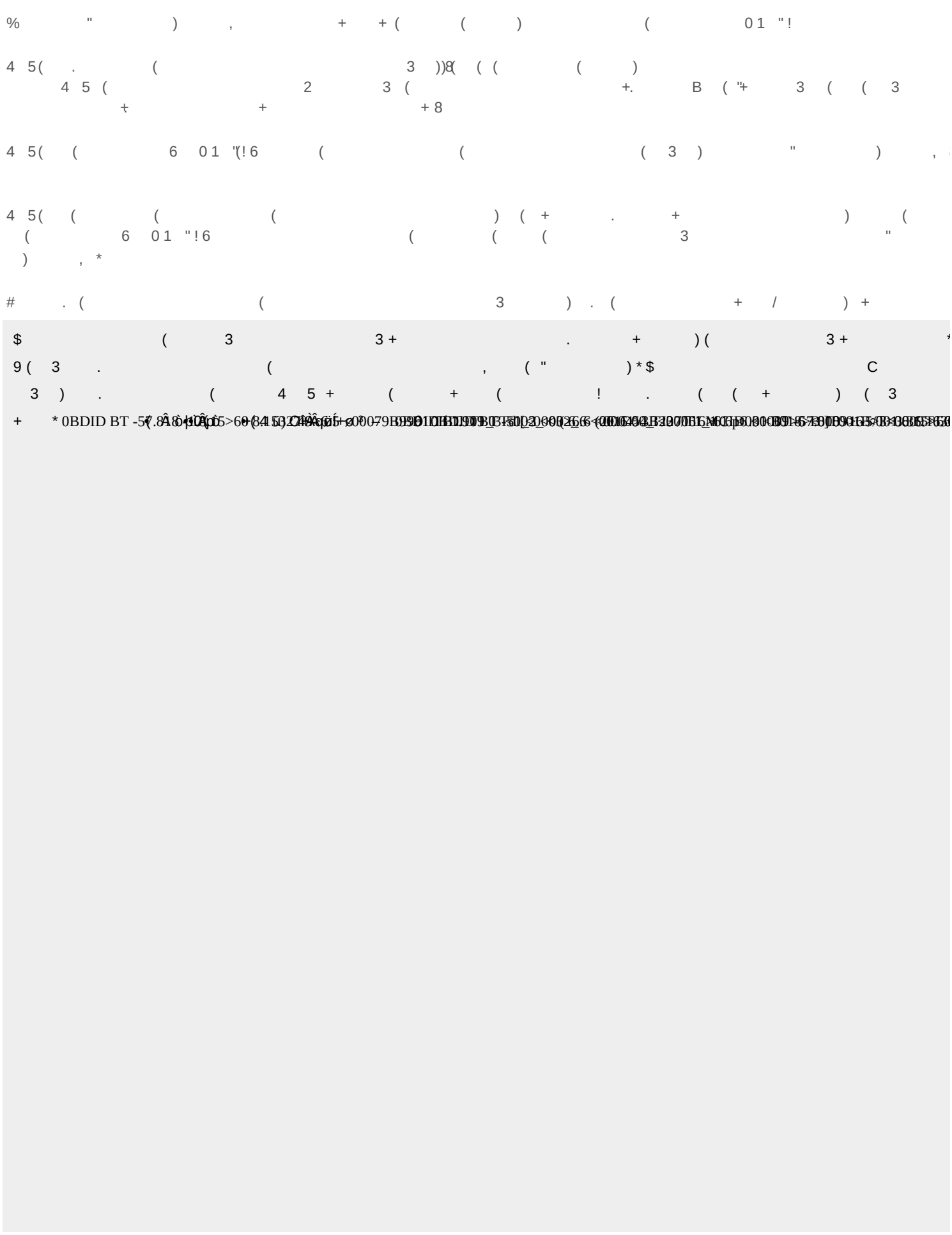

Gowanda Central School District
Teacher Improvement Plan (TIP)

The sole purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated "Developing" or "Ineffective" in accordance with Education Law 3012-d. The plan must be developed by the Superintendent or his/her designee who will provide the strategies to be undertaken to correct the deficiencies and help return the teacher's performance to achieve a higher HEDI rating.

Teacher _____ Grade/Subject _____
Evaluator _____ Date _____

List the area(s) needing improvement. If there is more than one (maximum of 3), indicate the priority order for addressing each.

Priority	Area Needing Improvement	Performance Goal

Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve improvement in the HEDI rating.

Describe the differentiated activities, materials, resources and supports the District will make available as described in the current APPR plan.

The teacher and evaluator shall meet _____ to assess the effectiveness and appropriateness of progress in the TIP in assisting the teacher to achieve the goals set forth in

For each meeting held, complete comment section below.

Meeting Date _____

Evaluator's Comments:

Teacher's Comments:

Meeting Date _____

Evaluator's Comments:

Teacher's Comments:

Meeting Date _____

Evaluator's Comments:

Teacher's Comments:

Recommendation for Results of TIP

O The teacher has met the performance goals identified through the TIP.
O The teacher has not met the performance goals. A new TIP will be developed.

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within ten (10) school days after having received a signed copy of the "Recommendation for Results of TIP," which may be considered during the negotiated appeals process.

DISTRICT CERTIFICATION FORM: Please download this form, sign and upload to APPR form

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been reached pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete APPR Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-d and Subpart 30-3 of the Rul7.8 (v)0.5 (Tc -0.00c)1. 0.008 T Tm [(r14.1 (i)-2.4