Removal of NYS Grade Four Science Assessment Supplemental Form - Information and Instructions

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Instructions

The purpose of this form is to describe the measures and assessments that will be used to complete the student performance category of an LEA's Educator Evaluation Plan for teachers and principals whose evaluations are based in whole, or in part, on the the NYS Grade Four Science Assessment. To make any other changes to a currently approved evaluation plan, please submit a material change using the "Educator Evaluation - Ed Law §3012-d, amended in 2019" form.

The New York State Grade Four Science Assessment was discontinued at the conclusion of the 2021-22 school year. The New York State Elementary Science Assessment (grade five) will be implemented beginning in the 2023-24 school year.

If the NYS Grade Four Science Assessment is used in an LEA's Educator Evaluation plan, the LEA must indicate which assessment(s) will be used beginning in 2022-23 school year for applicable educators.

Use the following pages to select the measures and assessments that will be used beginning in the 2022-23 school year for all educators whose evaluation includes the NYS Grade Four Science Assessment per the currently approved evaluation plan.

Note The measures indicated on this form will become a part of the LEA’s evaluation plan once approved by the Commissioner. They will apply beginning in the 2022-23 school year and remain applicable until a material change is made to the currently approved evaluation plan.

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Applicable Teachers

There are two types of applicable teachers this form can be used to address:

- Teachers whose SLOs are based on multiple assessments including the NYS Grade Four Science Assessment.
- Teachers whose SLOs are based ONLY on the NYS Grade Four Science Assessment.

Please make an appropriate selection below.
You may choose the first option if it addresses all teachers whose SLOs are based on the NYS Grade Four Science assessment.
However, if you are replacing the assessments in your group measures with new or different assessments, or if you have a teacher whose SLO is based only on the NYS Grade Four Science assessment, then you must select the second option.

ALL teachers whose SLOs are based on the NYS Grade Four Science Assessment also include one or more other assessments; the Grade Four Science Assessment will be removed from the measure and only the remaining assessment(s) will be used beginning in the 2022-23 school year. (Proceed to Task 7. Principals: Required Student Performance)

The NYS Grade Four Science Assessment will be removed and replaced with new assessment(s) for applicable teachers beginning in the 2022-23 school year.

The NYS Grade Four Science Assessment is not included in the currently approved Evaluation plan for any teacher. (Proceed to Task 7. Principals: Required Student Performance)

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Teachers: Measures and Assessments

MEASURES

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

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

> Individually attributed results: scores and ratings will be based on the growth of students in the teacher's course in the current school year.

Collectively attributed measures

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

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

> Collectively attributed results: scores and ratings will be based on the growth of all students in a school or program or students across buildings/programs in an LEA who take the applicable assessments in the current school year.

> Collectively attributed group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses or students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

> Collectively attributed linked results: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

ASSESSMENTS

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

- State assessment(s) or
  Assessment(s) that are selected from the list of State-approved:
- third party assessments; or
- locally-developed assessments (district-, BOCES-, or regionally-developed).

Using the table below, please first select a measure and assessment(s) that will be used beginning in the 2022-23 school year, then indicate the applicable course(s).
Please be sure to make selections for ALL applicable teachers that use the NYS Grade Four Science Assessment in the currently approved plan.

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Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)	Applicable Course(s)
Collectively attributed results	All Regents given in LEA			All courses that use the NYS Grade Four Science Assessment included in the currently approved plan

Non-core/Elective Courses

This table should only be used if all teachers of non-core/elective courses as listed in the currently approved plan that use the NYS Grade Four Science Assessment do not use the measures and assessments included in the table above.

If the "Non-core/Elective Courses" checkbox in the table above does not apply, please leave that box unchecked and use the table below to assign different mea and assessments to individual teachers from the "Non-core/Elective Courses" section of Task 2 in the currently approved plan that use the NYS Grade Four Scie Assessment.

For non-core/elective courses indicate the following:

Column 1: lowest grade that corresponds to the course

Column 2: highest grade that corresponds to the course

Column 3: subject of the course

Column 4: measure used

Columns 5-7: assessment(s) used

Follow the examples below to list other courses.

	(1) lowest grade	(2) highest grade	(3) subject	(4) measure	(5-6) assessment(s)
K-3 Art	K	3	Art	Individually attributed results	Questar III BOCES
Grades 9-12 English Electives	9	12	English Electives	Collectively attributed linked results	All Regents given in LEA

To add additional courses, click "Add Row".

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
(No Response)	(No Response)	(No Response)	(No Response)			

HEDI Scoring Bands

Highly Effective	Effective	Developing	Ineffective

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Upload Statement of Assurances

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

Please download the "Removal of Grade Four Science Assessment Assurances" from the list of documents on the left, obtain the required signatures, create a PDF file, and upload the signed and dated form.

Removal of Grade 4 Statement of Assurances SHCSD.pdf

Removal of Grade Four Science Assessment Supplemental Form

Please complete the assurances and signature below to request Removal of Grade Four Science Assessment Supplemental Form in the SED system. Upon approval, Performance Ratings will be entered in the EMSC Business Portal.

Assurances

Please check the boxes below

- ☑ Assure that all information provided in the Removal of the NYS Grade Four Science Assessment supplemental form is true and accurate as of the date the form is submitted.
- ☑ Assure that, once this form is approved by NYSED, the LEA's currently approved Educator Evaluation plan will remain in effect for the 2022-2023 school year.
- ☑ Assure that only those educators whose evaluations are based on Student Performance ratings and Overall Ratings determined pursuant to the LEA's currently approved Educator Evaluation plan are included on the Removal of the NYS Grade Four Science Assessment supplemental form and that the measures and assessments described on such form shall be used to calculate the Student Performance scores/ratings for these educators.
- ☑ Assure that the educators for whom the Removal of the NYS Grade Four Science Assessment supplemental form applies shall continue to have their Observation/Other Measure ratings and Overall Ratings determined pursuant to the LEA's currently approved Educator Evaluation plan.
- ☑ Assure that the educators for whom the Removal of the NYS Grade Four Science Assessment supplemental form does NOT apply will continue to have their Overall Performance Category determined pursuant to the LEA's currently approved Educator Evaluation plan, consistent with the LEA's practice.
- ☑ Assure that only the measures and assessments described on the Removal of the NYS Grade Four Science Assessment Supplemental Form will be used to calculate the Student Performance category for the applicable educators beginning in 2022-23 school year.
- ☑ Assure that such modifications to the LEA's Educator Evaluation plan shall include and remain for the NYS Grade Four Science Assessment Supplemental Form will be made to the LEA's Educator Evaluation plan, and that the modified plan must be submitted for approval by NYSED prior to implementation. Any subsequent changes to the LEA's Educator Evaluation plan will require submitting a material change to the Department for review and approval annually.
- ☑ Assure that, where applicable, collective negotiations have been conducted with the appropriate certified or recognized employee organization(s).

Signature Signatures

Superintendent Signature Name (print) Date

Board of Education President Signature Name (print) Date

Teachers Union President Signature Name (print) Date

N/A

Administrative Union President Signature Name (print) Date

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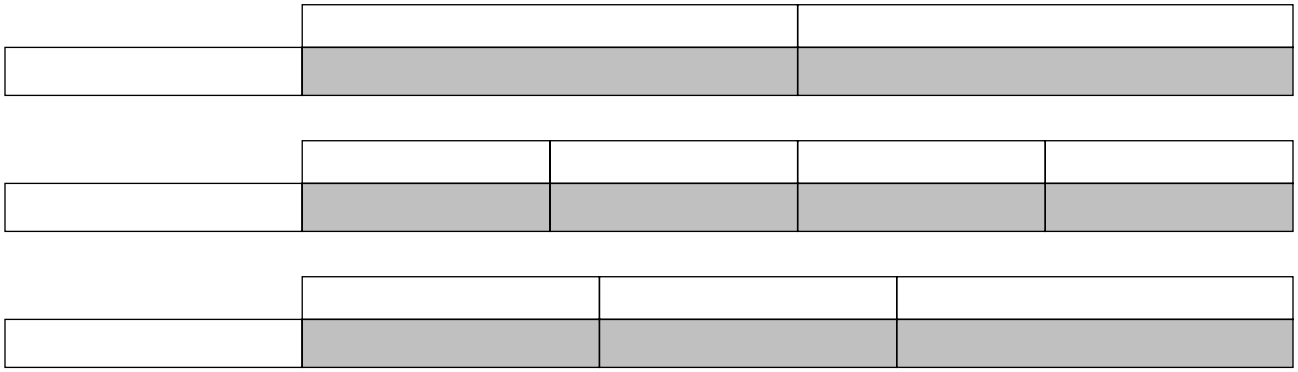
2.5) High School Courses Ending in a Regents Exam: Assessments (Original)

Note: Additional high school courses may be included in the “All Other Courses” section of this form (Task 2.10).



Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.5, 2.6 (High School Courses)

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Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed.

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
9 ELA	District- or BOCES-wide results	All Regents given in building/district		
10 ELA	District- or BOCES-wide results	All Regents given in building/district		
11 ELA	Teacher-specific results	Common Core English		
12 ELA	District- or BOCES-wide results	All Regents given in building/district		

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2.8)Grades 6-7 Science and Grades 6-8 Social Studies: Measures and Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teacher with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments until a majority of students are covered.)

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or

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2.10) All Other Courses (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teacher with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments until a majority of students are covered.)

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

Fill in the following, as applicable, for all other teachers in additional grades/subjects that have SLOs (you may combine into one course listing any groups of teachers for whom the measure and assessment(s) are the same including, for example, "All courses not named above"):

- 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(y <744.5 75g aA4<744.5 75bAn</MCID 25 >>BDC -0.942 -1s 5-6:ny)Tj 0 -1.5 TD

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Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	12	Art	District- or BOCES-wide results	All Regents given in building/district		
6	12	Business	District- or BOCES-wide results	All Regents given in building/district		
6	12	Computer	District- or BOCES-wide results	All Regents given in building/district		
9	12	Economics	District- or BOCES-wide results	All Regents given in building/district		
9	12	Government	District- or BOCES-wide results	All Regents given in building/district		
9	12	English Electives	District- or BOCES-wide results	All Regents given in building/district		
6	12	Family and Consumer Science	District- or BOCES-wide results	All Regents given in building/district		
6	12	Health	District- or BOCES-wide results	All Regents given in building/district		
6	12	Languages Other Than English	District- or BOCES-wide results	All Regents given in building/district		
K	12	Library	District- or BOCES-wide results	All Regents given in building/district		
6	12	Math Electives	District- or BOCES-wide results	All Regents given in building/district		
K	12	Music	District- or BOCES-wide results	All Regents given in building/district		
K	12	Physical Education	District- or BOCES-wide results	All Regents given in building/district		
K	12	Reading	District- or BOCES-wide results	All Regents given in building/district		

K	12	Resource	District- or BOCES-wide results	☑ All Regents given in building/district		
6	12	Science Electives	District- or BOCES-wide results	☑ All Regents given in building/district		
6	12	Social Studies Electives	District- or BOCES-wide results	☑ All Regents given in building/district		
K	12	Special Education	District- or BOCES-wide results	☑ All Regents given in building/district		
6	12	Technology	District- or BOCES-wide results	☑ All Regents given in building/district		

2.11) 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%

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

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 State-provided growth score and rating, those scores and ratings will be combined into one 0-20 score and HEDI rating for the Required Student Performance subcomponent provided by the Department. (Examples: Common branch teacher with State-provided growth measures for both ELA and Math in grade 4; middle school math teacher with both 7th and 8th grade math courses.)

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

2.13) Assurances

For guidance on SLOs and the development of back-up SLOs, please see NYSED APPR Guidance and SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

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Please check the boxes below.

Assurethat the teacher has an SLO or a back-up SLO, where applicable, consistent with the goal setting process developed by the Commissioner that results in a student growth score.
Assurethat all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator. Such targets, as determined by the superintendent or another trained administrator, may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
Assurethat all growth targets are approved by the superintendent or another trained administrator.
Assurethat any disagreement between parties regarding the content of the SLO, including the growth target, will be resolved by the superintendent or another trained administrator.
Assurethat if a teacher's SLO is based on a small n size population and the district/BOCES chooses not to use the HEDI scoring bands listed in task 2.11, then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.
Assurethat processes are in place for the superintendent to monitor SLOs.
Assurethat the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.

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

- If the Optional subcomponent is not used,the Bohe Bw6f twm10 >>BDC 5rO25 is not usedAt Modified: 09/0d

Annual Professional Performance Review - Education Law §3012-d

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

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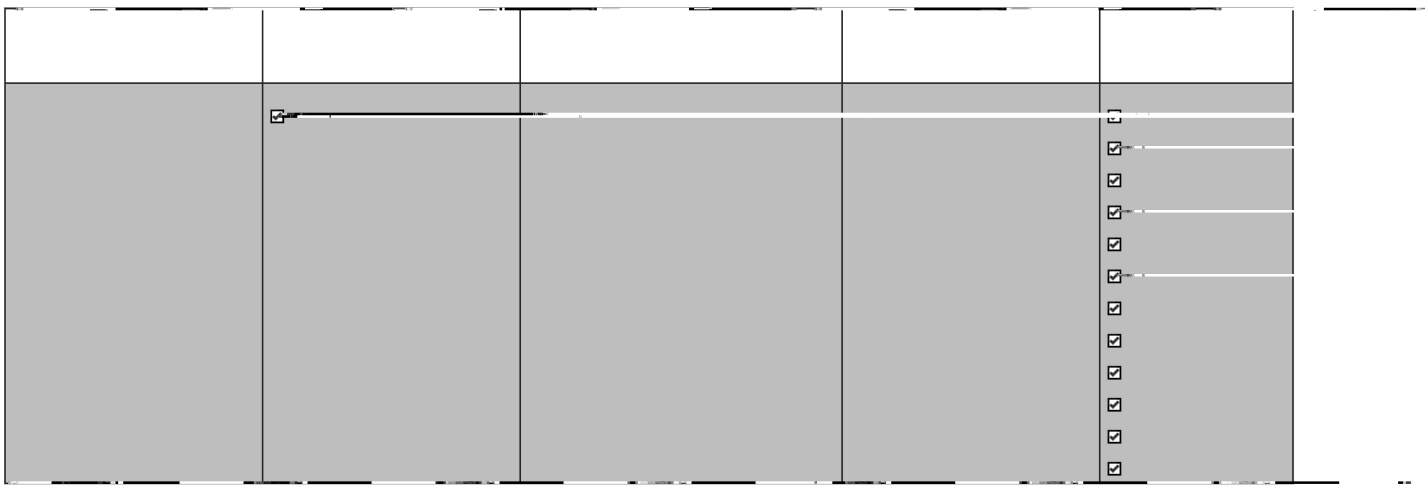

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20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

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.

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Task 3) Optional Student Performance Subcomponent

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	Overall Observation Category Score and Rating	
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0	1.49 to 1.74

HEDI Ranges

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

4.5) Teacher Observation Subcomponent Weighting

Required Subcomponents:

- Observations by Principal(s) or Other Trained Administrators: At least 80% of the Teacher Observation category score
- Observations by Impartial Independent Trained Evaluator(s)*: At least 10%, but no more than 20%, of the Teacher Observation category score

Optional Subcomponent:

- Observations by Trained Peer Observer(s): No more than 10% of the Teacher Observation category score when selected

Please be sure the total of the weights indicated equals 100%.

* If the district is granted an annual Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator.

Please indicate the weighting of each subcomponent and be sure the total of the weights indicated equals 100%.

Annual Professional Performance Review - Education Law §3012-d

Task 5. Overall Scoring (Teachers) - Tasks 5.1-5.3

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For guidance on APPR scoring, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

5.1) Scoring Ranges

Student Performance

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

Teacher Observation

HEDI ratings must be assigned based on locally-determined ranges consistent with the constraints listed below. Studow. T*2 Tnt Performow. T*2 Cus gory.1) st groR

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

Training and Certification of Lead Evaluators and Independent Evaluators
Lead Evaluators, Evaluators, and Independent Evaluators for the Sackets Harbor Central School District will be trained through the Jefferson, Lewis, Hamilton, Herkimer, and Oneida BOCES utilizing the NYSUT Rubric, 2011. Lead Evaluators, Evaluators, and Independent Evaluators will attend at least one training per school year for a minimum of six hours for initial certification and three hours for recertification. All training of Lead Evaluators, Evaluators, and Independent Evaluators will address the nine elements required by Subpart 30-3 of the Rules of the Board of Regents. Lead Evaluators, Evaluators, and Independent Evaluators of the Sackets Harbor Central School District ensure inter-rater reliability by evaluating all instructional staff informally and formally and comparing the results of the performance indicator ratings. Frequent discussion on all aspects of the New York State Teaching Standards and how it relates to teacher evaluation are had between the Lead Evaluators, Evaluators, and Independent Evaluators.
All Evaluators will be required to receive Sackets Harbor Central School Board of Education approval for certification/recertification through an annual resolution signifying their continuous professional development and training in all of the APPR components. All Evaluators will be re-certified annually and all new Evaluators will be trained and certified as required by law.
Note, the Sackets Harbor Central School District will not be using peer evaluators pursuant to Subpart 30-3 of the Rules of the Board of Regents.

6.7) Assurances: Teacher Evaluation

Please check all of the boxes below.

Assurethat the district/BOCES shall compute and provide to the teacher their score and rating for the Student Performance category, if available, and for the Teacher Observation category for the teacher's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the teacher is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
Assurethat the evaluation system will be used as a significant factor for employment decisions.
Assurethat teachers will receive timely and constructive feedback as part of the evaluation process.
Assurethat the following prohibited elements listed in Education Law §3012-d(6) are not being used as part of any teacher's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of teacher effectiveness; any district or regionally-developed assessment that has not been approved by the Department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner.
Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
Assurethat, during the 2015-16 through 2018-19 school years, the district/BOCES shall compute and provide teachers whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
Assurethat, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such teachers with their original composite rating by September 1 of the school year next following the school year for which the teacher's performance is being measured, or as soon as practicable thereafter.

6.8) Assurances: Assessments

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Please check all of the boxes below.

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

6.9) Assurances: Data

Please check all of the boxes below.

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

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Task 7) Original Required Student Performance Subcomponent

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

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

(A) For a principal of a building which includes grades 4-8 ELA, math and/or high school courses with State or Regents assessments (or principals of programs with any of these assessments) who have at least 30% of his/her students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model.

(B) For a principal where less than 30% of his/her students are covered under the State-provided growth measure, such principal shall have a Student Learning Objective (SLO), consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any principal whose building or program includes courses that end in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

7.1) State-Provided Measures of Student Growth (Original)

For principals with at least 30% of their students covered under a State-provided growth measure, such principal shall have a State-provided growth score base on such model. Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.). For principals where less than 30% of their students are covered under a State-provided growth measure, such principals shall have an SLO consistent with a goal setting process determined or develope by the Commissioner that results in a student growth score; provided that for any grade-level/course that ends in a State-created or administered assessment fo which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO. (See Guidance for more detail on principals with State-provided measures and SLOs.)

For the 2019-20 school year and thereafter, for those principals who would typically receive a State-provided growth score, the district/BOCES must also include a back-up SLO in the event that there are not enough students, not enough scores, or data issues that prevent a State-provided growth score from bein calculated for that principal.

Please list the grade configurations of the schools or principals where State-provided growth measures will apply beginning in the 2019-20 school year (please list, e.g., K-5, PK-6, 6- 8, 6-12, 7-12, 9-12). For each configuration, also indicate assessment(s) used for the back-up SLO beginning in the 2019-20 school year.

For each grade configuration indicate the following:

- Column 1: lowest grade that corresponds to the building or program
- Column 2: highest grade that corresponds to the building or program
- Column 3: assessment(s) used

Follow the examples below.

	(1) lowest grade	(2) highest grade	(3) assessment(s)
Grades K-6 Building	K	6	NYS Grade 4 ELA, NYS Grade 5 ELA, NYS Grade 6 ELA, NYS Grade 4 Math, NYS Grade 5 Math, NYS Grade 6 Math
Grades 7-12 Building	7	12	All applicable Regents assessments which are used to generate the principal's State-provided growth score 1 3ttom]/BBo41 3t9/0 Tfea9pfor fM]/BB36.

Annual Professional Performance Review - Education Law §3012-d

Task 7. Original Student Performance - Required (Principals) - Original Task 7.1 (State-Provided Growth Measures)

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Using the table below, please select the assessment(s) that will be used for the back-up SLOs beginning in the 2019-20 school year for each grade configuration listed. The SLO will be based on the largest grades/courses in the principal's school building, using State or Regents assessments as the underlying evidence for such SLOs where they exist.

Grade From	Grade To	State or Regents Assessment(s)
K	12	Grade 4 ELA Grade 5 ELA Grade 6 ELA Grade 7 ELA Grade 8 ELA Grade 4 Math Grade 5 Math Grade 6 Math Grade 7 Math Grade 8 Math All applicable Regents assessments which are used to generate the principal's State-provided growth score

7.1) Assurances

Please check the boxes below.

Assurethat the growth score provided by NYSED will be used, where required.

Annual Professional Performance Review - Education Law §3012-d

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

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7.3) HEDI Scoring Bands

Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%															

-368.1>cm /Im0 Do
96 - 32.C
96 - 3%
80 3%
75- 3%
96 3%
85 3%
90 3%
96 - 14%
96 - 13%
96 - 3%
96 - 3%
93 3%
97 3%

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Task 7) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)

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

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

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

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

(A) For a principal of a building which includes grades 4-8 ELA, math and/or high school courses with State or Regents assessments (or principals of programs with any of these assessments) who have at least 30% of his/her students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model.

(B) For a principal where less than 30% of his/her students are covered under the State-provided growth measure, such principal shall have a Student Learning Objective (SLO), consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any principal whose building or program includes courses that end in a State-created or administered assessment for which there is no State-provided growth mode such assessment must be used as the underlying assessment for such SLO.

During the 2016-17 through 2018-19 school years, pursuant to the requirements of §30-3.17 of the Rules of the Board of Regents, if excluding grade 3-8 ELA/math State assessments and any State-provided growth scores results in no remaining student performance measures, districts/BOCES must develop alternate SLOs based on assessments that are not grade 3-8 ELA/math State assessments for the Required subcomponent of the Student Performance Category during the transition to higher standards through new State assessments aligned to revised learning standards and a revised State-approved growth model.

7.1-7.2) Alternate SLOs (Transition Period, 2016-17 through 2018-19)

Please list the grade configurations of the schools or principals where alternate SLOs will apply. For each configuration, also indicate the measure and assessment(s) used for the alternate SLO.

For each grade configuration indicate the following:

- Column 1: lowest grade that corresponds to the building or program
- Column 2: highest grade that corresponds to the building or program
- Column 3: measure used
- Column 4: assessment(s) used

Follow the examples below.

	(1) lowest grade	(2) highest grade	(3) measure	(4) assessment(s)
Grades K-2 Building	K	2	District- or BOCES-wide results	Common Core English, Common Core Algebra, Living Environment, Global 2, US History
Grades 11-12 Building	11	12	Principal-specific results	Common Core English, US History

Using the table below, please select the assessment(s) that will be used for the alternate SLOs during the 2016-17 through 2018-19 school years for each grade configuration listed. In all other school years, the SLO will be based on the largest grades/courses in the principal's school building, using State or Regents assessments as the underlying evidence for such SLOs where they exist.

| | | | | |

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Task 8) Optional Student Performance Subcomponent

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

Up to 50% of Student Performance category, if selected.

Such second measure shall apply in a consistent manner, to the extent practicable, across all buildings with the same grade configuration or program in the district/BOCES and be either:

(A) a second State-provided growth score on a State-created or administered test, provided that a different measure is used than that for the Required subcomponent in the Student Performance category, or

(B) a growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model.

8.1) Use of the Optional Subcomponent for Student Performance Measures

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

NO, the Optional subcomponent WILL NOT be used in the Student Performance category for any principal.

Annual Professional Performance Review - Education Law §3012-d

Task 9. Principal School Visit Category - Tasks 9.1-9.6

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For guidance on the Principal School Visit category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

9.1) Principal Practice Rubric

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

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

9.2) Assurances

Please check all of the boxes below.

Annual Professional Performance Review - Education Law §3012-d

Task 9. Principal School Visit Category - Tasks 9.1-9.6

Required - Supervisor/ Adminstrator	Required - Independent Evaluator(s)	Optional - Peer Observer(s)	**Grade configurations for which Peer Observers will be used**
90%	10%	N/A	(No Response)

9.6) Assurances

Please check all of the boxes below.

Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the principal(s) they are evaluating.
Assure that, if school visits are being conducted by trained peer observer(s), these principal(s) received an overall rating of Effective or Highly Effective in the previous school year.
Assure that the following elements will not be used in calculating a principal's school visit category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
Assure that the length of all school visits for principals will be conducted pursuant to the locally-determined durations.
Assure that independent evaluator(s) will be trained and selected by the district/BOCES.
Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES.
Assure that at least one of the required school visits will be unannounced.
Assure that school visits will not be conducted via video.

9.7) Number of School Visits

Indicate the minimum number of unannounced and announced school visits for each type of observer in the tables below.

Tenured Principals

	Required - Supervisor/ Administrator: Minimum school visits	Required - Independent Evaluator(s): Minimum school visits	Optional - Peer Observer(s): Minimum school visits

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Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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For guidance on additional requirements for principals, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

11.1) Assurances: Improvement Plans

Please check all of the boxes below.

Assure that the district/BOCES will formulate and commence implementation of a Principal Improvement Plan (PIP) for all principals who receive a Developing or Ineffective rating by October 1 following the school year for which such principal's performance is being measured or as soon as practicable thereafter.

Assure that PIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas.

11.2) Attachment: Principal Improvement Plan Forms

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

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

As a requirement to submit this APPR plan, please attach all documents listed above.

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

Sackets Harbor Central School District APPR Principal APPEALS Process

Details of timely and constructive feedback provided to principals quarterly, the superintendent and principal will have a meeting regarding the principal's performance as rated using the Multi-Dimensional Rubric and the collection of evidence. The summative evaluation, including composite effectiveness rating, will be provided to the Principal within three business days of the receipt by the Superintendent. The District will support the principal's development and ensure that all individuals receive appropriate professional development. Everyone in the system should focus on the goal of student achievement, as per the APPR regulations. This will include keeping to the timelines set forth in this document.

1. RATINGS THAT n4btPM

Districts, selected by the first two Panel members.

2. The Superintendent of Schools and the appealing principal shall each designate their respective Panel member selections within five (5) working days of the Superintendent of Schools' receipt of the APPR appeal. The Superintendent of Schools shall give notice of his/her designation in writing to the appealing principal, and the appealing principal shall give notice of his/her designation in writing to the Superintendent of Schools. Each designation shall include the name, title, and employer of the selected individual. The designation shall include written verification that the selected individual has agreed to act as a Panel member. The written notification and verification required by this paragraph may be accomplished by electronic mail ("e-mail").
3. Within five (5) working days of designation as Panel members, the two selected individuals shall designate the third Panel member and notify the Superintendent of Schools and the principal in writing of the name, title, and employer of the third Panel member. The designation shall include written verification that the selected individual has agreed to act as a Panel member. The written notification and verification required by this paragraph may be accomplished by electronic mail ("e-mail").The Panel shall coordinate with the Superintendent of Schools to ensure that each Panel member receives a copy of the appeal and a copy of the District's response to the appeal.
4. Within five (5) working days of designation of the third Panel member, the entire Panel shall meet to review the appeal and the District's response to the appeal. The Panel will not receive or take testimony and shall review the merits of the appeal solely based on the written record. Notwithstanding the foregoing, in the event that the Panel determines that the appeal should be dismissed, no meeting shall be necessary and the Panel may render its decision without having held a meeting to review the written evidence. In the event this occurs, the filing and notification shall occur on or before the date on which the Panel was to meet to review the appeal.
5. If the meeting is held, the Panel shall file a written decision on the appeal within fifteen (15) working days of the meeting. The decision shall be filed with the Superintendent of Schools and a copy provided to the appealing principal. The decision shall be based on the written record, comprised of the principal's appeal papers and supporting information, as well as the response required. This decision shall be final and binding. If the principal is unavailable to personally receive the decision at the time it is filed with the Superintendent of Schools, delivery of a copy of the decision to the principal may be accomplished by either (1) placing the decision in a sealed envelope marked "confidential" at the location designated for the principal to receive mail at the District; (2) e-mail of a copy of the decision to the principal at the principal's District e-mail address.
6. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the Panel may (i) set aside a rating if it has been affected by substantial error or defect; modify a rating if it has been affected by substantial error or defect; or order a new evaluation if procedures have been violated.
7. The original decision, original appeal (and supporting information), and original response shall be placed in the principal's personnel file.
8. The time frames, which will be timely and expeditious in accordance with Education Law 3012-d, specified in this Article may be extended by mutual consent of all parties. The consent must be in writing. For purposes of this paragraph, the written consent may be accomplished by electronic mail ("e-mail").
9. If still in disagreement the principal may submit a written response to the evaluation within 10 business days of the decision of the Committee. This letter will be placed in the personnel file along with the final annual evaluation.

8. EXCLUSIVITY OF EDUCATION LAW SECTION 3012-D APPEAL PROCEDURE

1. This appeal procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a principal APPR or improvement plan. A principal may not resort to any other procedure for the resolution of challenges and appeals related to an APPR or improvement plan including, but not limited to, any grievance procedure set forth in an applicable collective bargaining agreement, except as otherwise authorized by law.

11.5) Assurance: Evaluators

Please check the box below.

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

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

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

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

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

Training and Certification of Lead Evaluators, Evaluators, and Lead Evaluators

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Please check all of the boxes below.

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

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Task 12) Upload APPR District Certification Form

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

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

Sackets Harbor Central APPR Certification Form 2016.pdf

Sackets Harbor Central School Teacher Improvement Plan (TIP) Form

Teacher of Record: _____ Subject/Grade: _____ Lead Evaluator: _____

HEDI Classification:

___ Developing

____ Ineffective

A Teacher of Record receiving a HEDI Classification of ***Developing*** or ***Ineffective*** through an Annual Professional Performance Review will signal the need for the development and implementation of a Teacher Improvement Plan (TIP). Once the Teacher of Record has received his/her Overall APPR Composite Rating of ***Developing*** or ***Ineffective,*** a TIP shall be drafted within seven (7) school days. The Teacher of Record will share the draft with the District's Lead Evaluator assigned to this teacher. Together, the Lead Evaluator and the Teacher of Record will make appropriate changes to the TIP.

A TIP will be formulated and implementation commenced no later than October 1 following the school year for which the teacher's performance is being measured.

NYSTS Standards Identified for Further Development	Action(s) to be Taken	Lead Evaluator's Responsibilities	Teacher of Record's Responsibilities	Timeline for Progress	Indicators of Success	Improvements Made and Documented

Teacher of Record's Signature: _____ Date: _____

Lead Evaluator's Signature: _____ Date: _____

SHCS Teachers' Association President/Designee's Signature: _____ Date: _____

Sackets Harbor Central School District Principal Improvement Plan

The purpose of a Principal Improvement Plan (PIP) is to provide the principal with a concrete set of expectations based on evidence collected from the previous school year that attributed to a Composite HEDI rating of "*Ineffective*" or "*Developing*". They will then be provided a Principal Improvement Plan. The plan will contain: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which improvement will be assessed; and where appropriate, differentiated activities to support improvement in the identified areas.

In order for this process to be successful the principal and superintendent must be in partnership and active contributors to the success of the plan. The plan will provide action steps, timelines, and District supports to build the capacity of the principals to increase the likelihood of moving the principal to an "*Effective*" rating.

In accordance with the laws and regulations of 3012d any and all principals identified as "*Ineffective*" or "*Developing*" will be provided an improvement plan. The following procedure will be followed:

1. Upon receipt of the principal's HEDI composite annual rating, those rated "*Ineffective*" or "*Developing*" will be notified so that the rating can be addressed and the scheduling of a meeting to discuss the formulation of the Principal Improvement Plan (PIP) with his/her supervisor (Superintendent) needs to take place. This meeting to discuss the implementation of the PIP must take place within 5 business days, commencing with the first day of each school year.

2. The plan will include: Critical Attributes Indicating Success, Principal's Action Plan, Superintendent's Responsibilities, and Timeline and Elements of Measurement. These will be specific expectations that will, if followed, lead to improvement.

3. The principal and superintendent will sign and date the Principal Improvement Plan. A copy will be provided to the principal with the original signed copy being placed into the principal's personnel file.

4. By regulation the PIP must be signed an

SACKETS HARBOR CENTRAL SCHOOL DISTRICT'S PRINCIPAL'S IMPROVEMENT PLAN

_____ _____ _____

Principal Date Superintendent

_____

Composite HEDI Rating

Rubric – Domain-Element Chosen for Further Development	Critical Attributes Indicating Success	Principal's Action Plan	Superintendent's Responsibilities	Timeline of Progress & Review	Elements of Measurement

Principal's Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____

Date	Evaluator's Comments of Progress	Evaluator's Initials	Principal's Comments	Principal's Initials

Recommendation for Results of PIP

The principal has met the performance goals identified through the PIP.

The principal has not met the performance goals.

available, and for the Teacher Observation category or Principal School Visit category of the annual professional performance reviews, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1st of the school year next following the school year for which the teacher's or principal's performance is measured, and that the entire APPR will be completed for each teacher or principal as soon as practicable, but in no case later than September 1st of the school year next following the school year for which the classroom teacher or building principal's performance is measured;

- Assure that beginning in the 2019-20 school year, the district or BOCES shall compute and provide to the teacher/principal their score and rating on the Student Performance category, if available, and for the Observation category or Principal School Visit Category of a teacher's or principal's annual professional performance review, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1st of the school year next following the school year for which the teacher's or principal's performance is measured;
- Assure that the APPR Plan will be filed and disclosed to the public on the district's or BOCES' website no later than September 10th of each school year, or within 10 days after the plan is approved by the Commissioner, whichever shall occur earlier;
- Assure that accurate teacher and student data will be provided to the Commissioner in the manner prescribed by the Commissioner;
- Assure that, during the 2015-16 through 2018-19 school year, the district or BOCES will continue to report both the original and transition individual category and component scores and the overall original and transition ratings to the State for each classroom teacher and building principal in a manner prescribed by the Commissioner;
- Certify that the district provides an opportunity for every classroom teacher and building principal to review the rosters and/or student rosters assigned to them;
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process;
- Assure that the maximum score for each category specified in the regulations of the Commissioner, including specific considerations in evaluating teachers and principals of English language learners and students with disabilities;
- Assure that, during the 2015-16 through 2019-20 school years, any educator who receives a Developing or Ineffective rating as their overall transition rating will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 15th of the school year following the school year in which such teacher's or principal's performance is being measured or as soon as practicable thereafter;
- Assure that, beginning in the 2019-2020 school year, any educator who receives a Developing or Ineffective rating on their original overall rating pursuant to this APPR Plan will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 15th of the school year following the school year for which such teacher's or principal's performance is being measured or as soon as practicable thereafter;
- Assure that such improvement plan shall be developed by the superintendent, who may consult in the exercise of their pedagogical judgment, and shall be subject to collective bargaining to the extent required under Article 24 of the Civil Service Law;
- Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, will be properly trained and certified, and that lead evaluators will be certified and recertified as necessary in accordance with applicable statutes and regulations;
- Assure that the district or BOCES has adopted a process consistent with the statute and regulations and that it will provide for the timely and equitable resolution of annual professional performance review appeals;
- Assure that, for teachers, all observable NYSTCE teaching standards/domains or the selected practice rubric are assessed at least once a year across the total number of annual observations and for principals, all Educational Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits;
- Assure that it is possible for a teacher or principal to obtain a rating in the highest rating category for each subcomponent and that the district and BOCES shall ensure that the process by which ranges are assigned to subcomponents and categories is transparent and [illegible] each school year;
- Assure that if a second measure of student performance is locally selected, it shall be the same locally selected measures of student growth across all classrooms in the same grade/subject/course, and shall be used in a consistent manner to the extent practicable;
- Assure that all growth targets represent a minimum of one year's growth, unless an exception is approved by the superintendent and/or their designee;
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval each school year, on a form prescribed by the Commissioner, to the Commissioner for approval;
- Assure that the alternate SLOs described in Tasks 1 and 7 of this APPR plan will be used as the basis for certain teachers' and principals' transition APPR scores and ratings, where applicable and consistent with section 30-3.15 of the

- Assure that, beginning in the 2019-20 school year, no transition scores and ratings will be generated and the district or BOCES' original APPR Plan will apply, without any modifications, such as [illegible] regulations, and SED guidance, in accordance with the requirements of §30-3.5(a)(2) of the Rules of the Board of Regents;
- Assure that the district or BOCES will provide the Department with such information as requested to conduct annual monitoring;
- Assure that the amount of time devoted to traditional standardized State or Federal law for each classroom or program at a grade level does not exceed, in the aggregate, two percent or the minimum required annual instructional hours for such grade. Time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent or the minimum required annual instructional hours for such grade. Time devoted to [illegible] be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted toward the limits established by this subdivision and shall supersede the requirement [illegible] Section 504 plan of a qualified student with a disability or federal English language learner.

Signatures, dates

Superintendent Signature: Date:

Teachers Union President Signature: Date: Sept. 1, 2016

Administrator Union President Signature: Date:

Board of Education President Signature: