



THE STATE EDUCATION DEPARTMENT / 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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May 18, 2014

**Revised**

Frederick E. Hall, Jr., Superintendent  
Sackets Harbor Central School District  
215 S. Broad Street  
Sackets Harbor, NY 13685

Dear Superintendent Hall:

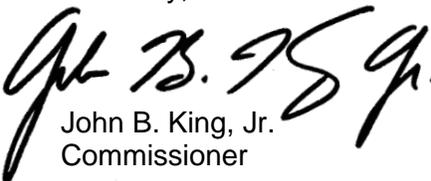
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR 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-c, 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 growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results.

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Jack Boak

**NOTE:**

Only documents that are incorporated by reference in your APPR have been reviewed and are considered as part of your APPR; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR but are not incorporated by reference in your APPR have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your APPR form and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan and/or require corrective action.

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Wednesday, September 18, 2013

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## 1

### Disclaimers

The Department will review the contents of each school district's or BOCES' APPR plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law section 3012-c and subpart 30-2 of the Rules of the Board of Regents. Department approval does not imply endorsement of specific educational approaches in a district's or BOCES' plan.

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

If the Department reasonably believes through investigation or otherwise that statements made in this APPR plan are not true or accurate, it reserves the right to reject this plan at any time and/or to request additional information to determine the truth and/or accuracy of such statements.

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 221001040000

If this is not your BEDS Number, please enter the correct one below

221001040000

#### 1.2) School District Name: SACKETS HARBOR CSD

If this is not your school district, please enter the correct one below

SACKETS HARBOR CSD

#### 1.3) Assurances

Please check all of the boxes below:

1.3) Assurances   Assure that the content of this form represents the district/BOCES' entire APPR plan and that the APPR plan is in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents	Checked
1.3) Assurances   Assure that this APPR plan will be posted on the district or BOCES website by September 10, or within 10 days after approval, whichever is later	Checked

1.3) Assurances   Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval	Checked
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## 1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

## 2. Growth on State Assessments or Comparable Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, March 05, 2014

### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a value-added growth score. That score will incorporate students' academic history compared to similarly academically achieving students and will use special considerations for students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses in addition where there is no state-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See guidance for more detail on teachers with State-provided measures AND SLOs.)

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

#### 2.1) Assurances

Please check the boxes below:

2.1) Assurances   Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
2.1) Assurances   Assure that the State-provided growth measure will be used if a value-added measure has not been approved.	Checked

#### STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for teachers in the following grades and subjects. (Please note that for teachers 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 core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:**

State assessments (or Regents or Regent equivalents), *required if one exists*

*If no State assessment or Regents exam exists:*

District-determined assessments from list of State-approved 3<sup>rd</sup> party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms  
**For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:**

State assessments, *required if one exists*

List of State-approved 3<sup>rd</sup> party assessments

District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

School- or BOCES-wide, group or team results based on State assessments

**Please note:** If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

## 2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Jefferson-Lewis BOCES Regionally Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Jefferson-Lewis BOCES Regionally Developed 1st Grade ELA Assessment
2	State-approved 3rd party assessment	Star Reading Enterprise

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-determined and collaboratively agreed upon pre-assessment (between the Lead Evaluator and Teachers of Record), will be administered at the beginning of the school year (generally within the first 5 weeks) and a post-assessment will be administered at the end of the school year. SLO individual growth targets, that are also pre-determined and collaboratively agreed upon between the Lead Evaluator and Teachers of Record, will be utilized. The percentage of the Teacher of Record’s students reaching their individual growth targets will be correlated to the graphic located in 2.11 entitled Sackets Harbor Central School District’s Scoring Band for the HEDI Growth Measure.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	100%-89% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead

	Evaluator and the Teacher of Record reflecting growth within the Highly Effective (18-20) scoring band.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	88%-65% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Effective (9-17) scoring band.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	64%-20% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Developing (3-8) scoring band.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	19%-0% of students met the pre-determined growth rate target, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Ineffective (0-2) scoring band.

## 2.3) Grades K-3 Math

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Jefferson-Lewis BOCES Regionally Developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	Jefferson-Lewis BOCES Regionally Developed 1st Grade Math Assessment
2	State-approved 3rd party assessment	Star Math Enterprise
	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-determined and collaboratively agreed upon pre-assessment (between the Lead Evaluator and Teachers of Record), will be administered at the beginning of the school year (generally within the first 5 weeks) and a post-assessment will be administered at the end of the school year. SLO individual growth targets, that are also pre-determined and collaboratively agreed upon between the Lead Evaluator and Teachers of Record, will be utilized. The percentage of the Teacher of Record's students reaching their individual growth targets will be correlated to the graphic located in 2.11 entitled Sackets Harbor Central School District's Scoring Band for the HEDI Growth Measure.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	100%-89% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Highly Effective (18-20) scoring band.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	88%-65% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Effective (9-17) scoring band.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	64%-20% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Developing (3-8) scoring band.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	19%-0% of students met the pre-determined growth rate target, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Ineffective (0-2) scoring band.

## 2.4) Grades 6-8 Science

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

	Science	Assessment
6	District, regional or BOCES-developed assessment	Jefferson-Lewis BOCES Regionally Developed Sixth Grade Science Assessment
7	District, regional or BOCES-developed assessment	Jefferson-Lewis BOCES Regionally Developed Seventh Grade Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-determined and collaboratively agreed upon pre-assessment (between the Lead Evaluator and Teachers of Record), will be administered at the beginning of the school year (generally within the first 5 weeks) and a post-assessment will be administered at the end of the school year. SLO individual growth targets, that are also pre-determined and collaboratively agreed upon between the Lead Evaluator and Teachers of Record, will be utilized. The percentage of the Teacher of Record's students reaching their individual growth targets will be correlated to the graphic located in 2.11 entitled Sackets Harbor Central School District's Scoring Band for the HEDI Growth Measure.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	100%-89% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Highly Effective (18-20) scoring band.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	88%-65% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within

the Effective (9-17) scoring band.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

64%-20% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Developing (3-8) scoring band.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

19%-0% of students met the pre-determined growth rate target, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Ineffective (0-2) scoring band.

## 2.5) Grades 6-8 Social Studies

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Sackets Harbor Central Locally Developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Sackets Harbor Central Locally Developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Sackets Harbor Central Locally Developed 8th Grade Social Studies Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

A pre-determined and collaboratively agreed upon pre-assessment (between the Lead Evaluator and Teachers of Record), will be administered at the beginning of the school year (generally within the first 5 weeks) and a post-assessment will be administered at the end of the school year. SLO individual growth targets, that are also pre-determined and collaboratively agreed upon between the Lead Evaluator and Teachers of Record, will be utilized. The percentage of the Teacher of Record's students reaching their individual growth targets will be correlated to the graphic located in 2.11 entitled Sackets Harbor Central School District's Scoring Band for the HEDI Growth Measure.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

100%-89% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Highly Effective (18-20) scoring band.

Effective (9 - 17 points) Results meet District goals for similar students.

88%-65% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Effective (9-17) scoring band.

Developing (3 - 8 points) Results are below District goals for similar students.

64%-20% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Developing (3-8) scoring band.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

19%-0% of students met the pre-determined growth rate target, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Ineffective (0-2) scoring band.

## 2.6) High School Social Studies Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Sackets Harbor Central Developed 9th Grade Global 1 Assessment

	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-determined and collaboratively agreed upon pre-assessment (between the Lead Evaluator and Teachers of Record), will be administered at the beginning of the school year (generally within the first 5 weeks) and a post-assessment will be administered at the end of the school year. SLO individual growth targets, that are also pre-determined and collaboratively agreed upon between the Lead Evaluator and Teachers of Record, will be utilized. The percentage of the Teacher of Record's students reaching their individual growth targets will be correlated to the graphic located in 2.11 entitled Sackets Harbor Central School District's Scoring Band for the HEDI Growth Measure.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	100%-89% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Highly Effective (18-20) scoring band.
Effective (9 - 17 points) Results meet District goals for similar students.	88%-65% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Effective (9-17) scoring band.
Developing (3 - 8 points) Results are below District goals for similar students.	64%-20% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Developing (3-8) scoring band.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

19%-0% of students met the pre-determined growth rate target, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Ineffective (0-2) scoring band.

## 2.7) High School Science Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

A pre-determined and collaboratively agreed upon pre-assessment (between the Lead Evaluator and Teachers of Record), will be administered at the beginning of the school year (generally within the first 5 weeks) and a post-assessment will be administered at the end of the school year. SLO individual growth targets, that are also pre-determined and collaboratively agreed upon between the Lead Evaluator and Teachers of Record, will be utilized. The percentage of the Teacher of Record's students reaching their individual growth targets will be correlated to the graphic located in 2.11 entitled Sackets Harbor Central School District's Scoring Band for the HEDI Growth Measure.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

100%-89% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Highly Effective (18-20) scoring band.

Effective (9 - 17 points) Results meet District goals for similar students.

88%-65% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Effective (9-17) scoring band.

Developing (3 - 8 points) Results are below District goals for similar students.

64%-20% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Developing (3-8) scoring band.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

19%-0% of students met the pre-determined growth rate target, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Ineffective (0-2) scoring band.

## 2.8) High School Math Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

For High School Math Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-determined and collaboratively agreed upon pre-assessment (between the Lead Evaluator and Teachers of Record), will be administered at the beginning of the school year (generally with in the first 5 weeks) and a post-assessment will be administered at the end of the school year. SLO individual growth targets, that are also pre-determined and collaboratively agreed upon between the Lead Evaluator and Teachers of Record, will be utilized. The percentage of the Teacher of Record's students reaching their individual growth targets will be correlated to the graphic located in 2.11 entitled Sackets Harbor Central School District's Scoring Band for the HEDI Growth Measure. The Sackets Harbor Central School District will offer the New York State Integrated Algebra and New York State Common Core Algebra Regents for students enrolled in the Common Core Algebra Course. The Algebra 1 Teachers of Record's growth score will utilize the higher of the students' two New York State assessment scores.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	100%-89% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Highly Effective (18-20) scoring band.
Effective (9 - 17 points) Results meet District goals for similar students.	88%-65% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Effective (9-17) scoring band.
Developing (3 - 8 points) Results are below District goals for similar students.	64%-20% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Developing (3-8) scoring band.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

19%-0% of students met the pre-determined growth rate target, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Ineffective (0-2) scoring band.

## 2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Sackets Harbor Central Locally Developed 9th Grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Sackets Harbor Central Locally Developed 10th Grade ELA Assessment
Grade 11 ELA	Regents assessment	New York State Comprehensive ELA Regents/Common Core ELA Regents

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

A pre-determined and collaboratively agreed upon pre-assessment (between the Lead Evaluator and Teachers of Record), will be administered at the beginning of the school year (generally within the first 5 weeks) and a post-assessment will be administered at the end of the school year. SLO individual growth targets, that are also pre-determined and collaboratively agreed upon between the Lead Evaluator and Teachers of Record, will be utilized. The percentage of the Teacher of Record's students reaching their individual growth targets will be correlated to the graphic located in 2.11 entitled Sackets Harbor Central School District's Scoring Band for the HEDI Growth Measure. The Sackets Harbor Central School District will offer the New York State ELA Comprehensive Regents and the New York State Common Core English Regents for students enrolled in the Common Core English Language Arts Course. The Grade 11 ELA Teachers of Record's growth score will utilize the higher of the students' two New York State assessment scores.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

100%-89% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Highly Effective (18-20) scoring band.

Effective (9 - 17 points) Results meet District goals for similar students.	88%-65% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Effective (9-17) scoring band.
Developing (3 - 8 points) Results are below District goals for similar students.	64%-20% of students met the pre-determined growth rate targets, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Developing (3-8) scoring band.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	19%-0% of students met the pre-determined growth rate target, via a collaboratively created SLO between the Lead Evaluator and the Teacher of Record reflecting growth within the Ineffective (0-2) scoring band.

## 2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

Course(s) or Subject(s)	Option	Assessment
Multi-Media	District, Regional or BOCES-developed	Sackets Harbor Central Locally Developed Multi-Media Assessment
Library Skills	District, Regional or BOCES-developed	Jefferson-Lewis BOCES Regionally Developed Library Skills Assessment
Technology	District, Regional or BOCES-developed	Jefferson-Lewis BOCES Regionally Developed Technology Assessment
General Music	District, Regional or BOCES-developed	Sackets Harbor Central Locally Developed General Music Assessment
K-6 Elementary Art	District, Regional or BOCES-developed	Jefferson-Lewis BOCES Regionally Developed k-6 Elementary Art Assessments
Graphing Calculator (Math)	District, Regional or BOCES-developed	Sackets Harbor Central Locally Developed Graphing Calculator (Math) Assessment
Participation in Government	District, Regional or BOCES-developed	Sackets Harbor Central Locally Developed Participation in Government Assessment
K-12 Physical Education	District, Regional or BOCES-developed	Jefferson-Lewis BOCES Regionally Developed K-12 Physical Education Assessments
Health - Middle School	District, Regional or BOCES-developed	Jefferson-Lewis BOCES Regionally Developed Middle School Health Assessment
Spanish I	District, Regional or BOCES-developed	Sackets Harbor Central Locally Developed Spanish I Assessment
Spanish II	District, Regional or BOCES-developed	Jefferson-Lewis BOCES Regionally Developed Pre-Check Point B
Spanish III	District, Regional or BOCES-developed	Jefferson-Lewis BOCES Regionally Developed Check Point B
Spanish IV	District, Regional or BOCES-developed	Sackets Harbor Central Locally Developed Spanish IV Assessment
Spanish Grade 7	District, Regional or BOCES-developed	Jefferson-Lewis BOCES Regionally Developed Pre-Check Point A Assessment
Spanish Grade 8	District, Regional or BOCES-developed	Jefferson-Lewis BOCES Regionally Developed Check Point A Assessment

Health - High School	District, Regional or BOCES-developed	Sackets Harbor Central Locally Developed Health High School Assessment
Sports Marketing	District, Regional or BOCES-developed	Sackets Harbor Central Locally Developed Sports Marketing Assessment
Career and Financial Management	District, Regional or BOCES-developed	Sackets Harbor Central Locally Developed Career and Financial Management Assessment
Twenty-First Century Skills	District, Regional or BOCES-developed	Sackets Harbor Central Locally Developed Twenty-First Century Skills Assessment
Keyboarding	District, Regional or BOCES-developed	Sackets Harbor Central Locally Developed Keyboarding Assessment

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-determined and collaboratively agreed upon pre-assessment (between the Lead Evaluator and Teachers of Record), will be administered at the beginning of the school year (generally within the first 5 weeks) and a post-assessment will be administered at the end of the school year. SLO individual growth targets, that are also pre-determined and collaboratively agreed upon between the Lead Evaluator and Teachers of Record, will be utilized. The percentage of the Teacher of Record's students reaching their individual growth targets will be correlated to the graphic located in 2.11 entitled Sackets Harbor Central School District's Scoring Band for the HEDI Growth Measure.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	89% – 100 % of the students met the pre-determined targets as developed within the Teacher of Record's SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	65% - 88% of the students met the pre-determined targets as developed within the Teacher of Record's SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	20% - 64% of the students met the pre-determined targets as developed within the Teacher of Record's SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% 19% of the students met the pre-determined targets as developed within the Teacher of Record's SLO.

If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

assets/survey-uploads/12186/574208-avH4IQNZMh/2 - 10 other courses doc.docx

## 2.11) HEDI Tables or Graphics

For questions 2.2 through 2.10 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/12186/574208-TXEttx9bQW/2949858-Growth Measure Scoring Strands for HEDI with Graphic.docx

## 2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

Our district will not be utilizing controls.

## 2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

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

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, May 08, 2014

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#### Page 1

#### Locally Selected Measures of Student Achievement or Growth

"Comparable across classrooms" means that the same locally-selected measures of student achievement or growth must be used across all classrooms in the same grade/subject in the district or BOCES.

Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 3.1 through 3.11, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, the district does not have certain grades, the district does not offer a specific subject, etc.

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

Please note: Only one locally-selected measure is required for teachers in the same grade/subject across the district, but some districts may prefer to have more than one measure for all teachers within a grade/subject. Also note: Districts may use more than one locally-selected measure for different groups of teachers within a grade/subject if the district/BOCES verifies comparability based on Standards of Educational and Psychological Testing. This APPR form only provides space for one measure for teachers in the same grade/subject across the district. Therefore, if more than one locally-selected measure is used for all teachers in any grades or subject, districts must complete additional copies of this form and upload as attachments for review.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

NOTE: If your district/BOCES is using the same assessment for both the State growth and other comparable measures subcomponent and the locally-selected measures subcomponent, be sure that a different measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

#### LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR TEACHERS IN GRADES FOR WHICH THERE IS AN APPROVED VALUE-ADDED MEASURE (15 points)

Growth or achievement measure(s) from these options.

***One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.***

***The options in the drop-down menus below are abbreviated from the following list:***

Measures based on:

1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in

the percentage of a teacher’s students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students’ performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)

2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally

3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause

4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment

5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
5	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
6	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
7	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
8	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered

For Grades 4-8 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: When completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	All Teachers of Record in the district will receive a HEDI score based upon the percent of students meeting/exceeding proficiency on the following assessments: All grade 3-8 NYS ELA and Math assessments, grades 4 and 8 NYS Science assessments, an all NYS Regents assessments. Since the results
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of the grades 3-8 NYS assessments and the Regents assessments will both generate a HEDI score utilizing different conversion charts, the HEDI score for each will be averaged together to result in a final HEDI score. If necessary, the final HEDI score will be rounded, but in no event will it result in Teachers of Record moving into a different scoring band. Proficient is defined as 65 or higher on Regents assessments and 3 or higher on NYS assessments. These targets were set based upon historical data from within the district.

The Sackets Harbor Central School District will offer the New York State Integrated Algebra and the NYS Comprehensive English Regents and New York State Common Core Algebra Regents and NYS Common Core English Regents for students enrolled in Common Core Courses. For calculation purposes, individual student's results will reflect the highest score obtained on either assessment. For calculation purposes proficiency rates for all NYS 3-8 assessments shall be a 3 or higher. All NYS Regents administered proficiency rates shall be a 65 or higher.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3

### 3.2) Grades 4-8 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
5	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
6	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
7	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
8	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered

For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>All Teachers of Record in the district will receive a HEDI score based upon the percent of students meeting/exceeding proficiency on the following assessments: All grade 3-8 NYS ELA and Math assessments, grades 4 and 8 NYS Science assessments, an all NYS Regents assessments. Since the results of the grades 3-8 NYS assessments and the Regents assessments will both generate a HEDI score utilizing different conversion charts, the HEDI score for each will be averaged together to result in a final HEDI score. If necessary, the final HEDI score will be rounded, but in no event will it result in Teachers of Record moving into a different scoring band. Proficient is defined as 65 or higher on Regents assessments and 3 or higher on NYS assessments. These targets were set based upon historical data from within the district.</p> <p>The Sackets Harbor Central School District will offer the New York State Integrated Algebra and the NYS Comprehensive English Regents and New York State Common Core Algebra Regents and NYS Common Core English Regents for students enrolled in Common Core Courses. For calculation purposes, individual student's results will reflect the highest score obtained on either assessment. For calculation purposes proficiency rates for all NYS 3-8 assessments shall be a 3 or higher. All NYS Regents administered proficiency rates shall be a 65 or higher.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in 3.3</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in 3.3</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in 3.3</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in 3.3</p>

### 3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/12149/574209-rhJdBgDruP/3080127-School wide hedi local achievement combined chart for teachers of record and principal 2014-15\_2.docx

### LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER TEACHERS (20 points)

Growth or achievement measure(s) from these options.

*One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.*

*The options in the drop-down menus below are abbreviated from the following list:*

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7<sup>th</sup> grade math State assessment compared to those same students’ performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students’ performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
  
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
1	6(ii) School-wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
2	6(ii) School-wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
3	6(ii) School-wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered

For Grades K-3 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>All Teachers of Record in the district will receive a HEDI score based upon the percent of students meeting/exceeding proficiency on the following assessments: All grade 3-8 NYS ELA and Math assessments, grades 4 and 8 NYS Science assessments, an all NYS Regents assessments. Since the results of the grades 3-8 NYS assessments and the Regents assessments will both generate a HEDI score utilizing different conversion charts, the HEDI score for each will be averaged together to result in a final HEDI score. If necessary, the final HEDI score will be rounded, but in no event will it result in Teachers of Record moving into a different scoring band. Proficient is defined as 65 or higher on Regents assessments and 3 or higher on NYS assessments. These targets were set based upon historical data from within the district.</p> <p>The Sackets Harbor Central School District will offer the New York State Integrated Algebra and the NYS Comprehensive English Regents and New York State Common Core Algebra Regents and NYS Common Core English Regents for students enrolled in Common Core Courses. For calculation purposes, individual student's results will reflect the highest score obtained on either assessment. For calculation purposes proficiency rates for all NYS 3-8 assessments shall be a 3 or higher. All NYS Regents administered proficiency rates shall be a 65 or higher.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in 3.3</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in 3.3</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in 3.3</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in 3.3</p>

### 3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
1	6(ii) School-wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered

2	6(ii) School-wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
3	6(ii) School-wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered

For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All Teachers of Record in the district will receive a HEDI score based upon the percent of students meeting/exceeding proficiency on the following assessments: All grade 3-8 NYS ELA and Math assessments, grades 4 and 8 NYS Science assessments, an all NYS Regents assessments. Since the results of the grades 3-8 NYS assessments and the Regents assessments will both generate a HEDI score utilizing different conversion charts, the HEDI score for each will be averaged together to result in a final HEDI score. If necessary, the final HEDI score will be rounded, but in no event will it result in Teachers of Record moving into a different scoring band. Proficient is defined as 65 or higher on Regents assessments and 3 or higher on NYS assessments. These targets were set based upon historical data from within the district. The Sackets Harbor Central School District will offer the New York State Integrated Algebra and the NYS Comprehensive English Regents and New York State Common Core Algebra Regents and NYS Common Core English Regents for students enrolled in Common Core Courses. For calculation purposes, individual student's results will reflect the highest score obtained on either assessment. For calculation purposes proficiency rates for all NYS 3-8 assessments shall be a 3 or higher. All NYS Regents administered proficiency rates shall be a 65 or higher.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3

### 3.6) Grades 6-8 Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
7	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
8	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered

For Grades 6-8 Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>All Teachers of Record in the district will receive a HEDI score based upon the percent of students meeting/exceeding proficiency on the following assessments: All grade 3-8 NYS ELA and Math assessments, grades 4 and 8 NYS Science assessments, an all NYS Regents assessments. Since the results of the grades 3-8 NYS assessments and the Regents assessments will both generate a HEDI score utilizing different conversion charts, the HEDI score for each will be averaged together to result in a final HEDI score. If necessary, the final HEDI score will be rounded, but in no event will it result in Teachers of Record moving into a different scoring band. Proficient is defined as 65 or higher on Regents assessments and 3 or higher on NYS assessments. These targets were set based upon historical data from within the district.</p> <p>The Sackets Harbor Central School District will offer the New York State Integrated Algebra and the NYS Comprehensive English Regents and New York State Common Core Algebra Regents and NYS Common Core English Regents for students enrolled in Common Core Courses. For calculation purposes, individual student's results will reflect the highest score obtained on either assessment. For calculation purposes proficiency rates for all NYS 3-8 assessments shall be a 3 or higher. All NYS Regents administered proficiency rates shall be a 65 or higher.</p>
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3

### 3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
7	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
8	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All Teachers of Record in the district will receive a HEDI score based upon the percent of students meeting/exceeding proficiency on the following assessments: All grade 3-8 NYS ELA and Math assessments, grades 4 and 8 NYS Science assessments, an all NYS Regents assessments. Since the results of the grades 3-8 NYS assessments and the Regents assessments will both generate a HEDI score utilizing different conversion charts, the HEDI score for each will be averaged together to result in a final HEDI score. If necessary, the final HEDI score will be rounded, but in no event will it result in Teachers of Record moving into a different scoring band. Proficient is defined as 65 or higher on Regents assessments and 3 or higher on NYS assessments. These targets were set based upon historical data from within the district. The Sackets Harbor Central School District will offer the New York State Integrated Algebra and the NYS Comprehensive English Regents and New York State Common Core Algebra Regents and NYS Common Core English Regents for students enrolled in Common Core Courses. For calculation purposes, individual student's results will reflect the highest score obtained on either assessment. For calculation purposes proficiency rates for all NYS 3-8 assessments shall be a 3 or higher. All NYS Regents administered proficiency rates shall be a 65 or higher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3

### 3.8) High School Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
Global 2	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
American History	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered

For High School Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All Teachers of Record in the district will receive a HEDI score based upon the percent of students meeting/exceeding proficiency on the following assessments: All grade 3-8 NYS ELA and Math assessments, grades 4 and 8 NYS Science assessments, an all NYS Regents assessments. Since the results of the grades 3-8 NYS assessments and the Regents assessments will both generate a HEDI score utilizing different conversion charts, the HEDI score for each will be averaged together to result in a final HEDI score. If necessary, the final HEDI score will be rounded, but in no event will it result in Teachers of Record moving into a different scoring band. Proficient is defined as 65 or higher on Regents assessments and 3 or higher on NYS assessments. These targets were set based upon historical data from within the district. The Sackets Harbor Central School District will offer the New York State Integrated Algebra and the NYS Comprehensive English Regents and New York State Common Core Algebra Regents and NYS Common Core English Regents for students enrolled in Common Core Courses. For calculation purposes, individual student's results will reflect the highest score obtained on either assessment. For calculation purposes proficiency rates for all NYS 3-8 assessments shall be a 3 or higher. All NYS Regents administered proficiency rates shall be a 65 or higher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See upload in 3.3

### 3.9) High School Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
Earth Science	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
Chemistry	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
Physics	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered

For High School Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

All Teachers of Record in the district will receive a HEDI score based upon the percent of students meeting/exceeding proficiency on the following assessments: All grade 3-8 NYS ELA and Math assessments, grades 4 and 8 NYS Science assessments, an all NYS Regents assessments. Since the results of the grades 3-8 NYS assessments and the Regents assessments will both generate a HEDI score utilizing different conversion charts, the HEDI score for each will be averaged together to result in a final HEDI score. If necessary, the final HEDI score will be rounded, but in no event will it result in Teachers of Record moving into a different scoring band. Proficient is defined as 65 or higher on Regents assessments and 3 or higher on NYS assessments. These targets were set based upon historical data from within the district.

The Sackets Harbor Central School District will offer the New York State Integrated Algebra and the NYS Comprehensive English Regents and New York State Common Core Algebra Regents and NYS Common Core English Regents for students enrolled in Common Core Courses. For calculation purposes, individual student's results will reflect the highest score obtained on either assessment. For calculation purposes proficiency rates for all NYS 3-8 assessments shall be a 3 or higher. All NYS Regents administered proficiency rates shall be a 65 or higher.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3

### 3.10) High School Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
Geometry	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
Algebra 2	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered

For High School Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All Teachers of Record in the district will receive a HEDI score based upon the percent of students meeting/exceeding proficiency on the following assessments: All grade 3-8 NYS ELA and Math assessments, grades 4 and 8 NYS Science assessments, an all NYS Regents assessments. Since the results of the grades 3-8 NYS assessments and the Regents assessments will both generate a HEDI score utilizing different conversion charts, the HEDI score for each will be averaged together to result in a final HEDI score. If necessary, the final HEDI score will be rounded, but in no event will it result in Teachers of Record moving into a different scoring band. Proficient is defined as 65 or higher on Regents assessments and 3 or higher on NYS assessments. These targets were set based upon historical data from within the district. The Sackets Harbor Central School District will offer the New
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York State Integrated Algebra and the NYS Comprehensive English Regents and New York State Common Core Algebra Regents and NYS Common Core English Regents for students enrolled in Common Core Courses. For calculation purposes, individual student's results will reflect the highest score obtained on either assessment. For calculation purposes proficiency rates for all NYS 3-8 assessments shall be a 3 or higher. All NYS Regents administered proficiency rates shall be a 65 or higher.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3

### 3.11) High School English Language Arts

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
Grade 10 ELA	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
Grade 11 ELA	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered

For High School English Language Arts: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All Teachers of Record in the district will receive a HEDI score based upon the percent of students meeting/exceeding proficiency on the following assessments: All grade 3-8 NYS ELA and Math assessments, grades 4 and 8 NYS Science assessments, an all NYS Regents assessments. Since the results
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of the grades 3-8 NYS assessments and the Regents assessments will both generate a HEDI score utilizing different conversion charts, the HEDI score for each will be averaged together to result in a final HEDI score. If necessary, the final HEDI score will be rounded, but in no event will it result in Teachers of Record moving into a different scoring band. Proficient is defined as 65 or higher on Regents assessments and 3 or higher on NYS assessments. These targets were set based upon historical data from within the district.

The Sackets Harbor Central School District will offer the New York State Integrated Algebra and the NYS Comprehensive English Regents and New York State Common Core Algebra Regents and NYS Common Core English Regents for students enrolled in Common Core Courses. For calculation purposes, individual student's results will reflect the highest score obtained on either assessment. For calculation purposes proficiency rates for all NYS 3-8 assessments shall be a 3 or higher. All NYS Regents administered proficiency rates shall be a 65 or higher.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3

### 3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Spanish I, II, III, IV, & Grade 7 & 8 Spanish	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
Technology	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
General Music, Instrumental Music, Vocal Music, and Grade 7 Music	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
K-6 Elementary Art, Studio Art, Advanced Art, Grade 7 Art	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
Graphing Calculator (Math), General Geometry, Pre-Calculus,	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
Participation in Government; Economics	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
K-12 Physical Education, Health	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered

Business, Home and Careers	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered
Library Skills	6(ii) School wide measure computed locally	All NYS 3-8 assessments and all NYS Regents administered

For all additional courses, as applicable: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All Teachers of Record in the district will receive a HEDI score based upon the percent of students meeting/exceeding proficiency on the following assessments: All grade 3-8 NYS ELA and Math assessments, grades 4 and 8 NYS Science assessments, an all NYS Regents assessments. Since the results of the grades 3-8 NYS assessments and the Regents assessments will both generate a HEDI score utilizing different conversion charts, the HEDI score for each will be averaged together to result in a final HEDI score. If necessary, the final HEDI score will be rounded, but in no event will it result in Teachers of Record moving into a different scoring band. Proficient is defined as 65 or higher on Regents assessments and 3 or higher on NYS assessments. These targets were set based upon historical data from within the district. The Sackets Harbor Central School District will offer the New York State Integrated Algebra and the NYS Comprehensive English Regents and New York State Common Core Algebra Regents and NYS Common Core English Regents for students enrolled in Common Core Courses. For calculation purposes, individual student's results will reflect the highest score obtained on either assessment. For calculation purposes proficiency rates for all NYS 3-8 assessments shall be a 3 or higher. All NYS Regents administered proficiency rates shall be a 65 or higher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3

If you need additional space, upload a copy of "Form 3.12: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 3.12. (MS Word)

(No response)

### 3.13) HEDI Tables or Graphics

For questions 3.4 through 3.12 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

(No response)

### 3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

No controls or adjustments.

### 3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

Not applicable.

### 3.16) Assurances

Please check all of the boxes below:

3.16) Assurances   Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances   Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances   Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances   Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances   Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances   If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances   Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

# 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013  
Updated Thursday, April 17, 2014

## Page 1

### 4.1) Teacher Practice Rubric

Select a teacher practice rubric from the menu of State-approved rubrics to assess performance based on NYS Teaching Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list. (Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

4.1) Teacher Practice Rubric   Rubric	NYSUT Teacher Practice Rubric
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Second Rubric, if applicable	Not Applicable
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### 4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	45
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	15

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, label accordingly, and combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word )

(No response)

### 4.3) Survey Tools (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

(No response)

If the district plans to use one or more of the following surveys of P-12 students from the menu of State-approved surveys, please check all that apply. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. Note: As the State-approved survey lists are updated, this form will be updated with additional approved survey tools.

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey	(No response)
[SurveyTools.3] District Variance	(No response)

### 4.4) Assurances

Please check all of the boxes below:

4.4) Assurances   Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
4.4) Assurances   Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
4.4) Assurances   Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
4.4) Assurances   Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district.	Checked

### 4.5) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the teacher practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

To assess New York State Teaching Standards 1, 2, 3, 4, 5 and 7.1, evidence will be gathered through formal and informal observations. The Lead Evaluator will then utilize the NYSUT Teaching Rubric to determine a HEDI Ratings for each of these Teaching Standards. The scores will be determined using the accompanying charts. Note, this process pertains only to 45 of the 60 points which can be earned. All scores will be rounded to the nearest whole number using standard mathematical operations.

To address New York State Teaching Standards 6 and 7, evidence will be gathered through other means (ie. teacher portfolio, professional enhancement projects, etc.). The Lead Evaluator will then utilize the NYSUT Teaching Rubric to determine a HEDI Ratings for each of these Teaching Standards. The scores will be determined using the accompanying charts. Note, this process pertains only to the 15 of the 60 points which can be earned. All scores will be rounded to the nearest whole number using standard mathematical operations.

Over the course of multiple observations, if multiple scores are generated for a single sub-component, the scores will be averaged.

The scores will then be combined to provide a composite score that is indicative of the pre-determined HEDI scoring bands. At no

point will a final rounding result in a Teacher of Records' score moving from one HEDI scoring band to another. Subcomponent scores from 1-4 will be assigned to each Teacher of Record. At that point the subcomponent scores will be averaged resulting in a single score for each standard. Finally all standards will be weighted and averaged to ascertain the final rubric score using the uploaded conversion chart (Review Room 60 Points Scoring Conversion Chart).

If you are using tables or other graphics to explain your process for assigning points and determining HEDI ratings, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/12179/574210-eka9yMJ855/2951840-Review Room 60 Points Scoring Conversion Chart with standards weighted.docx

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A Teacher of Record receiving a conversion score of 59-60 points will yield a Highly Effective rating.
Effective: Overall performance and results meet NYS Teaching Standards.	A Teacher of Record receiving a conversion score of 57-58 points will yield an Effective rating.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A Teacher of Record receiving a conversion score of 50-56 points will yield a Developing rating.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A Teacher of Record receiving a conversion score of 0-49 points will yield an Ineffective rating.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

#### 4.6) Observations of Probationary Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of probationary teachers be done in person, by video, or both?

- In Person

Will informal/short observations of probationary teachers be done in person, by video, or both?

- In Person

### 4.7) Observations of Tenured Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of tenured teachers be done in person, by video, or both?

- In Person

Will informal/short observations of tenured teachers be done in person, by video, or both?

- In Person

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, April 11, 2014

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

Results are well above state average for similar students (or District goals if no state test).

Results are well above District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results exceed NYS Teaching Standards.

Effective

Results meet state average for similar students (or District goals if no state test).

Results meet District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results meet NYS Teaching Standards.

Developing

Results are below state average for similar students (or District goals if no state test).

Results are below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results need improvement in order to meet NYS Teaching Standards.

Ineffective

Results are well below state average for similar students (or District goals if no state test).

Results are well below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results do not meet NYS Teaching Standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

5.1) The scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

Where there is no Value-Added measure

Growth or Comparable Measures  
Locally-selected Measures of  
growth or achievement  
Other Measures of Effectiveness  
(60 points)

Overall  
Composite Score

Highly Effective  
18-20  
18-20  
Ranges determined locally--see below  
91-100

Effective  
9-17  
9-17  
75-90

Developing  
3-8  
3-8  
65-74

Ineffective  
0-2  
0-2  
0-64

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness subcomponent (same as question 4.5), from 0 to 60 points

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

5.2) The scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

Where Value-Added growth measure applies  
Growth or Comparable Measures  
Locally-selected Measures of  
growth or achievement  
Other Measures of Effectiveness  
(60 points)

Overall  
Composite Score

Highly Effective  
22-25  
14-15  
Ranges determined locally--see above  
91-100

Effective  
10-21  
8-13  
75-90

Developing  
3-9  
3-7  
65-74

Ineffective  
0-2  
0-2  
0-64

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Thursday, May 08, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

6.1) Assurances -- Improvement Plans   Assure that teachers who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan (TIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
6.1) Assurances -- Improvement Plans   Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas	Checked

### 6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. All TIP plans 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 teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

assets/survey-uploads/12193/574212-Df0w3Xx5v6/3819905-Final TIP for Review Room\_1\_1.docx

### 6.3) Appeals Process

Pursuant to Education Law section 3012-c, a teacher may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

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

Pursuant to Education Law section 3012-c, a teacher may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

The Sackets Harbor Central School District APPR appeals process will be handled timely and expeditiously in the following manner:

- A. Once the HEDI Composite APPR score has been determined/received by the Teacher of Record, and/or a TIP has been assigned, any ineffective or developing composite score will trigger a meeting of the Teacher of Record, Lead Evaluator, and an Association Representative (if desired by the Teacher of Record). This meeting will be held within ten (10) school days from the day that the results were received by the Teacher of Record. If the composite APPR score is received during July or August, the 10 school days begin on the first day in September that the Teacher of Record is required to attend school. The Teacher of Record may agree, after consulting with the Association, to begin the appeals process within the months of July or August. The meeting will identify and explain the score and potential impact of the results. If the Teacher of Record questions the validity of the results, the appeals process will be explained to him/her by a representative of the Association.
  - B. From the point of the previous meeting, the Teacher of Record will have up to five (5) school days to determine and submit an appeals form to the District Office in care of the Superintendent.
  - C. Once a valid appeals form has been received by the Superintendent, the following steps will be carried out until reconciliation.
    1. The Teacher of Record and the Lead Evaluator will discuss the findings within five (5) school days from the time the Superintendent receives a valid form and will mutually determine within the same five school days if adjustments can/should be made to the HEDI Composite Score.
    2. If reconciliation has not been met, the APPR Appeals Committee will convene within five (5) school days (from the completion of step 1 above) and, with a majority vote, render a final decision regarding the HEDI Composite Score. The APPR Appeals Committee shall consist of the following:
      - i. The Sackets Harbor Central School District Superintendent
      - ii. The Sackets Harbor Teachers' Association President or his/her designee
      - iii. The School Superintendent and the Association President/designee will mutually agree upon a NYSUT Rubric trained evaluator from an outside district who will make up the third member of the Appeals Committee.
- \*Note: At no point can the Teacher of Record serve as the representative for the Association.
- D. The term "school day" refers to any day that teachers are required to report to work. However, the Teacher of Record may choose, with the agreement of the Administration and the Association, to begin the Appeals Process in either July or August, at which time a school day is commensurate with a business day (Monday through Friday with the exception of any National holidays).
  - E. The entire Appeals Record shall be part of the Teacher of Record's APPR record.

## 6.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

The Sackets Harbor Central School will only utilize Certified Lead Evaluators.

Lead evaluators of Sackets Harbor Central School will be trained through the Jefferson-Lewis BOCES Network Team. Initial training includes the following nine (9) professional module trainings:

- (1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the SED and/or the district or BOCES to evaluate a teacher or principal under this subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

Inter-rater reliability training entails continued extensive professional development through the Jefferson-Lewis BOCES. Lead Evaluators and an Association Representative were calibrated, and continue to be calibrated, through this process utilizing the NYSUT Rubric. Lead evaluators receive continued annual training to ensure calibration. The duration of lead evaluator training will be no less than ten hours annually.

Each Lead Evaluator will be required to receive BOE approval through an annual resolution signifying their continuous professional development and training in all of the APPR components. All Lead Evaluators will be re-certified annually and all new Lead Evaluators will be trained and certified as required by law.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers   Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers   Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
6.6) Assurances -- Teachers   Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers   Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers   Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

## 6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data   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.	Checked
6.7) Assurances -- Data   Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
6.7) Assurances -- Data   Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

# 7. Growth on State Assessments or Comparable Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, September 18, 2013

## Page 1

### 7.1) STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved Value-Added Measure)

For principals in buildings with Grades 4-8 ELA, Math and/or High School courses with State or Regents assessments, (or principals of programs with any of these assessments), NYSED will provide value-added measures. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

In order for a principal to receive a State-provided value-added measure, at least 30% of the students in the principal's school or program must take the applicable State or Regents assessments. This will include most schools in the State.

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 or value-added measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.).

Value-Added measures will apply to schools or principals with the following grade configurations in this district (please list, e.g., K-5, PK-6, 6-8, 6-12, 9-12):

K-12
(No response)

### 7.2) Assurances -- State-Provided Measures of Student Growth

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth   Assure that the value-added growth score(s) provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth   Assure that the State-provided growth measure will be used if a value-added measure has not been approved	Checked

### 7.3) STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms

List of State-approved 3rd party assessments

First, list the grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.” For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

School or Program Type	SLO with Assessment Option	Name of the Assessment
Not applicable		

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Not applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not Applicable

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

(No response)

## 7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

None

## 7.5) Principals with More Than One Growth Measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI category and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Principals of K-8 schools with growth measures for ELA and Math grades 4-8.)

If Principals have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points and Districts will weight each in proportion to the number of students covered by the SLO to reach a combined score for this subcomponent.

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, May 08, 2014

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## Page 1

### Locally-Selected Measures of Student Achievement or Growth

Locally comparable means that the same locally-selected measures of student achievement or growth must be used for all principals in the same or similar programs or grade configurations across the district or BOCES.

Please note: only one locally-selected measure is required for principals in the same or similar programs or grade configurations, but some districts may prefer to have more than one measure for principals in the same or similar programs or grade configurations. This APPR form therefore provides space for multiple locally-selected measures for each principal in the same or similar program or grade configuration across the district. Therefore, if more than one locally-selected measure is used for all principals in the same or similar program or grade configuration, districts must complete additional copies of this form and upload as attachments for review.

Also note: districts may use more than one locally-selected measure for different groups of principals within the same or similar programs or grade configurations if the district/BOCES prove comparability based on Standards of Educational and Psychological Testing. If a district is choosing different measures for different groups of principals within the same or similar programs or grade configurations, they must complete additional copies of this form and upload as attachments for review.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

Also note: if your district/BOCES is using the same assessment for both the State growth or other comparable measures subcomponent and the locally-selected measures subcomponents, be sure that a different measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

### 8.1) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR PRINCIPALS WITH AN APPROVED VALUE-ADDED MEASURE (15 points)

In the table below, 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 or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.

***Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.***

***The options in the drop-down menus below are abbreviated from the following list:***

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-12	(d) measures used by district for teacher evaluation	All NYS 3-8 assessments and all NYS Regents administered

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>All Principals in the district will receive a HEDI score based upon the percent of students meeting/exceeding proficiency on the following assessments: All grade 3-8 NYS ELA and Math assessments, grades 4 and 8 NYS Science assessments, an all NYS Regents assessments. Since the results of the grades 3-8 NYS assessments and the Regents assessments will both generate a HEDI score utilizing different conversion charts, the HEDI score for each will be averaged together to result in a final HEDI score. If necessary, the final HEDI score will be rounded, but in no event will it result in Principals moving into a different scoring band. Proficient is defined as 65 or higher on Regents assessments and 3 or higher on NYS assessments. These targets were set based upon historical data from within the district.</p> <p>The Sackets Harbor Central School District will offer the New York State Integrated Algebra and the NYS Comprehensive English Regents and New York State Common Core Algebra Regents and NYS Common Core English Regents for students enrolled in Common Core Courses. For calculation purposes, individual student's results will reflect the highest score obtained on either assessment. For calculation purposes proficiency rates for all NYS 3-8 assessments shall be a 3 or higher. All NYS Regents administered proficiency rates shall be a 65 or higher.</p>
--	--

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See upload in 8.1

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 8.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 8.1

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word )

assets/survey-uploads/12190/574214-8o9AH60arN/3080127-School wide hedi local achievement combined chart for teachers of record and principal 2014-15\_1.docx

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

(No response)

## 8.2) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER PRINCIPALS (20 points)

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

**Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.**

**The options in the drop-down menus below are abbreviated from the following list:**

(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)

(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)

(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations

(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative

examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

**Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.**

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
---------------------	---	------------

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	NA
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

If you need additional space, upload a copy of "Form 8.2: Locally Selected Measures for All Other Principals" as an attachment for review. [Click here for a downloadable copy of Form 8.2. \(MS Word\)](#)

(No response)

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

(No response)

### 8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher’s score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

none

### 8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

Not applicable

### 8.5) Assurances

Please check all of the boxes below:

8.5) Assurances   Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances   Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances   Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances   Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances   Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances   If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances   Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, May 08, 2014

## Page 1

### 9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric   Rubric	Multidimensional Principal Performance Rubric
---	---

Second rubric (if applicable)	(No response)
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### 9.2) Points Within Other Measures

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

If you checked "no" above, fill in the group of principals covered:

(No response)

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, label accordingly, combine them into a single file, and upload as an attachment for review. [Click here for a](#)

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below if assigning any points to "ambitious and measurable goals":

9.3) Assurances -- Goals   Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(No response)
9.3) Assurances -- Goals   Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)

### 9.4) Sources of Evidence (if applicable)

If you indicated above that one or more points will be assigned to the "ambitious and measurable goals" measure, identify at least two of the following sources of evidence that will be utilized as part of assessing every principal's goal(s):

9.4) Sources of Evidence (if applicable)   Structured feedback from teachers using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable)   Structured feedback from students using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable)   Structured feedback from families using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable)   School visits by other trained evaluators	(No response)
9.4) Sources of Evidence (if applicable)   Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)

### 9.5) Survey Tool(s) (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

(No response)

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

## 9.6) Assurances

Please check all of the boxes below:

9.6) Assurances   Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
9.6) Assurances   Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction	Checked
9.6) Assurances   Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
9.6) Assurances   Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district or BOCES.	Checked

## 9.7) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the principal practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

The Multidimensional Principal Performance Rubric will be used to evaluate the principal's effectiveness. Each of the six domains will be given a value of 1-4. A point value of 1 recognizes that there is limited/no evidence available which, in turn, indicates that the principal's performance results do not meet the level of performance expected by the District and would receive an Ineffective HEDI rating. A point value of 2 would indicate that some evidence was available to indicate that the principal's performance and results need improvement and would result in a Developing HEDI rating. A point value of 3 recognizes that sufficient evidence is available to indicate that the principal's overall performance and results meet the level of performance that would result in an Effective HEDI rating. Finally, a point value of 4 recognizes that there is an abundance of evidence available to show that the principal's overall performance and results exceed the level of performance that would result in a Highly Effective HEDI rating (4=HE, 3=E, 2=D, 1=I). If a principal receives all ineffective ratings that principal will receive 0 HEDI points. The Superintendent of Schools and the Principal will collaboratively decide upon the quality of the evidence gathered for each of the performance indicators within the six domains. Upon completion of assigning point values for each of the six domains, the values will be weighted, added up and an average will be determined. A conversion chart will be used to translate the numerical value of the average into a composite rating for the 60 points. All scores will be rounded to the nearest whole number using standard mathematical operations (at no point will a rounded number allow a Principal's HEDI score to move between scoring bands). For each school visit, the Principal evaluation domain score will be averaged equally with previously acquired score(s) resulting in one updated domain score. Rating scores will be determined on the domain level.

If you are using tables or other graphics to explain your process for assigning points and determining HEDI ratings, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/12205/574215-pMADJ4gk6R/3850560-Review Room 60 Points Scoring Conversion Charts For Principal\_1march 24\_1.docx

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

Highly Effective: Overall performance and results exceed standards.	Based on the District's goals and priorities the principal's overall performance and results exceeds the level of performance expected as assessed by the Multidimensional Rubric.
---	--

Effective: Overall performance and results meet standards.	Based on the District's goals and priorities the principal's overall performance and results meets the level of performance expected as assessed by the Multidimensional Rubric.
Developing: Overall performance and results need improvement in order to meet standards.	Based on the District's goals and priorities the principal's overall performance and results needs improvement in order to meet the level of performance expected as assessed by the Multidimensional Rubric.
Ineffective: Overall performance and results do not meet standards.	Based on the District's goals and priorities the principal's overall performance and results does not meet the level of performance expected as assessed by the Multidimensional Rubric.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

## 9.8) School Visits

Enter the minimum number of school visits that will be done by each of the following evaluators, making sure that the number of visits "by supervisor" is at least 1 and the total number of visits is at least 2, for both probationary and tenured principals. If your APPR plan does not include visits by a trained administrator or independent evaluator, enter 0 in those boxes.

### Probationary Principals

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

### Tenured Principals

By supervisor	2
By trained administrator	0
By trained independent evaluator	0
Enter Total	2

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Friday, April 11, 2014

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

Results are well above state average for similar students (or District goals if no state test).

Results are well above District- or BOCES- adopted expectations for growth or achievement for grade/subject.

Overall performance and results exceed ISLLC leadership standards.

Effective

Results meet state average for similar students (or District goals if no state test).

Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results meet ISLLC leadership standards.

Developing

Results are below state average for similar students (or District goals if no state test).

Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results need improvement in order to meet ISLLC leadership standards.

Ineffective

Results are well below state average for similar students (or District goals if no state test).

Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results do not meet ISLLC leadership standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

10.1) The scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness Subcomponent (same as question 9.7), from 0 to 60 points

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

10.2) The scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

Where Value-Added growth measure applies  
Growth or Comparable Measures  
Locally-selected Measures of  
growth or achievement  
Other Measures of Effectiveness  
(60 points)

Overall  
Composite Score

Highly Effective  
22-25  
14-15  
Ranges determined locally--see above  
91-100

Effective  
10-21  
8-13  
75-90

Developing  
3-9  
3-7  
65-74

Ineffective  
0-2  
0-2  
0-64

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Thursday, May 08, 2014

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

11.1) Assurances -- Improvement Plans   Assure that principals who receive a Developing or Ineffective rating will receive a Principal Improvement Plan (PIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
11.1) Assurances -- Improvement Plans   Assure that PIPs 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	Checked

### 11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in the school district or BOCES. All PIP plans 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.

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

[assets/survey-uploads/12168/574217-Df0w3Xx5v6/3850842-Principal Improvement Plan\\_1.docx](#)

### 11.3) Appeals Process

Pursuant to Education Law section 3012-c, a principal may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

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

Appeals of Annual Professional Performance Reviews

## I. RATINGS THAT MAY BE APPEALED

A. A Sackets Harbor Central probationary principal may only appeal an Annual Professional Performance Review (APPR) HEDI Composite rating of “Ineffective” on procedural grounds.

B. A tenured principal may only appeal an APPR HEDI Composite rating of “Ineffective” or “Developing”.

II. GROUNDS FOR APPEAL- The scope of an APPR rating appeal is limited to the following:

- For Probationary principals the appeal will be permissible on procedure only.
- For Tenured Principals the appeal will be permissible on:
  - The District’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law Section 3012-c;
  - The adherence to the Commissioner’s Regulations, as applicable to such reviews; and
  - The District’s issuance and/or implementation of the terms of a Principal Improvement Plan (“PIP”) under Education Law, Section 3012-c.

## III. PROHIBITION AGAINST MULTIPLE APPEALS

A principal may not file multiple appeals regarding the same APPR Composite HEDI rating or PIP. All grounds for appeal must be raised with specificity within the one appeal permitted for the APPR or PIP, as applicable. Any grounds not raised at the time the appeal is filed shall be deemed waived and cannot be pursued.

## IV. BURDEN OF PROOF

In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which the principal seeks relief.

## V. FILING AN APPEAL

A. The first step of each appeal is to meet with the Lead Evaluator (Superintendent), within five school days after the HEDI Composite Score is received. Should there be no resolution to the concerns raised by the principal, the outlined appeals process will ensue.

B. All appeals must be submitted in writing no later than five (5) working days after the date on which the principal met with the Lead Evaluator. If the principal is challenging the issuance of a PIP, the appeal must be filed no later than five (5) working days of the issuance of the PIP. The appeal and supporting information must be filed with the Superintendent.

C. The failure to file an appeal within the time frames specified in paragraph A, above, shall constitute a waiver of the right to be appealed, and the appeal shall be dismissed with prejudice.

D. When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over the APPR rating being challenged, or the issuance/implementation of the terms of the PIP. Any documentation, materials or evidence in support of the challenge must be submitted with the appeal.

E. Any information not submitted by the principal at the time the appeal is filed will not be considered.

## VI. DISTRICT’S RESPONSE TO AN APPEAL

A. Within ten(10) working days of receipt of an appeal, the Superintendent of Schools must complete the response; including any and all documents or written materials specific to the point or points of disagreement that support the District’s response and are relevant to the resolution of the appeal.

B. Any information that is not submitted at the time the response is filed shall not be considered in any deliberations related to the resolution of the appeal.

C. The principal initiating the appeal shall receive a copy of the response filed by the District, as well as any and all additional information submitted with the response. If the principal is unavailable to personally receive the District’s response at the time it is filed, delivery of a copy of the District’s response to the principal may be accomplished by either (1) placing the District’s Response 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 District’s Response to the principal at the principal’s District e-mail address.

## VII. REVIEW OF APPEAL

A. Within ten (10) working days from the receipt of the superintendent's response, by the appealing principal, for each APPR appeal filed under this appeals process, a panel shall be established that acts as the final authority on that appeal (the “Panel”). The Panel shall consist of:

1. A Superintendent from one of the Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES (the “BOCES”) Component School Districts, selected by the Sackets Harbor Central School District’s Superintendent of Schools;
  2. An administrator from either the BOCES or one of the BOCES Component School Districts, selected by the appealing principal;
  3. A third individual, also a building or district administrator or superintendent of either the BOCES or one of the BOCES Component School Districts, selected by the first two Panel members.
- B. 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’ response 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”).
- C. 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”).
- D. 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.
- E. Within five (5) working days of designation of the Full Panel, 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 in accordance with Article III or Article V - paragraph B, 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 required under paragraph F, below, shall occur on or before the date on which the Panel was to meet to review the appeal.
- F. The Panel shall file a written decision on the appeal within fifteen (15) working days of the meeting referenced in paragraph E, above. 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 under Section VI, above. 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.
- G. 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; (ii) modify a rating if it has been affected by substantial error or defect; or (iii) order a new evaluation if procedures have been violated.
- H. The original decision, original appeal (and supporting information), and original response required under Article VI (and supporting information), shall be placed in the principal’s personnel file.
- I. The time frames, which will be timely and expeditious in accordance with Education Law 3012-c, 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”).
- J. 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.

#### VIII. EXCLUSIVITY OF EDUCATION LAW SECTION 3012-C APPEAL PROCEDURE

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.

Sackets Harbor Central School District APPR APPEAL - \_PRINCIPAL Checklist

Principal's Name: \_\_\_\_\_ School Year of Appeal: \_\_\_\_\_

APPR Composite HEDI Rating Received: \_\_\_\_\_ Ineffective or Developing

Meeting with Superintendent (5 days): \_\_\_\_\_

Appeal must be filed by (5 days): \_\_\_\_\_

Appeal Filed Date: \_\_\_\_\_

District's response must be filed by (15 days): \_\_\_\_\_

District's response filed: \_\_\_\_\_

District's response copied to principal: \_\_\_\_\_

method: \_\_\_\_\_

Initial Panel designations must be made by (5 days): \_\_\_\_\_

Superintendent's Panel designation to principal: \_\_\_\_\_

method: \_\_\_\_\_

Principal's Panel designation to Superintendent: \_\_\_\_\_

method: \_\_\_\_\_

Third Panel designation must be made by (5 days): \_\_\_\_\_

Third Panel designation to Superintendent: \_\_\_\_\_

method: \_\_\_\_\_

Third Panel designation to principal: \_\_\_\_\_

method: \_\_\_\_\_

Date of Appeal and District response provided to Panel (5 days): \_\_\_\_\_ method: \_\_\_\_\_

Date Panel must meet: \_\_\_\_\_

Date Panel met: \_\_\_\_\_

Decision must be filed by (15 days): \_\_\_\_\_

Decision filed: \_\_\_\_\_

Copy to principal: \_\_\_\_\_

method: \_\_\_\_\_

This section to be used only if Appeal's Panel determines dismissal is warranted based on procedural grounds:

Date Appeal's Panel must file decision: \_\_\_\_\_

(Same as date Appeal's Panel must meet)

Decision filed: \_\_\_\_\_

Copy to principal: \_\_\_\_\_

method: \_\_\_\_\_

## 11.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

Our District will only be utilizing certified Lead Evaluators.

The Lead Evaluator of the Sackets Harbor Central School District's Principal (the District has just one Principal) is the Superintendent.

The Superintendent will continue to participate in professional development training sessions in the utilization of the Multidimensional Rubric, as well as participate in multiple trainings as a Lead Evaluator through sessions with the Jefferson-Lewis BOCES Network Team.

The Superintendent serves as both a Lead Evaluator of Teachers and Lead Evaluator of Principals and will be certified annually by the Board of Education as such. The Superintendent will receive annual updated training(s) by appropriate professional developers and the Jefferson-Lewis BOCES Network Team. In the event of a change in the superintendency, the new superintendent will be required to be trained, calibrated, and approved according to Education Law 3012-c(2)(d). The superintendent will be trained in the use of the NYSUT and Multidimensional Rubric Evaluation Instruments.

Annual recertification as a Lead Evaluator by the Sackets Harbor Central School District Board of Education will be conducted. The Superintendent and Principal continue to be calibrated and will continue to be trained to insure inter-rater reliability.

The training will consist of the following nine elements:

1. NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions;
2. Evidence-based observation techniques grounded in research;
3. Application and use of the student growth percentile model and the value added growth model;
4. Application and use of approved teacher or principal practice rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher's or principal's practice;
5. Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.;
6. Application and use of any State-approved locally-selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals;
7. Use of the Statewide Instructional Reporting System;
8. Scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principals' overall rating and their subcomponent ratings; and
9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

Training duration includes three full day initial professional development training in the use of the NYSUT Rubric. Additionally, administrators will participate in a one day NYSUT Rubric calibration training. Recalibration using the NYSUT Rubric will require one full day of training.

An initial Multidimensional Rubric training will consist of three days of professional development. Additionally, a half day of calibration or recalibration will be required.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building

principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals   Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
11.6) Assurances -- Principals   Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
11.6) Assurances -- Principals   Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals   Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals   Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

## 11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data   Assure that the NYSED 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 this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
11.7) Assurances -- Data   Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
11.7) Assurances -- Data   Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Thursday, May 15, 2014

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

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. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

<assets/survey-uploads/12158/574218-3Uqgn5g9Iu/signature.pdf>

#### File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.  
Please save your file types as .doc, .ppt or .xls respectively before uploading.

**Form 2.10) All Other Courses**

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above."

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
Home and Careers	<input type="radio"/> District, Regional or BOCES-developed	Sackets Harbor Central Locally Developed Home and Careers Assessment
Instrumental Music	<input type="radio"/> District, Regional or BOCES-developed	Sackets Harbor Central Locally Developed Instrumental Music Assessment
Vocal Music	<input type="radio"/> District, Regional or BOCES-developed	Sackets Harbor Central Locally Developed Vocal Music Assessment
Grade 7 Music	<input type="radio"/> District, Regional or BOCES-developed	Sackets Harbor Central Locally Developed Grade 7 Music Assessment
Studio Art	<input type="radio"/> District, Regional or BOCES-developed	Jefferson- Lewis BOCES Regionally Developed Studio Art

		Assessment
Grade 7 Art	<input type="radio"/> District, Regional or BOCES-developed	Jefferson-Lewis BOCES Regionally Developed Grade 7 Art Assessment
Advanced Art	<input type="radio"/> District, Regional or BOCES-developed	Jefferson-Lewis BOCES Regionally Developed Advanced Art Assessment
General Geometry	<input type="radio"/> District, Regional or BOCES-developed	Sackets Harbor Central Locally Developed General Geometry Assessment
Pre-Calculus	<input type="radio"/> District, Regional or BOCES-developed	Sackets Harbor Central Locally Developed Pre-Calculus Assessment
Economics	<input type="radio"/> District, Regional or BOCES-developed	Sackets Harbor Central Locally Developed Economics Assessment

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	<p>A pre-determined and collaboratively agreed upon pre-assessment (between the Lead Evaluator and Teachers of Record), will be administered at the beginning of the school year (generally with in the first 5 weeks) and a post-assessment will be administered at the end of the school year. SLO growth targets, that are also pre-determined and collaboratively agreed upon between the Lead Evaluator and Teachers of Record, will be utilized. The percentage of the Teacher of Record's students reaching their growth targets will be correlated to the graphic located in 2.11 entitled Sackets Harbor Central School District's Scoring Band for the HEDI Growth Measure.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>89% – 100 % of the students met the pre-determined targets as developed within the Teacher of Record's SLO.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>65% - 88% of the students met the pre-determined targets as developed within the Teacher of Record's SLO.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>20% - 64% of the students met the pre-determined targets as developed within the Teacher of Record's SLO.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>0% 19% of the students met the pre-determined targets as developed within the Teacher of Record's SLO.</p>

***Sackets Harbor Central School District's***  
***Scoring Band for the HEDI Growth Measure***

Highly Effective (18-20)

- 20 points –100% of the students met the pre-determined and collaboratively developed growth rates, as measured via a comparison of the district approved pre-assessment and the post-assessment.
- 19 points – 99% – 96% of the students met the pre-determined and collaboratively developed growth rates, as measured via a comparison of the district approved pre-assessment and the post-assessment.
- 18 points – 95% - 89% of the students met the pre-determined and collaboratively developed growth rates, as measured via a comparison of the district approved pre-assessment and the post-assessment.

Effective (9-17)

- 17 Points – 88% - 86% of the students met the pre-determined and collaboratively developed growth rates, as measured via a comparison of the district approved pre-assessment and the post-assessment.
- 16 Points – 85% - 82% of the students met the pre-determined and collaboratively developed growth rates, as measured via a comparison of the district approved pre-assessment and the post-assessment.
- 15 Points – 81% - 78% of the students met the pre-determined and collaboratively developed growth rates, as measured via a comparison of the district approved pre-assessment and the post-assessment.
- 14 Points – 77% - 75% of the students met the pre-determined and collaboratively developed growth rates, as measured via a comparison of the district approved pre-assessment and the post-assessment.
- 13 Points – 74% - 72 % of the students met the pre-determined and collaboratively developed growth rates, as measured via a comparison of the district approved pre-assessment and the post-assessment.
- 12 Points – 70% - 71% of the students met the pre-determined and collaboratively developed growth rates, as measured via a comparison of the district approved pre-assessment and the post-assessment.
- 11 Points – 69 % - 68% of the students met the pre-determined and collaboratively developed growth rates, as measured via a comparison of the district approved pre-assessment and the post-assessment.
- 10 Points – 67% - 66% of the students met the pre-determined and collaboratively developed growth rates, as measured via a comparison of the district approved pre-assessment and the post-assessment.

- 9 Points – 65% of the students met the pre-determined and collaboratively developed growth rates, as measured via a comparison of the district approved pre-assessment and the post-assessment.

#### Developing (3-8)

- 8 Points 64% - 55% of the students met the pre-determined and collaboratively developed growth rates, as measured via a comparison of the district approved pre-assessment and the post-assessment.
- 7 Points 54% - 50% of the students met the pre-determined and collaboratively developed growth rates, as measured via a comparison of the district approved pre-assessment and the post-assessment.
- 6 Points 49% - 45% of the students met the pre-determined and collaboratively developed growth rates, as measured via a comparison of the district approved pre-assessment and the post-assessment.
- 5 Points 44% - 40% of the students met the pre-determined and collaboratively developed growth rates, as measured via a comparison of the district approved pre-assessment and the post-assessment.
- 4 Points 39% - 30% of the students met the pre-determined and collaboratively developed growth rates, as measured via a comparison of the district approved pre-assessment and the post-assessment.
- 3 Points 29% - 20% of the students met the pre-determined and collaboratively developed growth rates, as measured via a comparison of the district approved pre-assessment and the post-assessment.

#### Ineffective (0-2)

- 2 Points 19% - 10% of the students met the pre-determined and collaboratively developed growth rates, as measured via a comparison of the district approved pre-assessment and the post-assessment.
- 1 Point 9% - 1% of the students met the pre-determined and collaboratively developed growth rates, as measured via a comparison of the district approved pre-assessment and the post-assessment.
- 0 Points 0% of the students met the pre-determined and collaboratively developed growth rates, as measured via a comparison of the district approved pre-assessment and the post-assessment.

Sackets Harbor Central School District's

Scoring Band for the HEDI Growth Measure

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100	99-96	95-89	88-86	85-82	81-78	77-75	74-72	71-70	69-68	67-66	65	64-55	54-50	49-45	44-40	39-30	29-20	19-10	9-1	0

**Sackets Harbor Building-Wide Teacher of Record and K-12 Principal HEDI Local Achievement Conversion Charts**

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**Sackets Harbor Building's - All NYS 3-8  
Assessment Proficiency Rates**

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-90	89-81	80-71	70-63	62-56	55-50	49-44	43-39	38-37	36-35	34-32	31-30	29-28	27-20	19-1	0

**Sackets Harbor Building's - All NYS Regents  
Proficiency Rates**

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-98	97-95	94-90	89-86	85-84	83-80	79-74	73 -70	69-60	59-50	49-40	39-30	29-20	19-10	9-1	0

To create the local achievement point chart (0-15) awarded to Teachers' of Record and K-12 Principal who have received a New York State provided Value Added score, the District and the Sackets Harbor Teachers' Association and K-12 Principal will meet annually to adjust the HEDI conversion chart. A scoring band (as described in the uploaded conversion chart) will be created to establish the Building Wide Achievement scores for all Teachers of Record and K-12 Principal. Any change made to this district wide combined chart will be reflected in the APPR Plan.

The Sackets Harbor Central School District will offer the New York State Integrated Algebra and the NYS Comprehensive English Regents and New York State Common Core Algebra Regents and NYS Common Core English Regents. For calculation purposes, individual student's results will reflect the highest score obtained on either assessment.

A Teacher of Record 's and K-12 Principal's Local Achievement Score, who receive a NYS Value Added Growth Score, will be calculated by averaging the scores earned on the Sackets Harbor Building's – All NYS 3-8 Assessment Proficiency Rates and the Sackets Harbor Building's – All NYS Regents Proficiency Rates.

Sackets Harbor Building-Wide Teacher of Record and K-12 Principal HEDI Local Achievement Conversion Charts

**Sackets Harbor Building's - All NYS  
3-8 Assessment Proficiency Rates**

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
100-90	89-81	80-71	70-66	65-62	61-57	56-53	52-50	49-46	45-43	42-41	40-39	38-36	35-33	32-31	30-29	28	27	26-15	14-1	0

**Sackets Harbor Building's NYS Regents Examinations  
Proficiency Rates**

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
100	96-99	89-95	88-86	85-82	81-78	77-75	74-72	71-70	69-68	67-66	65	64-55	54-50	49-45	44-40	39-30	29-20	19-10	9-1	0

To create the local achievement point chart (0-20) awarded to Teachers' of Record and K-12 Principal's who do not receive a New York State provided Value Added score, the District and the Sackets Harbor Teachers' Association and K-12 Principal will meet annually to adjust the HEDI conversion chart . A scoring band (as described in the uploaded conversion chart) will be created to establish the Building Wide Achievement scores for all Teachers of Record and K-12 Principal. Any change made to this district wide combined chart will be reflected in the APPR Plan.

The Sackets Harbor Central School District will offer the New York State Integrated Algebra and the NYS Comprehensive English Regents and New York State Common Core Algebra Regents and NYS Common Core English Regents. For calculation purposes, individual student's results will reflect the highest score obtained on either assessment.

A Teacher of Record 's and K-12 Principal's Local Achievement Score, who does not receive a NYS Value Added Growth Score, will be calculated by averaging the scores earned on the Sackets Harbor Building's – All NYS 3-8 Assessment Proficiency Rates and the Sackets Harbor Building's – All NYS Regents Proficiency Rates.

The 0-20 charts above will be used for Tasks 3.4-3.12

## Scoring Conversion Chart: 45 of 60 Points

(Gathered through observations)

Assessment of Teacher Effectiveness Standard	Formal Observation #1 and Evidence Score	Formal Observation # 2 (Probationary) and Evidence Score	Unannounced Observation/s and Evidence Score
Standard 1: Knowledge of Student and Student Learning			
Standard 2: Knowledge of Content and Instructional Planning			
Standard 3: Instructional Practice			
Standard 4: Learning Environment			
Standard 5: Assessment for Student Learning			
Standard 7.1: Professional Growth			
Subtotal of observation and evidence column			
Divide by the number of standards evaluated in each column			
Average the final scores <i>(decimal points will be rounded to the nearest tenth according to standard mathematical operations). However, a teacher's HEDI score will not be allowed to round up in cases that would result in a move between scoring bands.</i>			
Total score of Professional Practice 1-4 Rating			
HEDI Rating A			
Sub-component score A	(HEDI Rating A) X.75		

## Scoring Conversion Chart: 15 of 60 Points

(Gathered through other evidentiary measures)

Assessment of Teacher Effectiveness Standard	Evidence
Standard 6: Professional Responsibilities and Collaboration	
Standard 7: Professional Growth	
Subtotal of observation and evidence column	
Divide by the number of standards evaluated in each column	
Average the final scores <i>(decimal points will be rounded to the nearest tenth according to standard mathematical operations)</i>	
Total score of Professional Practice 1-4 Rating	
HEDI Rating B	
Sub-component score B	(HEDI Rating B) X.25

The Teacher of Record's two Sub-component Scores will be converted to a final local HEDI Rating by adding Sub-component score A with the Sub-component score B. The Teacher of Record's final local HEDI Rating will be converted to 0-60 points using the following *Rubric Score to Sub-Component Conversion Chart*:

### Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
<b>Ineffective 0-49</b>		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
<b>Effective 57-58</b>		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
<b>High Effective 59-60</b>		
3.5		59
3.6		59.3

3.7		59.5
3.8		59.8
3.9		59.9
4		60

Sackets Harbor Central School District's NYS Teaching Standards Weighted Table

Standard	% Weight	Potential Rubric Score	Conversion Process	Total
1	17 %	1-4	Score X .17	0 -.68
2	17 %	1-4	Score X .17	0 -.68
3	17 %	1-4	Score X .17	0 -.68
4	17 %	1-4	Score X .17	0 -.68
5	7 %	1-4	Score X .07	0 -.28
6	12 %	1-4	Score X .12	0 -.48
7	13 %	1-4	Score X .13	0 -.52
Total	100 %	28	Score X 1.0	1 - 4.0

# Appendix 1

**Sackets Harbor Central School Teacher Improvement Plan (TIP) Form**

**NYSTS 1-7**

**Teacher of Record:** \_\_\_\_\_ **Subject/Grade:** \_\_\_\_\_ **Lead Evaluator:** \_\_\_\_\_

**Scoring Breakdown:** \_\_\_\_\_ **HEDI Classification:** \_\_\_\_\_

**(Growth)**                      **(Achievement)**                      **(Rubric)**                      **(Composite Score)**  
 (15pts./20pts.)                      (20pts./25pts.)                      (60pts.)                      (Out of 100 pts.)

\_\_\_ 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 composite effectiveness score 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 10 days after the opening of classes in the school year 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 Building-Wide Teacher of Record and K-12 Principal HEDI Local Achievement Conversion Charts**

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**Sackets Harbor Building's - All NYS 3-8  
Assessment Proficiency Rates**

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-90	89-81	80-71	70-63	62-56	55-50	49-44	43-39	38-37	36-35	34-32	31-30	29-28	27-20	19-1	0

**Sackets Harbor Building's - All NYS Regents  
Proficiency Rates**

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-98	97-95	94-90	89-86	85-84	83-80	79-74	73 - 70	69-60	59-50	49-40	39-30	29-20	19-10	9-1	0

To create the local achievement point chart (0-15) awarded to Teachers' of Record and K-12 Principal who have received a New York State provided Value Added score, the District and the Sackets Harbor Teachers' Association and K-12 Principal will meet annually to adjust the HEDI conversion chart. A scoring band (as described in the uploaded conversion chart) will be created to establish the Building Wide Achievement scores for all Teachers of Record and K-12 Principal. Any change made to this district wide combined chart will be reflected in the APPR Plan.

The Sackets Harbor Central School District will offer the New York State Integrated Algebra and the NYS Comprehensive English Regents and New York State Common Core Algebra Regents and NYS Common Core English Regents. For calculation purposes, individual student's results will reflect the highest score obtained on either assessment.

A Teacher of Record 's and K-12 Principal's Local Achievement Score, who receive a NYS Value Added Growth Score, will be calculated by averaging the scores earned on the Sackets Harbor Building's – All NYS 3-8 Assessment Proficiency Rates and the Sackets Harbor Building's – All NYS Regents Proficiency Rates.

Sackets Harbor Building-Wide Teacher of Record and K-12 Principal HEDI Local Achievement Conversion Charts

**Sackets Harbor Building's - All NYS  
3-8 Assessment Proficiency Rates**

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
100-90	89-81	80-71	70-66	65-62	61-57	56-53	52-50	49-46	45-43	42-41	40-39	38-36	35-33	32-31	30-29	28	27	26-15	14-1	0

**Sackets Harbor Building's NYS Regents Examinations  
Proficiency Rates**

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
100	96-99	89-95	88-86	85-82	81-78	77-75	74-72	71-70	69-68	67-66	65	64-55	54-50	49-45	44-40	39-30	29-20	19-10	9-1	0

To create the local achievement point chart (0-20) awarded to Teachers' of Record and K-12 Principal's who do not receive a New York State provided Value Added score, the District and the Sackets Harbor Teachers' Association and K-12 Principal will meet annually to adjust the HEDI conversion chart . A scoring band (as described in the uploaded conversion chart) will be created to establish the Building Wide Achievement scores for all Teachers of Record and K-12 Principal. Any change made to this district wide combined chart will be reflected in the APPR Plan.

The Sackets Harbor Central School District will offer the New York State Integrated Algebra and the NYS Comprehensive English Regents and New York State Common Core Algebra Regents and NYS Common Core English Regents. For calculation purposes, individual student's results will reflect the highest score obtained on either assessment.

A Teacher of Record 's and K-12 Principal's Local Achievement Score, who does not receive a NYS Value Added Growth Score, will be calculated by averaging the scores earned on the Sackets Harbor Building's – All NYS 3-8 Assessment Proficiency Rates and the Sackets Harbor Building's – All NYS Regents Proficiency Rates.

The 0-20 charts above will be used for Tasks 3.4-3.12

## Sackets Harbor Central Principal Scoring Conversion Chart: 60 of 60 Points

### Multi-Dimensional Rubric

Assessment of Principal Effectiveness	Evidence Collected	Rating 1-4	Weight	Converted Rating (Rating * Weight)
<i>Domain 1 – Shared Vision of Learning</i>			8.3%	
<i>Domain 2 – School Culture and Instructional Program</i>			33.3%	
<i>Domain 3- Safe, Efficient Learning Environment</i>			25.2%	
<i>Domain 4- Community</i>			16.6%	
<i>Domain 5 – Integrity, Fairness, Ethics</i>			8.3%	
<i>Domain 6- Political, Social, Economic, Legal, and Cultural Context</i>			8.3%	
Total score of Professional Practice 0-4 Rating				
Conversion of Rubric Rating to Points Earned				

Once a converted rating has been achieved that number can be converted to a 0-60 Local HEDI Score utilizing the:

***Sackets Harbor Central Principal Rubric Score to Sub-Component Conversion Chart for Local 60 Points***

located on the next page.

**Sackets Harbor Central Principal Rubric Score to Sub-Component Conversion  
Chart for Local 60 Points**

<b>Total Average Rubric Score</b>	<b>Category</b>	<b>Conversion score for HEDI Composite</b>
<b>Ineffective 0-49</b>		
1.0		0
1.1		12
1.2		25
1.3		37
1.4		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
<b>Effective 57-58</b>		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		59.9
4		60

## **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 ranking 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 3012c 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. (Forms – Appendix B)
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 and implemented within ten (10) school days of the following school year.
5. Costs associated with the implementation of a PIP, including but not limited to registration, fees, materials, and travel shall be borne by the District.

**SACKETS HARBOR CENTRAL SCHOOL DISTRICT'S PRINCIPAL'S IMPROVEMENT PLAN (Appendix B)**

Principal	Date	Superintendent
Building Configuration	/   / 20   20   60 Composite Score Breakdown	HEDI Composite Score 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.

**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 resolved 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-c and Subpart 30-2 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 Annual Professional Performance Review (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-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR plan is the district's or BOCES' complete APPR plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013, as applicable.

**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score 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 verify the subjects 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 any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

**Signatures, dates**

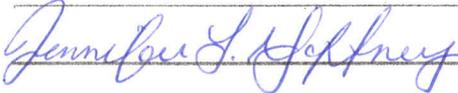
Superintendent Signature:      Date:

 5/15/2014

Teachers Union President Signature:      Date:

 5/15/2014

Administrative Union President Signature:      Date:

 5/15/14

Board of Education President Signature:      Date:

 5/15/14