



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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January 17, 2013

Steven R. Cohen, Superintendent
Shoreham-Wading River CSD
250B State 25A
Shoreham, NY 11786

Dear Superintendent Cohen:

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 for the 2012-2013 school year. 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: Dean Lucera

NOTES: If your district/BOCES has provided for value-added measures (15 points vs. 20 points scale and categorization of your district/BOCES's grade configurations) in your APPR and no value-added measures are approved by the Board of Regents for a grade/subject and/or grade configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES's APPR submission and value-added measures are approved for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly.

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: 2012-13

Created Wednesday, December 19, 2012

Updated Monday, January 14, 2013

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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 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 :

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

580601040000

1.2) School District Name:

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

Shoreham-Wading River CSD

1.3) School Improvement Grant (SIG) Districts Only

SIG districts only: Indicate whether this APPR plan is for SIG schools only or for the entire district. Other districts and BOCES, please skip this question.

(No response)

1.4) Award Classification

Please check if the district has applied for and/or has been awarded any of the following (if applicable):

(No response)

1.5) Assurances

Please check all of the boxes below:

1.5) 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
1.5) 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
1.5) 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

1.6) Is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan?

Re-submission to address deficiencies

1.7) Is this submission for an annual or multi-year plan?

If the plan is multi-year, please write the years that are included.

Annual (2012-13)

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

Created Wednesday, December 19, 2012

Updated Wednesday, January 16, 2013

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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 for 2012-13, 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 for 2012-13.	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 3rd 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 3rd 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. 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.

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	Shoreham-Wading River CSD Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Shoreham-Wading River CSD Developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Shoreham-Wading River CSD Developed Grade 2 ELA Assessment

	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 student performance.

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.	Teachers working together with their building principal and district office administration will develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, results will be converted into a 1-4 scale. The building principal will then determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the attached chart (2.11) will be utilized to determine the appropriate points and HEDI category for each teacher. Because our K-3 teachers are common branch, the points assigned for the ELA and Math SLO's will be averaged to determine the amount of comparable growth measures subcomponent points and HEDI rating. The district-wide goal is for 80% of students to demonstrate growth.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Greater than 90 percent of students demonstrate growth as evaluated by district-created ELA assessments and/or the NYS ELA assessment (for grade 3).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Between 70 and 90 percent of students demonstrate growth as evaluated by district-created ELA assessments and/or the NYS ELA assessment (for grade 3).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Fewer than 70 percent but 55 percent or greater of students demonstrate growth as evaluated by district-created ELA assessments and/or the NYS ELA assessment (for grade 3).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Fewer than 55 percent of students demonstrate growth as evaluated by district-created ELA assessments and/or the NYS ELA assessment (for grade 3).

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	Shoreham-Wading River CSD Developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	Shoreham-Wading River CSD Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Shoreham-Wading River CSD Developed Grade 2 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 student performance.

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.	Teachers working together with their building principal and district office administration will develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, results will be converted into a 1-4 scale. The building principal will then determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the attached chart (2.11) will be utilized to determine the appropriate points and HEDI category for each teacher. Because our K-3 teachers are common branch, the points assigned for the ELA and Math SLO's will be averaged to determine the amount of comparable growth measures subcomponent points and HEDI rating. The district-wide goal is for 80% of students to demonstrate growth.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Greater than 90 percent of students demonstrate growth as evaluated by district-created Math assessments and/or the NYS Math assessment (for grade 3).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Between 70 and 90 percent of students demonstrate growth as evaluated by district-created Math assessments and/or the NYS Math assessment (for grade 3).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Fewer than 70 percent but 55 percent or greater of students demonstrate growth as evaluated by district-created Math assessments and/or the NYS Math assessment (for grade 3).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Fewer than 55 percent of students demonstrate growth as evaluated by district-created Math assessments and/or the NYS Math assessment (for grade 3).

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	Shoreham-Wading River CSD Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Shoreham-Wading River CSD Developed Grade 7 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Teachers working together with their building principal and district office administration will develop SLO's based on
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, results will be converted into a 1-4 scale. The building principal will then determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the attached chart (2.11) will be utilized to determine the appropriate points and HEDI category for each teacher. The district-wide goal is for 80% of students to demonstrate growth.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Greater than 90 percent of students demonstrate growth as evaluated by district-created Science assessments and/or the NYS Science assessment (for grade 8).</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Between 70 and 90 percent of students demonstrate growth as evaluated by district-created Science assessments and/or the NYS Science assessment (for grade 8).</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Fewer than 70 percent but 55 percent or greater of students demonstrate growth as evaluated by district-created Science assessments and/or the NYS Science assessment (for grade 8).</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Fewer than 55 percent of students demonstrate growth as evaluated by district-created Science assessments and/or the NYS Science assessment (for grade 8).</p>

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	Shoreham-Wading River CSD Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Shoreham-Wading River CSD Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Shoreham-Wading River CSD Developed Grade 8 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 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, below.</p>	<p>Teachers working together with their building principal and district office administration will develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, results will be converted into a 1-4 scale. The building principal will then determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the attached chart (2.11) will be utilized to determine the</p>
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	appropriate points and HEDI category for each teacher. The district-wide goal is for 80% of students to demonstrate growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Greater than 90 percent of students demonstrate growth as evaluated by district-created Social Studies assessments.
Effective (9 - 17 points) Results meet District goals for similar students.	Between 70 and 90 percent of students demonstrate growth as evaluated by district-created Social Studies assessments.
Developing (3 - 8 points) Results are below District goals for similar students.	Fewer than 70 percent but 55 percent or greater of students demonstrate growth as evaluated by district-created Social Studies assessments
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Fewer than 55 percent of students demonstrate growth as evaluated by district-created Social Studies assessments.

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	Shoreham-Wading River CSD Developed 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 student performance.

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.	Teachers working together with their building principal and district office administration will develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, results will be converted into a 1-4 scale. The building principal will then determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the attached chart (2.11) will be utilized to determine the appropriate points and HEDI category for each teacher. For those assessments utilizing a 100-point scale (such as the Regents assessments), performance levels will be established as 85-100 = level 4, 65-84 = level 3, 55-64 = level 2, and 0-54 = level 1. The district-wide goal is for
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	80% of students to demonstrate growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Greater than 90 percent of students demonstrate growth as evaluated by district-created Social Studies assessments and/or the NYS Social Studies Regents assessments.
Effective (9 - 17 points) Results meet District goals for similar students.	Between 70 and 90 percent of students demonstrate growth as evaluated by district-created Social Studies assessments and/or the NYS Social Studies Regents assessments.
Developing (3 - 8 points) Results are below District goals for similar students.	Fewer than 70 percent but 55 percent or greater of students demonstrate growth as evaluated by district-created Social Studies assessments and/or the NYS Social Studies Regents assessments.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Fewer than 55 percent of students demonstrate growth as evaluated by district-created Social Studies assessments and/or the NYS Social Studies Regents assessments.

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 student performance.

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.	Teachers working together with their building principal and district office administration will develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, results will be converted into a 1-4 scale. The building principal will then determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the attached chart (2.11) will be utilized to determine the appropriate points and HEDI category for each teacher. For those assessments utilizing a 100-point scale (such as the Regents assessments), performance levels will be established as 85-100 = level 4, 65-84 = level 3, 55-64 = level 2, and 0-54 = level 1. The district-wide goal is for 80% of students to demonstrate growth.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Greater than 90 percent of students demonstrate growth as evaluated by the NYS Science Regents assessments.
Effective (9 - 17 points) Results meet District goals for similar students.	Between 70 and 90 percent of students demonstrate growth as evaluated by the NYS Science Regents assessments.
Developing (3 - 8 points) Results are below District goals for similar students.	Fewer than 70 percent but 55 percent or greater of students demonstrate growth as evaluated by the NYS Science Regents assessments.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Fewer than 55 percent of students demonstrate growth as evaluated by the NYS Science Regents assessments.

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 student performance.

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.	Teachers working together with their building principal and district office administration will develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, results will be converted into a 1-4 scale. The building principal will then determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the attached chart (2.11) will be utilized to determine the appropriate points and HEDI category for each teacher. For those assessments utilizing a 100-point scale (such as the Regents assessments), performance levels will be established as 85-100 = level 4, 65-84 = level 3, 55-64 = level 2, and 0-54 = level 1. The district-wide goal is for 80% of students to demonstrate growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Greater than 90 percent of students demonstrate growth as evaluated by the NYS Math Regents assessments.
Effective (9 - 17 points) Results meet District goals for similar students.	Between 70 and 90 percent of students demonstrate growth as evaluated by the NYS Math Regents assessments.
Developing (3 - 8 points) Results are below District goals for similar students.	Fewer than 70 percent but 55 percent or greater of students demonstrate growth as evaluated by the NYS

Math Regents assessments.

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

Fewer than 55 percent of students demonstrate growth as evaluated by the NYS Math Regents assessments.

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	Shoreham-Wading River CSD Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Shoreham-Wading River CSD Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	ELA Regents Examination

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 student performance.

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.

Teachers working together with their building principal and district office administration will develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, results will be converted into a 1-4 scale. The building principal will then determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the attached chart (2.11) will be utilized to determine the appropriate points and HEDI category for each teacher. For those assessments utilizing a 100-point scale (such as the Regents assessments), performance levels will be established as 85-100 = level 4, 65-84 = level 3, 55-64 = level 2, and 0-54 = level 1. The district-wide goal is for 80% of students to demonstrate growth.

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

Greater than 90 percent of students demonstrate growth as evaluated by district-created ELA assessments and/or the NYS ELA Regents assessment.

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

Between 70 and 90 percent of students demonstrate growth as evaluated by district-created ELA assessments and/or the NYS ELA Regents assessment.

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

Fewer than 70 percent but 55 percent or greater of students demonstrate growth as evaluated by district-created ELA assessments and/or the NYS ELA Regents assessment.

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

Fewer than 55 percent of students demonstrate growth as evaluated by district-created ELA assessments and/or the

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
Elementary Grades K-5 Art, Music, and Physical Education	School/BOCES-wide/group/team results based on State	Grade 3, 4, and 5 ELA State Assessments
Grades 6-8 Art, Music, Physical Education, Health, Foreign Language, and Family Consumer Science	School/BOCES-wide/group/team results based on State	Grades 6, 7, and 8 ELA State Assessments
Grades 9-12 Art, Music, Speech, Resource, Reading, Physical Education, and Health	School/BOCES-wide/group/team results based on State	ELA Regents Examination
French Level 2	District, Regional or BOCES-developed	Shoreham-Wading River CSD Developed French 2 Assessment
French Level 3	District, Regional or BOCES-developed	Shoreham-Wading River CSD Developed French 3 Assessment
Spanish Level 2	District, Regional or BOCES-developed	Shoreham-Wading River CSD Developed Spanish 2 Assessment
Spanish Level 3	District, Regional or BOCES-developed	Shoreham-Wading River CSD Developed Spanish 3 Assessment
Spanish Level 4	District, Regional or BOCES-developed	Shoreham-Wading River CSD Developed Spanish 4 Assessment
American Sign Language	District, Regional or BOCES-developed	Shoreham-Wading River CSD Developed American Sign Language Assessment
Grades 9-12 Technology and Business Courses	School/BOCES-wide/group/team results based on State	Integrated Algebra Regents Examination
Grades 6-8 Technology Courses	School/BOCES-wide/group/team results based on State	Grades 6, 7, and 8 Math State Assessment
Grades 3-8 Speech, Resource, and Reading	School/BOCES-wide/group/team results based on State	ELA State Assessment
Grades K-2 Speech, and Reading	District, Regional or BOCES-developed	Shoreham-Wading River CSD Developed ELA Assessment
All Other Secondary Science and Social Studies Courses	District, Regional or BOCES-developed	Shoreham-Wading River CSD Developed Course Assessment
Math AIS	School/BOCES-wide/group/team results based on State	Grades 3, 4, and 5 Math State Assessment
ESL	State Assessment	NYSESLAT

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.

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.

For courses utilizing a district developed assessment, teachers working together with their building principal and district office administration will develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, results will be converted into a 1-4 scale. The building principal will then determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the attached chart (2.11) will be utilized to determine the appropriate points and HEDI category for each teacher. For those assessments utilizing a 100-point scale (such as the Regents assessments), performance levels will be established as 85-100 = level 4, 65-84 = level 3, 55-64 = level 2, and 0-54 = level 1. The district-wide goal is for 80% of students to demonstrate growth.

For courses utilizing a school-wide metric, SLO's will be developed between the teachers and principal based on available district-wide student performance data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, results will be converted into a 1-4 scale. The building principal will then determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the attached chart (2.11) will be utilized to determine the appropriate points and HEDI category for each teacher. For those assessments utilizing a 100-point scale (such as the Regents assessments), performance levels will be established as 85-100 = level 4, 65-84 = level 3, 55-64 = level 2, and 0-54 = level 1. The district-wide goal is for 80% of students to demonstrate growth.

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

Greater than 90 percent of students demonstrate growth as evaluated by district-created assessments and/or NYS assessment.

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

Between 70 and 90 percent of students demonstrate growth as evaluated by district-created assessments and/or NYS assessment.

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

Fewer than 70 percent but 55 percent or greater of students demonstrate growth as evaluated by district-created assessments and/or NYS assessment.

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

Fewer than 55 percent of students demonstrate growth as evaluated by district-created assessments and/or NYS assessment.

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)

(No response)

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/5364/286096-TXEttx9bQW/2.11 7.3 SWR State Growth Chart and HEDI Point Assignment Table.doc

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, 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 those used in State Growth measures, which include: student prior academic history, 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.

The district will use student prior academic history and Students with Disabilities to set differentiated growth targets as locally developed 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: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	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 Thursday, January 03, 2013

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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.

.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. 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.

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 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	3) Teacher specific achievement or growth score computed locally	Grade 4 ELA State Assessment
5	3) Teacher specific achievement or growth score computed locally	Grade 5 ELA State Assessment
6	3) Teacher specific achievement or growth score computed locally	Grade 6 ELA State Assessment

7	3) Teacher specific achievement or growth score computed locally	Grade 7 ELA State Assessment
8	3) Teacher specific achievement or growth score computed locally	Grade 8 ELA State Assessment

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.	Using available statewide and district achievement data for each assessment, the percentage of a teacher's students achieving a level 3 or 4 score will serve as the criteria for determining this measure. Table 3.3 illustrates how teachers are able to receive each of the available points from 0 to 15.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students attaining a level 3 or 4 score on the assessment is well above statewide norms.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students attaining a level 3 or 4 score on the assessment exceeds the statewide norm.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students attaining a level 3 or 4 score on the assessment is at or below the statewide norm.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students attaining a level 3 or 4 score on the assessment is well below the statewide norm.

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	3) Teacher specific achievement or growth score computed locally	Grade 4 State Math Assessment
5	3) Teacher specific achievement or growth score computed locally	Grade 5 State Math Assessment
6	3) Teacher specific achievement or growth score computed locally	Grade 6 State Math Assessment
7	3) Teacher specific achievement or growth score computed locally	Grade 7 State Math Assessment
8	3) Teacher specific achievement or growth score computed locally	Grade 8 State Math Assessment

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.

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.	Using available statewide and district achievement data for each assessment, the percentage of a teacher's students achieving a level 3 or 4 score will serve as the criteria for determining this measure. Table 3.3 illustrates how teachers are able to receive each of the available points from 0 to 15.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students attaining a level 3 or 4 score on the assessment is well above statewide norms.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students attaining a level 3 or 4 score on the assessment exceeds the statewide norm.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students attaining a level 3 or 4 score on the assessment is at or below the statewide norm.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students attaining a level 3 or 4 score on the assessment is well below the statewide norm.

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.

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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 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	Shoreham-Wading River CSD Developed Kindergarten ELA Assessment
1	5) District, regional, or BOCES-developed assessments	Shoreham-Wading River CSD Developed Grade 1 ELA Assessment
2	5) District, regional, or BOCES-developed assessments	Shoreham-Wading River CSD Developed Grade 2 ELA Assessment
3	3) Teacher specific achievement or growth score computed locally	Grade 3 State ELA Assessment

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>HEDI categories and point assignments for Grades K-2 will be based upon the district developed ELA assessment. The percentage of students reading at or above grade level as established by the principal in consultation with the teacher will be the standard against which this will be measured. The attached HEDI point assignment table (3.13 below) provides the methodology that will be used to ensure that each teacher can receive any of the point values from 0 to 20. For Grade 3 students, HEDI categories and point values will be assigned based upon the percentage of students achieving a level 3 or 4 score on the Grade 3 State ELA Assessment as illustrated in the HEDI point assignment table (3.13 below)</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>Percentage of students reading at or above grade level (Grades K-2) or achieving a level 3 or 4 score (Grade 3) is well above district expectations.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Percentage of students reading at or above grade level (Grades K-2) or achieving a level 3 or 4 score (Grade 3) meets district expectations.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Percentage of students reading at or above grade level (Grades K-2) or achieving a level 3 or 4 score (Grade 3) is below district expectations.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Percentage of students reading at or above grade level (Grades K-2) or achieving a level 3 or 4 score (Grade 3) is well below district expectations.</p>

3.5) Grades K-3 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Shoreham-Wading River CSD Developed Kindergarten Math Assessment
1	5) District, regional, or BOCES–developed assessments	Shoreham-Wading River CSD Developed Grade 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	Shoreham-Wading River CSD Developed Grade 2 Math Assessment
3	3) Teacher specific achievement or growth score computed locally	Grade 3 State Math Assessment

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.

<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>HEDI categories and point assignments for Grades K-2 will be based upon the district developed Math assessment. The percentage of students receiving a score of 65 or better on the assessment will be the standard against which this will be measured. The attached HEDI point assignment table (3.13 below) provides the methodology that will be used to ensure that each teacher can receive any of the point values from 0 to 20. For Grade 3 students, HEDI categories and point values will be assigned based upon the percentage of students achieving a level 3 or 4 score on the Grade 3 State Math Assessment as illustrated in the HEDI point assignment table (3.13 below)</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>Percentage of students receiving a score of 65 or better (Grades K-2) or level 3 or 4 (Grade 3) is well above district expectations.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Percentage of students receiving a score of 65 or better (Grades K-2) or level 3 or 4 (Grade 3) meets district expectations.</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Percentage of students receiving a score of 65 or better (Grades K-2) or level 3 or 4 (Grade 3) is below district expectations.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Percentage of students receiving a score of 65 or better (Grades K-2) or level 3 or 4 (Grade 3) is well below district expectations.</p>

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Shoreham-Wading River CSD Developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Shoreham-Wading River CSD Developed Grade 7 Science Assessment
8	3) Teacher specific achievement or growth score computed locally	Grade 8 State Science Assessment

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.	For Grade 6 and 7, the district-developed Science Assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The percentage of students achieving a score of 65 or better on this assessment will be used to assign HEDI points as per the table in section 3.13. Teachers can achieve all scale points from 0 to 20. For Grade 8 Science teachers, the Grade 8 State Science Assessment will be used for this measure. The percentage of students attaining a level 3 or 4 score on this assessment will be used to assign points according to the table in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students receiving a score of 65 or better (Grades 6 and 7 Science) or level 3 or 4 (Grade 8 Science) is well above district expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students receiving a score of 65 or better (Grades 6 and 7 Science) or level 3 or 4 (Grade 8 Science) meets district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students receiving a score of 65 or better (Grades 6 and 7 Science) or level 3 or 4 (Grade 8 Science) is below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students receiving a score of 65 or better (Grades 6 and 7 Science) or level 3 or 4 (Grade 8 Science) is well below district expectations.

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Shoreham-Wading River CSD Developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Shoreham-Wading River CSD Developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Shoreham-Wading River CSD Developed Grade 8 Social Studies Assessment

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.	The district-developed Social Studies Assessments will be rigorous, valid, and the same for all classrooms in the same grade level. The percentage of students achieving a score of 65 or better on this assessment will be used to assign HEDI points as per the table in section 3.13.
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	Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students receiving a score of 65 or better is well above district expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students receiving a score of 65 or better meets district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students receiving a score of 65 or better is below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students receiving a score of 65 or better is well below district expectations.

3.8) High School Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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	5) District, regional, or BOCES–developed assessments	Shoreham-Wading River CSD Developed Global 1 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	Global History and Geography Regents Examination
American History	3) Teacher specific achievement or growth score computed locally	American History and Government Regents Examination

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.	For Global 1, the district-developed assessment will be rigorous, valid, and the same for all classrooms in the same course. The percentage of students achieving a score of 65 or better on this assessment will be used to assign HEDI points as per the table in section 3.13. Teachers can achieve all scale points from 0 to 20. For Global 2 and American History, the Regents examination in each course will be used for this measure. The percentage of students attaining a score of 65 or better on this assessment will be used to assign points according to the table in section 3.13.
---	--

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students receiving a score of 65 or better is well above district expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students receiving a score of 65 or better meets district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students receiving a score of 65 or better is below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students receiving a score of 65 or better is well below district expectations.

3.9) High School Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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	3) Teacher specific achievement or growth score computed locally	Living Environment Regents Examination
Earth Science	3) Teacher specific achievement or growth score computed locally	Earth Science Regents Examination
Chemistry	3) Teacher specific achievement or growth score computed locally	Chemistry Regents Examination
Physics	3) Teacher specific achievement or growth score computed locally	Physics Regents Examination

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.	Percentage of students receiving a proficiency level score of 65 or better on the Regents examination will be used to assign HEDI categories and points for this measure. Prior achievement data will be used to set expectations for student performance. All possible points from 0 to 20 will be possible as described by the HEDI point table in section 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students receiving a proficiency level score of 65 or better on the Regents examination well above district expectations.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students receiving a proficiency level score of 65 or better on the Regents examination meets district expectations.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students receiving a proficiency level score of 65 or better on the Regents examination below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students receiving a proficiency level score of 65 or better on the Regents examination well below district expectations.

3.10) High School Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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	3) Teacher specific achievement or growth score computed locally	Integrated Algebra Regents Examination
Geometry	3) Teacher specific achievement or growth score computed locally	Geometry Regents Examination
Algebra 2	3) Teacher specific achievement or growth score computed locally	Algebra II/Trigonometry Regents Examination

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.

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.	Percentage of students receiving a proficiency level score of 65 or better on the Regents examination will be used to assign HEDI categories and points for this measure. Prior achievement data will be used to set expectations for student performance. All possible points from 0 to 20 will be possible as described by the HEDI point table in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students receiving a proficiency level score of 65 or better on the Regents examination well above district expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students receiving a proficiency level score of 65 or better on the Regents examination meets district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students receiving a proficiency level score of 65 or better on the Regents examination below district expectations.

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

Percentage of students receiving a proficiency level score of 65 or better on the Regents examination well below district expectations.

3.11) High School English Language Arts

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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	5) District, regional, or BOCES–developed assessments	Shoreham-Wading River CSD Developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Shoreham-Wading River CSD Developed Grade 10 ELA Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	ELA Regents Examination

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.

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.

For Grade 9 and 10 ELA, the district-developed assessment will be rigorous, valid, and the same for all classrooms in the same course. The percentage of students achieving a score of 65 or better on this assessment will be used to assign HEDI points as per the table in section 3.13. Teachers can achieve all scale points from 0 to 20.
For Grade 11 ELA the Regents examination will be used for this measure. The percentage of students attaining a score of 65 or better on this assessment will be used to assign points according to the table in section 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Percentage of students receiving a score of 65 or better is well above district expectations.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Percentage of students receiving a score of 65 or better meets district expectations.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Percentage of students receiving a score of 65 or better is below district expectations.

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

Percentage of students receiving a score of 65 or better is well below district expectations.

for grade/subject.

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
All Grade K-5 Art, Music, and Physical Education Courses	6(ii) School wide measure computed locally	Grades 3, 4, and 5 ELA State Assessment
All Grade 6-8 Art, Music, Physical Education, Health, Foreign Language, Family Consumer Science, and Library Courses	6(ii) School wide measure computed locally	Grades 6, 7, and 8 ELA State Assessment
All Grade 9-12 Art, Music, ESL, Speech, Resource, Reading, Physical Education, Health, and Library Courses	6(ii) School wide measure computed locally	ELA Regents Examination
French Level 2	5) District/regional/BOCES developed	Shoreham-Wading River CSD Developed French 2 Assessment
French Level 3	5) District/regional/BOCES developed	Shoreham-Wading River CSD Developed French 3 Assessment
Spanish Level 2	5) District/regional/BOCES developed	Shoreham-Wading River CSD Developed Spanish 2 Assessment
Spanish Level 3	5) District/regional/BOCES developed	Shoreham-Wading River CSD Developed Spanish 3 Assessment
Spanish Level 4	5) District/regional/BOCES developed	Shoreham-Wading River CSD Developed Spanish 4 Assessment
American Sign Language	5) District/regional/BOCES developed	Shoreham-Wading River CSD Developed American Sign Language Assessment
All Grade 9-12 Technology and Business Courses	6(ii) School wide measure computed locally	Integrated Algebra Regents Examination
All Grade 6-8 Technology Courses	6(ii) School wide measure computed locally	Grades 6, 7, and 8 Math State Assessment
All Grade 3-8 ESL, Speech, and Reading Courses	6(ii) School wide measure computed locally	ELA State Assessment
All Grade K-2 ESL, Speech, and Reading Courses	6(ii) School wide measure computed locally	Shoreham-Wading River CSD Developed Grade Level ELA Assessment
All Other Science and Social Studies Courses	5) District/regional/BOCES developed	Shoreham-Wading River Developed Course Assessment
AIS Math	6(ii) School wide measure computed locally	NYS Grades 3, 4, and 5 Math State Assessment

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.

<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>For all courses/subjects where district developed assessments will be used, the percentage of students achieving a proficiency level score of 65 or better will be used and targets for each assessment determined based upon analysis of prior performance on the identified district developed assessment measure. These assessments will be rigorous, valid, and the same for all classrooms of that course/subject. All possible points from 0 to 20 for each measure will be possible and will be assigned using the point table in section 3.13. For those courses/subjects utilizing a school wide measure, a proficiency benchmark score of level 3 or 4, or a score of 65 or higher based on the applicable assessment will be used. Based on the overall percentage of students who meet or exceed the proficiency benchmark, a corresponding 0-20 HEDI score will be determined using the point tables in section 3.13.</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>Percentage of students receiving a score of 65 or better is well above district expectations.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Percentage of students receiving a score of 65 or better meets district expectations.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Percentage of students receiving a score of 65 or better is below district expectations.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Percentage of students receiving a score of 65 or better is well below district expectations.</p>

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.

assets/survey-uploads/5139/299672-y92vNseFa4/3.13 SWR Local HEDI 20 Point Assignment Tables.doc

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

The district will use student prior academic history and Students with Disabilities to set differentiated proficiency targets as locally developed controls.

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.

In any circumstance where a teacher's Annual Professional Performance Review plan includes more than one measure as required by regulation, each individual measure will be scored independently using the guidelines above. A weighted score out of either 15 or 20 points as applicable will be calculated based on the percentage of total included students instructed within each subject/course in the teachers APPR plan divided by the total students in all subjects/courses included in the plan. These weighted scores will then be combined to generate a single HEDI category and score for the local selected measure subcomponent. Conventional rounding rules will be applied and in no case will the local HEDI score not result in a whole number.

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)

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Updated Wednesday, January 16, 2013

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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.)

NYSUT Teacher Practice Rubric

(No response)

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 (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]	60
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	0

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, 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.

Teachers will be assigned a HEDI score from 0 to 60 based on observations and evaluations using the NYSUT Teacher Practice Rubric. In order to determine this score (0 to 60), the teacher will receive a score of 1-4 for each subcomponent observed within the seven teaching standards. The scores from all observed subcomponents within each standard will be averaged to determine a standard score out of 1-4. Once all standards are scored they will be averaged together resulting in an Overall Rubric Score out of 1-4. The Overall Rubric Score will then convert to a 0-60 HEDI score using the Other Measures Conversion Chart attached to this section.

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/5091/305381-eka9yMJ855/Other Measures Conversion Chart_1.doc

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.	An average Likert-scale rating of 3.5 or higher on all teacher performance elements included in the NYSUT teacher practice rubric based district observation and other evidence checklists.
Effective: Overall performance and results meet NYS Teaching Standards.	An average Likert-scale rating from 2.5 to 3.49 on all teacher performance elements included in the NYSUT teacher practice rubric based district observation and other evidence checklists.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	An average Likert-scale rating from 1.5 to 2.49 on all teacher performance elements included in the NYSUT teacher practice rubric based district observation and other evidence checklists.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	An average Likert-scale rating of below 1.5 on all teacher performance elements included in the NYSUT teacher practice rubric based district observation and other evidence checklists.

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

4.6) Observations of Probationary Teachers Formal/Long	1
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter 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 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

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	1
4.7) Observations of Tenured Teachers 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)

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Updated Tuesday, January 15, 2013

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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.

For the 2013-2014 school year and beyond, 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 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

2012-13 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 2012-13 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

2012-13 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 Sunday, January 06, 2013

Updated Tuesday, January 15, 2013

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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. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5265/305388-Df0w3Xx5v6/2012-2013 Teacher Improvement Plan \(TIP\) Template.doc](#)

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:

Appeals shall be limited to those evaluations which have resulted in a rating of Ineffective or Developing. Within five school days of the receipt of an annual evaluation providing a rating as set forth in the paragraph above, a teacher may appeal the annual evaluation to the Superintendent of Schools or his/her designee. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:

- 1 - The substance of the annual professional performance review;
 - 2 - The school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law;
 - 3 - The school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures;
 - 4 - The school district's issuance and/or implementation of the terms of the teacher's improvement plan; and
 - 5 - Any issue not raised in the written appeal shall be deemed waived; and
 - 6 - Notwithstanding item (5) above, procedural issues which are or will be set forth under Article IX of the contract shall be subject to the contracts grievance procedure.
- Within five school days of receipt of the appeal, the Superintendent of Schools or his/her designee shall render a written determination with respect thereto.
- The determination of the Superintendent of Schools or his/her designee as to the substance of the evaluation shall not be grievable, arbitrable, nor reviewable in any other forum.
- The timelines referred to herein may be extended by mutual agreement of the parties provided that the District ensures that the resolution of any appeal is timely and expeditious in accordance with Education Law 3012-c.

6.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

The Shoreham-Wading River Central School District will ensure that all evaluators are properly trained and certified, as necessary, to complete an individual's performance review. Evaluator training will be conducted by duly trained administrators and/or by Eastern Suffolk BOCES Network Team members and then turn keyed to each of our evaluators. Evaluator training will be conducted in accordance with the certification requirements per the Commissioner's regulations. This training will include the following:

- New York State Teaching Standards and ISLLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of ELLs and students with disabilities

The Shoreham-Wading River Central School District has reviewed data and begun training evaluators on issues related to evidence-based observations, utilization of the chosen observational rubric, New York State Teaching Standards, Scoring methodologies used to evaluate teachers and inter-rater reliability. Shoreham-Wading River Schools will continue to develop a process to ensure that evaluators maintain inter-rater reliability over time and that they are recertified on an annual basis through professional development specific to each of the required nine elements listed above.

In addition to providing for attendance at BOCES sponsored evaluator training workshops, all district administrators responsible for the evaluation of teachers participated in a two-day in district workshop delivered by a duly trained instructor. Throughout the course of the 2012-2013 school year, workshop sessions have, and will continue to take place that will ensure ongoing turnkey of new or revised provisions related to teacher evaluation.

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

• Checked

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
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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
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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)

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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.

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):

1-5
2-5
6-8
9-12
(No response)
(No response)
(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 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 for 2012-13	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 assessment 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. District-determined assessments from the options below may be used as evidence of student learning within the SLO:

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 school or program type this SLO applies to. Then, using the drop-down boxes below, please select the 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. 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.

Please remember that State assessments must be used with SLOs if applicable to the school or program type.

School or Program Type	SLO with Assessment Option	Name of the Assessment
Briarcliff Elementary K-1	District, regional, or BOCES-developed	Shoreham-Wading River CSD Developed Kindergarten ELA Assessment

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.

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.	The building principal together with district administration will develop the SLO using available background and baseline data. Appropriate and rigorous targets for school-wide results will be set for this SLO . After the specified assessments are administered and scored, results will be converted into a 1-4 scale. The percentage of students who met the differentiated targets (based on each SLO) will be determined. After this percentage is determined, the chart below will be utilized to determine the appropriate number of points and HEDI category for this SLO. The district-wide goal is for 80% of students to demonstrate growth.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Greater than 90 percent of students demonstrate growth as evaluated by the district developed ELA assessments.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Between 70 and 90 percent of students demonstrate growth as evaluated by the district developed ELA assessments.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Fewer than 70 percent but 55 percent or greater of students demonstrate growth as evaluated by the district developed ELA assessments.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Fewer than 55 percent of students demonstrate growth as evaluated by the district developed ELA assessments.

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.

assets/survey-uploads/5365/286261-lha0DogRNw/2.11 7.3 SWR State Growth Chart and HEDI Point Assignment Table_1.doc

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, 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 those used in State Growth measures, which include: prior student achievement results, 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.

The district will use student prior academic history and Students with Disabilities to set differentiated growth targets as locally developed controls.

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: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	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 Wednesday, December 19, 2012

Updated Wednesday, January 16, 2013

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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.

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

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

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 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th 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	Locally-Selected Measure from List of Approved Measures	Assessment
1-5	(a) achievement on State assessments	Grade 4-5 ELA State Assessments
1-5	(a) achievement on State assessments	Grade 4-5 Math State Assessments
2-5	(a) achievement on State assessments	Grade 4-5 ELA State Assessments
2-5	(a) achievement on State assessments	Grade 4-5 Math State Assessments
6-8	(a) achievement on State assessments	Grade 6-8 ELA State Assessments
6-8	(a) achievement on State assessments	Grade 6-8 Math State Assessments
9-12	(g) % achieving specific level on Regents or alternatives	Living Environment Regents Examination
9-12	(g) % achieving specific level on Regents or alternatives	Global History and Geography Regents Examination

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.

HEDI points and categories will be assigned using the attached Local Assessment Measures point conversion chart. For State ELA and Math Assessments, proficiency is defined as achieving a level 3 or 4 score. For Regents examinations, proficiency is defined as a score of 65 or better. Based on the overall percentage of students who meet or exceed the established proficiency benchmark, a corresponding preliminary HEDI score will be determined using the applicable Local Assessment Measures point conversion chart attached to this section. A principals final point assignment in this measure will be the mathematical average of the points awarded for the two negotiated assessment measures indicated above.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Assessment Measures point conversion chart.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Assessment Measures point conversion chart.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Assessment Measures point conversion chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Assessment Measures point conversion chart.

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)

(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.

<assets/survey-uploads/5366/286304-qBFVOWF7fC/8.1 SWR Local Value-Added Principal HEDI Tables.doc>

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

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

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 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th 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
K-1	(d) measures used by district for teacher evaluation	Shoreham-Wading River CSD Developed Kindergarten ELA 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.	HEDI categories and point assignment for this measure will be based upon the percentage of students reading at or above grade level as established by the principal in consultation with teachers and district administration on the district developed ELA assessment. The attached HEDI point assignment table (8.2 below) provides the methodology that will be used to ensure that the principal is able to receive any of the point values from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Assessment Measures point conversion chart.

Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Assessment Measures point conversion chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Assessment Measures point conversion chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Local Assessment Measures point conversion chart.

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.

assets/survey-uploads/5366/286304-T8MIGWUVm1/8.2 SWR Local 20 Point Principal HEDI Tables.doc

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

The district will use student prior academic history and Students with Disabilities to set differentiated proficiency targets as local developed controls.

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.

In cases where multiple assessment measures will be used for a principal's evaluation, each HEDI score will be averaged equally to generate an overall local composite 0-15 or 0-20 point score as 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 Wednesday, December 19, 2012

Updated Wednesday, January 16, 2013

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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.

Multidimensional Principal Performance Rubric

(No response)

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 points 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 points 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
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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, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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 posted, this form will be updated with dropdown menus 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)

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.

Principals will be assigned a HEDI score from 0 to 60 based on observations and evaluations conducted using the Multidimensional Principal Performance Rubric. In order to determine this score (0-60), the Principal will receive a score of 1-4 for each subcomponent observed within the seven Domains. The score from all observed subcomponents within each Domain will be averaged to determine a Domain score out of 1-4. Once all Domains are scored they will be averaged together resulting in an Overall Rubric Score out of 1-4. The Overall Rubric Score will then convert to a 0-60 HEDI score using the Principal's Other Measures Conversion Chart attached to this section (9.7).

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/5143/286444-pMADJ4gk6R/Principal's Other Measures Conversion Chart_1.doc

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.	See attached Principal's "Other Measures" Score Conversion Chart.
Effective: Overall performance and results meet standards.	See attached Principal's "Other Measures" Score Conversion Chart.
Developing: Overall performance and results need improvement in order to meet standards.	See attached Principal's "Other Measures" Score Conversion Chart.
Ineffective: Overall performance and results do not meet standards.	See attached Principal's "Other Measures" Score Conversion Chart.

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Wednesday, December 19, 2012

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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.

For the 2013-2014 school year and beyond, 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 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

2012-13 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

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 2012-13 scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

2012-13 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 Friday, January 04, 2013

Updated Tuesday, January 15, 2013

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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 your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

assets/survey-uploads/5276/302492-Df0w3Xx5v6/2012-2013 Principal Improvement Plan (PIP)_3.doc

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:

APPR Appeals Process

- 1. The annual evaluation of a building principal shall be presented at a meeting between the principal and Superintendent of Schools or his/her designee on a date selected by the Superintendent.*
- 2. Within ten (10) business days of the receipt of a building principal's evaluation of developing or ineffective from the Superintendent of Schools based upon a total composite score, the principal may appeal the evaluation in writing to the Superintendent or his/her*

designee. The appeal shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. Failure to include a particular basis for the appeal within a principal's written appeal shall be deemed a waiver of that basis. The evaluated principal may only challenge the substance, rating and/or adherence to the parties' Annual Professional Performance Review Plan adopted pursuant to 8 NYCRR 30-2 and Education Law Section 3012-c. Further, a principal who is placed on a Principal Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

3. The Superintendent or the Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal. The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the principal along with all other evidence and/or arguments submitted by the principal prior to rendering a decision. Such decision shall be made within fifteen business days of the receipt of the appeal. The decision of the Superintendent or the Superintendent's administrative designee shall be final and binding in all respects and shall not be subject to review at arbitration, before any administrative agency or in any court of law. However, the failure of either party to abide by the above agreed upon process and/or PIP process shall be subject to the grievance procedure of the collective bargaining agreement.

4. In the event a principal receives a second consecutive evaluation of developing or ineffective, the appeals process set forth in Paragraphs 1 through 3 hereof, shall remain in effect. However, notwithstanding the provisions of Paragraph 3 hereof, in the event of a second consecutive evaluation of developing or ineffective, the principal may further appeal what shall be deemed the initial determination of the Superintendent or his/her designee, to a panel consisting of four District administrators, two selected by the President of the Administrators' bargaining unit and two from Central Office selected by the Superintendent. This further appeal must be submitted in writing to the panel within ten (10) business days of receipt of the Superintendent's initial determination on appeal pursuant to Paragraph 3 above. The review by the panel shall be completed within ten (10) business days of delivery of the written request for review from the building principal. No hearing shall be held and the review shall be based solely upon the original appeal, the Superintendent's initial determination, support papers submitted by the principal and/or a response to the appeal by the principal's evaluator, if other than the Superintendent. However, within five (5) business days of receipt of the appeal, the panel may request written clarification of any of the information submitted as part of the original documentation. This request shall not extend the requirement of the panel to complete its work and issue a report and recommendation within the time limit set forth above. The panel's written review recommendation shall be transmitted to the Superintendent and the Appellant upon completion. The Superintendent shall consider the written review recommendation of the panel and shall issue a written decision within ten (10) business days thereof. The determination of the Superintendent of Schools shall be final and shall not be grievable, arbitrable, or reviewable in any other forum. However, the failure of either party to abide by the above agreed upon process shall be subject to the grievance procedure of the collective bargaining agreement.

5. In the event a majority of the panel is unable to agree upon a decision and recommendation to the Superintendent, it must report that fact to the Superintendent within ten (10) business days of receipt of the appeal. Thereafter, the affected principal may elect review of the appeals papers by one outside expert who will be chosen from a panel of three persons selected by the District and the Administrators' Unit, which panel shall be established by the parties. Should the parties fail to agree as to the composition of the panel prior to September 1st of each year, a list of ten qualified experts shall be provided to the parties by the Suffolk County Organization for the Promotion of Education (SCOPE). Upon receipt of the list, the parties shall attempt to agree upon the panel composition for that year. If the parties are unable to agree upon the selection of the panelists from the list provided, the outside expert to hear the review shall be chosen directly from the list on a rotating basis. If an expert is unavailable or unable to review the matter within fifteen (15) business days, then the next expert on the list will be selected. No present or prior employee of the Shoreham-Wading River School District shall be eligible to serve on the panel or be selected as the outside expert and the outside expert shall notify the parties of any potential conflict of interest prior to accepting appointment. The panel composition shall be reviewed annually beginning on July 1, 2013. The cost of expert review shall be borne equally by the District and the Administrators' bargaining unit. The expert may recommend a modification of the rating, along with his/her rationale for the same. Expert review shall be completed within fifteen (15) business days of delivery of the written request for review to the Superintendent. No hearing shall be held and the review shall be based solely upon the original appeal, the Superintendent's initial determination, supporting papers submitted by the principal and/or a response to the appeal by the administrator's evaluator, if other than the Superintendent. The expert's written review recommendation shall be transmitted to the Superintendent and Appellant upon completion. The Superintendent shall consider the written review recommendation of the expert and shall issue a written decision within ten (10) business days thereof. The determination of the Superintendent of Schools shall be final and shall not be grievable, arbitrable, or reviewable in any other forum. However, the failure of either party to abide by the above agreed upon process shall be subject to the grievance machinery of the collective bargaining unit.

6. All written submissions referred to in paragraphs 2 and 5 shall be simultaneously exchanged between the parties.

7. Nothing set forth herein shall prevent an administrator from challenging the results of an evaluation within the context of a disciplinary proceeding pursuant to Education Law Section 3020-a.

8. An overall performance rating of developing or ineffective on the annual evaluation is the only rating subject to appeal. Principals who receive a rating of highly effective or effective shall not be permitted to appeal their rating. Principals who are rated effective or highly effective may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the principal's personnel file. Such response shall be filed within ten (10) business days.

9. All reference herein to business days shall include school and summer recess periods, but shall not include pre-approved vacation periods. The timelines referred to herein may be extended by mutual agreement of the parties provided that the District ensures that

11.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

The Shoreham-Wading River Central School District will ensure that all evaluators are properly trained and certified, as necessary, to complete an

individual's performance review. Evaluator training will be conducted by duly trained administrators and/or by Eastern Suffolk BOCES Network Team members and turn keyed to each of our principal evaluators. Evaluator training will be conducted in accordance with the certification requirements per the Commissioner's regulations. This training will include the following:

- *New York State Teaching Standards and ISLLC Standards*
- *Evidence-based observation*
- *Application and use of Student Growth Percentile and Value Added Growth Model data*
- *Application and use of the State-approved teacher and principal rubrics*
- *Application and use of any assessment tools used to evaluate teachers and principals*
- *Application and use of State-approved locally selected measures of student achievement*
- *Use of Statewide Instructional Reporting System*
- *Scoring methodology used to evaluate teachers and principals*
- *Specific considerations in evaluating teachers and principals of ELLs and students with disabilities*

The Shoreham-Wading River Central School District has reviewed data and begun training evaluators on issues related to evidence-based observations, utilization of the chosen observational rubric, New York State Teaching Standards, Scoring methodologies used to evaluate teachers and principals, and means for maintaining inter-rater reliability. Shoreham-Wading River Schools will continue to develop a process to ensure that evaluators maintain inter-rater reliability over time and that they are recertified on an annual basis through professional development specific to each of the nine required elements listed above.

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

-
- Checked
-

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, January 08, 2013

Updated Thursday, January 17, 2013

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

<assets/survey-uploads/5581/309067-3Uqgn5g9Iu/1-16-13 APPR Certification.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.

2.11 and 7.3 – Shoreham-Wading River CSD State Growth Chart and HEDI Points Table

State Growth Table:

	<i>Post- Assessment Level</i>			
<i>Pre- Assessment Level</i>	1	2	3	4
1	No	Yes	Yes	Yes
2	No	No	Yes	Yes
3	No	No	Yes	Yes
4	No	No	No	Yes

- Students receiving a level 1 score on the course pre-assessment measure need to attain a level 2, 3, or 4 score on the course post-assessment measure to be deemed to have demonstrated growth in that course.
- Students receiving a level 2 score on the course pre-assessment measure need to attain a level 3 or 4 score on the course post-assessment measure to be deemed to have demonstrated growth in that course.
- Students receiving a level 3 score on the course pre-assessment measure need to attain a level 3 or 4 score on the course post-assessment to be deemed to have demonstrated growth in that course.
- Students receiving a level 4 score on the course pre-assessment measure need to attain a level 4 score on the course post-assessment to be deemed to have demonstrated growth in that course.

Shoreham-Wading River HEDI Point Table for State Growth Measures

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
98-100%	94-97%	91-93%	89-90%	87-88%	84-86%	81-83%	80%	77-79%	74-76%	72-73%	70-71%	67-69%	64-66%	61-63%	59-60%	57-58%	55-56%	37-54%	19-36%	0-18%

2.11 and 7.3 – Shoreham-Wading River CSD State Growth Chart and HEDI Points Table

State Growth Table:

	<i>Post- Assessment Level</i>			
<i>Pre- Assessment Level</i>	1	2	3	4
1	No	Yes	Yes	Yes
2	No	No	Yes	Yes
3	No	No	Yes	Yes
4	No	No	No	Yes

- Students receiving a level 1 score on the course pre-assessment measure need to attain a level 2, 3, or 4 score on the course post-assessment measure to be deemed to have demonstrated growth in that course.
- Students receiving a level 2 score on the course pre-assessment measure need to attain a level 3 or 4 score on the course post-assessment measure to be deemed to have demonstrated growth in that course.
- Students receiving a level 3 score on the course pre-assessment measure need to attain a level 3 or 4 score on the course post-assessment to be deemed to have demonstrated growth in that course.
- Students receiving a level 4 score on the course pre-assessment measure need to attain a level 4 score on the course post-assessment to be deemed to have demonstrated growth in that course.

Shoreham-Wading River HEDI Point Table for State Growth Measures

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
98-100%	94-97%	91-93%	89-90%	87-88%	84-86%	81-83%	80%	77-79%	74-76%	72-73%	70-71%	67-69%	64-66%	61-63%	59-60%	57-58%	55-56%	37-54%	19-36%	0-18%

8.1 – Shoreham-Wading River HEDI Point Tables for Locally Selected Assessment Measures

Table 8.1-1: Building-wide Grade 4 and 5 ELA State Assessment

HEDI Level	Points Awarded	% of Students at Level 3 or 4
Highly Effective	15	85-100
	14	72.1-84.9
Effective	13	69.1-72
	12	67.1-69
	11	64.1-67
	10	61.1-64
	9	58.1-61
	8	55.1-58
Developing	7	51.1-55
	6	47.1-51
	5	42.1-47
	4	37.1-42
	3	33.1-37
Ineffective	2	22.1-33
	1	11-22
	0	0-10.9

Table 8.1-2: Building-wide Grade 4 and 5 Math State Assessment

HEDI Level	Points Awarded	% of Students Meeting Target
Highly Effective	15	85.1-100
	14	77.1-85
Effective	13	75.1-77
	12	73.1-75
	11	71.1-73
	10	69.1-71
	9	67.1-69
	8	65.1-67
	Developing	7
6		59.1-62
5		56.1-59
4		53.1-56
3		50.1-53
Ineffective	2	35.1-50
	1	17.1-35
	0	0-17

Table 8.1-3: Building-wide Grade 6, 7, and 8 ELA State Assessment

HEDI Level	Points Awarded	% of Students Meeting Target
Highly Effective	15	85-100
	14	71.1-84.9
Effective	13	68.1-71
	12	65.1-68
	11	62.1-65
	10	59.1-62
	9	56.1-59
	8	54.1-56
	Developing	7
6		48.1-51
5		45.1-48
4		42.1-45
3		39.1-42
Ineffective	2	26.1-39
	1	13.1-26
	0	0-13

Table 8.1-4: Building-wide Grade 6, 7, and 8 Math State Assessment

HEDI Level	Points Awarded	% of Students Meeting Target
Highly Effective	15	85.1-100
	14	77.1-85
Effective	13	75.1-77
	12	73.1-75
	11	71.1-73
	10	69.1-71
	9	67.1-69
	8	65.1-67
Developing	7	62.1-65
	6	59.1-62
	5	56.1-59
	4	53.1-56
	3	50.1-53
Ineffective	2	35.1-50
	1	17.1-35
	0	0-17

Table 8.1-5: Building-wide Global History & Geography Regents

HEDI Level	Points Awarded	% of Students Meeting Target
Highly Effective	15	95.1-100
	14	90.1-95
Effective	13	86.1-90
	12	82.1-86
	11	78.1-82
	10	75.1-78
	9	72.1-75
	8	70.1-72
	Developing	7
6		64.1-67
5		61.1-64
4		58.1-61
3		55.1-58
Ineffective	2	36.1-55
	1	18.1-36
	0	0-18

Table 8.1-6: Building-wide Living Environment Regents

HEDI Level	Points Awarded	% of Students Meeting Target
Highly Effective	15	97.1-100
	14	94.1-97
Effective	13	91.1-94
	12	88.1-91
	11	85.1-88
	10	82.1-85
	9	80.1-82
	8	78.1-80
	Developing	7
6		72.1-75
5		69.1-72
4		66.1-69
3		63.1-66
Ineffective	2	42.1-63
	1	21.1-42
	0	0-21

8.2 – Shoreham-Wading River HEDI Point Tables for Locally Selected Assessment Measures – Non-Value-Added Courses (0-20 Points)

Table 8.2-1: HEDI Points Table for Grade K ELA

HEDI Level	Points Awarded	% of Students Reading at or above Grade Level
Highly Effective	20	95-100
	19	85-94.9
	18	76-84.9
Effective	17	74-75.9
	16	71-73.9
	15	68-70.9
	14	66-67.9
	13	65-65.9
	12	63-64.9
	11	60-62.9
	10	58-59.9
	9	55-57.9
	Developing	8
7		50-51.9
6		47-49.9
5		45-46.9
4		42-44.9
3		40-41.9
Ineffective	2	30-39.9
	1	20-29.9
	0	0-19.9

9.7 - Shoreham-Wading River Principal's "Other Measures" Point Conversion Chart

The chart below provides the conversion from the overall weighted Likert-scale average across all six domains and the Goal Setting and Attainment section of the Multidimensional Principal Practice Rubric. Averages will be rounded to the nearest tenth.

Average Weighted Rubric Score	HEDI Category	"Other Measures" Points Awarded
1.0	Ineffective	0
1.1		12
1.2		25
1.3		37
1.4		49
1.5	Developing	50
1.6		51
1.7		51
1.8		52
1.9		53
2.0		54
2.1		54
2.2		55
2.3		56
2.4		56
2.5	Effective	57
2.6		57
2.7		57
2.8		57
2.9		58
3.0		58
3.1		58
3.2		58
3.3		58
3.4		58
3.5	Highly Effective	59
3.6		59
3.7		60
3.8		60
3.9		60
4.0		60

3.3 - Shoreham-Wading River HEDI Point Tables for Locally Selected Assessment Measures

For Value-Added Courses (0-15 Points)

Table 3.3-1: ELA Grades 4, 5, and 6

HEDI Level	Points Awarded	% of Students at Level 3 or 4
Highly Effective	15	85-100
	14	72.1-84.9
Effective	13	69.1-72
	12	67.1-69
	11	64.1-67
	10	61.1-64
	9	58.1-61
	8	55.1-58
Developing	7	51.1-55
	6	47.1-51
	5	42.1-47
	4	37.1-42
	3	33.1-37
Ineffective	2	22.1-33
	1	11-22
	0	0-10.9

Table 3.3-2: ELA Grades 7 and 8

HEDI Level	Points Awarded	% of Students Meeting Target
Highly Effective	15	85-100
	14	71.1-84.9
Effective	13	68.1-71
	12	65.1-68
	11	62.1-65
	10	59.1-62
	9	56.1-59
	8	54.1-56
Developing	7	51.1-54
	6	48.1-51
	5	45.1-48
	4	42.1-45
	3	39.1-42
Ineffective	2	26.1-39
	1	13.1-26
	0	0-13

Table 3.3-3: Math Grades 4, 5, 6 and 7

HEDI Level	Points Awarded	% of Students Meeting Target
Highly Effective	15	85.1-100
	14	77.1-85
Effective	13	75.1-77
	12	73.1-75
	11	71.1-73
	10	69.1-71
	9	67.1-69
	8	65.1-67
Developing	7	62.1-65
	6	59.1-62
	5	56.1-59
	4	53.1-56
	3	50.1-53
Ineffective	2	35.1-50
	1	17.1-35
	0	0-17

Table 3.3-4: Math Grade 8

HEDI Level	Points Awarded	% of Students Meeting Target
Highly Effective	15	85-100
	14	72.1-84.9
Effective	13	70.1-72
	12	68.1-70
	11	66.1-68
	10	64.1-66
	9	62.1-64
	8	60.1-62
Developing	7	57.1-60
	6	54.1-57
	5	51.1-54
	4	48.1-51
	3	45.1-48
Ineffective	2	30.1-45
	1	15.1-30
	0	0-15

3.13 – Shoreham-Wading River HEDI Point Tables for Locally Selected Assessment Measures – Non-Value-Added Courses (0-20 Points)

Table 3.13-1: HEDI Points Table for Grade K ELA

HEDI Level	Points Awarded	% of Students Reading at or above Grade Level
Highly Effective	20	95-100
	19	85-94.9
	18	76-84.9
Effective	17	74-75.9
	16	71-73.9
	15	68-70.9
	14	66-67.9
	13	65-65.9
	12	63-64.9
	11	60-62.9
	10	58-59.9
	9	55-57.9
	Developing	8
7		50-51.9
6		47-49.9
5		45-46.9
4		42-44.9
3		40-41.9
Ineffective	2	30-30.9
	1	20-29.9
	0	0-19.9

Table 3.13-2: HEDI Points Table for Grades 1 & 2 ELA

HEDI Level	Points Awarded	% of Students Reading at or above Grade Level
Highly Effective	20	95-100
	19	88-94.9
	18	81-87.9
Effective	17	79-80.9
	16	76-78.9
	15	73-75.9
	14	71-72.9
	13	70-70.9
	12	68-69.9
	11	65-67.9
	10	63-64.9
	9	60-62.9
	Developing	8
7		55-56.9
6		52-54.9
5		50-51.9
4		47-49.9
3		45-46.9
Ineffective	2	33-44.9
	1	20-32.9
	0	0-19.9

Table 3.13-3: HEDI Points Table for Grade 3 ELA

HEDI Level	Points Awarded	% of Students at Level 3 or 4
Highly Effective	20	95-100
	19	85-94.9
	18	73-84.9
Effective	17	71-72.9
	16	69-70.9
	15	67-68.9
	14	65-66.9
	13	63-64.9
	12	61-62.9
	11	59-60.9
	10	57-58.9
	9	55-56.9
Developing	8	51-54.9
	7	48-50.9
	6	45-47.9
	5	41-44.9
	4	36-40.9
	3	33-35.9
Ineffective	2	22.1-32.9
	1	11-22
	0	0-10.9

Table 3.13-4: HEDI Points Table for Grades K-2 Math

HEDI Level	Points Awarded	% of Students Achieving 65% or better on Math Assessment
Highly Effective	20	95-100
	19	88-94.9
	18	81-87.9
Effective	17	79-80.9
	16	76-78.9
	15	73-75.9
	14	71-72.9
	13	70-70.9
	12	68-69.9
	11	65-67.9
	10	63-64.9
	9	60-62.9
	Developing	8
7		55-56.9
6		52-54.9
5		50-51.9
4		47-49.9
3		45-46.9
Ineffective	2	33-44.9
	1	20-32.9
	0	0-19.9

Table 3.13-5: HEDI Points Table for Grade 3 Math

HEDI Level	Points Awarded	% of Students at Level 3 or 4
Highly Effective	20	94-100
	19	85-93.9
	18	77-84.9
Effective	17	75-76.9
	16	74-74.9
	15	72-73.9
	14	71-71.9
	13	69-70.9
	12	68-68.9
	11	67-67.9
	10	66-66.9
	9	65-65.9
	Developing	8
7		59-60.9
6		56-58.9
5		54-55.9
4		52-53.9
3		50-51.9
Ineffective	2	35.1-49.9
	1	17.1-35
	0	0-17

Table 3.13-6: HEDI Points Table for: Grades 6 and 7 Science, Grades 6, 7, and 8 Social Studies, Grades 9 and 10 ELA, Global 1, French 2 and 3, Spanish 2, 3, and 4, American Sign Language, and all Other Science/Social Studies Courses.

HEDI Level	Points Awarded	% of Students Demonstrating Proficiency (65 or better)
Highly Effective	20	97-100
	19	93-96.9
	18	90-92.9
Effective	17	87-89.9
	16	85-86.9
	15	83-84.9
	14	81-82.9
	13	79-80.9
	12	76-78.9
	11	74-75.9
	10	72-73.9
	9	70-71.9
	Developing	8
7		64-66.9
6		61-63.9
5		59-60.9
4		57-58.9
3		55-56.9
Ineffective	2	37.1-54.9
	1	18.1-37
	0	0-18

Table 3.13-7: HEDI Point Tables for Grade 8 Science, Grade 11 ELA, Integrated Algebra, Geometry, Earth Science, Chemistry, and Global 2

HEDI Level	Points Awarded	% of Students Demonstrating Proficiency (65 or better)
Highly Effective	20	97-100
	19	93-96.9
	18	90-92.9
Effective	17	87-89.9
	16	85-86.9
	15	83-84.9
	14	81-82.9
	13	79-80.9
	12	76-78.9
	11	74-75.9
	10	72-73.9
	9	70-71.9
	Developing	8
7		64-66.9
6		61-63.9
5		59-60.9
4		57-58.9
3		55-56.9
Ineffective	2	37.1-54.9
	1	18.1-37
	0	0-18

Table 3.13-8: HEDI Points Table for Algebra II/Trigonometry

HEDI Level	Points Awarded	% of Students Demonstrating Proficiency (65 or better)
Highly Effective	20	94-100
	19	85-93.9
	18	78-84.9
Effective	17	76-77.9
	16	75-75.9
	15	73-74.9
	14	72-72.9
	13	70-71.9
	12	68-69.9
	11	67-67.9
	10	65-66.9
	9	63-64.9
	Developing	8
7		57-59.9
6		55-56.9
5		53-54.9
4		50-52.9
3		48-49.9
Ineffective	2	35.1-47.9
	1	17.1-35
	0	0-17

Table 3.13-9: HEDI Points Table for American History and Living Environment

HEDI Level	Points Awarded	% of Students Demonstrating Proficiency (65 or better)
Highly Effective	20	99-100
	19	97-98.9
	18	94-96.9
Effective	17	92-93.9
	16	90-91.9
	15	88-89.9
	14	87-87.9
	13	85-86.9
	12	83-84.9
	11	81-82.9
	10	80-80.9
	9	78-79.9
	Developing	8
7		72-74.9
6		70-71.9
5		68-69.9
4		65-67.9
3		63-64.9
Ineffective	2	44.1-62.9
	1	22.1-44
	0	0-22

Table 3.13-10: HEDI Points Table for Physics

HEDI Level	Points Awarded	% of Students Demonstrating Proficiency (65 or better)
Highly Effective	20	98-100
	19	94-97.9
	18	92-94.9
Effective	17	90-91.9
	16	88-89.9
	15	86-87.9
	14	85-85.9
	13	83-84.9
	12	82-82.9
	11	80-81.9
	10	79-79.9
	9	77-78.9
	Developing	8
7		71-73.9
6		69-70.9
5		67-68.9
4		64-66.9
3		62-63.9
Ineffective	2	44.1-61.9
	1	22.1-44
	0	0-22

SHOREHAM-WADING RIVER CENTRAL SCHOOL DISTRICT

PRINCIPAL IMPROVEMENT PLAN

The Principal Improvement Plan (PIP) is a structured plan designed to identify specific concerns with regard to a principal's practice and to offer a plan of action for addressing those concerns. The purpose of a PIP is to assist principals to accomplish their required tasks to their fullest potential. The PIP provides a roadmap and feedback to the principal, along with a timeline for assessing the plans overall effectiveness.

A PIP must be initiated whenever a principal receives a composite evaluation rating of *developing* or *ineffective*. Upon determining a principal to be developing or ineffective, notice shall also be given of this fact to the president of the Administrator's Association. The PIP must be in place by no later than ten (10) school days following the start of the student instructional year. Prior to implementation the PIP must be signed and dated by all parties. Areas in need of improvement will be drawn directly from evaluation criteria contained in the agreed upon Principal Evaluation Rubric. For the 2012-2013 school year, this will be the Multidimensional Principal Practice Rubric (MPPR).

The details, components, and requirements of a PIP shall be designed through collaboration between the principal and Superintendent along with the president of the Administrator's Association or his/her designee. Any differences will be resolved through a consensus determination.

As part of any PIP the principal will be assigned an outside mentor chosen from a list provided by the association and appointed by the Board of Education at the annual reorganization meeting. All dealings between the mentor and principal will be confidential and the cost of the mentor shall be borne by the district. The mentor shall confer weekly with the principal.

A statement of differentiated activities designed to support improvement in the areas identified within the PIP shall be developed by the Superintendent or his/her designee after consultation with the principal. These activities may include, but are not limited to:

- Visitations and shadowing
- Workshops and seminars
- On-line courses and webinars
- Advanced degree work
- Professional texts, periodicals, and other literature
- Collegial Circles
- Guided observations
- Self-assessments
- Modeling from leader evaluator

All costs associated with recommended activities shall be borne by the District.

During the course of the school year in which the PIP applies, periodic meetings between the principal and the Superintendent shall take place to discuss and assess the principal's progress. After each meeting written feedback shall be provided to the principal. The first of these meetings shall take place no later than November 15th, the second prior to February 1st, and a third before April 1st.

The principal will also conduct monthly meetings from November through May with their evaluator to discuss and assess progress with the areas of concern indicated on the PIP. The principal shall be entitled to have present at these meetings an association representative and his/her mentor. Written feedback from each of these meetings will be provided by the evaluator using the attached form.

If at any time during the course of the school year the Superintendent deems in writing the goals of the PIP have been met, or if the principal receives a composite evaluation rating at the conclusion of the year of *effective* or *highly effective*, the PIP plan shall be terminated.

If the principal is rated as *developing* or *ineffective* for any school year in which a PIP was already in effect, a new plan will be developed by the principal and the Superintendent in collaboration with the Administrator's Association. This plan will reference the areas of concern from the previous plan and the steps taken to address them. The plan may also include any additional areas of concern and reference those areas where progress had been observed.

A principal's participation in the development of, accepting, and initiating a PIP shall not be used as evidence for denial of an appeal of a rating of *developing* or *ineffective*.

The Principal Improvement Plan set forth herein will be used only for principals rated ineffective or developing during the 2012-2013 school year. The parties agree to begin to renegotiate all aspects of the PIP no later than April 15, 2013.

2012-2013 Principal Improvement Plans must consist of the following components:

1. **Specific Areas for Improvement:** Must state which practices need improvement and include clearly defined goals for the principal to accomplish over the course of the plan.
2. **Expected Outcomes of the PIP:** Specific recommendations for what the principal will need to do to demonstrate improvement in each identified area of practice. Must be clearly defined, realistic, and achievable.
3. **Responsibilities:** Must outline each of the steps to be taken by the principal and Superintendent/Superintendent's Designee. This could include, but is not limited to: school visits; supervisory conferences between the principal and his/her evaluator; written reports and/or evaluations, etc.
4. **Resources/Activities:** Support to assist in the achievement of the stated goals for the plan. This could include, but is not limited to; meetings with colleagues, peer visitations, workshops, courses, seminars, programs, etc.
5. **Evidence of Achievement:** How progress will be monitored and assessed. Identification of specific next step measures throughout the year based upon determined levels of success with previous efforts to address identified areas of concern.
6. **Timeline:** Specific time frames throughout the school year for when evidence of improvement of each area of concern in the plan should be realized. Evidence must be clearly defined and how this information will be reported by the principal must be prescribed in the plan. Dates for required meetings and/or school visits, workshops, etc. shall be identified within the plan and supplemented to it as needed.

Sample Components of a Principal Improvement Plan

1. Targeted Goals: Areas for Improvement
 - a. Student Performance and/or Engagement
 - b. Supervision of Staff
 - c. Fiscal Management
 - d. Community Relations
2. Expected Outcomes
 - a. A list for each of the targeted goals provided in Section 1
3. Recommended Resources/Activities
 - a. A list of specific activities related to targeted goals identified in Section 1
 - b. A list of specific materials, people, workshops, etc to be used in support of the PIP
 - c. Instruments or rubrics that will be used to monitor progress
 - d. Videos or web-based professional development targeting goals identified in Section 1
4. Evidence of Achievement
 - a. How progress will be measured and assessed
 - b. Next steps to be taken based upon progress or lack thereof
5. Timeline for Measuring Achievement of Expected Outcomes
 - a. Identified dates for school visitations consistent with APPR plan
 - b. Identified dates for progress meetings with the Superintendent/Superintendents Designee related to each targeted goal
 - c. Identified dates for assessment of overall progress with Superintendent

PRINCIPAL IMPROVEMENT PLAN TEMPLATE

Area(s) for Improvement	Strategies Principal Will Use to Improve	Resources to be Made Available	Proposed Measurements/Timeline for Improvement
Vision of Learning			
School Culture; Instructional Program			
Learning Environment			
Community Relations			
Integrity, Fairness, Ethics			
Cultural Courtesy			
Collaboration			

Principal Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Superintendent Signature: _____ Date: _____

Principal Improvement Plan Progress Record Form

Date of Meeting	Summary of Meeting	Sign-off by Both Parties
		Evaluator _____ Principal _____

Principal's signature does not constitute agreement but merely signifies he/she has examined and discussed the meeting summary with the evaluator. The Principal shall have the right to insert a written explanation or response to each summary within 10 days. This feedback may be considered during the appeals process.

4.5 - Shoreham-Wading River “Other Measures” Point Assignment Table

The chart below provides the conversion from the overall weighted Likert-scale average across all seven teaching standards. Averages are rounded to the nearest tenth.

Average Weighted Rubric Score	HEDI Category	“Other Measures” Points Awarded
1.0	Ineffective	0
1.1		12
1.2		25
1.3		37
1.4		49
1.5	Developing	50
1.6		51
1.7		51
1.8		52
1.9		53
2.0		54
2.1		54
2.2		55
2.3		56
2.4		56
2.5	Effective	57
2.6		57
2.7		57
2.8		57
2.9		58
3.0		58
3.1		58
3.2		58
3.3		58
3.4		58
3.5	Highly Effective	59
3.6		59
3.7		60
3.8		60
3.9		60
4.0		60

SHOREHAM-WADING RIVER CENTRAL SCHOOL DISTRICT
TEACHER IMPROVEMENT PLAN

TEMPLATE

Staff Member: _____

Position: _____

Developed by: _____, _____, _____
Staff Member Administrator SWRTA Representative

School Year: _____

Supervised by: _____

1. Areas in need of improvement:

2. Expectations to demonstrate improvement:

3. Recommended resources and activities to help the teacher's performance improve:

4. Assessment of the evidence to determine if expected improvement occurred:

5. Timeline to demonstrate improvement:

Teacher's Signature

Date

SWRTA Representative

Date

Administrator's Signature

Date

SWRTA President's Signature

Date

Superintendent's Signature

Date

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 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)

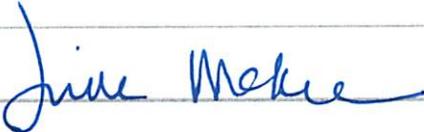
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals 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, 2012, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

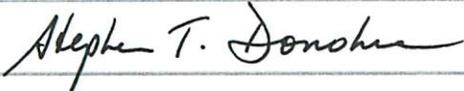
Superintendent Signature: Date: 1/16/13



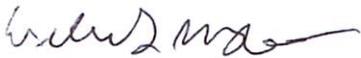
Teachers Union President Signature: Date: 1/16/13



Administrative Union President Signature: Date:

 1/16/13

Board of Education President Signature: Date:

 1/16/13