



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

Commissioner of Education
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February 28, 2014

Revised

Susan K. Allen, Superintendent
East Irondequoit Central School District
600 Pardee Road
Rochester, NY 14609

Dear Superintendent Allen:

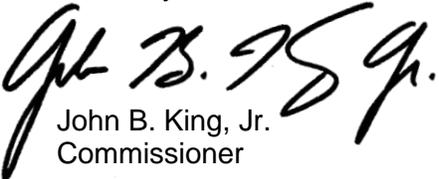
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-c, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the student growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results.

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Daniel T. White

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Monday, October 07, 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 considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 260801060000

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

260801060000

1.2) School District Name: EAST IRONDEQUOIT CSD

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

EAST IRONDEQUOIT CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for teachers in the following grades and subjects. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Students will be given the Measures of Academic Progress (ELA) assessment during the fall administration of Measures of Academic Progress. Using this baseline data and the district directions, the teacher will review each individual student's pre-assessment score and set the growth target for each student according to the district directive. These targets will then be approved by the building administrator. For Grade K-2, students will be given the Measures of Academic Progress (Primary Grades) assessment during the Spring administration of Measures of Academic Progress.

For Grade 3 students, the New York State ELA Assessment will be administered. Using this baseline data and the district directions, the teacher will review each individual student's pre-assessment score and set the growth target for each student according to the district directive. These targets will then be

approved by the building administrator. The results from these summative assessments will be compared to the set targets to identify those students meeting growth. A single district-wide scoring band has been established for assigned HEDI categories. HEDI points will be assigned based on the percentage of students meeting the individual SLO targets. See attached scoring band.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	78% - 100% of students met their goal (see attached scoring band).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	63% - 77% of students met their goal (see attached scoring band).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	21% - 62% of students met their goal (see attached scoring band).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Less than or equal to 20% of students met their goal (see attached scoring band).

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Students will be given the Measures of Academic Progress (Math) assessment during the fall administration of Measures of Academic Progress. Using this baseline data and the district directions, the teacher will review each individual student's pre-assessment score and set the growth target for each student according to the district directive. These targets will then be approved by the building administrator. For Grade K-2, students will be given the Measures of Academic Progress (Primary Grades) assessment during the Spring administration of Measures of Academic Progress.

For Grade 3 students, the New York State Math Assessment will be administered. Using this baseline data and the district directions, the teacher will review each individual student's pre-assessment score and set the growth target for each student according to the district directive. These targets will then be approved by the building administrator. The results from these

summative assessments will be compared to the set targets to identify those students meeting growth.
A single district-wide scoring band has been established for assigned HEDI categories. HEDI points will be assigned based on the percentage of students meeting the individual SLO targets. See attached scoring band.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	78% - 100% of students met their goal (see attached scoring band).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	63% - 77% of students met their goal (see attached scoring band).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	21% - 62% of students met their goal (see attached scoring band).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Less than or equal to 20% of students met their goal (see attached scoring band).

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	EastIrondequoitCSD-Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	EastIrondequoitCSD-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 measuring student growth on the assessments listed for this Task.

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

Teachers will use previous year academic data from end of the year assessments and/or grade averages to set the baseline score for each student. Using this baseline data and the district directions, the teacher will review each individual student's baseline score and set the growth target for each student. These targets will then be approved by the building administrator. For Grades 6-7 Science, a district-developed, end of year assessment will be developed for each applicable grade and content area. This assessment will be administered to students at the end of the year. For Grade 8 Science, the NYS 8th Grade Science will be administered at the end of the year.
A single district-wide scoring band has been established for assigned HEDI categories. HEDI points will be assigned based on the percentage of students meeting the individual SLO targets. See attached scoring band.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	84% - 100% of students met their goal (see attached scoring band).
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Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	75% - 83% of students met their goal (see attached scoring band).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	61% - 74% of students met their goal (see attached scoring band).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Less than or equal to 60% of students met their goal (see attached scoring band).

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	EastIrondequoitCSD-Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	EastIrondequoitCSD-Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	EastIrondequoitCSD-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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will use previous year academic data from end of the year assessments and/or grade averages to set the baseline score for each student. Using this baseline data and the district directions, the teacher will review each individual student's baseline score and set the growth target for each student. These targets will then be approved by the building administrator. A district-developed, end of year assessment will be developed for each applicable grade and content area. This assessment will be administered to students at the end of the year. A single district-wide scoring band has been established for assigned HEDI categories. HEDI points will be assigned based on the percentage of students meeting the individual SLO targets. See attached scoring band.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	84% - 100% of students met their goal (see attached scoring band).
Effective (9 - 17 points) Results meet District goals for similar students.	75% - 83% of students met their goal (see attached scoring band).
Developing (3 - 8 points) Results are below District goals for similar students.	61% - 74% of students met their goal (see attached scoring band).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than or equal to 60% of students met their goal (see attached scoring band).

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	EastIrondequoitCSD-Developed Global I Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pre-assessment aligned to the essential learning for the course. Using this baseline data and the district directions, the teacher will review each individual student's pre-assessment score and identify the district directed growth target for each student, that will then be approved by the building administrator. A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the percentage of students meeting the individual SLO targets. See attached scoring band.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	84% - 100% of students met their goal (see attached scoring band).
Effective (9 - 17 points) Results meet District goals for similar students.	75% - 83% of students met their goal (see attached scoring band).
Developing (3 - 8 points) Results are below District goals for similar students.	61% - 74% of students met their goal (see attached scoring band).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than or equal to 60% of students met their goal (see attached scoring band).

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pre-assessment aligned to the essential learning for the course. Using this baseline data and the district directions, the teacher will review each individual student's pre-assessment score and identify the district directed growth target for each student, that will then be approved by the building administrator. A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the percentage of students meeting the individual SLO targets. See attached scoring band.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	84% - 100% of students met their goal (see attached scoring band).
Effective (9 - 17 points) Results meet District goals for similar students.	75% - 83% of students met their goal (see attached scoring band).
Developing (3 - 8 points) Results are below District goals for similar students.	61% - 74% of students met their goal (see attached scoring band).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than or equal to 60% of students met their goal (see attached scoring band).

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pre-assessment aligned to the essential learning for the course. Using this baseline data and the district directions, the teacher will review each individual student's pre-assessment score and set the growth target for each student according to the district directive. These targets will then be
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approved by the building administrator. For Algebra I the integrated Algebra regents and the common core regents will be administered to students in common core courses with higher of the two scores being used to determine the SLO. For Geometry and Algebra II regents, the regents will be administered for determining the SLO. The results from these summative assessments will be compared to the set targets to identify those students meeting growth. A single district-wide scoring band has been established for assigned HEDI categories. HEDI points will be assigned based on the percentage of students meeting the individual SLO targets. See attached scoring band.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	84% - 100% of students met their goal (see attached scoring band).
Effective (9 - 17 points) Results meet District goals for similar students.	75% - 83% of students met their goal (see attached scoring band).
Developing (3 - 8 points) Results are below District goals for similar students.	61% - 74% of students met their goal (see attached scoring band).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than or equal to 60% of students met their goal (see attached scoring band).

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	EastIrondequoitCSD-Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	EastIrondequoitCSD-Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pre-assessment aligned to the essential learning for the course. Using this baseline data and the district directions, the teacher will review each individual student's pre-assessment score and identify the district directed growth target for each student, that will then be approved by the
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building administrator. A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the percentage of students meeting the individual SLO targets. See attached scoring band.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	84% - 100% of students met their goal (see attached scoring band).
Effective (9 - 17 points) Results meet District goals for similar students.	75% - 83% of students met their goal (see attached scoring band).
Developing (3 - 8 points) Results are below District goals for similar students.	61% - 74% of students met their goal (see attached scoring band).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than or equal to 60% of students met their goal (see attached scoring band).

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other Grade 9-12 courses not named above required for SLOs	District, Regional or BOCES-developed	EastIrondequoitCSD-Developed Grade and Subject Specific Assessments for each course
All other Grade K-8 courses not named above required for SLOs	District, Regional or BOCES-developed	EastIrondequoitCSD-Developed Grade and Subject Specific Assessments for each course
Grade 8 Languages other than English	District, Regional or BOCES-developed	FLACSRegionallyDeveloped-Grade and Language Specific Assessment for each course
Level III - Languages other than English	District, Regional or BOCES-developed	FLACSRegionallyDeveloped-Grade and Language Specific Assessment for each course
All Teachers in Grade 4-8 not receiving a SPG	State Assessment	NYS Grade and Subject Specific ELA and Math Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	When available, teachers for students in grades 9-12 will utilize previous year state assessment results to set targets. These targets will then be approved by the building administrator. Students in both grade 8 and Level 3 Foreign Language (LOTE), and grades 9-12 all other areas without a previous year state assessment will be given a pre-assessment aligned to the essential learning for the course. Using this baseline data and the district directions, the teacher will review each individual student's pre-assessment score and set the growth target. These targets will then be approved by the building administrator. Teachers for all other K-8 courses requiring SLOs will use previous year academic data from end of the year assessments and/or grade averages to set the baseline score for each student. Using this baseline data and the district directions, the teacher will review each individual student's baseline score and set the growth target for each student. These targets will then be
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approved by the building administrator. The summative assessment will be administered to students at the end of the year. These results will be compared to the targets set to identify those students meeting growth. A single district-wide scoring band has been established for assigned HEDI categories. HEDI points will be assigned based on the percentage of students meeting the individual SLO targets. See attached scoring band.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	84% - 100% of students met their goal (see attached scoring band).
Effective (9 - 17 points) Results meet District goals for similar students.	75% - 83% of students met their goal (see attached scoring band).
Developing (3 - 8 points) Results are below District goals for similar students.	61% - 74% of students met their goal (see attached scoring band).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than or equal to 60% of students met their goal (see attached scoring band).

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/12186/553228-TXEttx9bQW/EastIrondequoitCSD-Attachment 2-11 Revision2 2013-14 .pdf

2.12) Locally Developed Controls

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

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

Specific adjustments will not be made using controls. SLO targets will be set utilizing individual student baseline data.

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://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, February 26, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS ELA & Math Grades 3-5 Assessments
5	6(ii) School wide measure computed locally	NYS ELA & Math Grades 3-5 Assessments
6	6(ii) School wide measure computed locally	NYS ELA & Math Grades 6-8 Assessments
7	6(ii) School wide measure computed locally	NYS ELA & Math Grades 6-8 Assessments
8	6(ii) School wide measure computed locally	NYS ELA & Math Grades 6-8 Assessments

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.	A single districtwide scoring band has been established for assigned HEDI categories. HEDI points will be allocated to teachers school-wide based on the percent increase in student proficiency (level 3 or higher) on the listed State assessments as compared to the prior school year. See attached scoring band at 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.3.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS ELA & Math Grades 3-5 Assessments
5	6(ii) School wide measure computed locally	NYS ELA & Math Grades 3-5 Assessments
6	6(ii) School wide measure computed locally	NYS ELA & Math Grades 6-8 Assessments
7	6(ii) School wide measure computed locally	NYS ELA & Math Grades 6-8 Assessments
8	6(ii) School wide measure computed locally	NYS ELA & Math Grades 6-8 Assessments

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.	A single districtwide scoring band has been established for assigned HEDI categories. HEDI points will be allocated to teachers school-wide based on the percent increase in student proficiency (level 3 or higher) on the listed State assessments as compared to the prior school year. See attached scoring band at 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.3.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/553229-rhJdBgDruP/EastIrondequoitCSD-Attachment 3-3 Revision4 2013-14_2.pdf

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMS Web
1	4) State-approved 3rd party assessments	AIMS Web
2	4) State-approved 3rd party assessments	AIMS Web
3	6(ii) School-wide measure computed locally	NYS ELA & Math Grades 3-5 Assessments

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.

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.	A single districtwide scoring band has been established for assigned HEDI categories. For K-2 teachers, HEDI points will be assigned based on the percentage of students achieving at or above the AIMS Web provided individual achievement targets developed according to the national norms for the spring Grade 2 AIMS Web assessment. For Grade 3 teachers, HEDI points
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will be allocated to teachers school-wide based on the percent increase in student proficiency (level 3 or higher) on the listed State assessments as compared to the prior school year. See attached scoring band at 3.13.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.13.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMS Web
1	4) State-approved 3rd party assessments	AIMS Web
2	4) State-approved 3rd party assessments	AIMS Web
3	6(ii) School-wide measure computed locally	NYS ELA & Math Grades 3-5 Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A single districtwide scoring band has been established for assigned HEDI categories. For K-2 teachers, HEDI points will be assigned based on the percentage of students achieving at or above the AIMS Web provided individual targets developed according to the national norms for the spring Grade 2 AIMS Web assessment. For Grade 3 teachers, HEDI points will be allocated to teachers school-wide based on the percent increase in student proficiency (level 3 or higher) on the listed State assessments as compared to the prior school year. See attached scoring band at 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.13.

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.13.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS ELA & Math Grades 6-8 Assessments
7	6(ii) School wide measure computed locally	NYS ELA & Math Grades 6-8 Assessments
8	6(ii) School wide measure computed locally	NYS ELA & Math Grades 6-8 Assessments

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.	A single districtwide scoring band has been established for assigned HEDI categories. HEDI points will be allocated to teachers school-wide based on the percent increase in student proficiency (level 3 or higher) on the listed State assessments as compared to the prior school year. See attached scoring band at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.13.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
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6	6(ii) School wide measure computed locally	NYS ELA & Math Grades 6-8 Assessments
7	6(ii) School wide measure computed locally	NYS ELA & Math Grades 6-8 Assessments
8	6(ii) School wide measure computed locally	NYS ELA & Math Grades 6-8 Assessments

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.	A single districtwide scoring band has been established for assigned HEDI categories. HEDI points will be allocated to teachers school-wide based on the percent increase in student proficiency (level 3 or higher) on the listed State assessments as compared to the prior school year. See attached scoring band at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring band at 3.13.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Comprehensive and/or Common Core English Regents Assessment, and NYS Integrated Algebra Regents and/or Common Core Algebra Regents Assessment, NYS Geometry or NYS Algebra 2/Trigonometry Regents Assessments
Global 2	6(ii) School wide measure computed locally	NYS Comprehensive and/or Common Core English Regents Assessment, and NYS Integrated Algebra Regents and/or Common Core Algebra Regents Assessment, NYS Geometry or NYS Algebra 2/Trigonometry Regents Assessments

American History	6(ii) School wide measure computed locally	NYS Comprehensive and/or Common Core English Regents Assessment, and NYS Integrated Algebra Regents and/or Common Core Algebra Regents Assessment, NYS Geometry or NYS Algebra 2/Trigonometry Regents Assessments
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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.	A single districtwide scoring band has been established for assigned HEDI categories. HEDI points will be assigned based on the aggregate percentage of students achieving college and career ready level. This level is defined by a score of 75 or higher on at least one of the ELA Regents Assessments; NYS Comprehensive or Common Core English Regents Assessment, and a score of 80 or higher on at least one of the Math Regents assessments; the Integrated Algebra Regents, Common Core Algebra Regents Assessment, Geometry, or Algebra 2/Trigonometry Regents Assessments for the current school year. See attached scoring bands at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring bands at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring bands at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring bands at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring bands at 3.13.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Comprehensive and/or Common Core English Regents Assessment, and NYS Integrated Algebra Regents and/or Common Core Algebra Regents Assessment, NYS Geometry or NYS Algebra 2/Trigonometry Regents Assessments

Earth Science	6(ii) School wide measure computed locally	NYS Comprehensive and/or Common Core English Regents Assessment, and NYS Integrated Algebra Regents and/or Common Core Algebra Regents Assessment, NYS Geometry or NYS Algebra 2/Trigonometry Regents Assessments
Chemistry	6(ii) School wide measure computed locally	NYS Comprehensive and/or Common Core English Regents Assessment, and NYS Integrated Algebra Regents and/or Common Core Algebra Regents Assessment, NYS Geometry or NYS Algebra 2/Trigonometry Regents Assessments
Physics	6(ii) School wide measure computed locally	NYS Comprehensive and/or Common Core English Regents Assessment, and Integrated Algebra Regents and/or Common Core Algebra Regents Assessment, Geometry or Algebra 2/Trigonometry Regents Assessments.

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.	A single districtwide scoring band has been established for assigned HEDI categories. HEDI points will be assigned based on the aggregate percentage of students achieving college and career ready level. This level is defined by a score of 75 or higher on at least one of the ELA Regents Assessments; NYS Comprehensive or Common Core English Regents Assessment, and a score of 80 or higher on at least one of the Math Regents assessments; the Integrated Algebra Regents, Common Core Algebra Regents Assessment, Geometry, or Algebra 2/Trigonometry Regents Assessments for the current school year. See attached scoring bands.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring bands at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	ASee attached scoring bands at 3.13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring bands at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring bands at 3.13.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Comprehensive and/or Common Core English Regents Assessment, and NYS Integrated Algebra Regents and/or Common Core Algebra Regents Assessment, NYS Geometry or NYS Algebra 2/Trigonometry Regents Assessments
Geometry	6(ii) School wide measure computed locally	NYS Comprehensive and/or Common Core English Regents Assessment, and NYS Integrated Algebra Regents and/or Common Core Algebra Regents Assessment, NYS Geometry or NYS Algebra 2/Trigonometry Regents Assessments
Algebra 2	6(ii) School wide measure computed locally	NYS Comprehensive and/or Common Core English Regents Assessment, and NYS Integrated Algebra Regents and/or Common Core Algebra Regents Assessment, NYS Geometry or NYS Algebra 2/Trigonometry Regents Assessments

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A single districtwide scoring band has been established for assigned HEDI categories. HEDI points will be assigned based on the percent change of students achieving college and career ready level. This level is defined by a score of 75 or higher on at least one of the ELA Regents Assessments; NYS Comprehensive or Common Core English Regents Assessment, and a score of 80 or higher on at least one of the Math Regents assessments; the Integrated Algebra Regents, Common Core Algebra Regents Assessment, Geometry, or Algebra 2/Trigonometry Regents Assessments for the current school year. HEDI points will be allocated to teachers school-wide based on the percent increase of students meeting achievement target on the listed State assessments as compared to the prior school year. See attached scoring bands.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring bands at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring bands at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A See attached scoring bands at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring bands at 3.13.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Comprehensive and/or Common Core English Regents Assessment, and NYS Integrated Algebra Regents and/or Common Core Algebra Regents Assessment, NYS Geometry or NYS Algebra 2/Trigonometry Regents Assessments
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Comprehensive and/or Common Core English Regents Assessment, and NYS Integrated Algebra Regents and/or Common Core Algebra Regents Assessment, NYS Geometry or NYS Algebra 2/Trigonometry Regents Assessments
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive and/or Common Core English Regents Assessment, and NYS Integrated Algebra Regents and/or Common Core Algebra Regents Assessment, NYS Geometry or NYS Algebra 2/Trigonometry Regents Assessments

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A single districtwide scoring band has been established for assigned HEDI categories. HEDI points will be assigned based on the percent change of students achieving college and career ready level. This level is defined by a score of 75 or higher on at least one of the ELA Regents Assessments; NYS Comprehensive or Common Core English Regents Assessment, and a score of 80 or higher on at least one of the Math Regents assessments; the Integrated Algebra Regents, Common Core Algebra Regents Assessment, Geometry, or Algebra 2/Trigonometry Regents Assessments for the current school year. HEDI points will be allocated to teachers school-wide based on the percent increase of students meeting achievement target on the listed State assessments as compared to the prior school year. See attached scoring bands.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring bands at 3.13.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring bands at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring bands at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring bands at 3.13.

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 Other Grades 3-5 (if no value added)	6(ii) School wide measure computed locally	NYS ELA & Math Grades 3-5 Assessments
All Other Middle School (if no value added)	6(ii) School wide measure computed locally	NYS ELA & Math Grades 6-8 Assessments
All other High School courses	6(ii) School wide measure computed locally	NYS Comprehensive and/or Common Core English Regents Assessment, and Integrated Algebra Regents and/or Common Core Algebra Regents Assessment, Geometry or Algebra 2/Trigonometry Regents Assessments
All Other Grades K-2	6(ii) School wide measure computed locally	AIMsWeb

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For all other high school courses a single districtwide scoring band has been established for assigned HEDI categories. HEDI points will be assigned based on the percent change of students achieving college and career ready level. This level is defined by a score of 75 or higher on at least one of the ELA Regents Assessments; NYS Comprehensive or Common Core English Regents Assessment, and a score of 80 or higher on at least one of the Math Regents assessments; the Integrated Algebra Regents, Common Core Algebra Regents Assessment, Geometry, or Algebra 2/Trigonometry Regents Assessments for the current school year. HEDI points will be allocated to teachers school-wide based on the percent increase of students meeting achievement target on the listed State assessments as compared to the prior school year. See attached scoring bands.
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For all other grades K-2, HEDI points will be assigned based on the percentage of students achieving at or above the AIMS Web provided individual achievement targets developed according to the national norms for the spring Grade 2 AIMS Web assessment. See attached scoring bands

For all other grades 3-5, HEDI points will be allocated to teachers school-wide based on the percent increase in student proficiency (level 3 or higher) on the listed State assessments as compared to the prior school year. See attached scoring bands.

For all other middle school HEDI points will be allocated to teachers school-wide based on the percent increase in student proficiency (level 3 or higher) on the listed State assessments as compared to the prior school year. See attached scoring bands.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See attached scoring bands at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring bands at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring bands at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring bands at 3.13.

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)

[assets/survey-uploads/12149/553229-Rp00l6pk1T/EastIrondequoitCSD-Attachment 3-13 Revision5-2013-14.pdf](#)

3.13) HEDI Tables or Graphics

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

(No response)

3.14) Locally Developed Controls

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

Specific adjustments will not be made using these 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.

Not applicable

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, January 30, 2014

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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.)

Danielson's Framework for Teaching

(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 by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	42
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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The District will be using the 2007 Danielson Rubric.

The total 60 points will be determined through the evaluation of three categories:
Announced and Unannounced Observations (70%)
Teacher Artifacts (30%)

Components from Domains 1, 2 and 3 will be focused on during the announced and unannounced observations. Each observed subcomponent will be evaluated equally and given a score of 1-4 (1-Ineffective, 2-Developing, 3-Effective, 4-Highly Effective). If a subcomponent is rated more than once over multiple observations, the score will be averaged.

Components 1b, 1d from Domain 1 (not included in the announced and unannounced observations) and Components from Domain 4 will be assessed using a year-long artifact binder with each assessed subcomponent weighted equally and given a score of 1-4 (1-Ineffective, 2-Developing, 3-Effective, 4-Highly Effective). At the end of the school year, an average score will be determined. All evaluated subcomponents will be scored.

Once the formal observation(s), informal observation(s), and evidence binder are evaluated, each averaged score will be multiplied by the percentage worth of each evaluation tool and then added together for an overall score of 1-4. That number will then be compared to the Observation Conversion Chart, which will result in a HEDI score from 0-60.

For probationary teachers, their two formal observation scores and two informal observation scores will be averaged together to generate a single 1-4 score.

The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value.

Standard rounding rules apply. Rounding will not result in movement between HEDI bands.

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

assets/survey-uploads/12179/553230-eka9yMJ855/EastIrondequoitCSD-Attachment 4-5-Revision2013-14_2.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A score is calculated for each teaching standard. These scores are combined for a total score. A total score of 59-60 is highly effective.
Effective: Overall performance and results meet NYS Teaching Standards.	A score is calculated for each teaching standard. These scores are combined for a total score. A total score of 57-58 is effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A score is calculated for each teaching standard. These scores are combined for a total score. A total score of 52-56 is developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A score is calculated for each teaching standard. These scores are combined for a total score. A total score of 0-51 is ineffective.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	52-56
Ineffective	0-51

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	2
4.6) Observations of Probationary Teachers Informal/Short	2
4.6) Observations of Probationary Teachers Enter Total	4

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)

Created Tuesday, April 30, 2013

Updated Friday, September 20, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

Highly Effective	59-60
Effective	57-58
Developing	52-56
Ineffective	0-51

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

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

Overall Composite Score
Highly Effective
22-25
14-15
Ranges determined locally--see above

91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

assets/survey-uploads/5265/150702-Df0w3Xx5v6/EastIrondequoitCSD-Attachment 6-2.pdf

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:

Evaluation Appeal Procedures

Who may appeal

Appeals of annual professional performance reviews will be limited only to tenured teachers who receive a composite HEDI rating as Ineffective or Developing.

What May Be Challenged in an Appeal

Appeals are limited to the following subjects in accordance with to Education Law§3012-c:

1. The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law§3012-c;
2. The adherence to the Commissioner's regulations, as applicable for such reviews;
3. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
4. The District's issuance and/or implementation of the terms of the APPR teacher/principal improvement plan under Education Law§3012-c.

Prohibition against more than one appeal

A teacher may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity with one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Burden of Proof

In an appeal the teacher has the burden of demonstrating a right to the relief requested and the obligation of establishing the facts upon which the teacher seeks relief.

Timeframe for Filing Appeal

The appeal must be submitted in writing to the Superintendent of Schools no later than 15 school days of the date when the teacher received his/her annual professional performance review. The failure to file an appeal within this timeframe shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. Any mutually agreed to extension of timeframes for the filing of an appeal will be timely and expeditious in compliance with Education Law§3012-c.

When filing an appeal, the teacher must submit a detailed written description of disagreement over his or her performance review, and any additional documents or materials relevant to the appeal. The performance review being challenged must also be submitted with the appeal. Any information to support the appeal not submitted at the time the appeal is filed shall not be considered.

Review Team

Within ten calendar days after receiving a teacher appeal, the Superintendent of Schools will convene a meeting of the Review Team comprised of two (2) members of the East Irondequoit Teachers' Association (to be selected by the teacher bargaining unit President) and two (2) East Irondequoit administrators (to be selected by the Superintendent of Schools). No principal or teacher involved in the appeal may serve as a member of the Review Team. Within 15 school days after the Review Team has convened they must submit to the Superintendent of Schools a detailed written recommendation on the appeal after consulting with the evaluator and the teacher. The recommendation must include any and all additional documents or written materials specific to the point(s) of disagreement that support the Review Team's recommendation and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the recommendation is filed shall not be considered in the deliberations related to the appeal.

Appeal Decision

A decision shall be rendered by the Superintendent of Schools on the merits of the appeal no later than 45 school days from the date upon which the teacher filed his/her appeal. The decision shall be based on the written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the Review Team's recommendation and additional documentary evidence submitted with such papers. The decision of the Superintendent of Schools shall be final. The appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to the teacher performance review. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to professional performance review.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the Superintendent of Schools may set aside a rating if it has been affected by substantial error or defect in whole or part, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated that have substantially affected the evaluation. A copy of the decision shall be provided to the teacher, the association president and his/her supervisor.

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

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

Evaluator Training for Administrators

The Superintendent of Schools will ensure that school district administrators who conduct observations/evaluations have been trained and that all principals (lead evaluators) have been trained and certified in accordance with Commissioner's regulations. The district will utilize BOCES Network Team administrator (evaluator) trainings and principal (lead evaluator) training in accordance with SED

procedures and processes. Principal (lead evaluator) training will include training on:

- The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
- Evidence-based observation techniques that are grounded in research;
- Application and use of the student growth percentile model and the value-added growth model;
- Application and use of the teacher rubric, including training in the effective application of such rubrics to observe a teacher’s practice;
- Application and use of any assessment tools that the school district utilizes to evaluate its classroom teachers, including, but not limited to, structured portfolio reviews, professional growth goals, school improvement goals, reflective practice, etc..
- Application and use of any locally selected measure of student achievement used by the district to evaluate its teacher
- Use of the Statewide Instructional Reporting System (once available from the State);
- The scoring methodology 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 and the four designated rating categories used for the teacher’s overall rating and their subcomponent ratings; and
- Specific considerations in evaluating teachers of English language learners and students with disabilities.

The elements were covered through: 5 full days of training provided by BOCES network teams, presentations and trainings during monthly administrative meetings (6 different meeting for 30 minutes a month throughout the school year) and specific rubric training conduct over the past year. Future trainings will resemble the initial training that was provided to school district administrators.

The superintendent will ensure that principals (lead evaluators) participate in annual training and are re-certified in an annual basis. The BOCES Network Team will be utilized to provide the training and recertification. The District will work with Monroe #1 BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time through a review of evaluation documentation against the rubric. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

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

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
6.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
6.7) Assurances -- Data Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

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

Created Tuesday, April 30, 2013

Updated Saturday, February 22, 2014

Page 1

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

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

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

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.).

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

3-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Grades K-2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Students will be given the Measures of Academic Progress (Primary Grades) assessment during the fall administration of Measures of Academic Progress. Using this baseline data and the district directions, the principal will approve each individual student's pre-assessment score and identify the district directed growth target for each student. These targets will then be approved by the administrator's supervisor. Students will be given the Measures of Academic Progress (Primary Grades) assessment during the Spring administration of Measures of Academic Progress. These results will be compared to the set targets to identify those students meeting growth. A single district-wide scoring band has been established for assigned HEDI categories. The bands are established to reflect the percentage of students meeting the individual SLO targets. See attached scoring band.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Principals will receive a highly effective rating when 78% - 100% of student targets are met.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Principals will receive an effective rating when 63% - 77% of student targets are met.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Principals will receive a developing rating when 21% - 62% of student targets are met.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Principals will receive an ineffective rating when less than or equal to 20% of student targets are met.

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.

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7.4) Special Considerations for Comparable Growth Measures

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

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

None

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked

7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, February 26, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 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/Program	Locally-Selected Measure from List of Approved Measures	Assessment
3-5	(d) measures used by district for teacher evaluation	NYS Grades 3-5 ELA & Math Assessments
6-8	(a) achievement on State assessments	NYS Grades 6-8 ELA & Math Assessments
9-12	(f) % of students with advanced Regents or honors	Percentage of students receiving advanced regents or honors

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.	A single district-wide scoring band has been established for assigned HEDI categories. For the 3-5 and 6-8 buildings, HEDI points will be allocated to teachers school-wide based on the percent increase in student proficiency (level 3 or higher) on the listed State assessments as compared to the prior school year. The bands for the 9-12 building HEDI points are assigned to reflect the aggregate percentage of students in the graduating cohort achieving advanced Regents or Honors NYS high school diplomas. HEDI points will be allocated to teachers school-wide based on the percent increase of students meeting achievement target on the listed State Assessments as compared to the prior school year. See attached scoring bands at 8.1.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring bands at 8.1.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	See attached scoring bands at 8.1.

grade/subject.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See attached scoring bands at 8.1.

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

See attached scoring bands at 8.1.

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

(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.

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)*
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 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-2	(i) Student Learning Objectives	AIMSWeb

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.	A single districtwide scoring band has been established for assigned HEDI categories. For K-2 buildings HEDI points are assigned to reflect the percentage of students meeting individual growth targets as set by AIMS Web for the Reading assessment for Grades 2. See attached scoring bands at 8.2.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring bands at 8.2.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring bands at 8.2.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring bands at 8.2.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached scoring bands at 8.2.

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.

8.3) Locally Developed Controls

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

Specific adjustments will not be made using these 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.

Not Applicable

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Monday, February 24, 2014

Page 1

9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

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 point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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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, label accordingly, 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 assigning any points to "ambitious and measurable goals":

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

1. Performance indicators observed within each domain will be rated on a 1-4 scale. (HE=4, E=3, D=2, I=1)
2. Performance indicators observed within each domain will be averaged to determine a final 1-4 rating for each domain.
3. Domain scores will be averaged in order to determine a final 1-4 rating for each observation.
4. The observation scores will be averaged, weighted equally, in order to arrive at a final 1-4.
5. The final 1-4 rating will be converted to a 0-60 score using the attached chart (see upload chart in 9.7)

**The final 1-4 rating will be rounded to 100th using normal rounding rules

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

assets/survey-uploads/12205/553235-pMADJ4gk6R/East Irondequoit CSD - Attachment9-7 Revision3 2013-14.pdf

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.	The Principal's overall performance across the domains of the Multidimensional rubric greatly exceeds the ISSLC standards. (60 points)
Effective: Overall performance and results meet standards.	The Principal's overall performance across the domains of the Multidimensional rubric exceeds the ISSLC standards. (59 points)

Developing: Overall performance and results need improvement in order to meet standards.	The Principal's overall performance across the domains of the Multidimensional rubric needs improvement to meet all the ISSLC standards. (58 points)
Ineffective: Overall performance and results do not meet standards.	The Principal's overall performance across the domains of the Multidimensional rubric does not meet the ISSLC standards. (0-57 points)

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	60
Effective	59
Developing	58
Ineffective	0-57

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 Tuesday, April 30, 2013

Updated Saturday, February 22, 2014

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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.

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

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

Where there is no Value-Added measure

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

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

Highly Effective	60
Effective	59
Developing	58
Ineffective	0-57

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

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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 the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

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

[assets/survey-uploads/5276/161081-Df0w3Xx5v6/EastIrondequoit CSD-Attachment 11-2.pdf](#)

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:

Evaluation Appeal Procedures

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

Appeals of annual professional performance reviews will be limited only to principals who receive a composite HEDI rating as Ineffective or Developing.

What May Be Challenged in an Appeal

Appeals are limited to the following subjects in accordance with to Education Law§3012-c:

1. The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law§3012-c;
2. The adherence to the Commissioner's regulations, as applicable for such reviews;
3. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
4. The District's issuance and/or implementation of the terms of the APPR teacher/principal improvement plan under Education Law§3012-c.

Prohibition against more than one appeal

A principal may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity with one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Burden of Proof

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

Timeframe for Filing Appeal

All appeals must be submitted in writing to the Assistant Superintendent for Human Resources no later than 15 calendar days of the date when the principal received his/her annual professional performance review or principal improvement plan. Any mutually agreed to extension of timeframes for the filing of an appeal will be timely and expeditious in compliance with Education Law§3012-c. The failure to file an appeal within this timeframe shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the principal must submit a detailed written description of disagreement over his or her performance review, and any additional documents or materials relevant to the appeal. The performance review being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. The principal and association representative may also request a meeting with the Assistant Superintendent for Human Resources to discuss the evaluation and the appeal.

Appeal Decision

A decision shall be rendered by the Assistant Superintendent for Human Resources on the merits of the appeal no later than 30 calendar days from the date upon which the principal filed his/her appeal. The appeal decision shall be based on the written record, comprised of the principals appeal papers and any documentary evidence accompanying the appeal. The decision of the Assistant Superintendent for Human Resources shall be final. The appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to the teacher performance review. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to professional performance review.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the Assistant Superintendent for Human Resources may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated that have substantially affective the evaluation. A copy of the decision shall be provided to the principal, his/her supervisor and association representative.

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

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

Training for Lead Evaluators and Evaluators

The District will ensure that lead evaluators and evaluators who conduct observations/evaluations have been trained certified in accordance with Commissioner's regulations. The district will utilize BOCES Network Team for evaluator trainings and lead evaluator training in accordance with SED procedures and processes. Lead evaluator training will include training on:

- The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
- Evidence-based observation techniques that are grounded in research;
- Application and use of the student growth percentile model and the value-added growth model;
- Application and use of the principal rubric, including training in the effective application of such rubrics to observe a principal's practice:
- Application and use of any assessment tools that the school district utilizes to evaluate its principals, including, but not limited to, structured portfolio reviews, professional growth goals, school improvement goals, reflective practice, etc...
- Application and use of any locally selected measure of student achievement used by the district to evaluate its principals
- Use of the Statewide Instructional Reporting System;
- The scoring methodology 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 and the four designated rating categories used for the principal's overall rating and their subcomponent ratings; and
- Specific considerations in evaluating principals of English Language learners and students with disabilities.

The lead evaluator and evaluators were provided with 5 full days of training by BOCES network teams, presentations and trainings during regular administrative meetings (6 different meeting for 30 minutes a month throughout the school year) and specific rubric training conduct over the past year. Future trainings will resemble the initial training that was provided to school district administrators.

The District will ensure that the Superintendent of Schools and lead evaluators participate in annual training and are re-certified in an annual basis. The BOCES Network Team will be utilized to provide the training and recertification. The District will work with Monroe #1 BOCES Network Team to ensure that lead evaluators maintain the inter-rater reliability over time through a review of evaluation documentation against the rubric. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

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, April 30, 2013

Updated Friday, February 28, 2014

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12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

<assets/survey-uploads/12158/553238-3Uqgn5g9Iu/EICSD District Certification Form2013-14-3.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.

East Irondequoit Central School District

Attachment 2.11 – State Growth or Comparable Measures – 20 Points

Grades K-3 English Language Arts and Mathematics

	Points for State Growth Comparable Measure		Percent of Student Meeting Individual Teacher Targets
Highly Effective	20		93 - 100%
Highly Effective	19		86 - 92%
Highly Effective	18		78 - 85%
Effective	17		77%
Effective	16		76%
Effective	15		75%
Effective	14		74%
Effective	13		73%
Effective	12		72%
Effective	11		71%
Effective	10		70%
Effective	9		63 - 69%
Developing	8		56 - 62%
Developing	7		49 - 55%
Developing	6		42 - 48%
Developing	5		35 - 41%
Developing	4		28 - 34%
Developing	3		21 - 27%
Ineffective	2		14 - 20%
Ineffective	1		7 - 13%
Ineffective	0		0 - 6%

*All percentages are rounded based on a standard rounding convention.

East Irondequoit Central School District

Attachment 2.11 – State Growth or Comparable Measures – 20 Points

Grades 9-12, Grade 8 LOTE and Level III Languages other than English, 6-8 Science, All Other Courses

	Points for State Growth Comparable Measure		Percent of Student Meeting Individual Teacher Targets
Highly Effective	20		95 - 100%
Highly Effective	19		90 - 94%
Highly Effective	18		84 - 89%
Effective	17		83%
Effective	16		82%
Effective	15		81%
Effective	14		80%
Effective	13		79%
Effective	12		78%
Effective	11		77%
Effective	10		76%
Effective	9		75%
Developing	8		73 - 74%
Developing	7		71 - 72%
Developing	6		69 - 70%
Developing	5		67 - 68%
Developing	4		64 - 66%
Developing	3		61 - 63%
Ineffective	2		56 - 60%
Ineffective	1		51 - 55%
Ineffective	0		0 - 50%

*All percentages are rounded based on a standard rounding convention.

East Irondequoit Central School District
Attachment 3.3 – Locally Selected Measure – 15 points

Grades 4 – 8 ELA and Math with value added

	Points for Locally Selected Measure	Math and ELA Grades 3-8
HEDI	HEDI Points	% Change Scoring at 3 and 4*
Highly effective	15	5
	14	4
Effective	13	3
	12	2
	11	1
	10	0
	9	-1
	8	-2
Developing	7	-3
	6	-4
	5	-5
	4	-6
	3	-7
Ineffective	2	-8
	1	-9
	0	-10

*All percentages are rounded based on a standard rounding convention.

East Irondequoit Central School District
Attachment 3.3 – Locally Selected Measure – 20 points

Grades 4 – 8 ELA and Math without value added

	Points for Locally Selected Measure	Math and ELA Grades 3-8
	HEDI Points	% Change Scoring at 3 and 4*
Highly effective	20	7
	19	6
	18	5
Effective	17	4
	16	3
	15	2
	14	1
	13	0
	12	-1
	11	-2
	10	-3
	9	-4
Developing	8	-5
	7	-6
	6	-7
	5	-8
	4	-9
	3	-10
Ineffective	2	-11
	1	-12
	0	-13

*All percentages are rounded based on a standard rounding convention.

East Irondequoit Central School District
Attachment 3.13 – Locally Selected Measure – 20 points

Grade 3 and All Other Grades 3-5

	Points for Locally Selected Measure	Math and ELA Grades 3-5
HEDI	Scale Point	% Scoring at 3 and 4*
Highly effective	20	7
	19	6
	18	5
Effective	17	4
	16	3
	15	2
	14	1
	13	0
	12	-1
	11	-2
	10	-3
	9	-4
Developing	8	-5
	7	-6
	6	-7
	5	-8
	4	-9
	3	-10
Ineffective	2	-11
	1	-12
	0	-13

East Irondequoit Central School District
Attachment 3.13 – Locally Selected Measure – 20 points

Grades K-2

	Points for Locally Selected Measure	AIMsWeb Grade 2
HEDI	Scale Point	% Meeting National Targets*
Highly Effective	20	94 - 100
	19	87 - 93
	18	76 - 86
Effective	17	70 - 75
	16	62 - 69
	15	60 - 61
	14	55 - 59
	13	50 - 54
	12	45 - 49
	11	40 - 44
	10	38 - 39
	9	36 - 37
Developing	8	26 - 35
	7	24 - 25
	6	22 - 23
	5	20 - 21
	4	17 - 19
	3	10 - 16
Ineffective	2	6 - 9
	1	2 - 5
	0	0 - 1

East Irondequoit Central School District
Attachment 3.13 – Locally Selected Measure – 20 points

Grades 6-8 Science and Social Studies and All Other

	Points for Locally Selected Measure	Math and ELA Grades 6-8
HEDI	Scale Point	% Scoring at 3 and 4*
Highly effective	20	7
	19	6
	18	5
Effective	17	4
	16	3
	15	2
	14	1
	13	0
	12	-1
	11	-2
	10	-3
	9	-4
	Developing	8
7		-6
6		-7
5		-8
4		-9
3		-10
Ineffective	2	-11
	1	-12
	0	-13

East Irondequoit Central School District
Attachment 3.13 – Locally Selected Measure – 20 points

High School Social Studies, High School Science, High School Math,
 High School Language Arts, All Other High School Courses

	Points for Locally Selected Measure	College and Career Readiness*
HEDI	Scale Point	% Change
Highly effective	20	7
	19	6
	18	5
Effective	17	4
	16	3
	15	2
	14	1
	13	0
	12	-1
	11	-2
	10	-3
	9	-4
Developing	8	-5
	7	-6
	6	-7
	5	-8
	4	-9
	3	-10
Ineffective	2	-11
	1	-12
	0	-13

*Score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination.

East Irondequoit Central School District
Attachment 4.5 –HEDI Ratings

Total Average Rubric Score	Category	Conversion Score for Composite*
	Highly Effective 59 - 60	
4		60
3.9		60
3.8		60
3.7		59
3.6		59
3.5		59
	Effective 57 - 58	
3.4		58
3.3		58
3.2		58
3.1		58
3		58
2.9		57
2.8		57
2.7		57
2.6		57
2.5		57
	Developing 52 - 56	
2.4		56
2.3		56
2.2		55
2.1		54
2		54
1.9		53
1.8		52
	Ineffective 0 - 51	
1.7		51
1.6		51
1.5		50
1.400		49
1.392		48
1.383		47
1.375		46
1.367		45
1.358		44
1.350		43
1.342		42
1.333		41
1.325		40
1.317		39
1.308		38
1.300		37
1.292		36

	Ineffective 0 – 51 (con't)	
1.283		35
1.275		34
1.267		33
1.258		32
1.250		31
1.242		30
1.233		29
1.225		28
1.217		27
1.208		26
1.200		25
1.192		24
1.185		23
1.177		22
1.169		21
1.162		20
1.154		19
1.146		18
1.138		17
1.131		16
1.123		15
1.115		14
1.108		13
1.100		12
1.092		11
1.083		10
1.075		9
1.067		8
1.058		7
1.050		6
1.042		5
1.033		4
1.025		3
1.017		2
1.008		1
1.00		0

East Irondequoit Central School District
Attachment 6.2 - Teacher Improvement Plan Form

TEACHER IMPROVEMENT PLAN (TIP)

(To be completed jointly by the teacher and his/her principal)

Name _____

School _____

Date of related APPR _____

Date of TIP Conference _____

1. SPECIFIC AREA(S) NEEDING IMPROVEMENT

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment Responsibilities
- Domain 3: Instruction
- Domain 4: Professional Practice

Additional Information

2. ACTION PLAN (*Detail steps to be taken*)

3. TIMELINE FOR COMPLETION

4. DIFFERENTIATED ACTIVITIES (*to support improvement in the areas identified as needing improvement including targeted PD*)

5. EVIDENCE (*How improvement will be assessed*)

Principal's Comments:

Evaluator's Comments:

Date outcome plan is to be evaluated by: _____

Teacher's Signature _____ **Date** _____

Principal's Name (print) _____

Principal's Signature _____ **Date** _____

East Irondequoit Central School District

Attachment 7.3 – Student Learning Objectives as Comparable Growth Measures 20 points

	Points for State Growth Comparable Measure		Percent of All Students Meeting Individual Growth Targets
Highly Effective	20		93 - 100%
Highly Effective	19		86 - 92%
Highly Effective	18		78 - 85%
Effective	17		77%
Effective	16		76%
Effective	15		75%
Effective	14		74%
Effective	13		73%
Effective	12		72%
Effective	11		71%
Effective	10		70%
Effective	9		63 - 69%
Developing	8		56 - 62%
Developing	7		49 - 55%
Developing	6		42 - 48%
Developing	5		35 - 41%
Developing	4		28 - 34%
Developing	3		21 - 27%
Ineffective	2		14 - 20%
Ineffective	1		7 - 13%
Ineffective	0		0 - 6%

*All percentages are rounded based on a standard rounding convention.

East Irondequoit Central School District

Attachment 8.1 – Locally Selected Measures of Student Achievement for Principals
(Grades 3-8) with an Approved Value Added Measure -15 points

	Points for Locally Selected Measure	Math and ELA Grades 3-8
HEDI	HEDI Points	% Change Scoring at 3 and 4*
Highly Effective	15	5
	14	4
Effective	13	3
	12	2
	11	1
	10	0
	9	-1
	8	-2
Developing	7	-3
	6	-4
	5	-5
	4	-6
	3	-7
Ineffective	2	-8
	1	-9
	0	-10

*All percentages are rounded based on a standard rounding convention.

East Irondequoit Central School District

Attachment 8.1-Locally Selected Measures of Student Achievement for Principals
(Grades 9-12) with an Approved Value Added Measure -15 points

	Points for Locally Selected Measure	Advanced Regents or Honors Diploma
HEDI	Scale Point	% Change*
Highly effective	15	5
	14	4
Effective	13	3
	12	2
	11	1
	10	0
	9	-1
	8	-2
Developing	7	-3
	6	-4
	5	-5
	4	-6
	3	-7
Ineffective	2	-8
	1	-9
	0	-10

*All percentages are rounded based on a standard rounding convention.

East Irondequoit Central School District

Attachment 8.1 – Locally Selected Measures of Student Achievement for All Other Principals (Grades 3-8) If No Approved Value Added -20 points

	Points for Locally Selected Measure	Math and ELA Grades 3-8
HEDI	HEDI Points	% Change Scoring at 3 and 4*
Highly Effective	20	7
	19	6
	18	5
Effective	17	4
	16	3
	15	2
	14	1
	13	0
	12	-1
	11	-2
	10	-3
	9	-4
Developing	8	-5
	7	-6
	6	-7
	5	-8
	4	-9
	3	-10
Ineffective	2	-11
	1	-12
	0	-13

*All percentages are rounded based on a standard rounding convention.

East Irondequoit Central School District

Attachment 8.1 –Locally Selected Measures of Student Achievement for All Other Principals (Grades 9-12) If No Approved Value Added – 20 points

	Points for Locally Selected Measure	Advanced Regents or Honors Diploma
HEDI	Scale Point	% Change
Highly effective	20	7
	19	6
	18	5
Effective	17	4
	16	3
	15	2
	14	1
	13	0
	12	-1
	11	-2
	10	-3
	9	-4
Developing	8	-5
	7	-6
	6	-7
	5	-8
	4	-9
	3	-10
Ineffective	2	-11
	1	-12
	0	-13

*All percentages are rounded based on a standard rounding convention.

East Irondequoit Central School District

Attachment 8.2 – Locally Selected Measures of Student Achievement for All Other Principals (Grades K-2) If No Approved Value Added – 20 points

	Points for Locally Selected Measure	AIMsWeb Grade 2
HEDI	Scale Point	% Meeting National Targets
Highly Effective	20	94 - 100
	19	87 - 93
	18	76 - 86
Effective	17	70 - 75
	16	62 - 69
	15	60 - 61
	14	55 - 59
	13	50 - 54
	12	45 - 49
	11	40 - 44
	10	38 - 39
Developing	9	36 - 37
	8	26 - 35
	7	24 - 25
	6	22 - 23
	5	20 - 21
	4	17 - 19
Ineffective	3	10 - 16
	2	6 - 9
	1	2 - 5
	0	0 - 1

*All percentages are rounded based on a standard rounding convention.

East Irondequoit Central School District

Attachment 9.7 – Process for Assigning Points and Determining HEDI Ratings

Principal “Other Measures of Effectiveness” – 60 Point distribution LCI Multidimensional Rubric

INEFFECTIVE	
1.00	0
1.01	1
1.02	2
1.03	3
1.04	4
1.05	5
1.06	6
1.07	7
1.08	8
1.09	9
1.10	10
1.11	11
1.12	12
1.13	13
1.14	14
1.15	15
1.16	16
1.17	17
1.18	18
1.19	19
1.20	20
1.21	21
1.22	22
1.23	23
1.24	24
1.25	25
1.26	26
1.27	27
1.28	28
1.29	29
1.30	30
1.31	31
1.32	32
1.33	33
1.34	34
1.35	35
1.36	36
1.37	37

INEFFECTIVE (con't)	
1.38	38
1.39	39
1.40	40
1.41	41
1.42	42
1.43	43
1.44	44
1.45	45
1.46	46
1.47	47
1.48	48
1.49	49
1.50	50
1.51	51
1.52	52
1.53	53
1.54	54
1.55	55
1.56	56
1.57	57
DEVELOPING	
1.58-2.50	58
EFFECTIVE	
2.51-3.50	59
HIGHLY EFFECTIVE	
3.51-4.00	60

East Irondequoit Central School District
Attachment 11.2 - Principal Improvement Plan Form

EAST IRONDEQUOIT SCHOOL DISTRICT
PRINCIPAL IMPROVEMENT PLAN (PIP)
(To be completed jointly by the Principal and his/her Evaluator)

Upon rating a principal as **Developing or Ineffective** through an annual professional performance review, the District shall develop and commence implementation of a Principal Improvement Plan (PIP).

Name _____ School _____

Date of related APPR _____

Date of PIP Conference _____

1. **AREA(S) NEEDING IMPROVEMENT**
2. **ACTION PLAN** (*Detail steps to be taken*)
3. **TIMELINE FOR COMPLETION**
4. **DIFFERENTIATED ACTIVITIES** (*to support improvement in the areas identified as needing improvement*)
5. **EVIDENCE** (*How improvement will be assessed*)

Principal's Comments:

Evaluator's Comments:

Date outcome plan is to be evaluated by:

Principal's Signature _____ **Date** _____

Evaluator's Name _____ **Title** _____

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Susan K. Alla 2-28-14

Teachers Union President Signature: Date:

John De 2/28/14

Administrative Union President Signature: Date:

Al D 2-28-14

Board of Education President Signature: Date:

Frank P. De 2/28/14