



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

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

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December 14, 2012

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

Dear Superintendent Allen:

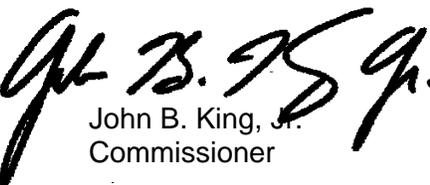
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Daniel T. White

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

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

Annual Professional Performance Reviews: 2012-13

Created Friday, June 15, 2012

Updated Wednesday, November 28, 2012

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 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) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Tuesday, July 10, 2012

Updated Friday, December 14, 2012

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 for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

2.1) Assurances Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
2.1) Assurances Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13.	Checked

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	EastIrondequoitCSD-Developed K ELA Assessment
1	District, regional, or BOCES-developed assessment	EastIrondequoitCSD-Developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	EastIrondequoitCSD-Developed Grade 2 ELA Assessment
	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 state average for similar students (or District goals if no state test).	84% - 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).	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).

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	EastIrondequoitCSD-Developed K Math Assessment
1	District, regional, or BOCES-developed assessment	EastIrondequoitCSD-Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	EastIrondequoitCSD-Developed Grade 2 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

2.4) 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 state average for similar students (or District goals if no state test).	84% - 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).	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	Not applicable	Not applicable
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 student performance.

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

2.6) 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
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For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

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

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

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

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).
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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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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.
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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 courses not named above required for SLOs	District, Regional or BOCES-developed	EastIrondequoitCSD-Developed Grade and Subject Specific Assessments for each course

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	When available, teachers will utilize previous year state assessment results. In all other circumstances, 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).

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/150379-TXEttx9bQW/EastIrondequoitCSD-Attachment 2-11 .pdf

2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

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

3. Local Measures (Teachers)

Created Wednesday, July 11, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment.

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	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

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. The bands are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments. See attached band.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments. See attached band.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments. See attached band.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments. See attached band.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments. See attached band.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments. See attached band.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments. See attached band.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments. See attached band.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments. See attached band.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments. See attached band.</p>

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/150695-rhJdBgDruP/EastIrondequoitCSD-Attachment 3-3_1.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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>A single districtwide scoring band has been established for assigned HEDI categories. The bands for K-2 teachers are established to reflect the percentage of students achieving at or above the AIMS Web provided target developed according to the national norms for the spring Grade 2 AIMS Web assessment. The bands for Grade 3 teachers are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A single districtwide scoring band has been established for assigned HEDI categories. The bands for K-2 teachers are established to reflect the percentage of students achieving at or above the AIMS Web provided target developed according to the national norms for the spring Grade 2 AIMS Web assessment. The bands for Grade 3 teachers are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A single districtwide scoring band has been established for assigned HEDI categories. The bands for K-2 teachers are established to reflect the percentage of students achieving at or above the AIMS Web provided target developed according to the national norms for the spring Grade 2 AIMS Web assessment. The bands for Grade 3 teachers are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A single districtwide scoring band has been established for assigned HEDI categories. The bands for K-2 teachers are established to reflect the percentage of students achieving at or above the AIMS Web provided target developed according to the national norms for the spring Grade 2 AIMS Web assessment. The bands for Grade 3 teachers are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A single districtwide scoring band has been established for assigned HEDI categories. The bands for K-2 teachers are established to reflect the percentage of students achieving at or above the AIMS Web provided target developed according to the national norms for the spring Grade 2 AIMS Web assessment. The bands for Grade 3 teachers are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the</p>

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	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. The bands for K-2 teachers are established to reflect the percentage of students achieving at or above the AIMS Web provided target developed according to the national norms for the spring Grade 2 AIMS Web assessment. The bands for Grade 3 teachers are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A single districtwide scoring band has been established for assigned HEDI categories. The bands for K-2 teachers are established to reflect the percentage of students achieving at or above the AIMS Web provided target developed according to the national norms for the spring Grade 2 AIMS Web assessment. The bands for Grade 3 teachers are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A single districtwide scoring band has been established for assigned HEDI categories. The bands for K-2 teachers are established to reflect the percentage of students achieving at or above the AIMS Web provided target developed according to the national norms for the spring Grade 2 AIMS Web assessment. The bands for Grade 3 teachers are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A single districtwide scoring band has been established for assigned HEDI categories. The bands for K-2 teachers are established to reflect the percentage of students

achieving at or above the AIMS Web provided target developed according to the national norms for the spring Grade 2 AIMS Web assessment. The bands for Grade 3 teachers are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments.

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

A single districtwide scoring band has been established for assigned HEDI categories. The bands for K-2 teachers are established to reflect the percentage of students achieving at or above the AIMS Web provided target developed according to the national norms for the spring Grade 2 AIMS Web assessment. The bands for Grade 3 teachers are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	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. The bands are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments.

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

A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments. See attached scoring bands.

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

A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments. See attached scoring bands.

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

A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments. See attached scoring bands.

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

A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students performing

at levels 3 and 4 on the NYS ELA and Math Assessments. See attached scoring bands.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	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. The bands are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments. See attached scoring bands.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments. See attached scoring bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments. See attached scoring bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments. See attached scoring bands.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS ELA and Integrated Algebra, Geometry or Advanced Integrated Algebra Regents Assessments
Global 2	6(ii) School wide measure computed locally	NYS ELA and Integrated Algebra, Geometry or Advanced Integrated Algebra Regents Assessments
American History	6(ii) School wide measure computed locally	NYS ELA and Integrated Algebra, Geometry or Advanced Integrated Algebra Regents Assessments

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. The bands are established to reflect the aggregate percentage of students in the graduating cohort achieving college and career ready level (i.e., a score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination). 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.	A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students in the graduating cohort achieving college and career ready level (i.e., a score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination). See attached scoring bands.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students in the graduating cohort achieving college and career ready level (i.e., a score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination). See attached scoring bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students in the graduating cohort achieving college and career ready level (i.e., a score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination). See attached scoring bands.

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

A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students in the graduating cohort achieving college and career ready level (i.e., a score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination). See attached scoring bands.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS ELA and Integrated Algebra, Geometry or Advanced Integrated Algebra Regents Assessments
Earth Science	6(ii) School wide measure computed locally	NYS ELA and Integrated Algebra, Geometry or Advanced Integrated Algebra Regents Assessments
Chemistry	6(ii) School wide measure computed locally	NYS ELA and Integrated Algebra, Geometry or Advanced Integrated Algebra Regents Assessments
Physics	6(ii) School wide measure computed locally	NYS ELA and Integrated Algebra, Geometry or Advanced Integrated Algebra 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. The bands are established to reflect the aggregate percentage of students in the graduating cohort achieving college and career ready level (i.e., a score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination). 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.

A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students in the graduating cohort achieving college and career ready level (i.e., a score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination). See attached scoring bands.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students in the graduating cohort achieving college and career ready level (i.e., a score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination). See attached scoring bands.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students in the graduating cohort achieving college and career ready level (i.e., a score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination). See attached scoring bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students in the graduating cohort achieving college and career ready level (i.e., a score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination). See attached scoring bands.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS ELA and Integrated Algebra, Geometry or Advanced Integrated Algebra Regents Assessments
Geometry	6(ii) School wide measure computed locally	NYS ELA and Integrated Algebra, Geometry or Advanced Integrated Algebra Regents Assessments
Algebra 2	6(ii) School wide measure computed locally	NYS ELA and Integrated Algebra, Geometry or Advanced Integrated Algebra 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.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	A single districtwide scoring band has been established for assigned HEDI categories. The bands are established
---	---

<p>this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>to reflect the aggregate percentage of students in the graduating cohort achieving college and career ready level (i.e., a score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination). See attached scoring bands.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students in the graduating cohort achieving college and career ready level (i.e., a score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination). See attached scoring bands.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students in the graduating cohort achieving college and career ready level (i.e., a score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination). See attached scoring bands.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students in the graduating cohort achieving college and career ready level (i.e., a score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination). See attached scoring bands.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students in the graduating cohort achieving college and career ready level (i.e., a score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination). See attached scoring bands.</p>

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS ELA and Integrated Algebra, Geometry or Advanced Integrated Algebra Regents Assessments
Grade 10 ELA	6(ii) School wide measure computed locally	NYS ELA and Integrated Algebra, Geometry or Advanced Integrated Algebra Regents Assessments
Grade 11 ELA	6(ii) School wide measure computed locally	NYS ELA and Integrated Algebra, Geometry or Advanced Integrated Algebra 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students in the graduating cohort achieving college and career ready level (i.e., a score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination). See attached scoring bands.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students in the graduating cohort achieving college and career ready level (i.e., a score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination). See attached scoring bands.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students in the graduating cohort achieving college and career ready level (i.e., a score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination). See attached scoring bands.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students in the graduating cohort achieving college and career ready level (i.e., a score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination). See attached scoring bands.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A single districtwide scoring band has been established for assigned HEDI categories. The bands are established to reflect the aggregate percentage of students in the graduating cohort achieving college and career ready level (i.e., a score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination). See attached scoring bands.</p>

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.

students in the graduating cohort achieving college and career ready level (i.e., a score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination) on at least one Math Regents exam and ELA Regents exam. The bands for 4-5 and 6-8 teachers are established to reflect the aggregate percentage of students performing at level 3 and 4 on the NYS ELA and Math assessments. See attached scoring bands.

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

A single districtwide scoring band has been established for assigned HEDI categories. The bands are established for Grade 9-12 to reflect the aggregate percentage of students in the graduating cohort achieving college and career ready level (i.e., a score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination) on at least one Math Regents exam and ELA Regents exam. The bands for 4-5 and 6-8 teachers are established to reflect the aggregate percentage of students performing at level 3 and 4 on the NYS ELA and Math assessments. See attached scoring bands.

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

A single districtwide scoring band has been established for assigned HEDI categories. The bands are established for Grade 9-12 to reflect the aggregate percentage of students in the graduating cohort achieving college and career ready level (i.e., a score of 75 or higher on the Regents Comprehensive English Exam and a score of 80 or higher on a Regents Math Examination) on at least one Math Regents exam and ELA Regents exam. The bands for 4-5 and 6-8 teachers are established to reflect the aggregate percentage of students performing at level 3 and 4 on the NYS ELA and Math assessments. See attached scoring bands.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/150695-y92vNseFa4/EastIrondequoitCSD-Attachment 3-13_1.pdf

3.14) Locally Developed Controls

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

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 Thursday, August 09, 2012

Updated Thursday, November 29, 2012

Page 1

4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list.

(Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

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 (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
Structured reviews of lesson plans, student portfolios and other teacher artifacts	18

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The district will use the 2007 Danielson Rubric. The district has identified specific elements in Domain's 1, 2, and 3 which relate directly to classroom observation. Tenured Teachers will be evaluated through classroom observations with 17 elements from Domains 1, 2 and 3 using Danielson's rubric at the component level. Tenured teachers can earn a maximum of 96 points on the 24 elements through classroom observations. Tenured teachers will be assessed annually on 10 elements at the component level using Danielson's Rubric with Domain I and IV. The assessment will be based structured reviews of lesson plans, student portfolios and other teacher artifacts. This evidence will be reviewed and discussed annually. The points for each domain are calculated by the number of elements assessed (10) multiplied by the maximum rubric rating of 4 points. Tenured teachers can earn a maximum of 40 points through structured reviews of lesson plans, student portfolios and other teacher artifacts.

In order to arrive at the appropriate HEDI score utilizing the rubric and this point system the district developed a chart, which represented percentage of points from HEDI that was representational of the points from the negotiated rubric scoring system. The 96 points (from classroom observations) divided by 136 points (the total number of possible points on Other Measures of Effectiveness 96 points classroom observations + 40 points structured reviews of lesson plans, student portfolios and other teacher artifacts) which equals 70% of the 60 points on the “Other Measures”. The 70% of the 60 “Other Measures of Effectiveness” points equals 42 points. The 40 points (from the annual evaluation) is divided by 136 points (the total number of possible points on Other Measures of Effectiveness) equals 30% of the 60 points on the “Other Measures”. The 30% of 60 “Other Measures of Effectiveness” points equals 18 points.

The maximum number of possible points for classroom observations is 96 (24 x 4). The maximum number of possible points for the structured reviews of lesson plans, student portfolios and other teacher artifacts is 40 points (10 x 4). Therefore the total maximum point to be earned for a tenured teacher is 136 (96 + 40). The number of points earned by the teacher is divided by 34, the total number of elements assessed. That score is then applied to the attached conversion chart to reach an “Other Measures of Effectiveness Score”.

PROBATIONARY TEACHERS

The district will use the 2007 Danielson Rubric. Probationary teachers will be evaluated through 2 announced classroom observations (17 elements each) and 2 unannounced classroom observations (7 elements each). The elements come from Domains 1, 2 and 3 using Danielson’s rubric at the component level. The points for each domain are calculated by the number of elements multiplied by the maximum rubric rating of 4 points. Probationary teachers can earn a maximum of 192 points on the combined 48 elements through classroom observations.

Probationary teachers will be assessed annually on 10 elements at the component level using Danielson’s Rubric with Domain I and IV. The assessment will be based structured reviews of lesson plans, student portfolios and other teacher artifacts. This evidence which will be reviewed and discussed annually. The points for each domain are calculated by the number of elements assessed (10) multiplied by the maximum rubric rating of 4 points. Probationary teachers can earn a maximum of 40 points through structured reviews of lesson plans, student portfolios and other teacher artifacts. The total number of points earned on these 10 elements will be double to reflect the proportionality of the observations to structured reviews that is used for tenured teachers.

In order to arrive at the appropriate HEDI score utilizing the rubric and this point system the district developed a chart, which represented percentage of points from HEDI that was representational of the points from the negotiated rubric scoring system. The 192 points (from classroom observations) divided by 272 points (the total number of possible points on Other Measures of Effectiveness 192 points classroom observations + 80 points structured reviews of lesson plans, student portfolios and other teacher artifacts) which equals 70% of the 60 points on the “Other Measures”. The 70% of the 60 “Other Measures of Effectiveness” points equals 42 points. The 80 points (from the annual evaluation) is divided by 272 points (the total number of possible points on Other Measures of Effectiveness) equals 30% of the 60 points on the “Other Measures”. The 30% of 60 “Other Measures of Effectiveness” points equals 18 points.

For probationary teachers the maximum number of possible points for classroom observations is 192 (48 x 4). The maximum number of possible points for the structured reviews of lesson plans, student portfolios and other teacher artifacts is 40 points (10 x 4) which is then doubled. Therefore the total maximum point to be earned for a probationary teacher is 272 (192 + 80). The number of points earned by the teacher is divided by 68, the total number of elements assessed. That score is then applied to the attached conversion chart to reach an “Other Measures of Effectiveness Score”.

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

assets/survey-uploads/5091/161026-eka9yMJ855/EastIrondequoitCSD-Attachment 4-5_1.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.

<p>Highly Effective: Overall performance and results exceed NYS Teaching Standards.</p>	<p>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.</p>
<p>Effective: Overall performance and results meet NYS Teaching Standards.</p>	<p>A score is calculated for each teaching standard. These scores are combined for a total score. A total score of 57-58 is effective.</p>

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 Wednesday, July 11, 2012

Updated Wednesday, October 24, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

5.1) The 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

**Locally-selected Measures of
growth or achievement**

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Wednesday, July 11, 2012

Updated Thursday, December 06, 2012

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

<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.

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.

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 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 Superintendent of Schools has selected the Review Team 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 and Certification of Lead Evaluators and Evaluators

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

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, July 10, 2012

Updated Friday, December 14, 2012

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.

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
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13	Checked

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed using the assessment covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. District-determined assessments from the options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

First, list the school or program type this SLO applies to. Then, using the drop-down boxes below, please select the assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Helendale Primary School Grade K-2	District, regional, or BOCES-developed	All EastIrondequoitCSD Developed K-2 Assessments
Ivan Green Primary School Grade K-2	District, regional, or BOCES-developed	All EastIrondequoitCSD Developed K-2 Assessments

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	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 state average for similar students (or District goals if no state test).	Principals will receive a highly effective rating when 84% - 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 75% - 83% 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 61% - 74% 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 60% 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.

assets/survey-uploads/5365/150390-lha0DogRNw/EastIrondequoit CSD - Attachment7-3_1.pdf

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

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://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Thursday, August 09, 2012

Updated Thursday, November 29, 2012

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.

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
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	Increase in the 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. The bands for the 3-5 and 6-8 buildings are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments. The bands for the 9-12 building are established to reflect the aggregate percentage of students in the graduating cohort achieving advanced Regents or Honors NYS high school diplomas. See attached scoring bands.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A single district-wide scoring band has been established for assigned HEDI categories. The bands for the 3-5 and 6-8 buildings are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments. The bands for the 9-12 building are established to reflect the aggregate percentage of students in the graduating cohort achieving

advanced Regents or Honors NYS high school diplomas. See attached scoring bands.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

A single district-wide scoring band has been established for assigned HEDI categories. The bands for the 3-5 and 6-8 buildings are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments. The bands for the 9-12 building are established to reflect the aggregate percentage of students in the graduating cohort achieving advanced Regents or Honors NYS high school diplomas. See attached scoring bands.

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

A single district-wide scoring band has been established for assigned HEDI categories. The bands for the 3-5 and 6-8 buildings are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments. The bands for the 9-12 building are established to reflect the aggregate percentage of students in the graduating cohort achieving advanced Regents or Honors NYS high school diplomas. See attached scoring bands.

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

A single district-wide scoring band has been established for assigned HEDI categories. The bands for the 3-5 and 6-8 buildings are established to reflect the aggregate percentage of students performing at levels 3 and 4 on the NYS ELA and Math Assessments. The bands for the 9-12 building are established to reflect the aggregate percentage of students in the graduating cohort achieving advanced Regents or Honors NYS high school diplomas. See attached scoring bands.

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

(No response)

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

<assets/survey-uploads/5366/161076-qBFVOWF7fC/EastIrondequoit CSD - Attachment8-1.pdf>

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)*
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades*
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms*

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-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. The bands for K-2 buildings are established to reflect the percentage of students meeting national targets on the AIMS Web Reading assessment for Grades 2. 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.	A single districtwide scoring band has been established for assigned HEDI categories. The bands for K-2 buildings are established to reflect the percentage of students meeting national targets on the AIMS Web Reading assessment for Grades 2. See attached scoring bands.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A single districtwide scoring band has been established for assigned HEDI categories. The bands for K-2 buildings are established to reflect the percentage of students meeting national targets on the AIMS Web Reading assessment for Grades 2. See attached scoring bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A single districtwide scoring band has been established for assigned HEDI categories. The bands for K-2 buildings are established to reflect the percentage of students meeting national targets on the AIMS Web Reading assessment for Grades 2. See attached scoring bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A single districtwide scoring band has been established for assigned HEDI categories. The bands for K-2 buildings are established to reflect the percentage of students meeting national targets on the AIMS Web Reading assessment for Grades 2. See attached scoring bands.

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

(No response)

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

assets/survey-uploads/5366/161076-T8MIGWUVm1/EastIrondequoit CSD - Attachment8-2.pdf

8.3) Locally Developed Controls

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

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.

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 Thursday, August 09, 2012
Updated Friday, November 30, 2012

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
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).	Checked

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Superintendent will make multiple visits to the principal's school and will collect evidence on the rubric domains throughout the year. All 60 points from the Multidimensional Principal Performance Rubric will be based on principal observations and structured review of goals and evidence. Each of the domains of the rubric (based on the ISSLC) Standards will be assigned a maximum of 10 points for a total of 60 points. Using the Multidimensional rubric, the Superintendent will circle the descriptor for each item that best matches the principal's performance in each domain. Using a holistic approach, a HEDI rating and point value shall then be determined for each domain and then added together to achieve an overall score based on the rubric. Points will be assigned according to the chart below.

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

[assets/survey-uploads/5143/161078-pMADJ4gk6R/East Irondequoit CSD - Attachment9-7_1.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 exceeds the ISSLC stands. The majority of the principal's scores fall in the Highly Effective range as described in the Multidimensional rubric.
Effective: Overall performance and results meet standards.	The Principal's overall performance across the domains of the Multidimensional rubric meets the ISSLC stands. The majority of the principal's scores fall in the Effective range as described in the Multidimensional rubric
Developing: Overall performance and results need improvement in order to meet standards.	The Principal's overall performance across the domains of the Multidimensional rubric does not meet all the ISSLC stands. The majority of the principal's scores fall in the Developing range as described in the Multidimensional rubric.
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 stands. The majority of the principal's scores fall in the Ineffective range as

described in the Multidimensional rubric.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	54-57
Developing	36-53
Ineffective	0-35

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 Thursday, August 09, 2012

Updated Friday, November 30, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

10.1) The 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	58-60
Effective	54-57
Developing	36-53
Ineffective	0-35

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, August 09, 2012

Updated Thursday, November 29, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

<assets/survey-uploads/5276/161081-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

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

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. 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 affected the evaluation. A copy of the decision shall be provided to the principal, his/her supervisor and association representative.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

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*

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. 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 Friday, September 28, 2012

Updated Friday, December 14, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/183823-3Uqgn5g9Iu/3508858-East Iriodequoit CSD-Attachment 12-1 .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

	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 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		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

	Points for Locally Selected Measure	Math and ELA Grades 3-8
HEDI	Scale Point	% Scoring at 3 and 4*
Highly Effective	15	86 - 100
	14	70 - 85
Effective	13	60 - 69
	12	50 - 59
	11	44 - 49
	10	38 - 43
	9	33 - 37
	8	29 - 32
Developing	7	25 - 28
	6	21 - 24
	5	17 - 20
	4	13 - 16
	3	10 - 12
Ineffective	2	7 - 9
	1	4 - 6
	0	0 - 3

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

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

	Points for Locally Selected Measure	Math and ELA Grades 3-8
HEDI	Scale Point	% Scoring at 3 and 4*
Highly Effective	20	90 - 100
	19	80 - 89
	18	70 – 79
Effective	17	60 - 69
	16	50 - 59
	15	47 – 49
	14	44 – 46
	13	41 – 43
	12	38 – 40
	11	35 – 37
	10	32 – 34
	9	29 – 31
Developing	8	26 – 28
	7	23 – 25
	6	20 – 22
	5	17 – 19
	4	14 – 16
	3	11 – 13
Ineffective	2	8 – 10
	1	5 – 7
	0	0 - 4

*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

	Points for Locally Selected Measure	Math and ELA Grades 3-8
HEDI	Scale Point	% Scoring at 3 and 4*
Highly Effective	20	90 -100
	19	80 - 89
	18	70 – 79
Effective	17	60 - 69
	16	50 - 59
	15	47 – 49
	14	44 – 46
	13	41 – 43
	12	38 – 40
	11	35 – 37
	10	32 – 34
	9	29 – 31
Developing	8	26 – 28
	7	23 – 25
	6	20 – 22
	5	17 – 19
	4	14 – 16
	3	11 – 13
Ineffective	2	8 – 10
	1	5 – 7
	0	0 - 4

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	35 - 39
	9	30 - 34
Developing	8	26 - 29
	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

	Points for Locally Selected Measure	Math and ELA Grades 3-8
HEDI	Scale Point	% Scoring at 3 and 4*
Highly Effective	20	90 -100
	19	80 - 89
	18	70 – 79
Effective	17	60 - 69
	16	50 - 59
	15	47 – 49
	14	44 – 46
	13	41 – 43
	12	38 – 40
	11	35 – 37
	10	32 – 34
	9	29 – 31
	Developing	8
7		23 – 25
6		20 – 22
5		17 – 19
4		14 – 16
3		11 – 13
Ineffective	2	8 – 10
	1	5 – 7
	0	0 - 4

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	% Achieving
Highly Effective	20	85 - 100
	19	75 - 84
	18	60 - 74
Effective	17	45 - 59
	16	30 - 44
	15	25 - 29
	14	22 - 24
	13	20 - 21
	12	17 - 19
	11	15 - 16
	10	13 - 14
	9	11 - 12
Developing	8	8 - 10
	7	7
	6	6
	5	5
	4	4
	3	3
Ineffective	2	2
	1	1
	0	0

*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 – Process for Assigning Points and Determining HEDI Ratings

Tenured Teacher APPR Score Calculation 2012-2013

Teacher Name:

School:

Part 1: Observation/Evaluation (60 Points Total)		
Observations	24 elements	X/96
Year End Evaluation	10 elements	X/40
Total	34 elements	X/136
Conversion Score	(X/34 = Average Rubric Score)	X/60
Part 2: State Provided Growth Measure or SLO (20 Points Total)		
State Provided Growth (SPG) Score		
SLO 1	Percentage Obtained	
SLO 2 (if applicable)	Percentage Obtained	
SLO 3 (if applicable)	Percentage Obtained	
Total SPG or SLO		X/20
Part 3: Local Assessment Measure (20 points Total)		
Local Assessment		X/20
Total APPR Score		X/100

HEDI Scoring Table

Rating	SPG or SLO	Local Assessment	Observation/Evaluation (see attached table for detail description)	Overall Composite Score
Highly Effective	18 - 20	18 - 20	59 - 60	91 - 100
Effective	9 - 17	9 - 17	57 - 58	75 - 90
Developing	3 - 8	3 - 8	52 - 56	65 - 74
Ineffective	0 - 2	0 - 2	0 - 52	0 - 64

East Irondequoit Central School District

Attachment 4.5 – Process for Assigning Points and Determining HEDI Ratings

Probationary Teacher APPR Score Calculation 2012-2013

Teacher Name: _____

School: _____

Part 1: Observation/Evaluation (60 Points Total)			
Observation 1	24 elements	X/96	
Observation 2	24 elements	X/96	
Year End Evaluation	10 elements x 2	x/80	
Total	68 elements	X/272	
Conversion Score	(X/68 = Average Rubric Score)		X/60
Part 2: State Provided Growth Measure or SLO (20 Points Total)			
State Provided Growth (SPG) Score			
SLO 1	Percentage Obtained		
SLO 2 (if applicable)	Percentage Obtained		
SLO 3 (if applicable)	Percentage Obtained		
Total SPG or SLO			X/20
Part 3: Local Assessment Measure (20 points Total)			
Local Assessment			X/20
Total APPR Score			X/100

HEDI Scoring Table

Rating	SPG or SLO	Local Assessment	Observation/Evaluation (see attached table for detail description)	Overall Composite Score
Highly Effective	18 - 20	18 - 20	59 - 60	91 - 100
Effective	9 - 17	9 - 17	57 - 58	75 - 90
Developing	3 - 8	3 - 8	52 - 56	65 - 74
Ineffective	0 - 2	0 - 2	0 - 52	0 - 64

East Irondequoit Central School District

Attachment 4.5 - Process for Assigning Points and Determining 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 8.1 – Locally Selected Measures of Student Achievement for Principals
(Grades 4-8) with an Approved Value Added Measure -15 points

	Points for Locally Selected Measure	Math and ELA Grades 3-8
HEDI	Scale Point	% Scoring at 3 and 4*
Highly Effective	15	86-100
	14	70-85
Effective	13	60-69
	12	50-59
	11	44-49
	10	38-43
	9	33-37
	8	29-32
Developing	7	25-28
	6	21-24
	5	17-20
	4	13-16
	3	10-12
Ineffective	2	7-9
	1	4-6
	0	0-3

*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	% Achieving*
Highly Effective	15	85-100
	14	70-84
Effective	13	60-69
	12	50-59
	11	40-49
	10	30-39
	9	25-29
	8	20-24
Developing	7	18-19
	6	16-17
	5	14-15
	4	12-13
	3	10-11
Ineffective	2	7-9
	1	4-6
	0	0-3

*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 3-8) If No Approved Value Added -20 points

	Points for Locally Selected Measure	Math and ELA Grades 3-8
HEDI	Scale Point	% Scoring at 3 and 4*
Highly Effective	20	90 - 100
	19	80 - 89
	18	70 - 79
Effective	17	60 - 69
	16	50 - 59
	15	47 - 49
	14	44 - 46
	13	41 - 43
	12	38 - 40
	11	35 - 37
	10	32 - 34
	9	29 - 31
Developing	8	26 - 28
	7	23 - 25
	6	20 - 22
	5	17 - 19
	4	14 - 16
	3	11 - 13
Ineffective	2	8 - 10
	1	5 - 9
	0	0 - 4

*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	35 - 39
Developing	9	30 - 34
	8	26 - 29
	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 8.2 –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	% Achieving
Highly Effective	20	85-100
	19	75 - 84
	18	60 - 74
Effective	17	45 - 59
	16	30 - 44
	15	25 - 29
	14	22 - 24
	13	20 - 21
	12	17 - 19
	11	15 - 16
	10	13 - 14
Developing	9	11 - 12
	8	8 - 10
	7	7
	6	6
	5	5
	4	4
Ineffective	3	3
	2	2
	1	1
	0	0

*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

Please circle the descriptor for each item that best matches the principal’s performance in each domain.

Domain	Highly Effective	Effective	Developing	Ineffective
Shared Vision of Learning	10	9 - 9.5	6 – 8.5	0 – 5.5
School Culture and Instructional Program	10	9 - 9.5	6 – 8.5	0 – 5.5
Safe, Efficient, Effective Learning Environment	10	9 - 9.5	6 – 8.5	0 – 5.5
Community	10	9 - 9.5	6 – 8.5	0 – 5.5
Integrity, Fairness, Ethics	10	9 - 9.5	6 – 8.5	0 – 5.5
Political, Social, Economic, Legal and Cultural Context	10	9 - 9.5	6 – 8.5	0 – 5.5

Total LCI HEDI Score	x/60
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Scoring Bands Rubric Score

Highly Effective	58-60
Effective	54-57
Developing	36-53
Ineffective	0-35

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 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 make the following specific certifications with respect to their APPR Plan:

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)

- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date: 12/14/2012

Susan K. Allen

Teachers Union President Signature: Date: 12/14/2012

Robert Allen

Administrative Union President Signature: Date: 12/14/2012

Ann L. Dammann

Board of Education President Signature: Date: 12/14/2012

Carol Watt