



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

Commissioner of Education
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December 10, 2012

Jeffrey B. Crane, Superintendent
West Irondequoit Central School District
321 List Avenue
Rochester, NY 14617

Dear Superintendent Crane:

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 Thursday, September 13, 2012

Updated Friday, November 16, 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 : 111

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

260803060000

1.2) School District Name: APPR CSD

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

West 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.

Not applicable

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, September 04, 2012

Updated Friday, December 07, 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	School-or BOCES-wide, group or team results based on State assessments	NY State ELA 3rd Grade Assessment
1	School-or BOCES-wide, group or team results based on State assessments	NY State ELA 3rd Grade Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NY State ELA 3rd Grade Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and their building principals will collaboratively develop building wide SLOs based on ELA trend data for their building. After the specified assessment is administered, scored, and results are received from the state, the building principals will determine the percent of students who met the target. After this percentage is determined, the chart below (HEDI) will be utilized to determine the appropriate points and HEDI Category for each teacher. Because our K-3 teachers are common branch, the points assigned for the ELA and math SLOs will be averaged to determine the amount of comparable growth measures, sub component points, and HEDI rating. See attached charts that describe the HEDI rating categories and process for assigning points to teachers based on SLO results. It's important to note that K-2 teachers are developing building wide SLOs while 3rd grade teachers will have SLOs directly related to the 3rd grade assessment.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded document "WICSD SLO Student Growth Charts."
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded document "WICSD SLO Student Growth Charts."
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded document "WICSD SLO Student Growth Charts."
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded document "WICSD SLO Student Growth Charts."

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	School-or BOCES-wide, group or team results based on State assessments	NY State Math 3rd Grade Assessment
1	School-or BOCES-wide, group or team results based on State assessments	NY State Math 3rd Grade Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NY State Math 3rd Grade 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	Teachers and their building principals will collaboratively develop building wide SLOs based on Math trend data for
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>their building. After the specified assessment is administered, scored, and results are received from the state, the building principals will determine the percent of students who met the target. After this percentage is determined, the chart below (HEDI) will be utilized to determine the appropriate points and HEDI Category for each teacher. Because our K-3 teachers are common branch, the points assigned for the ELA and math SLOs will be averaged to determine the amount of comparable growth measures, sub component points, and HEDI rating. It's important to note that K-2 teachers are developing building wide SLOs while 3rd grade teachers will have SLOs directly related to the 3rd grade assessment.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>See uploaded document "WICSD SLO Student Growth Charts."</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>See uploaded document "WICSD SLO Student Growth Charts."</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>See uploaded document "WICSD SLO Student Growth Charts."</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>See uploaded document "WICSD SLO Student Growth Charts."</p>

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	West Irondequoit CSD-developed science 6th grade assessment
7	District, regional or BOCES-developed assessment	West Irondequoit CSD-developed science 7th grade 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Teachers and their building principals will collaboratively develop individual SLOs based on their student rosters using available background and baseline (pre-assessment) data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored the building principals will determine the percent of students who met the growth target. After this percentage is determined, the chart</p>
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	below (HEDI) will be utilized to determine the appropriate points and HEDI Category for each teacher.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded document "WICSD SLO Student Growth Charts."
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded document "WICSD SLO Student Growth Charts."
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded document "WICSD SLO Student Growth Charts."
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded document "WICSD SLO Student Growth Charts."

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	West Irondequoit Central School District developed social studies 6th grade assessment
7	District, regional or BOCES-developed assessment	West Irondequoit Central School District developed social studies 7th grade assessment
8	District, regional or BOCES-developed assessment	West Irondequoit Central School District developed social studies 8th grade 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.	Teachers and their building principals will collaboratively develop individual SLOs based on their student rosters using available background and baseline (pre-assessment) data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored the building principals will determine the percent of students who met the growth target. After this percentage is determined, the chart below (HEDI) will be utilized to determine the appropriate points and HEDI Category for each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded document "WICSD SLO Student Growth Charts."
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded document "WICSD SLO Student Growth Charts."
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded document "WICSD SLO Student Growth Charts."
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded document "WICSD SLO Student Growth Charts."

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	School-/BOCES-wide group/team results based on State assessments	Global History II Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Global 9 teachers and their building principal will collaboratively develop building wide SLOs based on Global History trend data for their building. After the specified assessment is administered, scored, the building principal will determine the percent of students who met the target. After this percentage is determined, the chart below (HEDI) will be utilized to determine the appropriate points and HEDI Category for each teacher. Global 10 and US History teachers and their building principal will collaboratively develop individual SLOs based on their student rosters using available background and baseline (pre-assessments) data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored the building principal will determine the percent of students who met the growth target. After this percentage is determined, the chart below (HEDI) will be utilized to determine the appropriate points and HEDI Category for each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded document "WICSD SLO Student Growth Charts."
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded document "WICSD SLO Student Growth Charts."
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded document "WICSD SLO Student Growth Charts."
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded document "WICSD SLO Student Growth Charts."

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.	Science teachers and their building principal will collaboratively develop individual SLOs based on their student rosters using available background and baseline (pre-assessments) data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored the building principal will determine the percent of students who met the growth target. After this percentage is determined, the chart below (HEDI) will be utilized to determine the appropriate points and HEDI Category for each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded document "WICSD SLO Student Growth Charts."
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded document "WICSD SLO Student Growth Charts."
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded document "WICSD SLO Student Growth Charts."
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded document "WICSD SLO Student Growth Charts."

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.	Math teachers and their building principal will collaboratively develop individual SLOs based on their student rosters using available background and baseline (pre-assessments) data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored the building principal will determine the percent of students who met the growth target. After this percentage is determined, the chart below (HEDI) will be utilized to determine the appropriate points and HEDI Category for each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded document "WICSD SLO Student Growth Charts."
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded document "WICSD SLO Student Growth Charts."
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded document "WICSD SLO Student Growth Charts."
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded document "WICSD SLO Student Growth Charts."

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	School-/BOCES-wide group/team results based on State assessments	ELA 11th Grade Regents Exam
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	ELA 11th Grade Regents Exam
Grade 11 ELA	Regents assessment	ELA 11th Grade Regents Exam

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.	<p>ELA 9 and 10 teachers and their building principal will collaboratively develop building wide SLOs based on ELA 11 trend data for their building. After the specified assessment is administered, scored, the building principal will determine the percent of students who met the target. After this percentage is determined, the chart below (HEDI) will be utilized to determine the appropriate points and HEDI Category for each teacher.</p> <p>ELA 11 teachers and their building principal will collaboratively develop individual SLOs based on their student rosters using available background and baseline (pre-assessments) data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is</p>
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administered and scored the building principal will determine the percent of students who met the growth target. After this percentage is determined, the chart below (HEDI) will be utilized to determine the appropriate points and HEDI Category for each teacher.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded document "WICSD SLO Student Growth Charts."
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded document "WICSD SLO Student Growth Charts."
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded document "WICSD SLO Student Growth Charts."
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded document "WICSD SLO Student Growth Charts."

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
K-3 Art, Music, PE Teachers	School/BOCES-wide/group/team results based on State	3rd Grade ELA State Assessment
4-6 Art, Music, PE Teachers	School/BOCES-wide/group/team results based on State	6th Grade ELA State Assessment
7-8 Art, Music, PE Teachers	School/BOCES-wide/group/team results based on State	8th Grade ELA State Assessment
9-12 Art, Music, PE Teachers	School/BOCES-wide/group/team results based on State	11th Grade ELA State Assessment
7-8 FACS	School/BOCES-wide/group/team results based on State	8th Grade ELA State Assessment
7-8 Health	School/BOCES-wide/group/team results based on State	8th Grade Science State Assessment
7th Grade Technology	School/BOCES-wide/group/team results based on State	7th Grade Math State Assessment
8th Grade Technology	School/BOCES-wide/group/team results based on State	8th Grade Math State Assessment
High School Health	School/BOCES-wide/group/team results based on State	Living Environment Regents Exam

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.

Teachers and their building principal will collaboratively develop building wide SLOs based on trend data for their building. After the specified assessment is administered and scored, and the state has returned results, the building principal will determine the percent of students who met the target. After this percentage is determined, the chart below (HEDI) will be utilized to determine the appropriate points and HEDI Category for each teacher.

For individual SLOs, teachers and their building principal will collaboratively develop individual SLOs based on their student rosters using available background and baseline (pre-assessments) data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored the building principal will determine the percent of students who met the growth target. After this percentage is determined, the chart below (HEDI) will be utilized to determine the appropriate points and HEDI Category for each teacher

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

See uploaded document "WICSD SLO Student Growth Charts."

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

See uploaded document "WICSD SLO Student Growth Charts."

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

See uploaded document "WICSD SLO Student Growth Charts."

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

See uploaded document "WICSD SLO Student Growth Charts."

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

assets/survey-uploads/5364/171551-avH4IQNZMh/2-10stateassessmentnov18.docx

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/171551-TXEttx9bQW/WICSD SLO Student Growth Chtsrevnov19 .doc

2.12) Locally Developed Controls

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

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

(No response)

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 Tuesday, September 04, 2012

Updated Wednesday, December 05, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	3) Teacher specific achievement or growth score computed locally	NY State ELA 4 Assessment
5	6(ii) School wide measure computed locally	NY State ELA 5 Assessment
6	6(ii) School wide measure computed locally	NY State ELA 6 Assessment
7	5) District, regional, or BOCES–developed assessments	WICSD ELA 7 assessment

8	5) District, regional, or BOCES–developed assessments	WICSD ELA 8 assessment
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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.	See uploaded document from section 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	3) Teacher specific achievement or growth score computed locally	NY State Math 4 Assessment
5	6(ii) School wide measure computed locally	NY State Math 5 Assessment
6	6(ii) School wide measure computed locally	NY State Math 6 Assessment
7	5) District, regional, or BOCES–developed assessments	WICSD Math 7 assessment
8	5) District, regional, or BOCES–developed assessments	WICSD Math 8 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See uploaded document from section 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.3

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.3

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/171658-rhJdBgDruP/Achievement 15 pointNov 27rev.doc

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	WICSD ELA Kindergarten Assessment
1	5) District, regional, or BOCES–developed assessments	WICSD ELA Grade 1 Assessment
2	4) State-approved 3rd party assessments	TerraNova 3
3	5) District, regional, or BOCES–developed assessments	WICSD ELA Grade 3 Assessment

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

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

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

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	WICSD Math Kindergarten Assessment
1	5) District, regional, or BOCES–developed assessments	WICSD Math Grade 1 Assessment
2	4) State-approved 3rd party assessments	TerraNova 3
3	5) District, regional, or BOCES–developed assessments	WICSD Math grade 3 Assessment

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

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

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

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	WICSD Science Grade 6 Assessment
7	5) District, regional, or BOCES–developed assessments	WICSD Science Grade 7 Assessment
8	3) Teacher specific achievement or growth score computed locally	NY State Intermediate Level Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded document from section 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	WICSD Social Studies Grade 6 Assessment
7	5) District, regional, or BOCES–developed assessments	WICSD Social Studies Grade 7 Assessment
8	5) District, regional, or BOCES–developed assessments	WISCD Social Studies Grade 8 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded document from section 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	WICSD Global 9 Final Exam
Global 2	3) Teacher specific achievement or growth score computed locally	Global II Regents Exam
American History	3) Teacher specific achievement or growth score computed locally	US History Regents Exam

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

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	Living Environment Regents Exam
Earth Science	3) Teacher specific achievement or growth score computed locally	Earth Science Regents Exam
Chemistry	3) Teacher specific achievement or growth score computed locally	Chemistry Regents Exam

Physics	3) Teacher specific achievement or growth score computed locally	Physics Regents Exam
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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.	See uploaded document from section 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	Algebra 1 Regents Exam
Geometry	3) Teacher specific achievement or growth score computed locally	Geometry Regents Exam
Algebra 2	5) District, regional, or BOCES–developed assessments	WICSD-developed Algebra II Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded document from section 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	WICSD ELA 9 Final Exam
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	WICSD ELA 10 Final Exam
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	ELA 11 Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded document from section 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
		See uploaded document, "assessments Sept. 12final"
		see uploaded document, "assessments Sept. 12final"
		see uploaded document, "assessments Sept. 12final"
		see uploaded document, "assessments Sept. 12final"
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		see uploaded document, "assessments Sept. 12final"
		see uploaded document, "assessments Sept. 12final"

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded document from section 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document from section 3.13

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

[assets/survey-uploads/5139/171658-Rp0Ol6pk1T/3-12localassessmentnov18.docx](#)

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/5139/171658-y92vNseFa4/K-12Achievement20 pointDec3_1.doc](#)

3.14) Locally Developed Controls

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

The only special consideration given to this process is the infrequent use of attendance rates for a grades 7-12 teacher's course to determine if a control is needed. West Irondequoit had an average attendance rate of 96% for the 11-12 school year, which is a typical average for a school year in this District. If the attendance rate for a teacher's course is less than 85%, then a 1.2 multiplier will be applied to the performance score. The WICS D is ensuring that no more than two points will be added to a teacher's score.

In no way do we want to exclude any student from course participation or scoring on an assessment. A teacher with a course attendance rate below 85% would be extremely rare in West Irondequoit, based on the overall attendance rate of 96%. If a course had an attendance rate below 85%, then this very poor attendance rate would result in less instructional contact time for these students, which could impact lower academic performance.

We are very focused on keeping our attendance rate in the high 90% range and making sure that we are mitigating potentially problematic incentives associated with this control. For example, we monitor attendance at the secondary level on a period by period basis. Anytime a student misses a class or a series of classes the teacher and/or counselor communicates with the student and his/her parents or guardians. When a student experiences chronic full day absences, administration communicates with the student and/or the student's parents and a parent conference is held. Students who have chronic attendance issues are counseled by school social workers and psychologists, who also work with the families to ensure stronger attendance at school. The secondary school personnel put extensive time and energy into keeping children in classes. This proactive approach to student attendance is one of the reasons why West Irondequoit has such a high attendance rate.

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.

Calculate the percent of students scoring at level 3 or higher on each assessment. Calculate the average percent for level 3 or higher across assessments. Assign the HEDI score based on the average.

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, September 13, 2012

Updated Monday, December 03, 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.)

NYSUT Teacher Practice Rubric

(No response)

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0.

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

4.3) Survey Tools (if applicable)

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

- Checked

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 majority of a teacher's 60 point rubric score will be based on observations. The total points = 60 based on the seven standards of the NYSUT Rubric. Every one of the seven standards has a base score of 6 points.
6 points x 7 standards = 42 points (60-42=18 remaining points).
These 18 additional points will be applied to the specific standards tied to a teacher's goals. Teachers must have a minimum of two to three goals that fall into two or three of the seven standards.*

Example 1:

Standard 1 Standard 2 Standard 3 Standard 4 Standard 5 Standard 6 Standard 7

6 points 6 points 15 points 6 points 15 points 6 points 6 points

The above teacher would have two goals in Standards #3 and #5. Both Standard #3 and Standard #5 would be worth 15 points each (6 points + 9 points), while the other standards would each be worth 6 points, for a total of 60 points.

Example 2:

Standard 1 Standard 2 Standard 3 Standard 4 Standard 5 Standard 6 Standard 7

6 points 12 points 6 points 6 points 12 points 6 points 12 points

The above teacher would have three goals in Standards #2, #5 and #7. Standard #3, Standard #5 and Standard #7 would be worth 12 points each (6 points + 6 points), while the other standards would each be worth 6 points, for a total of 60 points.

All of the 60 points come out of the 7 standards in the NYSUT Rubric. A supervisor evaluates the teacher on standards tied to the rubric using multiple sources of data, with the primary source being formal observations. Specifically, each teacher will have 3 or more formal observations each school year. Any additional goal setting or the structured review of lesson plans, student portfolios, and/or other teacher artifacts will be based on a collaborative goal setting process based on the NYSUT Rubric. Each indicator from the elements in each standard will be evaluated as highly effective, effective, developing, or ineffective.

Please refer to the attached tables/graphics for the deliniation of points to the 60 point rubric where a teacher has the opportunity to earn each point, including zero.

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/5091/176184-eka9yMJ855/60 point rubric translation_3.docx](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Each year, teachers will be rated based on the 7 NYST Standards, the 36 elements, and the 94 indicators. Please see attached document "60 Point Rubric Translation" for specific details.
Effective: Overall performance and results meet NYS Teaching Standards.	Each year, teachers will be rated based on the 7 NYST Standards, the 36 elements, and the 94 indicators. Please see attached document "60 Point Rubric Translation" for specific details.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Each year, teachers will be rated based on the 7 NYST Standards, the 36 elements, and the 94 indicators. Please see attached document "60 Point Rubric Translation" for specific details.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Each year, teachers will be rated based on the 7 NYST Standards, the 36 elements, and the 94 indicators. Please see attached document "60 Point Rubric Translation" for specific details.

Provide the ranges for the 60-point scoring bands.

Highly Effective	54-60 Points
Effective	45-53 Points
Developing	35-44 Points
Ineffective	0-34 Points

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	6
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	6

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?

- Not Applicable

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	3
4.7) Observations of Tenured Teachers Informal/Short	0
4.7) Observations of Tenured Teachers Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of 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?

-
- Not Applicable
-

5. Composite Scoring (Teachers)

Created Thursday, September 13, 2012

Updated Tuesday, November 20, 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	54-60
Effective	45-53
Developing	35-44
Ineffective	0-34

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 Thursday, September 13, 2012

Updated Friday, November 30, 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/5265/176217-Df0w3Xx5v6/TIP Layoutnov19.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Only those probationary or tenured teachers in the developing or ineffective category have a right to appeal their rating. Within 10 school days of receiving the HEDI score, a teacher can appeal his/her rating in writing to his/her supervisor. The teacher cannot introduce evidence that was not previously presented.

The written appeal should include a detailed synopsis of the basis of the challenge. A teacher may challenge: The substance of the Annual Professional Performance Review; The District's failure to adhere to the standards and methodologies required for the APPR,

pursuant to Education Law 3012-c and applicable rules and regulations; The District's failure to comply with either the applicable regulations of the Commissioner of Education or the negotiated APPR procedures; or The District's failure to implement the terms of a Teacher Improvement Plan, where applicable.

The teacher cannot raise other issues beyond what was in the original appeal after the original appeal is submitted (Exclusionary Clause).

Within 5 school days of receiving the appeal, the supervisor must schedule a meeting with the teacher to discuss and attempt to resolve the appeal.

The supervisor must render a written decision on the appeal within 5 school days of the meeting.

If the teacher decides to continue the appeal, the teacher must submit the original written appeal, the supervisor's written decision, and a written statement of continuation of appeal within 5 school days of the supervisor's written decision to the WITA President and the Superintendent.

A panel that includes two WITA Members chosen by the WITA President and two District Leadership Members chosen by the Superintendent will conduct a review of the appeal within 7 school days. Panel members must not be directly involved in the appeal.

A recommendation to the Superintendent by this panel must be rendered within 5 school days and submitted to the teacher, the Superintendent, and the WITA President.

The Superintendent shall render a written decision regarding the appeal within 5 school days of the recommendation. The Superintendent's decision is final.

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.

Evaluators: Any evaluator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law 3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation.

The West Irondequoit Central School District will comply with all requirements for the training and certification of both lead evaluators and evaluators. This commitment includes both the initial training of all evaluators on the nine elements listed in Section 30-2.9 of the Rules of the Board of Regents and the ongoing training and support essential to maintain the needed level of inter-rater reliability.

The initial training process began in January 2012 and continues today.

Starting In January 2012, and progressing through August of 2012, 31 evaluators were trained and certified. As part of this training, Lead Evaluators and

Evaluators became certified by going through a "calibration" and inter-rater reliability process.

The superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The superintendent will maintain records of certification of evaluators.

Evaluator training will occur locally with our District Network Team. Where applicable, lead evaluators and evaluators participate in regional and BOCES trainings. The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidances and protocols recommended in training for lead evaluators.

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

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 Wednesday, September 19, 2012

Updated Monday, November 26, 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):

4-6
7-8
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
K-3	State assessment	Grade 3 NYS ELA Assessment
K-3	State assessment	Grade 3 NYS Math Assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	See attached document WICSD Individual SLO Student Growth toward Proficiency
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See attached document WICSD Individual SLO Student Growth toward Proficiency
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached document WICSD Individual SLO Student Growth toward Proficiency
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached document WICSD Individual SLO Student Growth toward Proficiency
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See attached document WICSD Individual SLO Student Growth toward Proficiency

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/5365/179412-lha0DogRNw/PrincipalWICSD Individual SLO nov18 .doc](#)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Wednesday, September 19, 2012

Updated Monday, December 03, 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
4-6	(d) measures used by district for teacher evaluation	Grades 4-6 NY State ELA Grades 4-6 NY State Math Assessments Grade 4 NY State Science Assessment
7-8	(d) measures used by district for teacher evaluation	Grades 7-8 NY State ELA Math Assessments WICSD Developed 7-8 Grade Final Assessment in Science
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	Graduation rate (4 year + August)

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.	See uploaded document, "Principal Achievement 15 Point"
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document, "Principal Achievement 15 Point"
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document, "Principal Achievement 15 Point"
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document, "Principal Achievement 15 Point"
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document, "Principal Achievement 15 Point"

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/5366/179416-qBFVOWF7fC/PrincipalAchievement 15 pointDec3rev_1.doc

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K	(d) measures used by district for teacher evaluation	WICSD ELA Kindergarten Assessment
1	(d) measures used by district for teacher evaluation	WICSD ELA Grade 1 Assessment
2	(d) measures used by district for teacher evaluation	Terranova 3
3	(d) measures used by district for teacher evaluation	WICSD ELA Grade 3 Assessment
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	Graduation rate (4 year + August)

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.	See uploaded document, "Achievementrev20% principalsk-3 9-12final"
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document, "Achievementrev20% principalsk-3 9-12final"
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document, "Achievementrev20% principalsk-3 9-12final"
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document, "Achievementrev20% principalsk-3 9-12final"
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document, "Achievementrev20% principalsk-3 9-12final"

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/5366/179416-T8MIGWUVm1/Achievementrev20% principalsk-3 9-12final_2.doc

8.3) Locally Developed Controls

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

The only special consideration given to this process is the infrequent use of free/reduced rates for grades K-8 principals to determine if a control is needed.

West Irondequoit had an average free/reduced rate of 17% for the 11-12 school year, which is a typical average for a school year in this District. If the free/reduced rate for a principal's building is 20% or greater, then a 1.2 multiplier will be applied to that principal's performance score. The WICS D ensures that no more than 2 points will be added to a principal's local score.

In no way do we want to exclude any student from course participation or scoring on an assessment. A principal with a building level free/reduced lunch rate at or above 20% would be infrequent. Research shows a correlation between socio-economic status and student performance, so in these infrequent occasions where we have a larger percentage of students who qualify for free/reduced lunch in one building, this higher percentage could impact lower academic performance.

We are very focused on making sure that we are mitigating potentially problematic incentives associated with this control. For example, we have a very strong Academic Intervention Service (AIS) that is consistently looking at student performance measures and giving additional academic support to students who need it. In addition, we practice sophisticated differentiation strategies in all classrooms so that students have assignments that are focused on their learning styles, interests, and/or readiness at all times. We also have a very strong counseling program that looks at the individual child as a person rather than a number. We have extensive 1 on 1 counseling opportunities for students who need support and the District works proactively with community resources to make sure support is given outside the school day.

This proactive approach to dealing with student social, emotional, and academic issues is one of the reasons why West Irondequoit has such strong overall student performance.

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.

For principals of grade K-3 schools, the percent of students achieving level 3 or higher on ELA assessments will be averaged to determine an ELA building average. The percent of students achieving level 3 or higher on math assessments will also be averaged to determine a math building average. The ELA building average and the math building average will be combined to calculate an overall average for the building. That combined building average will be set against the HEDI scale. For principals of grades 4-6 schools, the percent achieving level 3 or higher on the NYS Science 4 assessment will be combined with the ELA building average and the math building average to calculate a building average to set against the HEDI scale. For the principal of the grade 7-8 school, The percent achieving level 3 or higher on the NYS Science 8 assessment and the West Irondequoit CSD developed science 7 assessment will be combined to determine a science building average. The science building average, the ELA building average and the math building average will be combined to calculate a building average to set against the HEDI scale.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Wednesday, September 19, 2012

Updated Monday, November 26, 2012

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9.1) Principal Practice Rubric

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

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

McRel Principal Evaluation System

(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]	36
---	----

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.	24
--	----

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	Checked
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	Checked

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 McREL rubric, one of the state approved rubrics, will be utilized for 36 points of the 60 point score, and six locally developed indicators will be used for the remaining 24 points. These locally developed indicators are focused on the Principal's contribution to improving teacher effectiveness. Evidence toward these goals shall also include two other sources of evidence (school visits by trained evaluators, and review of school documents, records, and/or state accountability processes).

McREL rubric Point Distribution:

A. Each of the 21 indicators from the McREL Rubric will be multiplied by a certain number of points depending on the effectiveness of the principal within each indicator.

HE = X 3

E = X 2

D = X 1

I = X 0

Total possible points = 21 X 3 = 63 total points.

B. A Scale is set up to convert the up to 63 points to a 36 point scale (see attached scale)

“Other goals areas distribution up to 24 points:

Other Goal Areas

1 The school administrator ensures that teachers are provided with clear evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data.

2 The school administrator ensures that data analysis and interpretation systems are in place to monitor progress toward school achievement goals.

3 The school administrator ensures that data analysis and interpretation systems are in place to monitor achievement goals for individual students when data indicate interventions are needed.

4 The school administrator ensures that appropriate school-level and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.

5 Balancing the multiple, complex responsibilities in leading a school community, and maintaining both visibility and accessibility

6 Enlisting and enhancing stakeholder support for district goals

A. Each of the 6 goal areas above will be multiplied by a certain number of points depending on the effectiveness of the principal within each goal area.

HE = X 3

$E = X 2$

$D = X 1$

$I = X 0$

Total possible points = 18 points.

B. A Scale is set up to convert the up to 18 points to a 24 point scale (see attached scale)

The 24 possible points are added to the 36 possible points in order to obtain a total rubric score out of 60 points ($24 + 36 = 60$).

Evidence for progress toward the total 60 point score will be gathered from multiple data sources, including multiple visits by the supervisor. Evidence of progress must incorporate multiple school visits by the Superintendent, as well as Associate Superintendent, and/or Assistant Superintendents. At least one visit must be unannounced.

Please see the table/other graphics that explain the proces for assigning points and determing HEDI ratings.

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/5143/179419-pMADJ4gk6R/60 PointPrincipalScale_2.docx](#)

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

Highly Effective: Overall performance and results exceed standards.	Please see the table/other graphics that explain the proces for assigning points and determing HEDI ratings
Effective: Overall performance and results meet standards.	Please see the table/other graphics that explain the proces for assigning points and determing HEDI ratings
Developing: Overall performance and results need improvement in order to meet standards.	Please see the table/other graphics that explain the proces for assigning points and determing HEDI ratings
Ineffective: Overall performance and results do not meet standards.	Please see the table/other graphics that explain the proces for assigning points and determing HEDI ratings

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60 points
Effective	45-53 points
Developing	35-44 points
Ineffective	0-34 points

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	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

Tenured Principals

By supervisor	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

10. Composite Scoring (Principals)

Created Thursday, September 20, 2012

Updated Monday, November 26, 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	54-60
Effective	45-53
Developing	35-44
Ineffective	0-34

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, September 27, 2012

Updated Monday, November 26, 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/5276/183103-Df0w3Xx5v6/PIP Layoutnov19.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Process for probationary/tenured principals to appeal ratings

The Principal can only appeal a rating of "developing" or "ineffective"

The written appeal by the principal should occur no later than 10 days after receiving the 100 point rating. The appeal should include

a detailed synopsis of the basis of the challenge. A principal may challenge: The substance of the Annual Professional Performance Review; The District's failure to adhere to the standards and methodologies required for the APPR, pursuant to Education Law 3012-c and applicable rules and regulations; The District's failure to comply with either the applicable regulations of the Commissioner of Education or the negotiated APPR procedures; or The District's failure to implement the terms of a Principal Improvement Plan, where applicable.

The principal cannot raise other issues in the process beyond the original appeal.

Within 10 school days of notification of the rating:

** Principal appeals to the supervisor*

**Supervisor must render a written decision within 5 days of receiving the original appeal.*

** If not satisfied, the principal can submit the appeal to a panel of 3 individuals no later than 5 days after the principal receives the written response from the supervisor. The 3 individuals include:*

- 1. WIAA Rep.*
- 2. District Office Administrator*
- 3. Person mutually agreed upon by the Superintendent the WIAA President**

**In the event the third person requires payment for his/her services, the District and the WIAA will share the cost equally.*

This panel will hear the appeal within 5 days of submission and submit a recommendation to the Superintendent (consensus or split). This recommendation must occur within 5 days of the panel meeting.

The Superintendent will make the final decision on whether to adhere to the recommendation or not. The Superintendent's decision must occur within 2 days of the recommendation from the panel. The Superintendent's decision is final. However, in the event the Principal is not in agreement with the appeal decision, the principal may submit a written rebuttal to the Board of Education (BOE) regarding the decision to deny tenure, asking the BOE to review the rebuttal, with the option of the BOE providing a written response, but not being required to do so.

The 3012-c appeal procedure shall constitute the exclusive means of initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

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.

Evaluators: Any evaluator who participates in the evaluation of principals for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law 3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a principal evaluation.

The West Irondequoit Central School District will comply with all requirements for the training and certification of both lead evaluators and evaluators. This commitment includes both the initial training of all evaluators on the nine elements listed in Section 30-2.9 of the Rules of the Board of Regents and the ongoing training and support essential to maintain the needed level of inter-rater reliability.

The initial training process began in March 2012 and continues today.

Starting In March 2012, and progressing through August of 2012, 3 evaluators were trained and certified through local BOCES training. As part of this training, Lead Evaluators and

Evaluators became certified by going through a "calibration" and inter-rater reliability process.

The superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The superintendent will maintain records of certification of evaluators.

Evaluator training will continue to occur through regional and BOCES trainings. The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidances and protocols recommended in training for lead evaluators.

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

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 Wednesday, November 28, 2012

Updated Friday, December 07, 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/5581/252990-3Uqgn5g9Iu/signature_pageresubmtdec12.pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

Form 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other Teachers not listed above	District, Regional or BOCES-developed	West Irondequoit CSD developed grade and subject specific assessment
Teachers of AP courses as Regents Equivalents: AP English Language and Composition, AP English Literature and Composition, AP U.S. History, AP Biology	State Assessment	Regents Exams as Equivalents (course appropriate/specific) NYS ELA 11 Regents NYS U.S. History Regents NYS Living Environment Regents
Teachers of AP courses (not Regents equivalents): AP European History, AP Micro Economics, AP Macro Economics, AP Psychology, AP Statistics, AP Calculus AB and BC, AP Chemistry, AP Physics-B and C, AP French, AP Spanish, AP German, AP Latin, AP Music Theory	State Approved third party Assessment	AP Program Exam (course appropriate/specific) AP Program European History Exam, AP Micro Economics Program Exam, AP Macro Economics Program Exam, AP Psychology Program Exam, AP Statistics Program Exam, AP Calculus AB and BC Program Exams, AP Chemistry Program Exam, AP Physics-B and C Program Exams, AP French Program Exam, AP Spanish Program Exam, AP German Program Exam, AP Latin Program Exam, AP Music Theory

		Program Exam
Teachers of ELA Electives:	School/BOCES-wide/group/team results based on State	NYS ELA 11 Regents Exam
Teachers of Technology Courses in Automotives and Building Trades:	School/BOCES-wide/group/team results based on State	NYS Algebra 1 Regents Exam
Teachers of the Technology courses of Design and Drawing for Production and Information Technology courses	School/BOCES-wide/group/team results based on State	NYS ELA 11 Regents Exam
Teachers of Technology Courses in Design, Drawing and Engineering courses	School/BOCES-wide/group/team results based on State	NYS Physics Regents Exam
Teachers of Business Courses	School/BOCES-wide/group/team results based on State	NYS ELA 11 Regents Exam

West Irondequoit Central School District
Student Learning Objective
Individual SLO

Student Growth toward Proficiency	
Baseline	We examined longitudinal student performance in all content areas grades 3-12 on NYS assessments as well as AP exam results to analyze trends in performance at standard and mastery as compared to median performance data in all of the areas on the assessments order to establish that the median was an effective representation of all students.
Target	<p>The students in the course are represented by the measure of central tendency utilizing median in order to account for <i>all students</i> yet reduce the influence of statistical outliers. The target for the representative growth in learning of the class is 70-100% which represents the growth from the pre-test median score to the summative test median score.</p> <p>The percent growth from the pre-test median score to the summative test median score will be _____%.</p>
HEDI Scoring	<p>Each course will be assigned a score of 0-20 based on their growth relative to the target of 100% maximum growth. Teachers will apply the following formula to set their growth target:</p> <p>Growth calculation = median post test score minus median pre-test score/difference in median pre-test & highest possible score x 100 = % growth</p> <p>Highly Effective: Students, including special populations, grew 61% -100% on the summative assessment measuring the selected standards.</p> <p>70%-100=20 points 66-69%=19 points 61-65%=18 points</p> <p>Effective: Students, including special populations, grew 46-60% on the summative assessment measuring the selected standards:</p> <p>56-60%=17 points 51-55%=16 points 46-50%=15 points 41-45%=14 points 36-40%=13 points 31-35%=12 points 26-30%=11 points 21-25%=10 points 18-20%=9 points</p> <p>Developing: Students, including special populations, grew 5-17% on the summative assessment measuring the</p>

selected standards.

15-17%=8 points

13-14%=7 points

11-12%=6 points

9-10% =5 points

7-8% =4 points

5-6%=3 points

Ineffective: Students, including special populations, grew 0-4% on the summative assessment measuring the selected standards.

3-4%=2 points

1-2%=1 point

0% =0 points

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
70-100%	66%	61%	56%	51%	46%	41%	36%	31%	26%	21%	18%	15%	13%	11%	9%	7%	5%	3%	1%	0%
	69%	65%	60%	55%	50%	45%	40%	35%	30%	25%	20%	17%	14%	12%	10%	8%	6%	4%	2%	

West Irondequoit Central School District
Student Learning Objective
School-Wide SLO K-8

Student Growth toward Proficiency	
Baseline	To establish the baseline for setting targets as well as establish the HEDI scale we examined a three-year, longitudinal data set of student performance on the 3-8 ELA and math NYS assessments and the science 4 and 8 to identify trends in performance at standard and mastery. Using this information in conjunction with our aspirational School Based Planning Team goals we established that a highly effective teacher would be able to influence student performance to at least 85% of students achieving standard.
Target	Targets for each building in the appropriate content areas are informed by the analysis described above and are set to promote student achievement of all students including students in special populations. To eliminate statistical outliers 85% of each individual subgroup population is incorporated into the target for growth.
HEDI Scoring	<p>Highly Effective: Students, including special populations, grew to 85 to 100% passing on the NYS exam assessment measuring the selected standards.</p> <p>95-100%=20 points 88-94%=19 points 85-87%=18 points</p> <p>Effective: Students, including special populations, grew to 51-84% passing on the NYS exam measuring the selected standards.</p> <p>83-84%=17 points 81-82%=16 points 78-80%=15 points 75-77%=14 points 71-74%=13 points 66-70%=12 points 62-65%=11 points 59-61%=10 points 51-58%=9 points</p> <p>Developing: Students, including special populations, grew to 26-50% passing on the NYS assessment measuring the selected standards.</p> <p>48-50%=8 points 45-47%=7 points 42-44%=6 points 36-41% =5 points 30-35% =4 points 26-29%=3 points</p>

Ineffective: Students, including special populations, grew to 0-25% passing on the NYS assessment measuring the selected standards.

20-25%=2 points

1-19%=1 point

0% =0 points

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	88-94%	85-87%	83-84%	81-82%	78-80%	75-77%	71-74%	66-70%	62-65%	59-61%	51-58%	48-50%	45-47%	42-44%	36-41%	30-35%	26-29%	20-25%	1-19%	0%

West Irondequoit Central School District
Student Learning Objective
School-Wide SLO 9-12

Student Growth toward Proficiency	
Baseline	The baseline for both the targets and the HEDI scale were determined by examining longitudinal student performance in all Regents exam content areas to identify trends in performance at standard and mastery. Using this information in conjunction with the NYS College and Career Ready Standard we established that a highly effective teacher would be able to influence student performance to at least 85% of students achieving standard.
Target	Targets for each building in the appropriate content areas are informed by the analysis described above and are set to promote student achievement of all students including students in special populations. To eliminate statistical outliers 85% of each individual subgroup population is incorporated into the target for growth.
HEDI Scoring	<p>Highly effective: Students, including special populations, grew to 85 to 100% passing on the NYS exam assessment measuring the selected standards.</p> <p>95-100%=20 points 88-94%=19 points 85-87%=18 points</p> <p>Effective: Students, including special populations, grew to 75-84% passing on the NYS exam measuring the selected standards.</p> <p>83-84%=17 points 82%=16 points 81%=15 points 80%=14 points 79%=13 points 78%=12 points 77%=11 points 76%=10 points 75%=9 points</p> <p>Developing: Students, including special populations, grew to 64-74% pass on the NYS assessment measuring the selected standards.</p> <p>74%=8 points 72-73%=7 points 70-71%=6 points 68-69% =5 points 66-67% =4 points 64-65%=3 points</p> <p>Ineffective: Students, including special populations, grew to 0-63% pass on the NYS assessment measuring the</p>

selected standards

60-63%=2 points

55-59%=1 point

<55 =0 points

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	88-94%	85-87%	83-84%	82%	81%	80%	79%	78%	77%	76%	75%	74%	72-73%	70-71%	68-69%	66-67%	64-65%	60-63%	55-59%	<55%

West Irondequoit Central School District
Local 15% HEDI Scale
Achievement

Grades 4-8 ELA and Math	
	<p>Our local district goals are based on student performance at the mastery level; therefore, a highly effective teacher would be able to achieve at least 85% of their students achieving a score of level 3 or higher on a local summative assessment. This achievement HEDI scale will be applied consistently across teachers in ELA and math at grades 4-8.</p> <p>To address the potential for a small sample size in individual classrooms as well as variation in the population that comprise that classroom at the K-6 level, the achievement measure used will include the class average or the grade level average whichever is greater. The application of this will be consistent across teachers.</p>
HEDI Scoring	<p>Highly effective: 85 – 100% of students, including special populations, will achieve scores of level 3 or higher on local discipline-specific summative assessments.</p> <p>93-100%=15 points 85-92%=14 points</p> <p>Effective: 65 – 84% of students, including special populations, will achieve scores of level 3 or higher on local discipline-specific summative assessments.</p> <p>82-84%=13 points 79-81%=12 points 75-78%=11 points 73-74%=10 points 69-72%=9 points 65-68%=8 points</p> <p>Developing: 45 – 64% of students, including special populations, will achieve scores of level 3 or higher on local discipline-specific summative assessments.</p> <p>62-64%=7 points 60-61%=6 points 53-59% =5 points 49-52% =4 points 45-48%=3 points</p> <p>Ineffective: 0 – 44% of students, including special populations, will achieve scores of level 3 or higher on local discipline-specific summative assessments.</p> <p>27-44%=2 points 13-26%=1 point 0-12% =0 points</p>

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100 %	85-92%	82-84%	79-81%	75-78%	73-74%	69-72%	65-68%	62-64%	60-61%	53-59%	49-52%	45-48%	27-44%	13-26%	0-12%

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
<i>**Measures in this section are used for achievement</i>		
All Teachers not listed above	5) District/regional/BOCES-developed	West Irondequoit CSD-developed grade and subject specific assessment
Music: AP Music Theory	4) State-approved 3 rd party	AP Music Theory Exam
AP French	4) State-approved 3 rd party	AP Program French Exam
AP German	4) State-approved 3 rd party	AP Program German Exam
AP Italian	4) State-approved 3 rd party	AP Program Italian Exam
AP Spanish	4) State-approved 3 rd party	AP Program Spanish Exam
AP Language and Composition	4) State-approved 3 rd party	AP Program Language and Composition Exam
AP Literature and Composition	4) State-approved 3 rd party	AP Program Literature and Composition Exam
AP Statistics	4) State-approved 3 rd party	AP Program Statistics Exam
AP Calculus AB	4) State-approved 3 rd party	AP Program Calculus AB Exam
AP Calculus BC	4) State-approved 3 rd party	AP Program Calculus BC Exam
AP Computer: Advanced Programming	4) State-approved 3 rd party	AP Program Advanced Computer Programming Exam
AP Computer: Computer Science	4) State-approved 3 rd party	AP Program Computer

		Science Exam
AP Biology	4) State-approved 3 rd party	AP Program Biology Exam
AP Chemistry	4) State-approved 3 rd party	AP Program Chemistry Exam
AP Physics - B	4) State-approved 3 rd party	AP Program Physics-B Exam
AP Physics - C	4) State-approved 3 rd party	AP Program Physics-C Exam
AP European History	3) Teacher specific achievement/growth score computed locally	Regents Global History II Exam
AP American History	3) Teacher specific achievement/growth score computed locally	Regents U. S. History Exam
AP Psychology	4) State-approved 3 rd party	AP Program Psychology Exam
AP Economics Micro	4) State-approved 3 rd party	AP Program Micro Economics Exam
AP Economics Macro	4) State-approved 3 rd party	AP Program Macro Economics Exam

West Irondequoit Central School District

Local 20% HEDI Scale

Achievement

K-12	
	<p>Our local district goals are based on student performance at the mastery level; therefore, a highly effective teacher at K-6 would be able to achieve at least 85% of their students achieving a score of level 3 or higher on a local summative assessment. A highly effective teacher at the 7-12 level would be able to achieve at least 85% of their students achieving a 65-100% on a local summative assessment. This achievement HEDI scale will be applied consistently across teachers in all of the content areas at grade kindergarten through grade 3, all content areas <i>except ELA and math at grades 4-8</i> and all content areas 9-12.</p> <p>All content areas k-3 includes ELA, math, science, social studies, art, music, and physical education.</p> <p>All content areas 4-6 include science, social studies, art, music and physical education.</p> <p>All content areas 7-8 include science, social studies, art, music, physical education, technology, Languages other than English, health and family and consumer science.</p> <p>All content areas 9-12 includes ELA, math, science, social studies, art, music, physical education, technology, business, Languages other than English, and health.</p> <p>To address the potential for a small sample size in individual classrooms as well as variation in the population that comprise that classroom at the K-6 level, the achievement measure used will include the class average or the grade level average whichever is greater. The application of this will be consistent across teachers.</p>
HEDI Scoring	<p>Highly effective: 85 – 100% of students, including special populations, will achieve scores of level 3 or higher of 65-100% on local discipline-specific summative assessments, or Regents Exams.</p> <p>95-100%=20 points 90-94%=19 points 85-89%=18 points</p> <p>Effective: 65 – 84% of students, including special populations, will achieve scores of level 3 or higher or 65-100% on local discipline-specific summative assessments, or Regents Exams.</p> <p>82-84%=17 points 79-81%=16 points 77-78%=15 points 75-76%=14 points 73-74%=13 points 71-72%=12 points 69-70%=11 points 67-68%=10 points 65-66%=9 points</p>

Developing: 41 – 64% of students, including special populations, will achieve scores of level 3 or higher or 65-100% on local discipline-specific summative assessments, or Regents Exams.

- 61-64%=8 points
- 57-60%=7 points
- 53-56%=6 points
- 49-52% =5 points
- 45-48% =4 points
- 41-44%=3 points

Ineffective: 0 – 40% of students, including special populations, will achieve scores of level 3 or higher or 65-100% on local discipline-specific summative assessments, or Regents Exams.

- 27-40%=2 points
- 13-26%=1 point
- 0-12% =0 points

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	90-94%	85-89%	82-84%	79-81%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	61-64%	57-60%	53-56%	49-52%	45-48%	41-44%	27-40%	13-26%	0-12%

Local 20% Advanced Placement Achievement HEDI Scale

We examined a three-year, longitudinal data set of student performance on all of our district’s AP exam offerings to identify trends in performance at level 3 and above. In addition, we reviewed the International Performance data on these same exams. Using this information in conjunction with our aspirational School Based Planning Team goals we established that a highly effective teacher would be able to influence student performance to at least 60% of students achieving level 3 or greater.

% of students scoring at level 3 or greater

<u>Ineffective</u>	<u>Developing</u>	<u>Effective</u>	<u>Highly Effective</u>
0 <3%	3 6%	9 20-21%	18 60-69%
1 4%	4 7%	10 22-24%	19 70-84%
2 5%	5 8%	11 25-29%	20 85-100%
	6 9%	12 30-34%	
	7 10-14%	13 35-39%	
	8 15-19%	14 40-44%	
		15 45-49%	
		16 50-54%	
		17 55-59%	

STANDARD RUBRIC SCORING PROCESS

Rating	Possible Points	6 Maximum points	12 Maximum Points	15 Maximum Points	Conversion to 60 Points
HE	3.50 - 4.0	6	12	15	54-60 pts.
E	2.60 - 3.49	5	11	14	51-53 pts.
	2.55 - 2.59	5	11	13	48-50 pts.
	2.50 - 2.54	5	10	12	45-47 pts.
D	1.50 - 2.49	4	9	11	43-44 pts.
I	1.45 - 1.49	3	8	10	41-42 pts.
	1.40 - 1.44	3	8	9	39-40 pts.
	1.35 - 1.39	3	7	8	37-38 pts.
	1.30 - 1.34	2	7	7	35-36 pts.
	1.25 - 1.29	2	6	6	30-34 pts.
	1.20 - 1.24	2	5	5	25-29 pts.
	1.15 - 1.19	1	4	4	20-24 pts.
	1.10 -	1	3	3	15-19

	1.14				pts.
	1.05 - 1.09	1	2	2	10-14 pts.
	1.02 - 1.04	0	1	1	5-9 pts.
	1.00 - 1.01	0	0	0	0-4 pts.

EXAMPLE

This is a sample page of an improvement plan.

Additional strategies/procedures, resources, and timeline/monitoring systems should be developed for each goal area outlined in the Improvement Plan

Instructional Goals Plan for _____

Goals/Objective

Procedures

Resources/Assistance

Timeline/Monitoring

West Irondequoit Central School District
Student Learning Objective
Individual SLUO

Student Growth toward Proficiency	
Baseline	We examined longitudinal student performance in all content areas grades 3-12 on NYS assessments as well as AP exam results to analyze trends in performance at standard and mastery as compared to median performance data in all of the areas on the assessments order to establish that the median was an effective representation of all students.
Target	<p>The students in the course are represented by the measure of central tendency utilizing median in order to account for <i>all students</i> yet reduce the influence of statistical outliers. The target for the representative growth in learning of the class is 70-100% which represents the growth from the pre-test median score to the summative test median score.</p> <p>The percent growth from the pre-test median score to the summative test median score will be _____%.</p>
HEDI Scoring	<p>Each course will be assigned a score of 0-20 based on their growth relative to the target of 100% maximum growth. Principals will apply the following formula to set their growth target:</p> <p>Growth calculation = median post test score minus median pre-test score/difference in median pre-test & highest possible score x 100 = % growth</p> <p>Highly Effective: Students, including special populations, grew 61% -100% on the summative assessment measuring the selected standards.</p> <p>70%-100=20 points 66-69%=19 points 61-65%=18 points</p> <p>Effective: Students, including special populations, grew 46-60% on the summative assessment measuring the selected standards:</p> <p>56-60%=17 points 51-55%=16 points 46-50%=15 points 41-45%=14 points 36-40%=13 points 31-35%=12 points 26-30%=11 points 21-25%=10 points 18-20%=9 points</p> <p>Developing: Students, including special populations, grew 5-17% on the summative assessment measuring the</p>

selected standards.

15-17%=8 points

13-14%=7 points

11-12%=6 points

9-10% =5 points

7-8% =4 points

5-6%=3 points

Ineffective: Students, including special populations, grew 0-4% on the summative assessment measuring the selected standards.

3-4%=2 points

1-2%=1 point

0% =0 points

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
70-100%	66%	61%	56%	51%	46%	41%	36%	31%	26%	21%	18%	15%	13%	11%	9%	7%	5%	3%	1%	0%
	-69%	-65%	-60%	-55%	-50%	-45%	-40%	-35%	-30%	-25%	-20%	-17%	-14%	-12%	-10%	-8%	-6%	-4%	-2%	

West Irondequoit Central School District
Local 15% HEDI Scale
Achievement

Principals Grades 4-12	
	<p>Our local district goals are based on student performance at the mastery level; therefore, a highly effective principal would be able to achieve at least 85% of their students achieving a score of level 3 or higher on a local summative assessment. This achievement HEDI scale will be applied consistently across principals at grades 4-12. For 9-12 principals, a highly effective principal would be able to achieve at least 85% of their students graduating after 4 years plus August. This achievement HEDI scale will be applied consistently across 9-12 principals for the 4 year plus August graduation rate.</p> <p>To address the potential for a small sample size in individual classrooms as well as variation in the population that comprise that classroom at the K-6 level, the achievement measure used will include the class average or the grade level average whichever is greater. The application of this will be consistent across teachers.</p>
HEDI Scoring	<p>Highly effective: 85 – 100% of students, including special populations, will achieve scores of level 3 or higher on local discipline-specific summative assessments, or will graduate within the 4 years plus August timetable.</p> <p>93-100%=15 points 85-92%=14 points</p> <p>Effective: 65 – 84% of students, including special populations, will achieve scores of level 3 or higher on local discipline-specific summative assessments, or will graduate within the 4 years plus August timetable.</p> <p>82-84%=13 points 79-81%=12 points 75-78%=11 points 73-74%=10 points 69-72%=9 points 65-68%=8 points</p> <p>Developing: 45 – 64% of students, including special populations, will achieve scores of level 3 or higher on local discipline-specific summative assessments, or will graduate within the 4 years plus August timetable.</p> <p>62-64%=7 points 60-61%=6 points 53-59% =5 points 49-52% =4 points 45-48%=3 points</p> <p>Ineffective: 0 – 44% of students, including special populations, will achieve scores of level 3 or higher on local discipline-specific summative assessments, or will graduate within the 4 years plus August timetable.</p>

27-44%=2 points
 13-26%=1 point
 0-12% =0 points

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100%	85-92%	82-84%	79-81%	75-78%	73-74%	69-72%	65-68%	62-64%	60-61%	53-59%	49-52%	45-48%	27-44%	13-26%	0-12%

West Irondequoit Central School District

Local 20% HEDI Scale

Achievement

K-3 PriUUncipals	
	<p>Our local district goals are based on student performance at the mastery level; therefore, a highly effective principal would be able to achieve at least 85% of their students achieving a level 3 or higher on a local summative assessment that includes district developed assessments and the TerraNova 3 assessment at grade two. This level 3 or higher achievement includes the TerraNova 3. This achievement HEDI scale will be applied consistently across principals for ELA and math content areas.</p>
HEDI Scoring	<p>Highly effective: 85 – 100% of students, including special populations, will achieve scores of level 3 or higher on local discipline-specific summative assessments.</p> <p>95-100%=20 points 90-94%=19 points 85-89%=18 points</p> <p>Effective: 65 – 84% of students, including special populations, will achieve scores of level 3 or higher on local discipline-specific summative assessments.</p> <p>82-84%=17 points 79-81%=16 points 77-78%=15 points 75-76%=14 points 73-74%=13 points 71-72%=12 points 69-70%=11 points 67-68%=10 points 65-66%=9 points</p> <p>Developing: 41 – 64% of students, including special populations, will achieve scores of level 3 or higher on local discipline-specific summative assessments.</p> <p>61-64%=8 points 57-60%=7 points 53-56%=6 points 49-52% =5 points 45-48% =4 points 41-44%=3 points</p> <p>Ineffective: 0 – 40% of students, including special populations, will achieve scores of level 3 or higher on local discipline-specific summative assessments.</p> <p>27-40%=2 points 13-26%=1 point</p>

0-12% =0 points

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	90-94%	85-89%	82-84%	79-81%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	61-64%	57-60%	53-56%	49-52%	45-48%	41-44%	27-40%	13-26%	0-12%

West Irondequoit Central School District

Local 20% HEDI Scale

Achievement

9-12 Principal

Our local district goals are based on student performance at the mastery level; therefore, a highly effective principal would be able to achieve at least 90% of their students graduating after 4 years plus August. This achievement HEDI scale will be applied consistently across principals for the 4 year plus August graduation rate.

HEDI Scoring

Highly effective: 90 – 100% of students, including special populations, will graduate after 4 years plus August.

- 94-100%=20 points
- 92-93%=19 points
- 90-91%=18 points

Effective: 72 –89% of students, including special populations, will graduate after 4 years plus August.

- 88-89%=17 points
- 86-87%=16 points
- 84-85%=15 points
- 82-83%=14 points
- 80-81%=13 points
- 78-79%=12 points
- 76-77%=11 points
- 74-75%=10 points
- 72-73%=9 points

Developing: 60 – 71% of students, including special populations, will graduate after 4 years plus August.

- 70-71%=8 points
- 68-69%=7 points
- 66-67%=6 points
- 64-65% =5 points
- 62-63% =4 points
- 60-61%=3 points

Ineffective: 0 – 49% of students, including special populations, will graduate after 4 years plus August.

- 55-59%=2 points
- 50-54%=1 point
- 0-49% =0 points

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
94-100%	92-93%	90-91%	88-89%	86-87%	84-85%	82-83%	80-81%	78-79%	76-77%	74-75%	72-73%	70-71%	68-69%	66-67%	64-65%	62-63%	60-61%	55-59%	50-54%	0-49%

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**60 Point
Principal
Scale**

**McREL Rubric
63 Maximum
Points
Converted to 36 of the 60 points**

63	36
62	35
61	35
60	34
59	34
58	33
57	33
56	32
55	31
54	31
53	30
52	30
51	29
50	29
49	28
48	27
47	27
46	26
45	26
44	25
43	25
42	24
41	23
40	23
39	22
38	22
37	21
36	21
35	20
34	19
33	19
32	18

**Other Goal Areas
18 Maximum
Points
Converted to 24 of the 60 points**

18	24
17	23
16	22
16	21
15	20
14	19
13	18
13	17
12	16
11	15
10	14
10	13
9	12
8	11
7	10
6	9
6	8
5	7
4	6
4	5
3	4
2	3
2	2
1	1
0	0

HEDI

% of 60 (36 + 24)

54-60	Highly Eff.
45-53	Eff.
35-44	Dev.

31	18
30	17
29	17
28	16
27	15
26	15
25	14
24	14
23	13
22	13
21	12
20	11
19	11
18	10
17	10
16	9
15	9
14	8
13	7
12	7
11	6
10	6
9	5
8	5
7	4
6	3
5	3
4	2
3	2
2	1
1	1
0	0

0-34	<i>Ineff.</i>
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EXAMPLE

This is a sample page of an improvement plan.

Additional strategies/procedures, resources, and timeline/monitoring systems should be developed for each goal area outlined in the Improvement Plan

Instructional Goals Plan for _____

Goals/Objective

Procedures

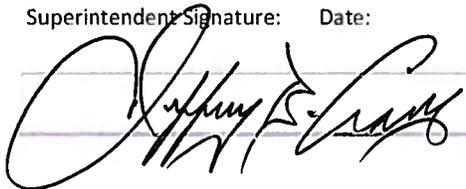
Resources/Assistance

Timeline/Monitoring

- 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:

 12/4/12

Teachers Union President Signature: Date:

 12/6/12

Administrative Union President Signature: Date:

 12/6/12

Board of Education President Signature: Date:

 12/6/12