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

[redacted]

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

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September 2, 2016

Revised

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

Dear Superintendent Allen:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review (APPR) plan meets the criteria outlined in Education Law §3012-d and Subpart 30-3 of the & R P P L V V L R Q H U ¶ V 5 H J X O D W L R Q V R Q $ S S U [illegible] K L G H Q (Y L O H Q H Q ¶ V 3 H U I R U P D Q F H 5 H Y L H Z ($ 3 3 5) 3 O D Q ,Q D G G L W L R Q ,V H Q F R X U D J H G W R V H H N I X U W K H U G L V F X V V L R Q V Z L W K W K H G L V W U L F W ¶ V 7 H D F K H U ([S H U W ,Q W H U R S H U D E L O L W \ & R R U G L Q D W R U W R H Q V X U H W K D W W K H G L V W U L F W ¶ V $ 3 3 5 3 O D Q L V L P S O H P H Q W H G L Q D P D Q Q H U W K D W L V F R Q V L V W H Q W Z L W K W K H F U L W H U L D R X W O L Q H G L Q 1 H Z < R U N 6 W D W H ¶ V H J X O D W L R Q V I R U $ 3 3 5 3 O D Q V

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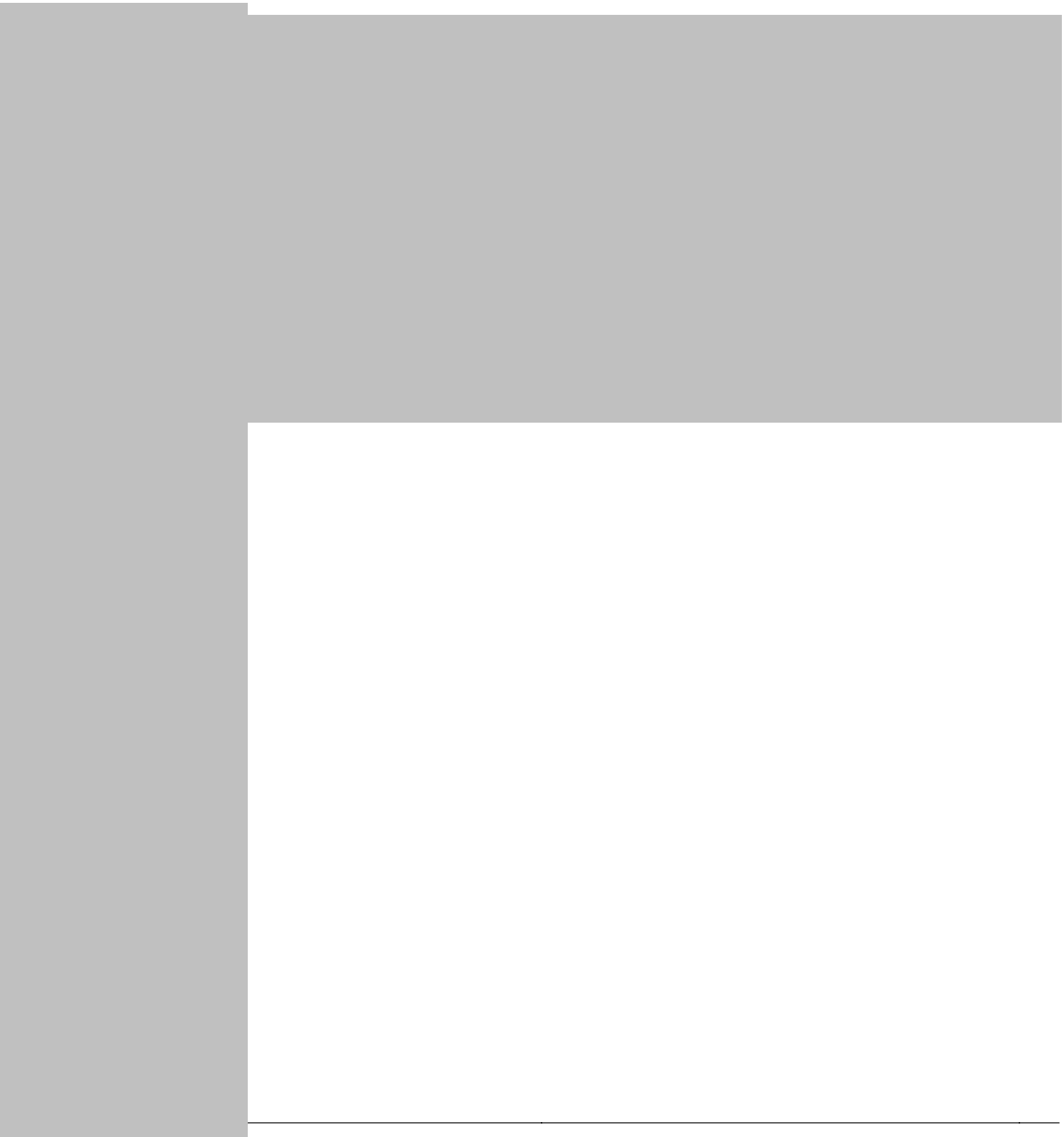
	Grade 5 ELA	Grade 5 Math
State Assessment	Grade 5 ELA	Grade 5 Math

	Grade 6 ELA	Grade 6 Math
State Assessment	Grade 6 ELA	Grade 6 Math

	Grade 7 ELA	Grade 7 Math
State or Regents Assessment(s)	Grade 7 ELA	Grade 7 Math

	Grade 8 ELA	Grade 8 Math
State or Regents Assessment(s)	Grade 8 ELA	Grade 8 Math



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2.7)Grades K-2 ELA and Math: Measures and Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teacher 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 other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed.

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K ELA	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
K Math	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
1 ELA	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
1 Math	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
2 ELA	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
2 Math	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		

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2.8)Grades 6-7 Science and Grades 6-8 Social Studies: Measures and Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teacher 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 other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed.

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.8 (6-8 SCI/SS) 2.9 (Global 1)

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	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
6 Science	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
7 Science	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
6 Social Studies	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
Algebra		☑ ☑ ☑ ☑ ☑		
		☑ ☑ ☑ ☑ ☑		

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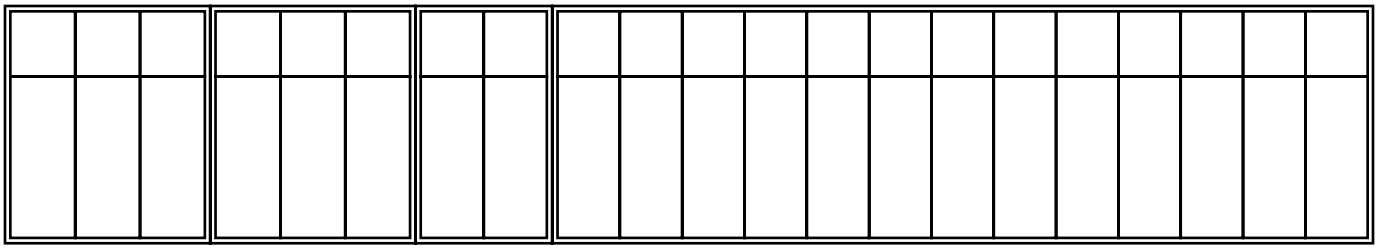
2.9) Regents Global Studies 1: Measure and Assessment(s) (Original)

		☑ ☑ ☑ ☑ ☑		

				☑ ☑ ☑ ☑ ☑		



20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

2.12) Teachers with More Than One Growth Measure (Transition)

For more information on teachers with more than one growth measure, please see NYSED APPR Guidance and NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

If educators have more than one alternate SLO, the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO.

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Task 3) Optional Student Performance Subcomponent

For guidance on the Optional subcomponent of the Student Performance measure, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

Up to 50% of Student Performance category, if selected.

Such second measure shall apply in a consistent manner, to the extent practicable, across all classrooms in the same grade/subject in the district/BOCES and be either:

(A) a second State-provided growth score on a State-created or administered test, provided that the State-provided growth measure is different than that used in the Required subcomponent, or

(B) a growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model.

3.1) Use of the Optional Subcomponent of the Student Performance Category

Please indicate if the Optional subcomponent will be used by making the appropriate selection below.

NOiLfr/xHLL NO7geao.

EAST IRONDEQUOIT CSD

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Annual Professional Performance Review - Education Law §3012-d

Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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For more information on the additional requirements for teachers, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

6.1) Assurances: Teacher Improvement Plans

Please check all of the boxes below.

- ☑ Assure that the district/BOCES will formulate and commence implementation of a Teacher Improvement Plan (TIP) for all teachers who receive a Developing or Ineffective rating by October 1 following the school year for which such teacher's performance is being measured or as soon as practicable thereafter.
- ☑ Assure that TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and

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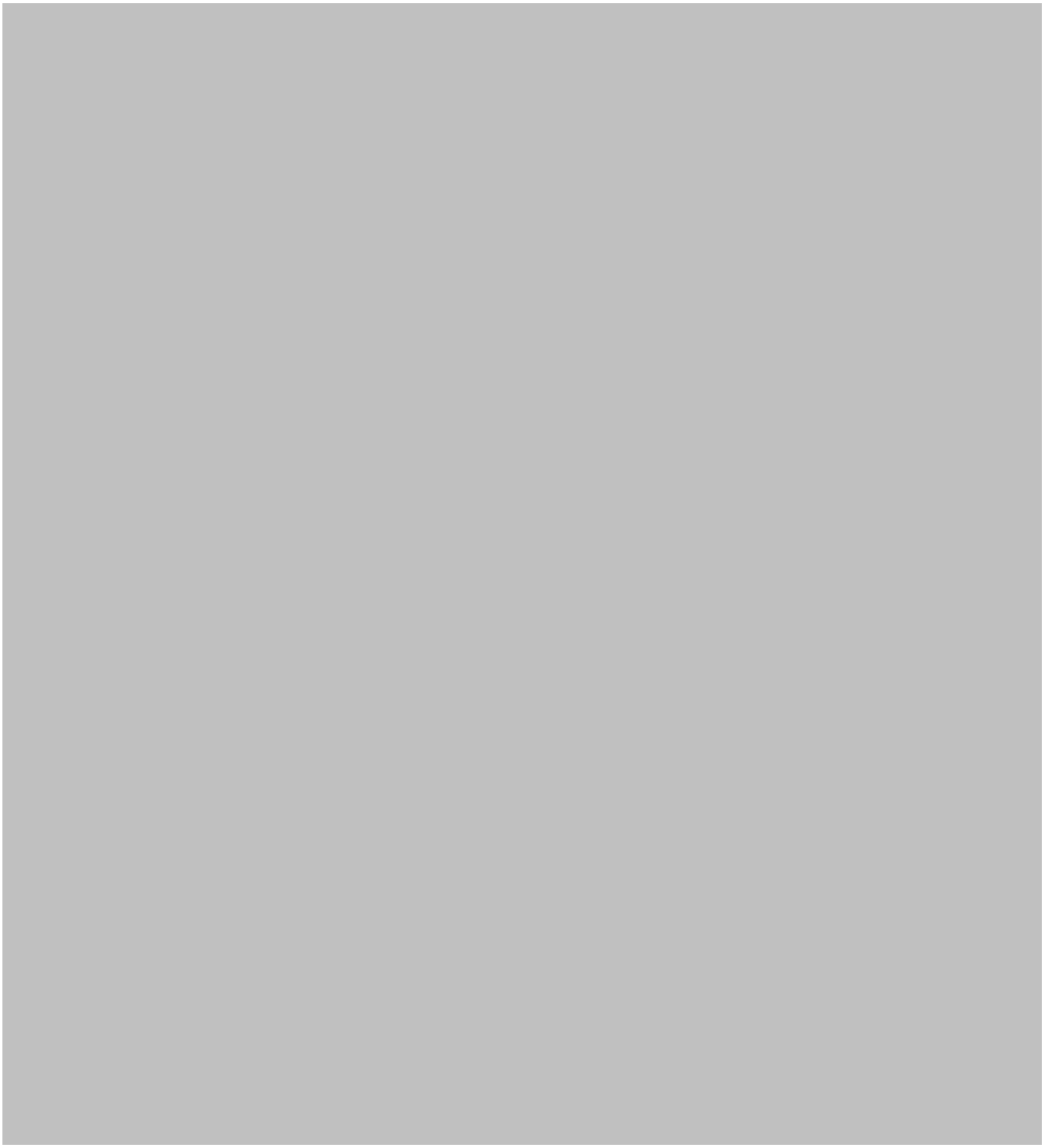

Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
3	5	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
6	8	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
K	2	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		

7.3) HEDI Scoring Bands

Highly Effective			Effective			Developing		Ineffective											
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

7.4) Principals with More than One Growth Measure (Transition)

For more information on principals with more than one growth measure, please see NYSED APPR Guidance and SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

If educators have more than one alternate SLO, the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO.

Task 8) Optional Student Performance Subcomponent

For guidance on the Optional subcomponent of the Student Performance category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

Up to 50% of Student Performance category, if selected.

Such second measure shall apply in a consistent manner, to the extent practicable, across all buildings with the same grade configuration or program in the district/BOCES and be either:

(A) a second State-provided growth score on a State-created or administered test, provided that a different measure is used than that for the Required subcomponent in the Student Performance category, or

(B) a growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model.

8.1) Use of the Optional Subcomponent for Student Performance Measures

Please indicate if the Optional subcomponent will be used by making the appropriate selection below.

NO, the Optional subcomponent WILL NOT be used in the Student Performance category for any principal.

EAST IRONDEQUOIT CSD

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Annual Professional Performance Review - Education Law §3012-d

Task 9. Principal School Visit Category - Tasks 9.1-9.6

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For guidance on the Principal School Visit category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

9.1) Principal Practice Rubric

Select a principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards.

Rubric Name	**If more than one rubric is utilized, please indicate the group(s) of principals each rubric applies to.**
Multidimensional Principal Performance Rubric	(No Response)

9.2) Assurances

Please check all of the boxes below.

- ☑ Assure that all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits.
- ☑ Assure that the process for assigning points for the Principal School Visit category will be in compliance with the locally-determined subcomponent weights and overall School Visit category score and rating based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents.
- ☑ Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district/BOCES, provided that districts/BOCES may locally determine whether to use different rubrics for a principal assigned to different grade level configurations or building types.
- ☑ Assure that the same rubric(s) is used for all school visits for a principal across the school visit types in a given school year.

9.3) Process for Weighting Rubric Domains/Subcomponents

For guidance on the Principal School Visit category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., All observable components will be weighted equally and averaged).

All observable components will be weighted equally and averaged.

9.4) Calculating School Visit Ratingscomponents will be weiD2.001 0 Td (Principalzhool year.)Tj EMC MC T5s 0 5.4a3p

	Overall School Visit Category Score and Rating	
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0	1.49 to 1.74

HEDI Ranges

Using the dropdown menus below, please indicate the locally-determined rubric scoring ranges based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents for each of the rating categories.

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

9.5) Principal School Visit Subcomponent Weighting

Required Subcomponents:

- School Visits by Supervisor(s) or other Trained Administrator(s): At least 80% of the Principal School Visit category score

- School Visits by Impartial Independent Trained Evaluator(s)*: At least 10%, but no more than 20%, of the Principal School Visit category score

Optional Subcomponent:

- School Visits by Trained Peer Observer(s): No more than 10% of the Principal School Visit category score when selected

** If the district is granted an annual Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or their designee.*

Please indicate the weighting of each subcomponent and be sure the total of the weights indicated equals 100%.

Required - Supervisor/ Adminstrator	Required - Independent Evaluator(s)	Optional - Peer Observer(s)	**Grade configurations for which Peer Observers will be used**
90%	10%	N/A	(No Response)

9.6) Assurances

Please check all of the boxes below.

- ☑ Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the principal(s) they are evaluating.
- ☑ Assure that, if school visits are being conducted by trained peer observer(s), these principal(s) received an overall rating of Effective or Highly Effective in the previous school year.
- ☑ Assure that the following elements will not be used in calculating a principal's school visit category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- ☑ Assure that the length of all school visits for principals will be conducted pursuant to the locally-determined durations.
- ☑ Assure that independent evaluator(s) will be trained and selected by the district/BOCES.
- ☑

For guidance on APPR scoring, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

10.1) Scoring Ranges

Student Performance Category
HEDI ratings must be assigned based on the point distribution below.

	Overall Student Performance Category Score and Rating	
	Minimum	Maximum
H	18	20
E	15	17
D	13	14
I	0	12

Principal School Visit Category
HEDI ratings must be assigned based on locally-determined ranges consistent with the constraints listed below.

	Overall School Visit Category Score and Rating	
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0	1.49 to 1.74

10.2) Scoring Matrix for the Overall Rating

		Principal School Visit Category			
		Highly Effective (H)	**Effective (E)**	**Developing (D)**	**Ineffective (I)**
Student Performance Category	**Highly Effective (H)**	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

* If a principal is rated Ineffective on the Student Performance category, and a State-designed supplemental assessment was included as an Optional subcomponent of the Student Performance category, the principal can be rated no higher than Ineffective overall (see Education Law §3012-d (5)(a) and (7)).

10.3) Assurances

Please check all of the boxes below.

- ☑ Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.
- ☑ Assure that it is possible to obtain a zero in each subcomponent.
- ☑ Assure the overall rating determination for a principal shall be determined according to the evaluation matrix.

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

Evaluation Appeal Procedures
A principal may appeal:
The substance of the annual professional performance review
The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d and applicable rules and regulations
The District's failure to comply either with the applicable regulations of the Commissioner of Education or the negotiated APPR procedures.
The District's failure to implement the terms of the Principal Improvement Plan, where applicable
Appeals of annual professional performance reviews will be limited only to principals who receive a composite HEDI rating as Ineffective or Developing.
Prohibition against more than one appeal
A principal may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity with one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
Burden of Proof
In an appeal the principal has the burden of demonstrating a right to the relief requested and the obligation of establishing the facts upon which the principal seeks relief.
Timeframe for Filing Appeal
All appeals must be submitted in writing to the Assistant Superintendent for Human Resources no later than 15 calendar days from the date whe2e sttoAtisT0st be shis
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Task 12) Upload APPR District Certification Form

Please Note: SED Monitoring timestamps each revision and signatures cannot be dated earlier than the last revision. To ensure the accuracy of the timestamp on each task, please submit from Task 12 only.

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.

District Certification Form 8-29-16.pdf

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

TEACHER IMPROVEMENT PLAN (TIP)
(To be completed jointly by the teacher and his/her principal)

Name _____

School _____

Date of related APPR _____

Date of TIP Confere P EMCSi n(L)-r Imni9 0 Td [(2cn /TT0 1 Tf -3 f)]TJ 0.00ng an-9.(n(L)Preparation..

_____

_____ _____

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_____ _____

Attachment 11.2 -Principal Improvement Plan Form

EAST IRONDEQUOIT SCHOOL DISTRICT
PRINCIPAL IMPROVEMEN T PLAN (PIP)

(To be completed jointly by the Principal and his/her Evaluator)

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

Name _____ Schod _____

Date of related APPR _____

Date of PIP Conference _____

1. AREA(S) NEEDING IM PROVEME NT

2. ACT ION PL AN (Detail stepsto be taken)

3. TI M ELINE FOR COMPLETION

4. DIFFERENTIATED ACTIVITIES (to support improvement in the areas identified as needing improvement)

5. D

_____ _____

_____ _____

_____ _____

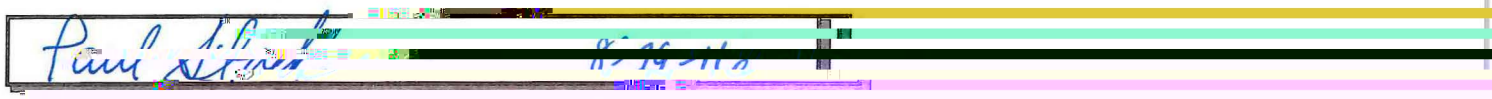
the Rules of the Board of Regents during the 2016-17 through 2018-19 school years only:

- Assure that, beginning in the 2019-20 school year, no [illegible] scores and ratings [illegible] BOCES' original APPR Plan will apply to [illegible] regulations, and SED guidance without [illegible] requirements [illegible]
- Assure that the district [illegible] monitoring pursuant to Subpart [illegible] the regulations;
- Assure that the amount of time devoted to [illegible] standard[illegible] specifically [illegible] State [illegible] minimum [illegible] required annual instruction [illegible] and
- Assure that the amount of time [illegible] not exceed, in the aggregate, two percent [illegible] devoted to teacher administered classroom quizzes or exams, portfolio [illegible] be counted towards the limits established by this subdivision. In addition, formative and diagnostic [illegible] not be counted towards the limit. [illegible] Supersede the requirements of a section 504 plan or a qualified student with a disability or [illegible] English language learners or the individualized education [illegible]

Signatures, dates

Superintendent Signature: Date:

Teachers' Union President Signature: Date:



Administrative Union President Signature: Date:

Board of Education President Signature: Date: