



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

Commissioner of Education
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January 7, 2013

Dr. Marshall Marshall, Superintendent
Pulaski Central School District
2 Hinman Road
Pulaski, NY 13142

Dear Superintendent Marshall:

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: Christopher Todd

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

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, October 10, 2012
Updated Thursday, November 29, 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 : 461801040000

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

461801040000

1.2) School District Name: PULASKI CSD

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

PULASKI 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 Wednesday, October 10, 2012

Updated Thursday, December 20, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Pulaski CSD Developed K ELA Pre/Post Skills Assessment
1	District, regional, or BOCES-developed assessment	Pulaski CSD Developed 1st ELA Pre/Post Skills Assessment
2	District, regional, or BOCES-developed assessment	Pulaski CSD Developed 2nd ELA Pre/Post Skills 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.

A pretest will be administered at the beginning of the class (generally in the first 2 weeks) and a final district or state assessment will be administered at the end of the class. After the pre-test is administered and scored, individual student targets will be calculated with a goal of decreasing their deficit by 65%. The pre-test score will be subtracted from 100 and the difference multiplied by 65%. The principals will approve the targets based on this calculation. Teachers will receive HEDI ratings based on the percentage of their students reaching the target. All students on the roster will be expected to take this examination and all possible efforts will be made to achieve this. The minimal growth score to be "effective" shall be 80% of students achieving this gap closing. Please see attached appendix for complete HEDI component scores. For grade 3, pre test bands were established to set teacher targets as follows:
 A student who scored :
 0-30 on the district pre-test will have a post test target of 2 on the NYS assessment.
 31-59 on the district pre-test will have a post test target of 3 on the NYS assessment.
 60-100 on the district pre-test will have a post test target of 4 on the NYS assessment.
 If 80% of a 3rd grade teacher's students reach their target, the teacher will be considered "effective."

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

If 90-100% of a teacher's students meet their target.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

If 80-89% of a teacher's students meet their target.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

If 51-79% of a teacher's students meet their target.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

If 0-50% of a teacher's students meet their target.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Pulaski CSD Developed K Math Pre/Post Skills Assessment
1	District, regional, or BOCES-developed assessment	Pulaski CSD Developed 1st Math Pre/Post Skills Assessment
2	District, regional, or BOCES-developed assessment	Pulaski CSD Developed 2nd Math Pre/Post Skills Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<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>A pretest will be administered at the beginning of the class (generally in the first 2 weeks) and a final district or state assessment will be administered at the end of the class. After the pre-test is administered and scored, individual student targets will be calculated with a goal of decreasing their deficit by 65%. The pre-test score will be subtracted from 100 and the difference multiplied by 65%. The principals will approve the targets based on this calculation. Teachers will receive HEDI ratings based on the percentage of their students reaching the target. All students on the roster will be expected to take this examination and all possible efforts will be made to achieve this. The minimal growth score to be "effective" shall be 80% of students achieving this gap closing. Please see attached appendix for complete HEDI component scores. For grade 3, pre test bands were established to set teacher targets as follows: A student who scored : 0-15 on the district pre-test will have a post test target of 2 on the NYS assessment. 16-34 on the district pre-test will have a post test target of 3 on the NYS assessment. 35-100 on the district pre-test will have a post test target of 4 on the NYS assessment. If 80% of a 3rd grade teacher's students reach their target, the teacher will be considered "effective."</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>If 90-100% of a teacher's students meet their target.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>If 80-89% of a teacher's students meet their target.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>If 51-79% of a teacher's students meet their target.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>If 0-50% of a teacher's students meet their target.</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	Pulaski CSD Developed Science 6 Pre/Post Skills Assessment
7	District, regional or BOCES-developed assessment	Pulaski CSD Developed Science 7 Pre/Post Skills Assessment
	Science	Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

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

A pretest will be administered at the beginning of the class (generally in the first 2 weeks) and a final district or state assessment will be administered at the end of the class. After the pre-test is administered and scored, individual student targets will be calculated with a goal of decreasing their deficit by 65%. The pre-test score will be subtracted from 100 and the difference multiplied by 65%. The principals will approve the targets based on this calculation. Teachers will receive HEDI ratings based on the percentage of their students reaching the target. All students on the roster will be expected to take this examination and all possible efforts will be made to achieve this. The minimal growth score to be "effective" shall be 80% of students achieving this gap closing. Please see attached appendix for complete HEDI component. 100% of the students assigned to a teacher will be included on the roster. For grade 8, pre test bands were established to set teacher targets as follows:
A student who scored :
0-29 on the district pre-test will have a post test target of 2 on the NYS assessment.
30-64 on the district pre-test will have a post test target of 3 on the NYS assessment.
65-100 on the district pre-test will have a post test target of 4 on the NYS assessment.
If 80% of a 3rd grade teacher's students reach their target, the teacher will be considered "effective."

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

If 90-100% of a teachers students meet their target.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

If 80-89% of a teachers students meet their target.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

If 51-79% of a teachers students meet their target.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

If 0-50% of a teachers students meet their target.

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	Pulaski CSD Developed 6 Social Studies Pre/Post Skills Assessment
7	District, regional or BOCES-developed assessment	Pulaski CSD Developed 7 Social Studies Pre/Post Skills Assessment

8	District, regional or BOCES-developed assessment	Pulaski CSD Developed 8 Social Studies Pre/Post Skills Assessment
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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.	A pretest will be administered at the beginning of the class (generally in the first 2 weeks) and a final district or state assessment will be administered at the end of the class. After the pre-test is administered and scored, individual student targets will be calculated with a goal of decreasing their deficit by 65%. The pre-test score will be subtracted from 100 and the difference multiplied by 65%. The principals will approve the targets based on this calculation. Teachers will receive HEDI ratings based on the percentage of their students reaching the target. All students on the roster will be expected to take this examination and all possible efforts will be made to achieve this. The minimal growth score to be "effective" shall be 80% of students achieving this gap closing. Please see attached appendix for complete HEDI component. 100% of the students assigned to a teacher will be included on the roster.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	If 90-100% of a teachers students meet their target.
Effective (9 - 17 points) Results meet District goals for similar students.	If 80-89% of a teachers students meet their target.
Developing (3 - 8 points) Results are below District goals for similar students.	If 51-79% of a teachers students meet their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If 0-50% of a teachers students meet their target.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Pulaski CSD Developed Global Studies 1 Pre/Post Skills Assessment

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

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

<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>A pretest will be administered at the beginning of the class (generally in the first 2 weeks) and a final district or state assessment will be administered at the end of the class. After the pre-test is administered and scored, individual student targets will be calculated with a goal of decreasing their deficit by 65%. The pre-test score will be subtracted from 100 and the difference multiplied by 65%. The principals will approve the targets based on this calculation. Teachers will receive HEDI ratings based on the percentage of their students reaching the target. All students on the roster will be expected to take this examination and all possible efforts will be made to achieve this. The minimal growth score to be "effective" shall be 80% of students achieving this gap closing. Please see attached appendix for complete HEDI component. 100% of the students assigned to a teacher will be included on the roster.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>If 90-100% of a teachers students meet their target.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>If 80-89% of a teachers students meet their target.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>If 51-79% of a teachers students meet their target.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>If 0-50% of a teachers students meet their target.</p>

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.

<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>A district pretest will be administered at the beginning of the class (generally in the first 2 weeks) and the state assessment will be administered at the end of the class. After the pre-test is administered and scored, individual</p>
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student targets will be calculated with a goal of decreasing their deficit by 65%. The pre-test score will be subtracted from 100 and the difference multiplied by 65%. The principals will approve the targets based on this calculation. Teachers will receive HEDI ratings based on the percentage of their students reaching the target. All students on the roster will be expected to take this examination and all possible efforts will be made to achieve achieve this. The minimal growth score to be "effective" shall be 80% of students achieving this gap closing. Please see attached appendix for complete HEDI component. 100% of the students assigned to a teacher will be included on the roster.

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

If 90-100% of a teachers students meet their target.

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

If 80-89% of a teachers students meet their target.

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

If 51-79% of a teachers students meet their target.

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

If 0-50% of a teachers students meet their target.

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.

A district pretest will be administered at the beginning of the class (generally in the first 2 weeks) and the state assessment will be administered at the end of the class. After the pre-test is administered and scored, individual student targets will be calculated with a goal of decreasing their deficit by 65%. The pre-test score will be subtracted from 100 and the difference multiplied by 65%. The principals will approve the targets based on this calculation. Teachers will receive HEDI ratings based on the percentage of their students reaching the target. All students on the roster will be expected to take this examination and all possible efforts will be made to achieve achieve this. The minimal growth score to be

"effective" shall be 80% of students achieving this gap closing. Please see attached appendix for complete HEDI component. 100% of the students assigned to a teacher will be included on the roster.

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

If 90-100% of a teachers students meet their target.

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

If 80-89% of a teachers students meet their target.

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

If 51-79% of a teachers students meet their target.

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

If 0-50% of a teachers students meet their target.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Pulaski CSD Developed ELA 9 Pre/Post Skills Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Pulaski CSD Developed ELA 10 Pre/Post Skills Assessment
Grade 11 ELA	Regents assessment	ELA Regents Assessment

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

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

A district pretest will be administered at the beginning of the class (generally in the first 2 weeks) and a final district or state assessment will be administered at the end of the class. After the pre-test is administered and scored, individual student targets will be calculated with a goal of decreasing their deficit by 65%. The pre-test score will be subtracted from 100 and the difference multiplied by 65%. The principals will approve the targets based on this calculation. Teachers will receive HEDI ratings based on the percentage of their students reaching the target. All students on the roster will be expected to take this examination and all possible efforts will be made to achieve achieve this. The minimal growth score to be "effective" shall be 80% of students achieving this gap closing. Please see attached appendix for complete HEDI component. 100% of the students assigned to a teacher will be included on the roster.

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

If 90-100% of a teachers students meet their target.

Developing (3 - 8 points) Results are below District goals for similar students.	If 51-79% of a teachers students meet their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If 0-50% of a teachers students meet their target.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/192847-TXEttx9bQW/Appendix #2 Growth Conversions.docx

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.

Not applicable.

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked

2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Wednesday, October 10, 2012

Updated Thursday, January 03, 2013

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	5) District, regional, or BOCES–developed assessments	Pulaski CSD developed Grade 4 ELA achievement assessments
5	5) District, regional, or BOCES–developed assessments	Pulaski CSD developed Grade 5 ELA achievement assessments

6	5) District, regional, or BOCES—developed assessments	Pulaski CSD developed Grade 6 ELA achievement assessments
7	5) District, regional, or BOCES—developed assessments	Pulaski CSD developed Grade 7 ELA achievement assessments
8	5) District, regional, or BOCES—developed assessments	Pulaski CSD developed Grade 8 ELA achievement assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Student scores on 1 assessment each quarter will be averaged for a final student achievement measure. 100% of a teacher's roster will then be averaged for a teacher's achievement score which will be converted to a HEDI score utilizing the attached NYSUT developed chart. Normal rounding rules will apply. Scores ending in .5 will be rounded upwards.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 85-100%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 65-84%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 55-64%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 0-54%

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	5) District, regional, or BOCES—developed assessments	Pulaski CSD developed Grade 4 Math achievement assessments
5	5) District, regional, or BOCES—developed assessments	Pulaski CSD developed Grade 5 Math achievement assessments
6	5) District, regional, or BOCES—developed assessments	Pulaski CSD developed Grade 6 Math achievement assessments
7	5) District, regional, or BOCES—developed assessments	Pulaski CSD developed Grade 7 Math achievement assessments

8	5) District, regional, or BOCES–developed assessments	Pulaski CSD developed Grade 8 Math achievement assessments
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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.	Student scores on 1 assessment each quarter will be averaged for a final student achievement measure. 100% of a teacher's roster will then be averaged for a teacher's achievement score which will be converted to a HEDI score utilizing the attached NYSUT developed chart. Normal rounding rules will apply. Scores ending in .5 will be rounded upwards.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 85-100%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 65-84%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 55-64%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 0-54%

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/5139/192924-rhJdBgDruP/15.Acheivement.pdf>

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Pulaski CSD developed Grade K ELA achievement assessments

1	5) District, regional, or BOCES—developed assessments	Pulaski CSD developed Grade 1st ELA achievement assessments
2	5) District, regional, or BOCES—developed assessments	Pulaski CSD developed Grade 2nd ELA achievement assessments
3	5) District, regional, or BOCES—developed assessments	Pulaski CSD developed Grade 3rd ELA achievement assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Student scores on 1 assessment each quarter will be averaged for a final student achievement measure. 100% of a teacher's roster will then be averaged for a teacher's achievement score which will be converted to a HEDI score utilizing the attached NYSUT developed chart. Normal rounding rules will apply. Scores ending in .5 will be rounded upwards.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 85-100%
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 65-84%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 55-64%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 0-54%

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	Pulaski CSD developed Grade K Math achievement assessments
1	5) District, regional, or BOCES—developed assessments	Pulaski CSD developed Grade 1st Math achievement assessments
2	5) District, regional, or BOCES—developed assessments	Pulaski CSD developed Grade 2nd Math achievement assessments
3	5) District, regional, or BOCES—developed assessments	Pulaski CSD developed Grade 3rd Math achievement assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Student scores on 1 assessment each quarter will be averaged for a final student achievement measure. 100% of a teacher's roster will then be averaged for a teacher's achievement score which will be converted to a HEDI score utilizing the attached NYSUT developed chart. Normal rounding rules will apply. Scores ending in .5 will be rounded upwards.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 85-100%
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 65-84%
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 55-64%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 0-54%

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	Pulaski CSD developed Grade 6 Science achievement assessments
7	5) District, regional, or BOCES–developed assessments	Pulaski CSD developed Grade 7 Science achievement assessments
8	5) District, regional, or BOCES–developed assessments	Pulaski CSD developed Grade 8 Science achievement assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Student scores on 1 assessment each quarter will be averaged for a final student achievement measure. 100% of a teacher's roster will then be averaged for a teacher's achievement score which will be converted to a HEDI score utilizing the attached NYSUT developed chart. Normal
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	rounding rules will apply. Scores ending in .5 will be rounded upwards.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 85-100%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 65-84%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 55-64%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 0-54%

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	Pulaski CSD developed Grade 6 Social Studies achievement assessments
7	5) District, regional, or BOCES–developed assessments	Pulaski CSD developed Grade 7 Social Studies achievement assessments
8	5) District, regional, or BOCES–developed assessments	Pulaski CSD developed Grade 8 Social Studies achievement assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Student scores on 1 assessment each quarter will be averaged for a final student achievement measure. 100% of a teacher's roster will then be averaged for a teacher's achievement score which will be converted to a HEDI score utilizing the attached NYSUT developed chart. Normal rounding rules will apply. Scores ending in .5 will be rounded upwards.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 85-100%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 65-84%

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 55-64%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 0-54%

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	Pulaski CSD developed Global 1 achievement assessments
Global 2	5) District, regional, or BOCES–developed assessments	Pulaski CSD developed Global 2 achievement assessments
American History	5) District, regional, or BOCES–developed assessments	Pulaski CSD developed American History achievement assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Student scores on 1 assessment each quarter will be averaged for a final student achievement measure. 100% of a teacher's roster will then be averaged for a teacher's achievement score which will be converted to a HEDI score utilizing the attached NYSUT developed chart. Normal rounding rules will apply. Scores ending in .5 will be rounded upwards.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 85-100%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 65-84%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 55-64%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 0-54%

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	5) District, regional, or BOCES–developed assessments	Pulaski CSD developed Living Environment achievement assessments
Earth Science	5) District, regional, or BOCES–developed assessments	Pulaski CSD developed Earth Science achievement assessments
Chemistry	5) District, regional, or BOCES–developed assessments	Pulaski CSD developed Chemistry achievement assessments
Physics	5) District, regional, or BOCES–developed assessments	Pulaski CSD developed Physics achievement assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Student scores on 1 assessment each quarter will be averaged for a final student achievement measure. 100% of a teacher's roster will then be averaged for a teacher's achievement score which will be converted to a HEDI score utilizing the attached NYSUT developed chart. Normal rounding rules will apply. Scores ending in .5 will be rounded upwards.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 85-100%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 65-84%
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 55-64%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 0-54%

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	5) District, regional, or BOCES–developed assessments	Pulaski CSD developed Algebra achievement assessments
Geometry	5) District, regional, or BOCES–developed assessments	Pulaski CSD developed Geometry achievement assessments
Algebra 2	5) District, regional, or BOCES–developed assessments	Pulaski CSD developed Algebra 2 achievement assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Student scores on 1 assessment each quarter will be averaged for a final student achievement measure. 100% of a teacher's roster will then be averaged for a teacher's achievement score which will be converted to a HEDI score utilizing the attached NYSUT developed chart. Normal rounding rules will apply. Scores ending in .5 will be rounded upwards.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 85-100%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 65-84%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 55-64%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 0-54%

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
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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.	Student scores on 1 assessment each quarter will be averaged for a final student achievement measure. 100% of a teacher's roster will then be averaged for a teacher's achievement score which will be converted to a HEDI score utilizing the attached NYSUT developed chart. Normal rounding rules will apply. Scores ending in .5 will be rounded upwards.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 85-100%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 65-84%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 55-64%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 0-54%

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/192924-y92vNseFa4/20.Acheivement.pdf

3.14) Locally Developed Controls

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

Not applicable.

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

Not applicable.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Wednesday, October 10, 2012

Updated Thursday, January 03, 2013

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4.1) Teacher Practice Rubric

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

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

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

Thoughtful Classroom Teacher Effectiveness Framework

Not Applicable

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	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The remaining 60% (or 60 out of the total 100 point score) of the composite effectiveness score is based on other measures of teacher effectiveness, consistent with standards prescribed by the Commissioner. The Pulaski Academy and Central School District approved rubric is the Thoughtful Classroom Teacher Effectiveness Framework, developed by Silver, Strong and Associates. The rubric was recommended by the District Advisory Council after extensive review of all state approved options. All dimensions on the rubric will be used in the teacher evaluation. All scores from throughout the year on specific dimensions will be averaged for a final performance rating. Normal rounding rules will apply to averaged dimension ratings. Scores ending in .5 will be rounded upwards.

Procedures:

- Supervisors will conduct a minimum of two observations by May 15, with at least one being unannounced as per regulation, for tenured teachers.
- Non-tenured teachers will be observed a minimum of 3 times, with at least one being unannounced. At least two of these observations will be completed before January 30th.
- All observations will be conducted prior to June 1st.
- All observations will last a minimum of thirty (30) minutes.
- Barring extenuating circumstances, the time and date of the announced observations will be agreed upon and adhered to.
- Each announced observation shall be preceded by a pre-observation conference at which time the evaluator and the teacher will discuss the lesson to be observed as it relates to the standards. Prior to the pre-observation conference the teacher will review and be prepared to discuss the “pre-observation” form.
- Following the observation, the teacher will reflect and be prepared to discuss the applicable “self-assessment” dimension sections from the rubric to be discussed at the post-observation conference.
- A post-observation conference will take place within five (5) school days of the observation. The final copy of the observation report will be provided to the teacher within ten (10) school days of the post observation conference. If there are any disagreements regarding the written observation report, the teacher should discuss his/her concerns with the evaluator. The teacher may submit a rebuttal to be attached to the observation within ten (10) school days of receiving the observation report.
- All observations of the performance of a teacher will be conducted openly, in person, with full knowledge of the teacher.
- “Learning Walks” may be used for instructional feedback and/or as evidence supporting any dimensions of the observational rubric. “Learning Walks” will be a minimum of 10 minutes. The evaluator will provide feedback in writing within 48 hours. Either party may request a meeting to discuss any feedback.

Scoring Methodology for Observational Data

The Thoughtful Teacher Effectiveness Framework rubric will be used for 60 points, with the dimensions weighted as follows:

- 45 points (75% of the 60 pts.) based on dimensions 1-9
- 15 points (25% of the 60 pts.) will be based on dimension 10

Each observed dimension will be averaged for a final dimension score. The overall rubric score will be determined utilizing the scoring methodology developed by NYSUT and adopted by Silver, Strong Associates. The methodology is attached to as appendix # 4.

Final Composite Score

The total annual composite score, combining the observational rubric scores and the student performance data, will be calculated as follow:

Component Maximum Value Component Points

1. Student Growth

(State provided or SLO, Appendix #2)

20 points

(ex. 15)

2. Achievement Data

(Local Assessments, Appendix #3)

20 points

(ex. 17.1)

3. Instructional/Professional Practice (Rubric Dimensions 1-10, Appendix #4)

60 points

(ex. 39)

TOTAL COMPOSITE SCORE

(Total of 4 components)

100 points

(ex. 83.1)

HEDI Rating (Appendix #5)

(ex. Effective)

A meeting will take place between the evaluator and the teacher prior to the end of the school year to review the teacher's rating on the Teacher Effectiveness Measure (60%) and the Student Achievement Measures (if available).

The final summative evaluation, including the composite effectiveness score, will be provided to the teacher in writing by September 1. Teachers will be offered the opportunity to meet with their Supervisor following receipt of the composite score.

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

[assets/survey-uploads/5091/193057-eka9yMJ855/Appendix_4 Rubric Conversion_1.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.	On a 4 point rubric, the average rubric score must be between 3.5 and 4.0.
Effective: Overall performance and results meet NYS Teaching Standards.	On a 4 point rubric, the average rubric score must be between 2.5 and 3.4.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	On a 4 point rubric, the average rubric score must be between 1.5 and 2.4.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	On a 4 point rubric, the average rubric score must be between 1.0 and 1.4.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58.4
Developing	50-56.3
Ineffective	0-49

4.6) Observations of Probationary Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	3
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter 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 probationary teachers be done in person, by video, or both?

-
- In Person
-

Will informal/short observations of probationary teachers be done in person, by video, or both?

-
- In Person
-

4.7) Observations of Tenured Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	2
4.7) Observations of Tenured Teachers Informal/Short	0
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of tenured teachers be done in person, by video, or both?

-
- In Person
-

Will informal/short observations of tenured teachers be done in person, by video, or both?

-
- In Person
-

5. Composite Scoring (Teachers)

Created Wednesday, October 10, 2012

Updated Thursday, January 03, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	57-58.4
Developing	50-56.3
Ineffective	0-49

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Wednesday, October 10, 2012
Updated Thursday, November 29, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/193097-Df0w3Xx5v6/TEACHER IMPROVEMENT PLAN.doc](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals of annual performance reviews shall be limited to those that rate a teacher as "ineffective" or "developing" only. The scope of appeals under Education law 3012-c shall be limited to the following subjects:

1. The school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;

2. *The adherence to the Commissioner's regulations, as applicable to such review;*
3. *Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
4. *The school district's issuance and/or implementation of the terms of the teacher improvement plan under Education law 3012-c*
5. *The rating of one or more dimensions on the Thoughtful Classroom Teacher Effectiveness Framework.*

A teacher may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed null and void.

In an appeal, the teacher has the responsibility of demonstrating a clear and legal right to the relief requested and the responsibility of establishing the facts upon which the petitioner seeks relief.

All appeals must be submitted to the evaluator no later than ten (10) school days of the date when the teacher receives his/her annual professional performance review composite score. If a teacher is challenging the issuance of an improvement plan, appeals must be filed within ten (10) school days of placement on such plan. Barring extenuating circumstances, the failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. Under extenuating circumstances the appeal process will still be timely and expeditious and conducted in accordance with education law 3012-c.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his/her performance review, or the issuance and/or implementation of the terms of his/her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

Within ten (10) school days of receipt of an appeal, the evaluator who issued the performance review or was or is responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit, to the teacher, a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the evaluator's response and are relevant to the resolution of the appeal. A meeting, between the evaluator, the teacher and the teacher's union representative, will take place within five (5) school days of the evaluator's response to discuss identified areas of disagreement and to attempt to come to a resolution of those issues.

If the parties are unable to come to an agreement, all materials will be submitted to the Superintendent within 2 days of the aforementioned appeals meeting. The superintendent will convene a Review Team comprised of the Superintendent, The Pulaski Teachers' Association president, another association member chosen by the PTA president and another administrator chosen by the Superintendent within seven (7) school days of the receipt of the appeal. The role of the review team will be to review the facts and evidence submitted by the teacher and evaluator. The team will conclude their fact finding within 10 school days of the initial Review Team meeting.

At the conclusion of the Review Team fact-finding, the Superintendent has seven (7) school days to provide the teacher with his/her decision based on the merits of the appeal. The superintendent's decision will reflect the consensus of the Review Team, if consensus was reached. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the teacher's appeal. A copy of the decision shall be provided to the teacher, the evaluator and the Pulaski Teacher's Association President. Such decisions shall be final and binding.

In a case where the Superintendent is the evaluator, the Pulaski Board of Education shall appoint another appeal officer.

No disciplinary action predicated upon ineffective performance shall be taken by the District against a teacher until the appeal process has been concluded.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The "Evaluator" is the administrator who is primarily responsible for a teacher's evaluation under Chapter 103. The terms "evaluator" and "lead evaluator" shall include any administrator or supervisor who conducts an observation or evaluation of a teacher. All evaluators and lead evaluators will be employees of the district.

The District will utilize evaluator training and lead evaluator training in accordance with SED procedures and processes. Evaluator training will include training on:

1. The New York State Teaching Standards and their related elements and performance indicators 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.
4. Application and use of the teacher rubric, including training on the effective application of such rubrics to observe a teachers' practice.
5. Application and use of any assessment tools that the parties agree will be used to evaluate classroom teachers, including but not limited to structured portfolio reviews, professional growth goals, etc.
6. Application and use of any locally selected measures of student achievement mutually agreed upon to be used in the evaluation of teachers.
7. Use of the Statewide Instructional Reporting system.
8. The scoring methodology, mutually agreed on by the parties, 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 overall rating and their subcomponent ratings.
9. Specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities.

The superintendent will ensure that lead evaluators participate in periodic training and are re-certified in accordance with state regulations. Training will be on-going to ensure that lead evaluators maintain inter-rater reliability. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

Any evaluator (administrator or supervisor) 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 and shall be an employee of the District. Such training shall include application and use of the State-approved teacher practice rubric selected by the parties for use in evaluations.

The District will maintain a list of trained certified and recertified lead evaluators. This list will be provided to the Association at the beginning of the school year and upon request.

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, October 10, 2012

Updated Tuesday, October 30, 2012

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

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

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

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

K-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment

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.	Growth scores will be assigned by the state as they apply to all of our principals.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	State growth score.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	State growth score.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	State growth score.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	State growth score.

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.

(No response)

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.

There will not be any other controls or adjustments used.

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, October 10, 2012

Updated Thursday, January 03, 2013

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
K-5	(d) measures used by district for teacher evaluation	Pulaski CSD developed K-5 ELA and Math Assessments
6-8	(d) measures used by district for teacher evaluation	Pulaski CSD developed 6-8 ELA and Math Assessments
9-12	(d) measures used by district for teacher evaluation	Pulaski CSD developed 9-12 ELA, Math and all other High School course Assessments

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.	Student scores on 1 assessment each quarter will be averaged for a final student achievement measure. 100% of a teacher's roster will then be averaged for a class achievement score. All class achievement scores will then be averaged for a building-wide Principal score, which will be converted to a HEDI score utilizing the attached NYSUT developed chart. Normal rounding rules will apply with scores ending in .5 rounded upwards.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 85-100%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student achievement is between 65-84%

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

Average student achievement is between 55-64%

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

Average student achievement is between 0-54%

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/5366/193124-qBFVOWF7fC/Appendix #3 Conversion Charts for Achievement Data \(NYSUT\).pdf](#)

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

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

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

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

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

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

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

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

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

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

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

least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment

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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable

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.

(No response)

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.

Not applicable.

8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

Not applicable.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, October 16, 2012

Updated Friday, January 04, 2013

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9.1) Principal Practice Rubric

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

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

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]	60
---	----

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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 remaining 60% (or 60 out of the total 100 point score) of the composite effectiveness score is based on other measures of teacher effectiveness, consistent with standards prescribed by the Commissioner. The Pulaski Academy and Central School District approved rubric is the Principal Evaluation System, developed by the Mid-continent Research for Education and Learning center (McRel.) All dimensions of the rubric will be used in the final principal evaluation. The rubric was selected after extensive review of all state approved options. The 60 point conversion chart attached will be used to assign the final point value to the principal. In all cases, the general rounding rules will apply with scores ending in .5 rounded upwards.

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/5143/197768-pMADJ4gk6R/60 pt Conversion Chart Final HEDI - Admin_1.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.	On a 4 point rubric, the average rubric score must be between 3.5 and 4.0.
Effective: Overall performance and results meet standards.	On a 4 point rubric, the average rubric score must be between 2.5 and 3.4.
Developing: Overall performance and results need improvement in order to meet standards.	On a 4 point rubric, the average rubric score must be between 1.5 and 2.4.
Ineffective: Overall performance and results do not meet standards.	On a 4 point rubric, the average rubric score must be between 1.0 and 1.4.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
------------------	-------

Effective	57-58.4
Developing	50-56.3
Ineffective	0-49

9.8) School Visits

Enter the minimum number of school visits that will be done by each of the following evaluators, making sure that the number of visits "by supervisor" is at least 1 and the total number of visits is at least 2, for both probationary and tenured principals. If your APPR plan does not include visits by a trained administrator or independent evaluator, enter 0 in those boxes.

Probationary Principals

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, October 16, 2012

Updated Friday, January 04, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	59-60
Effective	57-58.4
Developing	50-56.3
Ineffective	0-49

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, October 16, 2012

Updated Thursday, November 29, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/197807-Df0w3Xx5v6/Principal Improvement Plan Process.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:

TIME FRAME FOR FILING APPEAL:

All appeals shall be filed in writing. The act of mailing the appeal to the Superintendent of Schools shall constitute filing.

An appeal of a performance review must be filed no later than ten (10) school days of the date when the Principal receives the developing or ineffective rating. If a Principal is challenging the issuance of a principal improvement plan, appeals must be filed with

ten (10) school days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within ten (10) school days of the failure of the District to implement any component of the plan.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the Superintendent of schools upon written request. Any such extension will be timely and expeditious per Education Law 3012-c.

When filing an appeal, the Principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges shall also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the District upon written request for same. The performance review and /or improvement plan being challenged must also be submitted with the appeal.

TIME FRAME FOR DISTRICT RESPONSE:

Within ten (10) school days of receipt of an appeal, the Superintendent of schools must submit a detailed written response to the appeal. The Principal initiating the appeal shall receive a copy of the response filed by the district and any additional information submitted with the response, at the time the superintendent of Schools files the response. Additional material supporting the challenges may be submitted by the Principal up to the date of the issuance of the Superintendent of School's response. If the Principal is not satisfied with the District's response, the Principal may file an appeal with the BOCES District Superintendent. The appeal to the BOCES District Superintendent shall be made within 10 school days of receipt of the Superintendent of Schools written decision. The Appeal to the BOCES District Superintendent shall be filed with the Pulaski Academy Central School District Clerk. Within 10 school days, the District Clerk will contact and forward to the BOCES District Superintendent all documentation regarding the appeal submitted by the Principal.

APPEAL TO BOCES DISTRICT SUPERINTENDENT:

A decision shall be rendered by the BOCES District Supervision or the BOCES District Superintendent's designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision or any other representative of that District. In such case, the BOCES District superintendent shall appoint another person to decide the appeal.

A written decision on the merits of the appeal shall be rendered no later than 30 calendar days form the date upon which the District Clerk submitted the appeal to the BOCES District Superintendent. The appeal shall be based on a written record, comprised of the Principal's appeal papers and any documentary evidence accompanying the appeal, including the Superintendent of School's written response to the appeal and any additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the Principal's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the Principal, the Superintendent of School's or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different, and the District Clerk for admittance into the Principal's personnel file and subsequent action as described by decision. A Principal may submit a rebuttal in writing to be included with the decision of the appeal.

This appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a Principal performance review or improvement plan. The Principal may not resort to ay contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review or improvement plan, except as otherwise authorized by law. The BOCES District Superintendent or designee's decision regarding any appeal is final and binding and is not subject to any grievance provision of the collective bargaining agreement.

* No disciplinary action predicated upon ineffective performance shall be taken by the District against a Principal until the appeal process has been concluded.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The "Evaluator" is the administrator who is primarily responsible for a principal's evaluation under Chapter 103. The terms "evaluator" and "lead evaluator" shall include any administrator or supervisor who conducts an observation or evaluation of a principal. All evaluators and lead evaluators will be employees of the district.

The District will utilize evaluator training and lead evaluator training in accordance with SED procedures and processes. Evaluator training will include training on:

1. The New York State Teaching Standards and their related elements and performance indicators 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.
4. Application and use of the principal rubric, including training on the effective application of such rubrics to observe a principal's practice.
5. Application and use of any assessment tools that the parties agree will be used to evaluate principals, including but not limited to structured portfolio reviews, professional growth goals, etc.
6. Application and use of any locally selected measures of student achievement mutually agreed upon to be used in the evaluation of principals.
7. Use of the Statewide Instructional Reporting system.
8. The scoring methodology, mutually agreed on by the parties, 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 principal's overall rating and their subcomponent ratings.
9. Specific considerations in evaluating principals of English Language Learners and students with disabilities.

The superintendent will ensure that lead evaluators participate in periodic training and are re-certified in accordance with state regulations. Training will be on-going to ensure that lead evaluators maintain over time inter-rater reliability. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations. Any evaluator (administrator or supervisor) 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 and shall be an employee of the District. Such training shall include application and use of the State-approved principal rubric selected by the parties for use in evaluations. The District will maintain a list of trained certified and recertified lead evaluators. This list will be provided to the Association at the beginning of the school year and upon request.

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, October 10, 2012

Updated Friday, January 04, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/193128-3Uqgn5g9Iu/APPR Certification 1-4-13.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.

Percentage of Students Meeting Target	Component Score
	Ineffective
0 - 20	0
21 - 40	1
41 - 50	2
	Developing
51 - 52	3
53 - 54	4
55 - 60	5
61 - 65	6
66 - 70	7
71 - 79	8
	Effective
80	9
81	10
82	11
83 - 84	12
85	13
86	14
87	15
88	16
89	17
	Highly Effective
90 - 93	18
94 - 97	19
98 - 100	20

Appendix #3 Conversion Charts for Achievement Data (NYSUT)

0-100 Point Scale Conversion Chart	
Based on a 100 Point Scale	Converted to 1-4 Rating
Ineffective	
0-14	1
15-27	1.1
28-40	1.2
41-53	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65-66	2.5
67-68	2.6
69-70	2.7
71-72	2.8
73-74	2.9
75-76	3
77-78	3.1
79-81	3.2
82-83	3.3
84	3.4
Highly Effective	
85-87	3.5
88-90	3.6
91-93	3.7
94-96	3.8
97-99	3.9
100	4

1-4 Rubric Conversion Chart	
Based on a 1-4 Rubric Rating	15 Point Conversion
Ineffective	
1 - 1.1	0
1.2 - 1.3	1
1.4	2
Developing	
1.5 - 1.6	3
1.7 - 1.9	4
2.0 - 2.1	5
2.2 - 2.3	6
2.4	7
Effective	
2.5 - 2.6	8
2.7 - 2.8	9
2.9	10
3.0 - 3.1	11
3.2 - 3.3	12
3.4	13
Highly Effective	
3.5 - 3.9	14
4	15

Appendix #3 Conversion Charts for Achievement Data (NYSUT)

0-100 Point Scale Conversion Chart	
Based on a 100 Point Scale	Converted to 1-4 Rating
Ineffective	
0-14	1
15-27	1.1
28-40	1.2
41-53	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65-66	2.5
67-68	2.6
69-70	2.7
71-72	2.8
73-74	2.9
75-76	3
77-78	3.1
79-81	3.2
82-83	3.3
84	3.4
Highly Effective	
85-87	3.5
88-90	3.6
91-93	3.7
94-96	3.8
97-99	3.9
100	4

1-4 Rubric Conversion Chart	
Based on a 1-4 Rubric Rating	20 Point Conversion
Ineffective	
1	0
1.1	1
1.2	1.5
1.3	2
1.4	2.4
Developing	
1.5	3
1.6	3.6
1.7	4.2
1.8	4.8
1.9	5.4
2	6
2.1	6.6
2.2	7.2
2.3	7.8
2.4	8.4
Effective	
2.5	9
2.6	9.9
2.7	10.8
2.8	11.7
2.9	12.6
3	13.5
3.1	14.4
3.2	15.3
3.3	16.2
3.4	17.1
Highly Effective	
3.5	18
3.6	18.4
3.7	18.8
3.8	19.2
3.9	19.6
4	20

Appendix #4

Scoring Methodology for the 60 Points Based on the Thoughtful Classroom Framework

Weighted values:

Dimensions 1-9 are worth 45 points which is 75% of the 60 total points.

Dimension 10 is worth 15 points which is 25% of the 60 total points.

Calculations:

- Each Dimension 1-9 must be averaged from yearly observational data. The 9 Dimensions are then averaged for a single rating on a scale 1-4. This number is then multiplied by 75% for a weighted value.
- Dimension 10 must be averaged for a single rating on a scale 1-4. This number is then multiplied by 25% for a weighted value.
- The two weighted values are then added for a total rubric score. Normal rounding rules apply.
- The total rubric score is converted to a component score using the following table (developed by NYSUT):

Total Average Rubric Score	Observational Component Score
	Ineffective
1	0
1.1	12
1.2	25
1.3	37
1.4	49
	Developing
1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3
	Effective
2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.1
3.2	58.2
3.3	58.3
3.4	58.4
	Highly Effective
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4	60

Scheduled Meeting Dates

--	--	--	--	--

Evaluator Comments

Meeting Date _____

Teacher Comments

Recommendation for Results of TIP

- The teacher has met the performance goals identified through the TIP.
- The teacher has not met the performance goals identified through the TIP

Next Steps

Evaluator's Signature _____ Date _____

Teacher's Signature _____ Date _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with his/her evaluator. Teachers shall have the right to insert written explanation or response to written feedback, which may be considered during the Appeals process.

Appendix #3 Conversion Charts for Achievement Data (NYSUT)

0-100 Point Scale Conversion Chart	
Based on a 100 Point Scale	Converted to 1-4 Rating
Ineffective	
0-14	1
15-27	1.1
28-40	1.2
41-53	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65-66	2.5
67-68	2.6
69-70	2.7
71-72	2.8
73-74	2.9
75-76	3
77-78	3.1
79-81	3.2
82-83	3.3
84	3.4
Highly Effective	
85-87	3.5
88-90	3.6
91-93	3.7
94-96	3.8
97-99	3.9
100	4

1-4 Rubric Conversion Chart	
Based on a 1-4 Rubric Rating	20 Point Conversion
Ineffective	
1	0
1.1	1
1.2	1.5
1.3	2
1.4	2.5
Developing	
1.5	3
1.6	3.6
1.7	4.2
1.8	4.8
1.9	5.4
2	6
2.1	6.6
2.2	7.2
2.3	7.8
2.4	8.4
Effective	
2.5	9
2.6	9.9
2.7	10.8
2.8	11.7
2.9	12.6
3	13.5
3.1	14.4
3.2	15.3
3.3	16.2
3.4	17.1
Highly Effective	
3.5	18
3.6	18.4
3.7	18.8
3.8	19.2
3.9	19.6
4	20

1-4 Rubric Conversion Chart	
Based on a 1-4 Rubric Rating	15 Point Conversion
Ineffective	
1 - 1.1	0
1.2 - 1.3	1
1.4	2
Developing	
1.5 - 1.6	3
1.7 - 1.9	4
2.0 - 2.1	5
2.2 - 2.3	6
2.4	7
Effective	
2.5 - 2.6	8
2.7 - 2.8	9
2.9	10
3.0 - 3.1	11
3.2 - 3.3	12
3.4	13
Highly Effective	
3.5 - 3.9	14
4	15

Scoring Methodology for the 60 Points based on McRel’s Principal Evaluation System

- a) Each Framework Component rating must be based on yearly observational data.
- b) Each component is worth 0-4 points.
- c) Normal rounding rules apply when applicable.
- d) The elements will be averaged for a single score for each of the three components.
- e) The three Components are then averaged for a single rubric score rating on a 0-4 scale.
- f) The rubric score is converted to a Observational score using the following table:

Total Average Rubric Score	Observational Score
Ineffective	
0 - 1	0
1.1	12
1.2	25
1.3	37
1.4	49
Developing	
1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3
Effective	
2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.1
3.2	58.2
3.3	58.3
3.4	58.4
Highly Effective	
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9-4.0	60

Final Conversion of Total Composite Scores to HEDI Categories

- a) Composite scores for Growth, Local Achievement and Observational Rubric are added together for a total score based on 100 points.
- b) HEDI category is assigned based on the following chart.

Total Composite Score	HEDI Category
0-64	Ineffective
65-74	Developing
75-90	Effective
91-100	Highly Effective

Appendix #4

Pulaski Academy & Central School District Principal Improvement Plan (PIP) Process

A Principal Improvement Plan (PIP) is designed to provide support through communication, discussion, and collaboration in the identified area(s) in need of growth/improvement. Upon rating a Principal as ineffective or developing in any of the six domains, an improvement plan designed to rectify perceived or demonstrated deficiencies may be developed and commenced no later than ten (10) school days thereafter. The Superintendent of Schools has the authority to create the PIP and its final content. The Superintendent of Schools or designee, in conjunction with the Principal and another administrator if the principal chooses, may develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement
5. Required and accessible resources to achieve goal, which will be provided by the District at its expense.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year. A written summary of feedback on progress shall be given within 10 school days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the Principal.

Pulaski Academy & Central School District
Principal Improvement Plan

Name of Principal _____
School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Date of formative evaluation on progress (Superintendent and principal initial each date to confirm the meeting):

Mtg 1: _____

Mtg 2: _____

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: The Superintendent of Schools is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outline above no later than 10 school days after the identified completion date. Such summary shall be signed by the Superintendent of Schools and Principal with the opportunity for the Principal to attach comments.

Pulaski Academy & Central School District
Principal APPR Appeal Process

CHALLENGES IN AN APPEAL:

Appeals are limited to those identified by Education Law §3012-c, as follows:

- (1) The school district's adherence to the standards and methodologies required for such reviews;
- (2) The adherence to the Commissioner's regulations, as applicable to such reviews;
- (3) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (4) The school district's issuance and/or implementation of the terms of the principal improvement plan.

RATINGS THAT MAY BE APPEALED:

An appeal may be made for domains rated ineffective or developing.

PROHIBITION AGAINST MORE THAN ONE APPEAL:

A Principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

BURDEN OF PROOF:

The burden shall be on the Principal to establish by the preponderance of the evidence that the rating given to the Principal was not justified or that an improvement plan was not appropriately issued or implemented.

TIME FRAME FOR FILING APPEAL:

All appeals shall be filed in writing. The act of mailing the appeal to the Superintendent of Schools shall constitute filing.

An appeal of a performance review must be filed no later than ten (10) school days of the date when the Principal receives the developing or ineffective rating. If a Principal is challenging the issuance of a principal improvement plan, appeals must be filed with ten (10) school days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within ten (10) school days of the failure of the District to implement any component of the plan.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the Superintendent of schools upon written request.

When filing an appeal, the Principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges shall also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the District upon written request for same. The performance review and /or improvement plan being challenged must also be submitted with the appeal.

TIME FRAME FOR DISTRICT RESPONSE:

Within ten (10) school days of receipt of an appeal, the Superintendent of schools must submit a detailed written response to the appeal. The Principal initiating the appeal shall receive a copy of the response filed by the district and any additional information submitted with the response, at the time the superintendent of Schools files the response. Additional material supporting the challenges may be submitted by the Principal up to the date of the issuance of the Superintendent of School's response. If the Principal is not satisfied with the District's response, the Principal may file an appeal with the BOCES District Superintendent. The appeal to the BOCES District Superintendent shall be made within 10 school days of receipt of the Superintendent of Schools written decision. The Appeal to the BOCES District Superintendent shall be filed with the Pulaski Academy & Central School District Clerk. Within 10 school days, the District Clerk will contact and forward to the BOCES District Superintendent all documentation regarding the appeal submitted by the Principal.

APPEAL TO BOCES DISTRICT SUPERINTENDENT:

A decision shall be rendered by the BOCES District Supervision or the BOCES District Superintendent's designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision or any other representative of that District. In such case, the BOCES District superintendent shall appoint another person to decide the appeal.

A written decision on the merits of the appeal shall be rendered no later than 30 calendar days form the date upon which the District Clerk submitted the appeal to the BOCES District Superintendent. The appeal shall be based on a written record, comprised of the Principal's appeal papers and any documentary evidence accompanying the appeal, including the Superintendent of School's written response to the appeal and any additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the Principal's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the Principal, the Superintendent of School's or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different, and the District Clerk for admittance into the Principal's personnel file and subsequent action as described by decision. A Principal may submit a rebuttal in writing to be included with the decision of the appeal.

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

BOCES District Superintendent or designee's decision regarding any appeal is final and binding and is not subject to any grievance provision of the collective bargaining agreement.

* No disciplinary action predicated upon ineffective performance shall be taken by the District against a Principal until the appeal process has been concluded.

*This plan will be reviewed annually and revised as needed through the Pulaski Academy & Central School District's Administrative Team.

DISTRICT CERTIFICATION FORM: Please download this form, sign and upload to APPR form

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.

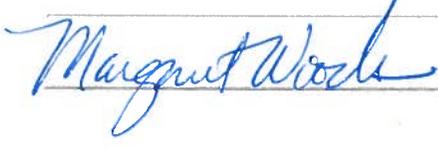
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

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

Signatures, dates

Superintendent Signature:  Date: 1/4/13

Teachers Union President Signature:   Date: 1/4/13

Administrative Union President Signature:  Date: 1/4/13

Board of Education President Signature:  Date: 1/4/13