



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

Commissioner of Education
President of the University of the State of New York
89 Washington Ave., Room 111
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov
Twitter: @JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

August 23, 2013

Revised

Daniel T. Connor, Superintendent
Goshen Central School District
227 Main St.
Goshen, NY 10924

Dear Superintendent Connor:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: William Hecht

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Monday, July 22, 2013

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 440601040000

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

440601040000

1.2) School District Name: GOSHEN CSD

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

GOSHEN CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Tuesday, August 13, 2013

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	GOSHEN CSD - developed Kindergarten Reading Assessment
1	District, regional, or BOCES-developed assessment	GOSHEN CSD - developed 1st grade Reading Assessment
2	District, regional, or BOCES-developed assessment	GOSHEN CSD - developed 2nd grade Reading 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See table attached at 2.11: 20 Point Student Learning Objectives HEDI Band Chart
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% to 100% of students meeting the target is considered highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65% to 84% of students meeting the target is considered effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55% to 64% of students meeting the target is considered developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% to 54% of students meeting the target is considered ineffective.

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	GOSHEN CSD - developed kindergarten math assessment
1	District, regional, or BOCES-developed assessment	GOSHEN CSD - developed 1st grade math assessment
2	District, regional, or BOCES-developed assessment	GOSHEN CSD - developed 2nd grade math assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See table attached at 2.11: 20 Point Student Learning Objectives HEDI Band Chart
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Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65% to 84% of students meeting the target is considered effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55% to 64% of students meeting the target is considered developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% to 54% of students meeting the target is considered ineffective.

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	GOSHEN CSD - developed 6th grade science assessment
7	District, regional or BOCES-developed assessment	GOSHEN CSD - developed 7th grade science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See table attached at 2.11: 20 Point Student Learning Objectives HEDI Band Chart
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% to 100% of students meeting the target is considered highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65% to 84% of students meeting the target is considered effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55% to 64% of students meeting the target is considered developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% to 54% of students meeting the target is considered ineffective.

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	GOSHEN CSD - developed 6th grade social studies assessment
7	District, regional or BOCES-developed assessment	GOSHEN CSD - developed 7th grade social studies assessment
8	District, regional or BOCES-developed assessment	GOSHEN CSD - developed 8th grade social studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See table attached at 2.11: 20 Point Student Learning Objectives HEDI Band Chart
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Effective (9 - 17 points) Results meet District goals for similar students.	65% to 84% of students meeting the target is considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	55% to 64% of students meeting the target is considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% to 54% of students meeting the target is considered ineffective.

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	GOSHEN CSD - developed global history assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See table attached at 2.11: 20 Point Student Learning Objectives HEDI Band Chart
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% to 100% of students meeting the target is considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	65% to 84% of students meeting the target is considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	55% to 64% of students meeting the target is considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% to 54% of students meeting the target is considered ineffective.

2.7) High School Science Regents Courses

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

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

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

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

assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See table attached at 2.11: 20 Point Student Learning Objectives HEDI Band Chart
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% to 100% of students meeting the target is considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	65% to 84% of students meeting the target is considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	55% to 64% of students meeting the target is considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% to 54% of students meeting the target is considered ineffective.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See table attached at 2.11: 20 Point Student Learning Objectives HEDI Band Chart. For 2013-14 our district will administer both the NYS Common Core Algebra Regents and the NYS Integrated Algebra Regents. We will use the higher of the two scores for student performance and teacher APPR purposes. In subsequent years, the district will administer the NYS Common Core Algebra Regents Exam.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% to 100% of students meeting the target is considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	65% to 84% of students meeting the target is considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	55% to 64% of students meeting the target is considered developing.

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

0% to 54% of stuents meeting the target is considered ineffective.

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	GOSHEN CSD - developed 9th grade ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	GOSHEN CSD - developed 10th grade ELA assessment
Grade 11 ELA	Regents assessment	Comprehensive English Regents Exam and NYS Common Core English Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See table attached at 2.11: 20 Point Student Learning Objectives HEDI Band Chart
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% to 100% of students meeting the target is considered highly effective. For Grade 11 ELA, the higher of the scores on the Comprehensive English Regents Exam and NYS Common Core English Regents will be used to determine growth.
Effective (9 - 17 points) Results meet District goals for similar students.	65% to 84% of students meeting the target is considered effective. For Grade 11 ELA, the higher of the scores on the Comprehensive English Regents Exam and NYS Common Core English Regents will be used to determine growth.
Developing (3 - 8 points) Results are below District goals for similar students.	55% to 64% of students meeting the target is considered developing. For Grade 11 ELA, the higher of the scores on the Comprehensive English Regents Exam and NYS Common Core English Regents will be used to determine growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% to 54% of stuents meeting the target is considered ineffective. For Grade 11 ELA, the higher of the scores on the Comprehensive English Regents Exam and NYS Common Core English Regents will be used to determine growth.

2.10) All Other Courses

incentives associated with the controls or adjustments.

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

None.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, August 23, 2013

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See table attached at 3.3: 15 Point Local Scores for Teachers with 25-point Growth Score
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results of 3-8 ELA exams are well above the state results.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results of 3-8 ELA exams equal the state results.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results of 3-8 ELA exams are below the state results.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results of 3-8 ELA exams are well below state results.

3.2) Grades 4-8 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See table attached at 3.3: 15 Point Local Scores for Teachers with 25-point Growth Score
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results of 3-8 ELA exams are well above the state results.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results of 3-8 ELA exams equal the state results.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results of 3-8 ELA exams are below the state results.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results of 3-8 ELA exams are well below the state results.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/495047-rhJdBgDruP/Grades4-8_15PointChart_3.3 August 2013.docx

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

Growth or achievement measure(s) from these options.

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	GOSHEN CSD - developed Grade 2 Reading Assessment
1	6(ii) School-wide measure computed locally	GOSHEN CSD - developed Grade 2 Reading Assessment
2	6(ii) School-wide measure computed locally	GOSHEN CSD - developed Grade 2 Reading Assessment
3	6(ii) School-wide measure computed locally	NYS Grade 3-5 ELA exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See table attached at 3.13: 20 Point Local Scores for Teachers with 20-point Growth Score
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100 percent of students progress two or more instructional levels as measured by GCSD Grade 2 Reading Assessment. The typical student progresses two to three instructional levels as measured by the Reading assessment. Children are assessed at the beginning of the year to establish a baseline. Children are assessed three times throughout the year to identify their progress. At the end of the year, they are assessed to determine their end of year instructional level. For Grade 3, results on NYS Grade 3-5 ELA exam are well above the state results.

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84 percent of students progress two or more instructional levels as measured by GCSD Grade 2 Reading Assessment The typical student progresses two to three instructional levels as measured by the Reading assessment. Children are assessed at the beginning of the year to establish a baseline. Children are assessed three times throughout the year to identify their progress. At the end of the year, they are assessed to determine their end of year instructional level. For Grade 3, results on NYS Grade 3-5 ELA exam equal the state results.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64 percent of students progress two or more instructional levels as measured by GCSD Grade 2 Reading Assessment. The typical student progresses two to three instructional levels as measured by the Reading assessment. Children are assessed at the beginning of the year to establish a baseline. Children are assessed three times throughout the year to identify their progress. At the end of the year, they are assessed to determine their end of year instructional level. For Grade 3, results on NYS Grade 3-5 ELA exam are below the state results.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 55 percent of students progress at two or more instructional levels as measured by GCSD Grade 2 Reading Assessment. The typical student progresses two to three instructional levels as measured by the Reading assessment. Children are assessed at the beginning of the year to establish a baseline. Children are assessed three times throughout the year to identify their progress. At the end of the year, they are assessed to determine their end of year instructional level. For Grade 3, results on NYS Grade 3-5 ELA exam are well below the state results.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	GOSHEN CSD - developed Grade 2 Reading Assessment
1	6(ii) School-wide measure computed locally	GOSHEN CSD - developed Grade 2 Reading Assessment
2	6(ii) School-wide measure computed locally	GOSHEN CSD - developed Grade 2 Reading Assessment
3	6(ii) School-wide measure computed locally	NYS Grade 3-5 ELA exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See table attached at 3.13: 20 Point Local Scores for Teachers with 20-point Growth Score
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100 percent of students progress two or more instructional levels as measured by GCSD Grade 2 Reading Assessment. The typical student progresses two to three instructional levels as measured by the Reading assessment. Children are assessed at the beginning of the year to establish a baseline. Children are assessed three times throughout the year to identify their progress. At the end of the year, they are assessed to determine their end of year instructional level. For Grade 3, results on NYS Grade 3-5 ELA exam are well above the state results.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84 percent of students progress two or more instructional levels as measured by GCSD Grade 2 Reading Assessment The typical student progresses two to three instructional levels as measured by the Reading assessment. Children are assessed at the beginning of the year to establish a baseline. Children are assessed three times throughout the year to identify their progress. At the end of the year, they are assessed to determine their end of year instructional level. For Grade 3, results on NYS Grade 3-5 ELA exam equal the state results.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64 percent of students progress two or more instructional levels as measured by GCSD Grade 2 Reading Assessment. The typical student progresses two to three instructional levels as measured by the Reading assessment. Children are assessed at the beginning of the year to establish a baseline. Children are assessed three times throughout the year to identify their progress. At the end of the year, they are assessed to determine their end of year instructional level. For Grade 3, results on NYS Grade 3-5 ELA exam are below the state results.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 55 percent of students progress at two or more instructional levels as measured by GCSD Grade 2 Reading Assessment. The typical student progresses two to three instructional levels as measured by the Reading assessment. Children are assessed at the beginning of the year to establish a baseline. Children are assessed three times throughout the year to identify their progress. At the end of the year, they are assessed to determine their end of year instructional level. For Grade 3, results on NYS Grade 3-5 ELA exam are well below the state results.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS Grade 6-8 ELA exam
7	6(ii) School wide measure computed locally	NYS Grade 6-8 ELA exam
8	6(ii) School wide measure computed locally	NYS Grade 6-8 ELA exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See table attached at 3.13: 20 Point Local Scores for Teachers with 20-point Growth Score
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results of NYS Grade 6, 7, and 8 ELA exam are well above the state results.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results of NYS Grade 6, 7, and 8 ELA exam equal the state results.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results of NYS Grade 6, 7, and 8 ELA exam are below the state results.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results of NYS Grade 6, 7, and 8 ELA exam are well below the state results.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS Grade 6-8 ELA exam
7	6(ii) School wide measure computed locally	NYS Grade 6-8 ELA exam
8	6(ii) School wide measure computed locally	NYS Grade 6-8 ELA exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See table attached at 3.13: 20 Point Local Scores for Teachers with 20-point Growth Score
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results of NYS Grade 6, 7, 8 ELA exam are well above the state results.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results of NYS Grade 6, 7, 8 ELA exam equal the state results.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results of NYS Grade 6, 7, 8 ELA exam are below the state results.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results of NYS Grade 6, 7, 8 ELA exam are well below the state results.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Comprehensive English Regents exam and Common Core ELA Regents, U. S. History and Government Regents exam, Algebra II/Trig Regents exam (or Common Core Algebra II Exam), & Physics Regents exam
Global 2	6(ii) School wide measure computed locally	Comprehensive English Regents exam and Common Core ELA Regents, U. S. History and Government Regents exam, Algebra II/Trig Regents exam (or Common Core Algebra II Exam), & Physics Regents exam
American History	6(ii) School wide measure computed locally	Comprehensive English Regents exam and Common Core ELA Regents, U. S. History and Government Regents exam, Algebra II/Trig Regents exam (or Common Core Algebra II Exam), & Physics Regents exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See table attached at 3.13: 20 Point Local Scores for Teachers with 20-point Growth Score
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The aggregated composite passing rate on the English, U. S. History and Government, Algebra II/Trig, and Physics Regents exams is 85% to 100%. The higher student score of the English Assessments will be used in the computation of the Aggregated Composite Passing Rate.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The aggregated composite passing rate on the English, U. S. History and Government, Algebra II/Trig, and Physics Regents exams is 65% to 84%. The higher student score of the English Assessments will be used in the computation of the Aggregated Composite Passing Rate.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The aggregated composite passing rate on the English, U. S. History and Government, Algebra II/Trig, and Physics Regents exams is 55% to 64%. The higher student score of the English Assessments will be used in the computation of the Aggregated Composite Passing Rate.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	The aggregated composite passing rate on the English, U. S. History and Government, Algebra II/Trig, and Physics Regents

grade/subject.

exams is 0% to 54%. The higher student score of the English Assessments will be used in the computation of the Aggregated Composite Passing Rate.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Comprehensive English Regents exam, U. S. History and Government Regents exam, Algebra II/Trig Regents exam (or Common Core Algebra II Exam), & Physics Regents exam
Earth Science	6(ii) School wide measure computed locally	Comprehensive English Regents exam, U. S. History and Government Regents exam, Algebra II/Trig Regents exam (or Common Core Algebra II Exam), & Physics Regents exam
Chemistry	6(ii) School wide measure computed locally	Comprehensive English Regents exam, U. S. History and Government Regents exam, Algebra II/Trig Regents exam (or Common Core Algebra II Exam), & Physics Regents exam
Physics	6(ii) School wide measure computed locally	Comprehensive English Regents exam, U. S. History and Government Regents exam, Algebra II/Trig Regents exam (or Common Core Algebra II Exam), & Physics Regents exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See table attached at 3.13: 20 Point Local Scores for Teachers with 20-point Growth Score
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The aggregated composite passing rate on the English, U. S. History and Government, Algebra II/Trig, and Physics Regents exams is 85% to 100%. The higher student score of the English Assessments will be used in the computation of the Aggregated Composite Passing Rate.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The aggregated composite passing rate on the English, U. S. History and Government, Algebra II/Trig, and Physics Regents exams is 55% to 64%. The higher student score of the English Assessments will be used in the computation of the Aggregated Composite Passing Rate.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for	The aggregated composite passing rate on the English, U. S. History and Government, Algebra II/Trig, and Physics Regents

grade/subject.	exams is 65% to 84%. The higher student score of the English Assessments will be used in the computation of the Aggregated Composite Passing Rate.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The aggregated composite passing rate on the English, U. S. History and Government, Algebra II/Trig, and Physics Regents exams is 0% to 54%. The higher student score of the English Assessments will be used in the computation of the Aggregated Composite Passing Rate.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Comprehensive English Regents exam, U. S. History and Government Regents exam, Algebra II/Trig Regents exam (or Common Core Algebra II Exam), & Physics Regents exam
Geometry	6(ii) School wide measure computed locally	Comprehensive English Regents exam, U. S. History and Government Regents exam, Algebra II/Trig Regents exam (or Common Core Algebra II Exam), & Physics Regents exam
Algebra 2	6(ii) School wide measure computed locally	Comprehensive English Regents exam, U. S. History and Government Regents exam, Algebra II/Trig Regents exam (or Common Core Algebra II Exam), & Physics Regents exam

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See table attached at 3.13: 20 Point Local Scores for Teachers with 20-point Growth Score
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The aggregated composite passing rate on the English, U. S. History and Government, Algebra II/Trig, and Physics Regents exams is 85% to 100%. The higher student score of the English Assessments will be used in the computation of the Aggregated Composite Passing Rate.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The aggregated composite passing rate on the English, U. S. History and Government, Algebra II/Trig, and Physics Regents exams is 65% to 84%. The higher student score of the English Assessments will be used in the computation of the Aggregated Composite Passing Rate.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The aggregated composite passing rate on the English, U. S. History and Government, Algebra II/Trig, and Physics Regents exams is 55% to 64%. The higher student score of the English Assessments will be used in the computation of the Aggregated Composite Passing Rate.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The aggregated composite passing rate on the English, U. S. History and Government, Algebra II/Trig, and Physics Regents exams is 0% to 54%. The higher student score of the English Assessments will be used in the computation of the Aggregated Composite Passing Rate.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Comprehensive English Regents exam, U. S. History and Government Regents exam, Algebra II/Trig Regents exam (or Common Core Algebra II Exam), & Physics Regents exam
Grade 10 ELA	6(ii) School wide measure computed locally	Comprehensive English Regents exam, U. S. History and Government Regents exam, Algebra II/Trig Regents exam (or Common Core Algebra II Exam), & Physics Regents exam
Grade 11 ELA	6(ii) School wide measure computed locally	Comprehensive English Regents exam, U. S. History and Government Regents exam, Algebra II/Trig Regents exam (or Common Core Algebra II Exam), & Physics Regents exam

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	See table attached at 3.13: 20 Point Local Scores for Teachers with 20-point Growth Score
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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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>See table attached at 3.13: 20 Point Local Scores for Teachers with 20-point Growth Score</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>Grades K-2: 85-100 percent of students progress at two or more instructional levels as measured GCS D Grade 2 Reading Assessment. The typical student progresses two to three instructional levels as measured by the Reading assessment. Children are assessed at the beginning of the year to establish a baseline. Children are assessed three times throughout the year to identify their progress. At the end of the year, they are assessed to determine their end of year instructional level. Grades 3-8: Results of NYS ELA exams are well above the state results. Grades 9-12: The aggregated composite passing rate on the English, U. S. History and Government, Algebra II/Trig, and Physics Regents exams is 85% to 100%. The higher student score of the English Assessments will be used in the computation of the Aggregated Composite Passing Rate.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grades K-2: 65-84 percent of students progress at two or more instructional levels as measured GCS D Grade 2 Reading Assessment. The typical student progresses two to three instructional levels as measured by the Reading assessment. Children are assessed at the beginning of the year to establish a baseline. Children are assessed three times throughout the year to identify their progress. At the end of the year, they are assessed to determine their end of year instructional level. Grades 3-8: Results of NYS ELA exams are equal to the state results. Grades 9-12: The aggregated composite passing rate on the English, U. S. History and Government, Algebra II/Trig, and Physics Regents exams is 65% to 84%. The higher student score of the English Assessments will be used in the computation of the Aggregated Composite Passing Rate.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grades K-2: 55-64 percent of students progress at two or more instructional levels as measured GCS D Grade 2 Reading Assessment. The typical student progresses two to three instructional levels as measured by the Reading assessment. Children are assessed at the beginning of the year to establish a baseline. Children are assessed three times throughout the year to identify their progress. At the end of the year, they are assessed to determine their end of year instructional level. Grades 3-8: Results of NYS ELA exams are below the state results. Grades 9-12: The aggregated composite passing rate on the English, U. S. History and Government, Algebra II/Trig, and Physics Regents exams is 55% to 64%. The higher student score of the English Assessments will be used in the computation of the Aggregated Composite Passing Rate.</p>

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

Grades K-2: 0-54 percent of students progress at two or more instructional levels as measured GCS D Grade 2 Reading Assessment. The typical student progresses two to three instructional levels as measured by the Reading assessment. Children are assessed at the beginning of the year to establish a baseline. Children are assessed three times throughout the year to identify their progress. At the end of the year, they are assessed to determine their end of year instructional level.
Grades 3-8: Results of NYS ELA exams are well below the state results.
Grades 9-12: The aggregated composite passing rate on the English, U. S. History and Government, Algebra II/Trig, and Physics Regents exams is 0% to 54%. The higher student score of the English Assessments will be used in the computation of the Aggregated Composite Passing Rate.

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/12149/495047-y92vNseFa4/Grades9-12_20PointChart_3.13 August 2013_1.docx

3.14) Locally Developed Controls

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

None.

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.

When combining multiple locally-selected measures, a weighted average by the number of students will be used to calculate the HEDI score and category.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances | Assure the application of locally-developed controls will be rigorous, fair, and transparent.

Checked

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, August 13, 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.)

Danielson's Framework for Teaching (2011 Revised Edition)

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The process for assigning points and determining HEDI ratings using the Danielson 2011 rubric was determined by creating a reasonable distribution of points to be combined with both the growth/comparable measure score and the locally-selected measure score to reflect performance at the highly effective, effective, developing and ineffective ratings.

See table below identifying the scoring and conversion charts for the Danielson 2011 rubric for teachers:

60 Point Plan for Teacher Evaluation

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

assets/survey-uploads/12179/495048-eka9yMJ855/TeacherConvCharts4.5 August 2013.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.	Teachers who score a total average of 3.3 to 4.0 on the rubric will be rated "highly effective."
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers who score a total average of 2.5 to 3.2 on the rubric will be rated "effective."
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers who score a total average of 1.5 to 2.4 on the rubric will be rated "developing."
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers who score a total average of 1 to 1.4 on the rubric will be rated "ineffective."

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56
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	1
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter 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 probationary teachers be done in person, by video, or both?

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	1
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, June 06, 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.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

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

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

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

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

6. Additional Requirements - Teachers

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Updated Tuesday, August 13, 2013

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

assets/survey-uploads/5265/144325-Df0w3Xx5v6/Teacher Improvement Plan agreement & plan.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A. A teacher who receives an ineffective rating on his/her APPR, as well as a tenured teacher who receives a developing rating on the HEDI Band for the local 60 point evaluation, shall be entitled to appeal his/her annual APPR rating, based upon a paper submission

(including email) to the Central Office administrative designee of the Superintendent of Schools, who shall be adequately trained and certified, if available in the evaluation rubric, trained in accordance with the requirements of statute and regulations and who possesses either an SDA or SDL Certification.

B. The appeal must be brought in writing (including email), specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a teacher who is placed on a Teacher Improvement Plan (“TIP”) shall have a corresponding right to appeal concerns regarding the TIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an evaluation or a TIP must be commenced within ten (10) school days of the presentation of the document to the teacher or else the right to appeal shall be deemed waived in all regards; however, in the case of a probationary teacher, if the manual composite APPR score is issued during the summer recess period, the time to appeal for probationary teachers shall be twenty-five (25) calendar days.

D. The superintendent’s administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action or denying the appeal. The superintendent or the superintendent’s administrative designee shall review the evidence underlying the observations of the teacher along with all other evidence submitted by the teacher prior to rendering a decision. Such decision shall be made within fifteen (15) calendar days of the receipt of the appeal. In the event that the teacher is unsatisfied with the result of the appeal, a further appeal may be taken to the Superintendent of Schools within two weeks of receipt of the superintendent’s designee’s decision upon the appeal.

E. The superintendent shall make his or her decision in writing regarding the further appeal within fifteen (15) calendar days of receipt of that appeal. The decision of the superintendent so long as the decision is made within the timeframe set forth in this paragraph shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law. If the superintendent does not render his/her decision within the prescribed, as indicated above, the teacher may agree to a five (5) calendar day extension to allow for further consideration by the superintendent. If the teacher does not agree to an extension, the appeal will be considered to be denied and the teacher may proceed to a second tier appeal. If the teacher agrees to an extension and the superintendent still has not rendered a decision after the five day extension, the appeal will be considered to be sustained.

F. 1. Notwithstanding the above, in the event that a tenured teacher has received two consecutive ineffective APPR evaluation ratings, the second tier appeal shall be to an arbitrator selected on a rotating basis from a list kept on file in the office of the superintendent, based on order and reasonable timeframe of availability. This arbitrator shall make a final and binding decision upon the appeal of the APPR evaluation and/or the teacher improvement plan. The documentation to be furnished to the Arbitrator on behalf of the tenured teacher and by the District shall be exchanged between the tenured teacher and the administration on an immediate basis at the time of submission to the Arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator’s review and consideration. The entire arbitration appeals process will be timely and expeditious in accordance with Education Law 3012-c, within a period of time not to exceed 45 calendar days.

2. In order to take advantage of the procedure outlined in F(1) above, the tenured teacher must consent to the use of a single arbitrator from above. If the tenured teacher is unwilling to do so, the second tier appeal shall be heard by the superintendent.

G. The provisions set forth above, shall neither be construed to alter or affect the rights of probationary teachers pursuant to Section 3031 of the New York State Education Law.

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

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

Eleven administrators in the Goshen Central School District have been trained and re-certified as teacher evaluators during the 2012-13 school year.

The training includes the following topics: evidence-based observation; teaching standards; student growth model; scoring a teacher’s performance using the approved rubric; assessment tools (local use and SED approved); the statewide instructional reporting system; and the evaluation ESL and special education teachers.

The initial training for administrators consisted of two full days and four half days on the above topics. This training was provided by Orange-Ulster BOCES and resulted in the certification of all administrators as teacher evaluators by our Board of Education. Training to re-certify our administrators as teacher evaluators will be conducted by BOCES. Inter-rater reliability will be achieved through the re-certification training. The recertification training will be in a workshop format and/or an online format and will follow a timetable recommended by BOCES and/or the Danielson group.

Lead evaluators will receive annual training and certification as outlined above.

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)

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Updated Tuesday, August 13, 2013

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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.

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

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

Grade 3-5: Goshen Intermediate School
Grades 6-8: C. J. Hooker Middle School
Grades 9-12: Goshen Central High School
(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(s) provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved	Checked

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Grades K-1-2: Scotchtown Avenue Elementary School	District, regional, or BOCES-developed	Goshen CSD District Developed - Kindergarten - Grade 2 ELA/math assessments

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	See table below : Principals 20-Point Student Learning Objectives HEDI Band
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	85% to 100% of kindergarten through grade two students will achieve the growth target on the SLOs, which have been set by classroom teachers and the principal, and approved by the superintendent or his/her designee, and which are based on student pre-assessment scores.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65% to 84% of kindergarten through grade two students will achieve the growth target on the SLOs, which have been set by classroom teachers and the principal, and approved by the superintendent or his/her designee, and which are based on student pre-assessment scores.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55% to 64% of kindergarten through grade two students will achieve the growth target on the SLOs, which have been set by

classroom teachers and the principal, and approved by the superintendent or his/her designee, and which are based on student pre-assessment scores.

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

0% to 54% of kindergarten through grade two students will achieve the growth target on the SLOs, which have been set by classroom teachers and the principal, and approved by the superintendent or his/her designee, and which are based on student pre-assessment scores.

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/12156/495051-lha0DogRNw/Principals_SLO_20Point_HEDI_Chart_7.3 May 2013.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

None.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Friday, August 23, 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.

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
Grades 3-4-5: Goshen Intermediate School	(d) measures used by district for teacher evaluation	NYS Grades 3, 4, and 5 ELA Assessment
Grades 6-7-8: C. J. Hooker Middle School	(d) measures used by district for teacher evaluation	NYS Grades 6, 7, and 8 ELA Assessment
Grades 9-12: Goshen Central High School	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	5-year graduation rate

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	See table below : Principals 15- and 20-Point Local Scores
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 3-8: ELA achievement is well above state results. Grades 9-12: 85% to 100% of students will meet the locally-selected goal.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 3-8: ELA achievement is equal to state results. Grades 9-12: 65% to 84% of students will meet the locally-selected goal
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 3-8: ELA achievement is below state results. Grades 9-12: 55% to 64% of students will meet the locally-selected goal

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

Grade 3-8: ELA achievement is well below state results. Grades 9-12: 0% to 54% of students will meet the locally-selected goal

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/12190/495052-qBFVOWF7fC/Principals_Local_8.1 8.2 August 2013_1.docx

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Grades K-1-2: Scotchtown Avenue Elementary School	(d) measures used by district for teacher evaluation	GCS D District Developed - Grade 2 Reading 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.	See table below : Principals 20-Point Student Learning Objectives HEDI Band
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100 percent of students progress at two or more instructional levels as measured GCS D Grade 2 Reading Assessment. Students are assessed at the beginning of the year. Typical expected growth has been shown to be 2 to 3 instructional levels in a given school year. Students are assessed at the end of the year. The progress is measured for each child.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84 percent of students progress at two or more instructional levels as measured GCS D Grade 2 Reading Assessment. Students are assessed at the beginning of the year. Typical expected growth has been shown to be 2 to 3 instructional levels in a given school year. Students are assessed at the end of the year. The progress is measured for each child.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64 percent of students progress at two or more instructional levels as measured GCS D Grade 2 Reading Assessment. Students are assessed at the beginning of the year. Typical expected growth has been shown to be 2 to 3 instructional levels in a given school year. Students are assessed at the end of the year. The progress is measured for each child.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54 percent of students progress at two or more instructional levels as measured GCS D Grade 2 Reading Assessment. Students are assessed at the beginning of the year. Typical expected growth has been shown to be 2 to 3 instructional levels in a given school year. Students are assessed at the end of the year. The progress is measured for each child.

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

(No response)

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

assets/survey-uploads/12190/495052-T8MIGWUVm1/Principals_Local_8.1 8.2 August 2013_1.docx

8.3) Locally Developed Controls

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

None.

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.

At Goshen Intermediate School and C. J. Hooker Middle School, NYS exam results will be weighted based on the number of students in each grade who take the exam.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, August 13, 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.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below if assigning any points to "ambitious and measurable goals":

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

9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)
--	---------------

9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(No response)
--	---------------

9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)
---	---------------

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
---	---------------

K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
--	---------------

K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
---	---------------

K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
--	---------------

K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
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District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

There are six domains in the Multidimensional Rubric and each domain will receive a score ranging from 1 to 4. Scores will then be tallied for a minimum score of 6 and a maximum score of 24. The total score will be converted to a score of 0 to 60. See table below with 60-Point Plan for Building Principal Evaluation. Any decimals derived from the principal practice rubric score will be rounded using "Normal Rounding Rules", ie greater than or equal to point five are rounded up to the next whole number and less than point five are rounded down to the next whole number.

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

[assets/survey-uploads/12205/495053-pMADJ4gk6R/PrincipalConvCharts9.7 revised August 2013.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.	Score of 21 to 24 on the Multidimensional Rubric.
Effective: Overall performance and results meet standards.	Score of 15 to 20 on the Multidimensional rubric.
Developing: Overall performance and results need improvement in order to meet standards.	Score of 9 to 14 on the Multidimensional Rubric.

Ineffective: Overall performance and results do not meet standards.

Score of 6 to 8 on the Multidimensional Rubric.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56
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	2
By trained administrator	0
By trained independent evaluator	0
Enter Total	2

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, June 06, 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.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Tuesday, August 13, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/151109-Df0w3Xx5v6/Principal Improvement Plan agreement & form.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A. A principal who receives an ineffective rating on his/her APPR, as well as a tenured principal who receives a developing rating on the HEDI Band for the local 60 point evaluation, shall be entitled to appeal his/her annual APPR rating, based upon a paper submission (including email) to the Superintendent of Schools, who shall be adequately trained and certified, if available in the evaluation rubric, trained in accordance with the requirements of statute and regulations.

B. The appeal must be brought in writing (including email), specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan (“PIP”) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an evaluation or a PIP must be commenced within ten (10) school days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards; however, in the case of a probationary principal, if the manual composite APPR score is issued during the summer recess period, the time to appeal for probationary principals shall be twenty-five (25) calendar days.

D. The superintendent shall respond to the appeal with a written answer granting the appeal and directing further administrative action or denying the appeal. The superintendent shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. Such decision shall be made within fifteen (15) calendar days of the receipt of the appeal. In the event that the principal is unsatisfied with the result of the appeal, a further appeal may be taken to the Assistant Superintendent for Curriculum and Instruction within two weeks of receipt of the superintendent’s decision upon the appeal.

E. The Assistant Superintendent shall make his or her decision in writing regarding the further appeal within fifteen (15) calendar days of receipt of that appeal. The decision of the Assistant Superintendent so long as the decision is made within the timeframe set forth in this paragraph shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law. If the Assistant Superintendent does not render his/her decision within the prescribed, as indicated above, the principal may agree to a five (5) calendar day extension to allow for further consideration by the Assistant Superintendent. If the principal does not agree to an extension, the appeal will be considered to be denied and the principal may proceed to a second tier appeal, as described below. If the principal agrees to an extension and the Assistant Superintendent still has not rendered a decision after the five day extension, the appeal will be considered to be sustained.

F. 1. Notwithstanding the above, in the event that a tenured principal has received two consecutive ineffective APPR evaluation ratings, the second tier appeal shall be to an arbitrator selected on a rotating basis from a list, kept on file in the office of the superintendent, based on order and reasonable timeframe of availability. The arbitrator shall make a final and binding decision upon the appeal of the APPR evaluation and/or the principal improvement plan. The documentation to be furnished to the Arbitrator on behalf of the tenured principal and by the District shall be exchanged between the tenured principal and the administration on an immediate basis at the time of submission to the Arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator’s review and consideration. The entire arbitration appeals process will be timely and expeditious in accordance with Education Law 3012-c and within 45 calendar days concluded.

2. In order to take advantage of the procedure outlined in F(1) above, the tenured principal must consent to the use of a single arbitrator from above, If the tenured principal is unwilling to do so, the second tier appeal shall be heard by the superintendent.

G. The provisions set forth above, shall neither be construed to alter or affect the rights of probationary principals pursuant to Section 3031 of the New York State Education Law.

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

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

Two central office administrators in the Goshen Central School District have been trained and certified as principal evaluators during the 2011-12 school year. The initial training for these administrators consisted of two full days and two half days. This training was provided by BOCES and resulted in the certification of both administrators as principal evaluators by the Board of Education.

The training includes the following topics: evidence-based observation; teaching standards; student growth model; scoring a teacher’s performance using the approved rubric; assessment tools (local use and SED approved); the statewide instructional reporting system;

and the evaluation ESL and special education teachers.

Training to re-certify these administrators will be conducted by BOCES. Inter-rater reliability will be achieved through the re-certification training, which will be attended by both administrators. The re-certification training will be in a workshop format and/or an online format and will follow a timetable recommended by BOCES and the Multidimensional Principal Rubric group.

These administrators will receive annual retraining and certification each year as indicated above. The training will include face to face work shop sessions and/or online training.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
11.6) Assurances -- Principals Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
11.6) Assurances -- Principals Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Friday, August 23, 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. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

[assets/survey-uploads/12158/495057-3Uqgn5g9Iu/District Certification of APPR - August 2013.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.

Goshen Central School District

20-Point Student Learning Objectives(SLO) H-E-D-I Band Chart

In Grades K-12 (All Teachers administering SLO):

1. Individual student growth targets will be set by teachers and principals based on pre-assessment results or prior year's state assessments.
2. The 20 Points will come from determining the percentage of students who meet individual growth targets established by the teachers and building principals.

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	89-94%	85-88%	82-84%	79-81%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	63-64%	61-62%	59-60%	57-58%	56%	55%	29-54%	1-28%	0%

Goshen Central School District

15-Point Local Scores (for teachers who are given a 25-point state provided growth score)

(3.3)

In Grades 3-8 (Teachers of ELA and/or Math):

1. All 15 points will come from a composite score of student grade level performance on the **NYS ELA Exams** (Grades 3-8).
2. The GCSD Performance Level (PL) “3 and 4” percentage will be compared to that of New York State.
3. All teachers in grades 3-5 and grades 6-8 who are given a 25-point state provided growth score will share the same “local 15” score.
4. The 15-Point scale is as follows:
 - 15 - GCSD PL 3+4% is greater than or equal to 8% higher than NYS PL 3+4%
 - 14 - GCSD PL 3+4% is greater than or equal to 6%, but less than 8% higher than NYS PL 3+4%
 - 13 - GCSD PL 3+4% is greater than or equal to 4%, but less than 6% higher than NYS PL 3+4%
 - 12 - GCSD PL 3+4% is greater than or equal to 2%, but less than 4% higher than NYS PL 3+4%
 - 11 - GCSD PL 3+4% is greater than or equal to 0%, but less than 2% higher than NYS PL 3+4%
 - 10 - GCSD PL 3+4% is greater than or equal to -2%, but less than 0% higher than NYS PL 3+4%
 - 9 - GCSD PL 3+4% is greater than or equal to -4%, but less than -2% higher than NYS PL 3+4%
 - 8 - GCSD PL 3+4% is greater than or equal to -6%, but less than -4% higher than NYS PL 3+4%
 - 7 - GCSD PL 3+4% is greater than or equal to -8%, but less than -6% higher than NYS PL 3+4%
 - 6 - GCSD PL 3+4% is greater than or equal to -10%, but less than -8% higher than NYS PL 3+4%
 - 5 - GCSD PL 3+4% is greater than or equal to -12%, but less than -10% higher than NYS PL 3+4%
 - 4 - GCSD PL 3+4% is greater than or equal to -14%, but less than -12% higher than NYS PL 3+4%
 - 3 - GCSD PL 3+4% is greater than or equal to -16%, but less than -14% higher than NYS PL 3+4%
 - 2 - GCSD PL 3+4% is greater than or equal to -18%, but less than -16% higher than NYS PL 3+4%
 - 1 - GCSD PL 3+4% is greater than or equal to -20%, but less than -18% higher than NYS PL 3+4%
 - 0 - GCSD PL 3+4% is less than -20% higher than NYS PL 3+4%

Chart for “Local 15”

Highly Effective		Effective							Developing				Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

20-Point Local Scores (for teachers who are given a 20-point SLO growth score or teachers who receive a 20 point State Provided Growth Score)

In Grades 3-8:

1. 15 points will come from a composite score of student performance on the **NYS ELA Exams** (Grades 3-8).
2. The GCSD Performance Level (PL) “3 and 4” percentage will be compared to that of New York State.
3. All teachers in grades 3-5 and in grades 6-8 who are given a 20-point SLO growth score will share the same 15-point score.
4. The 15-Point scale is as follows:
 - 15 - GCSD PL 3+4% is greater than or equal to 8% higher than NYS PL 3+4%
 - 14 - GCSD PL 3+4% is greater than or equal to 6%, but less than 8% higher than NYS PL 3+4%
 - 13 - GCSD PL 3+4% is greater than or equal to 4%, but less than 6% higher than NYS PL 3+4%
 - 12 - GCSD PL 3+4% is greater than or equal to 2%, but less than 4% higher than NYS PL 3+4%
 - 11 - GCSD PL 3+4% is greater than or equal to 0%, but less than 2% higher than NYS PL 3+4%
 - 10 - GCSD PL 3+4% is greater than or equal to -2%, but less than 0% higher than NYS PL 3+4%
 - 9 - GCSD PL 3+4% is greater than or equal to -4%, but less than -2% higher than NYS PL 3+4%
 - 8 - GCSD PL 3+4% is greater than or equal to -6%, but less than -4% higher than NYS PL 3+4%
 - 7 - GCSD PL 3+4% is greater than or equal to -8%, but less than -6% higher than NYS PL 3+4%
 - 6 - GCSD PL 3+4% is greater than or equal to -10%, but less than -8% higher than NYS PL 3+4%
 - 5 - GCSD PL 3+4% is greater than or equal to -12%, but less than -10% higher than NYS PL 3+4%
 - 4 - GCSD PL 3+4% is greater than or equal to -14%, but less than -12% higher than NYS PL 3+4%
 - 3 - GCSD PL 3+4% is greater than or equal to -16%, but less than -14% higher than NYS PL 3+4%
 - 2 - GCSD PL 3+4% is greater than or equal to -18%, but less than -16% higher than NYS PL 3+4%
 - 1 - GCSD PL 3+4% is greater than or equal to -20%, but less than -18% higher than NYS PL 3+4%
 - 0 - GCSD PL 3+4% is less than -20% higher than NYS PL 3+4%
5. An additional 5 points will come from the specific grade-level performance on the **NYS ELA Exams** (Grades 3-8).
6. The Grade-Level’s Performance Level (PL) “3 and 4” percentage will be compared to that of New York State (Grade-Level).
7. Only the students contained within the measure will be counted for the “local-20.”
8. Each Grade-Level teacher will be given a 5-point score based on the following scale:
 - 5 – The Grade-Level PL 3+4% is greater than or equal to 5% higher than NYS PL 3+4%
 - 4 – The Grade-Level PL 3+4% is greater than or equal to 2%, but less than 5% higher than NYS PL 3+4%
 - 3 – The Grade-Level PL 3+4% is greater than or equal to 0%, but less than 2% higher than NYS PL 3+4%

Chart for "Local 20"

- 2 - The Grade-Level PL 3+4% is greater than or equal to -5%, but less than 0% higher than NYS PL 3+4%
- 1 – The Grade-Level PL 3+4% is greater than or equal to -10%, but less than -5% higher than NYS PL 3+4%
- 0 – The Grade-Level PL 3+4% is less than -10% higher than NYS PL 3+4%

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

Goshen Central School District

20-Point Local Scores (for teachers who are given a 20-point SLO growth score) – 3.13

In Grades K-2 (All Teachers):

1. 20 points will come from a score of student performance on the Goshen CSD Grade 2 Reading Assessment.
2. Children are assessed at the beginning of the year to establish a baseline. Children are assessed three times throughout the year to identify their progress. At the end of the year, they are assessed to determine their end of year instructional level.
3. Teachers' score will be determined by the percent of students school wide progressing 2 or more instructional levels according to the chart below.

In Grades 9-12 (All Teachers):

1. The 20 Points will come from determining the aggregated composite pass rate on the NYS Regent's Exams in Algebra 2 Trigonometry, Comprehensive English, Physics and U.S. History and Government.
2. The Aggregated Composite Passing rate will be derived by dividing the total number of passed tests by the total number of tests taken. $(\text{Algebra II/Trigonometry Passed} + \text{Comprehensive English Passed} + \text{Physics Passed} + \text{U.S. History and Government Passed}) / (\text{Algebra II/Trigonometry Taken} + \text{Comprehensive English Taken} + \text{Physics Taken} + \text{U.S. History and Government Taken}) * 100$
3. The passing rate for general education students is 65.
4. The average will be non-weighted and will range from 0-100%
5. Teachers' score will be determined by the chart below:

Chart for "Local 20"

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	89-94%	85-88%	82-84%	79-81%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	63-64%	61-62%	59-60%	57-58%	56%	55%	29-54%	1-28%	0%

In Grades 3-8 (All Teachers):

1. 20 points will come from a score of student performance on the **NYS ELA Exams** (Grade 3-8).
2. The GCSD Performance Level (PL) "3 and 4" percentage will be compared to that of New York State.
3. All teachers in grades 3-5 and 6-8 will share the same 20-point score.
4. The 20-Point scale is as follows:

- 20 - GCSD PL 3+4% is greater than or equal to 8% higher than NYS PL 3+4%
- 19 - GCSD PL 3+4% is greater than or equal to 7%, but less than 8% higher than NYS PL 3+4%
- 18 - GCSD PL 3+4% is greater than or equal to 6%, but less than 7% higher than NYS PL 3+4%
- 17 - GCSD PL 3+4% is greater than or equal to 5%, but less than 6% higher than NYS PL 3+4%
- 16 - GCSD PL 3+4% is greater than or equal to 4%, but less than 5% higher than NYS PL 3+4%
- 15 - GCSD PL 3+4% is greater than or equal to 3%, but less than 4% higher than NYS PL 3+4%
- 14 - GCSD PL 3+4% is greater than or equal to 2%, but less than 3% higher than NYS PL 3+4%
- 13 - GCSD PL 3+4% is greater than or equal to 1%, but less than 2% higher than NYS PL 3+4%
- 12 - GCSD PL 3+4% is greater than or equal to 0%, but less than 1% higher than NYS PL 3+4%
- 11 - GCSD PL 3+4% is greater than or equal to -1%, but less than 0% higher than NYS PL 3+4%
- 10 - GCSD PL 3+4% is greater than or equal to -2%, but less than -1% higher than NYS PL 3+4%
- 9 - GCSD PL 3+4% is greater than or equal to -4%, but less than -2% higher than NYS PL 3+4%
- 8 - GCSD PL 3+4% is greater than or equal to -6%, but less than -4% higher than NYS PL 3+4%
- 7 - GCSD PL 3+4% is greater than or equal to -8%, but less than -6% higher than NYS PL 3+4%
- 6 - GCSD PL 3+4% is greater than or equal to -10%, but less than -8% higher than NYS PL 3+4%
- 5 - GCSD PL 3+4% is greater than or equal to -12%, but less than -10% higher than NYS PL 3+4%
- 4 - GCSD PL 3+4% is greater than or equal to -14%, but less than -12% higher than NYS PL 3+4%
- 3 - GCSD PL 3+4% is greater than or equal to -16%, but less than -14% higher than NYS PL 3+4%
- 2 - GCSD PL 3+4% is greater than or equal to -18%, but less than -16% higher than NYS PL 3+4%
- 1 - GCSD PL 3+4% is greater than or equal to -20%, but less than -18% higher than NYS PL 3+4%
- 0 - GCSD PL 3+4% is less than -20% higher than NYS PL 3+4%

Chart for "Local 20"

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

Goshen Central School District

60-Point Plan for Teacher Evaluation (4.5)

1. Each of the 22 indicators (4 Domains) on the Danielson_2011 Rubric will be scored on a 1-4 point scale.
2. All twenty-two scores will be weighted/averaged equally across multiple observations.
3. A twenty-two score average will be generated (1-4). This will serve as a raw score.
4. The raw score will be converted to a 60-point score via the following chart:

AVG Rubric Score*	Conversion Score	AVG Rubric Score*	Conversion Score	AVG Rubric Score*	Conversion Score*
1.000	0	1.200	25	1.5	50
1.008	1	1.208	26	1.6	51
1.017	2	1.217	27	1.7	51
1.025	3	1.225	28	1.8	52
1.033	4	1.233	29	1.9	53
1.042	5	1.242	30	2.0	54
1.050	6	1.250	31	2.1	54
1.058	7	1.258	32	2.2	55
1.067	8	1.267	33	2.3	56
1.075	9	1.275	34	2.4	56
1.083	10	1.283	35	2.5	57
1.092	11	1.292	36	2.6	57
1.100	12	1.300	37	2.7	57
1.108	13	1.308	38	2.8	58
1.115	14	1.317	39	2.9	58
1.123	15	1.325	40	3.0	58
1.131	16	1.333	41	3.1	58
1.138	17	1.342	42	3.2	58
1.146	18	1.350	43	3.3	59
1.154	19	1.358	44	3.4	59
1.162	20	1.367	45	3.5	59
1.169	21	1.375	46	3.6	59
1.177	22	1.383	47	3.7	60
1.185	23	1.392	48	3.8	60
1.192	24	1.400	49	3.9-4.0	60

Conversion scores of 0-49 = Ineffective

Conversion scores of 50-56 = Developing

Conversion scores of 57-58 = Effective

Conversion scores of 59-60 = Highly Effective

*** These values are the minimum value necessary to earn the corresponding Conversion Score**

(See next page for the scoring rubric)

Danielson 2011 Descriptor	H-E-D-I Score (1-4)
Domain1: Planning and Preparation	
A. Knowledge of Content and Pedagogy	
B. Knowledge of Students	
C. Setting Instructional Outcomes	
D. Knowledge of Resources	
E. Designing Coherent Instruction	
F. Designing Student Assessments	
Domain 2: Classroom Environment	
A. Respect and Rapport	
B. Culture for Learning	
C. Managing Classroom Procedures	
D. Managing Student Behavior	
E. Organizing Physical Spaces	
Domain 3: Instruction	
A. Communicating with Students	
B. Questioning/Prompts and Discussion	
C. Engaging Students in Learning	
D. Using Assessment in Instruction	
E. Using Flexibility and Responsiveness	
Domain 4: Teaching	
A. Reflecting on Teaching	
B. Maintaining Accurate Records	
C. Communicating with Families	
D. Participating in a Professional Community	
E. Growing and Developing Professionally	
F. Showing Professionalism	
AVERAGE SCORE (RANGE 1-4)	(1-4)

Goshen Central School District Teacher Improvement Plan

By and between the superintendent of schools and the Board of Education of the Goshen School District, hereinafter referred to as “The District” and the Goshen Teachers’ Association, hereinafter referred to as “the Association”;

Whereas, the parties have mutually agreed to the following Teacher Improvement Plan process to be incorporated into the District’s APPR Plan Document for teachers covered by education law § 3012-c and part 30-2 regents rules;

A. Teacher Improvement Plan

1. Upon receiving a rating of “developing” or “ineffective”, a teacher shall be provided with a Teacher Improvement Plan (“TIP”). The TIP shall be provided as soon as practicable, but in no case later than ten (10) school days after the opening of classes for the school year. The parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action. The TIP shall be developed in consultation with the teacher. The Association President shall be informed of the District’s intent to provide a TIP to a teacher within ten (10) days of the teacher’s “developing” or “ineffective” rating. Whenever a teacher is placed on a TIP and with the agreement of the teacher, the Association President shall be provided with a copy of the TIP.
2. A TIP shall clearly specify: (i) the area(s) in need of improvement; (ii) the performance goals, expectations, benchmarks, standards and timeliness the teacher must meet in order to achieve an effective rating; (iii) how improvement will be measured and monitored, and provide for periodic reviews of progress and goal achievement; (iv) the anticipated frequency and duration of meetings of the teacher, administrator, and mentor (if one is assigned); and (v) the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher, including the assignment of a mentor teacher.
3. The length of a TIP for a probationary teacher shall be three (3) to five (5) months in duration, as determined by the District. The length of a TIP shall be not less than five (5) months in duration for a tenured faculty member, as determined by the District.

4. In the event that the administrator recommends professional development, any tuition costs or registration fees shall be borne by the District in their entirety.
5. A TIP shall be in a narrative form, or other mutually agreed upon format.

So agreed, this 22nd day of March, 2012.

THE DISTRICT

THE ASSOCIATION

By: _____
Superintendent of Schools

By: _____
Association President

**Goshen Central School District
Teacher Improvement Plan**

Name of teacher: _____ Date: _____

Name of supervisor: _____ School/grade/dept: _____

To be completed by the supervisor:

I. List the areas that are in need of improvement:

II. Describe the timeline for achieving improvement in the above-listed areas: include timetable for periodic reviews of progress and goal achievement and the anticipated frequency and duration of meetings of the teacher, administrator, and mentor.

III. Explain how the improvement will be assessed: include performance goals, expectations, benchmarks, standards.

IV. Describe the activities in which the teacher will participate to support improvement in the areas listed above.

Signature of staff member

Date

Signature of administrator

Goshen Central School District

Principals 20-Point Student Learning Objectives(SLO) H-E-D-I Band Chart

For the K-2 Principal

1. The 20 Points will come from determining the percentage of students who meet individualized growth targets in the building.
2. "Targets" could exceed the total number of students as most students will be in more than a single teacher's list of students.
For example, Student A could be on the lists for the 2nd grade, Physical Education, and Music teachers, thus counting three times for the building principal.
3. The formula for determining the "Targets Met" percentage is $((\text{"Total Targets Met"} / \text{"Total Targets Set"}) * 100)$ in the building.
4. The scale for the principal is:

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	89-94%	85-88%	82-84%	79-81%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	63-64%	61-62%	59-60%	57-58%	56%	55%	29-54%	1-28%	0%

Goshen Central School District

15 and 20-Point Local Scores

(for Principals who earn 25-point State Provided or 20-point SLO growth scores) (8.1 & 8.2)

Elementary Principal (Grades K-2):

1. 20 points will come from a score of student performance on the Goshen CSD Grade 2 Reading Assessment.
2. Children are assessed at the beginning of the year to establish a baseline. Children are assessed three times throughout the year to identify their progress. At the end of the year, they are assessed to determine their end of year instructional level.
3. Principal's score will be determined by the percent of students progressing 2 or more instructional levels according to the chart below.

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	89-94%	85-88%	82-84%	79-81%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	63-64%	61-62%	59-60%	57-58%	56%	55%	29-54%	1-28%	0%

High School Principal (Grades 9-12):

1. The 15 Points will be a function of the district computed 5-year High School Completion Rate.
2. The Principal's score will be determined by the chart below:

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100%	85-92%	82-84%	79-81%	76-78%	73-75%	70-72%	67-69%	65-66%	62-64%	60-61%	57-59%	55-56%	29-54%	1-28%	0%

Principals in Buildings in Grades 3-8:

1. All 15 points will come from a composite score of student performance on the **NYS ELA Exams** (Grades 3-8).
2. The GCSD Performance Level (PL) "3 and 4" percentage will be compared to that of New York State.
3. Principals will average their three (Intermediate School) or three (Middle School) grades as compared to NYS
4. The 15-Point scale is as follows:
 - 15 – School's PL 3+4% is greater than or equal to 8% higher than NYS PL 3+4%
 - 14 - School's PL 3+4% is greater than or equal to 6%, but less than 8% higher than NYS PL 3+4%
 - 13 - School's PL 3+4% is greater than or equal to 4%, but less than 6% higher than NYS PL 3+4%
 - 12 - School's PL 3+4% is greater than or equal to 2%, but less than 4% higher than NYS PL 3+4%

- 11 - School's PL 3+4% is greater than or equal to 0%, but less than 2% higher than NYS PL 3+4%
- 10 - School's PL 3+4% is greater than or equal to -2%, but less than 0% higher than NYS PL 3+4%
- 9 - School's PL 3+4% is greater than or equal to -4%, but less than -2% higher than NYS PL 3+4%
- 8 - School's PL 3+4% is greater than or equal to -6%, but less than -4% higher than NYS PL 3+4%
- 7 - School's PL 3+4% is greater than or equal to -8%, but less than -6% higher than NYS PL 3+4%
- 6 - School's PL 3+4% is greater than or equal to -10%, but less than -8% higher than NYS PL 3+4%
- 5 - School's PL 3+4% is greater than or equal to -12%, but less than -10% higher than NYS PL 3+4%
- 4 - School's PL 3+4% is greater than or equal to -14%, but less than -12% higher than NYS PL 3+4%
- 3 - School's PL 3+4% is greater than or equal to -16%, but less than -14% higher than NYS PL 3+4%
- 2 - School's PL 3+4% is greater than or equal to -18%, but less than -16% higher than NYS PL 3+4%
- 1 - School's PL 3+4% is greater than or equal to -20%, but less than -18% higher than NYS PL 3+4%
- 0 - School's PL 3+4% is less than -20% higher than NYS PL 3+4%

Chart for "Local 15"

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

20-Point Local Scores (for Principals who earn 20-point State Provided scores)

Principals in Buildings in Grades 3-8:

1. All 20 points will come from a composite score of student performance on the **NYS ELA Exams** (Grades 3-8).
2. The GCS D Performance Level (PL) "3 and 4" percentage will be compared to that of New York State.
3. Principals will average their three (Intermediate School) or three (Middle School) grades as compared to NYS
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- 0 - School's PL 3+4% is less than -20% higher than NYS PL 3+4%

- 5. An additional 5 points will come from the building highest grade-level performance on the **NYS ELA Exams** (For Grade 3-5, Grade 5 performance and for Grades 6-8, Grade 8 performance.).
- 6. The Grade-Level's Performance Level (PL) "3 and 4" percentage will be compared to that of New York State (Grade-Level).
- 7. Only the students contained within the measure will be counted for the "local-20."
- 8. Each Grade-Level will be given a 5-point score based on the following scale:
 - 5 – The Grade-Level PL 3+4% is greater than or equal to 5% higher than NYS PL 3+4%
 - 4 – The Grade-Level PL 3+4% is greater than or equal to 2%, but less than 5% higher than NYS PL 3+4%
 - 3 – The Grade-Level PL 3+4% is greater than or equal to 0%, but less than 2% higher than NYS PL 3+4%
 - 2 - The Grade-Level PL 3+4% is greater than or equal to -5%, but less than 0% higher than NYS PL 3+4%
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Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

High School Principal (Grades 9-12):

- 1. The 20 Points will be a function of the district computed 5-year High School Completion Rate.
- 2. The Principal's score will be determined by the chart below:

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
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Goshen Central School District

15 and 20-Point Local Scores

(for Principals who earn 25-point State Provided or 20-point SLO growth scores) (8.1 & 8.2)

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Highly Effective			Effective									Developing					Ineffective			
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High School Principal (Grades 9-12):

1. The 20 Points will be a function of the district computed 5-year High School Completion Rate.
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20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
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Goshen Central School District

60-Point Plan for Building Principal Evaluation (9.7)

1. Each of the 18 indicators (6 Domains) on the MPPR will be scored on a 1-4 point scale.
2. Each domain will generate an average score for its indicators across multiple school visits.
3. The six averages will be added together (non-weighted) to produce a raw score from 6-24.
4. The raw score will be converted to a 60-point score via the following chart:

Goshen MPPR Conversion Chart		
Rubric Score	Conv. Score	H-E-D-I
6	0	Ineffective
7	25	Ineffective
8	49	Ineffective
9	50	Developing
10	51	Developing
11	53	Developing
12	54	Developing
13	55	Developing
14	56	Developing
15	57	Effective
16	57	Effective
17	57	Effective
18	58	Effective
19	58	Effective
20	58	Effective
21	59	Highly Effective
22	59	Highly Effective
23	60	Highly Effective
24	60	Highly Effective

(See next page for the scoring rubric)

MPPR Scoring Rubric		
Domain 1	Score	Shared Vision of Learning
Culture		attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders
Sustainability		a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future
AVG		
Domain 2	Score	School Culture and Instructional Program
Culture		attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders
Instructional Program		design and delivery of high quality curriculum that produces clear evidence of learning
Capacity Building		developing potential and tapping existing internal expertise to promote learning and improve practice
Sustainability		a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future
Strategic Planning Process - Inq/Mon		the implementation and stewardship of goals, decisions and actions
AVG		
Domain 3	Score	Safe, Efficient, Effective Learning Environment
Capacity Building		developing potential and tapping existing internal expertise to promote learning and improve practice
Culture		attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders
Sustainability		a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future
Instructional Program		design and delivery of high quality curriculum that produces clear evidence of learning
AVG		
Domain 4	Score	Community
Strategic Planning Process - Inquiry		gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success
Culture		attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders
Sustainability		a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future
AVG		
Domain 5	Score	Integrity, Fairness and Ethics
Sustainability		a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future
Culture		attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders
AVG		
Domain 6	Score	Political, Social, Economic, Legal and Cultural Context
Sustainability		a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future
Culture		attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders
AVG		
Total Pts.	(6-24)	
Conv Pts.	(0-60)	H-E-D-I

Revised 10/9/12

Goshen Central School District Principal Improvement Plan

1. Upon receiving a rating of “developing” or “ineffective”, a principal shall be provided with a Principal Improvement Plan (“PIP”). The PIP shall be provided as soon as practicable, but in no case later than ten (10) school days after the opening of classes for the school year. The parties understand and agree that the sole and exclusive purpose of a PIP is the improvement of principal practice and that the issuance of a PIP is not a disciplinary action. The PIP shall be developed in consultation with the principal. The Association President shall be informed of the District’s intent to provide a PIP to a principal within ten (10) days of the principal’s “developing” or “ineffective” rating. Whenever a principal is placed on a PIP and with the agreement of the principal, the Association President shall be provided with a copy of the PIP.

2. A PIP shall clearly specify: (i) the area(s) in need of improvement; (ii) the performance goals, expectations, benchmarks, standards and timeliness the principal must meet in order to achieve an effective rating; (iii) how improvement will be measured and monitored, and provide for periodic reviews of progress and goal achievement; (iv) the anticipated frequency and duration of meetings of the principal, supervisor, and mentor (if one is assigned); and (v) the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the principal.

3. The length of a PIP for a probationary principal shall be three (3) to five (5) months in duration, as determined by the District. The length of a PIP shall be not less than five (5) months in duration for a tenured principal, as determined by the District.

**Goshen Central School District
Principal Improvement Plan**

Name of principal: _____ School: _____

Name of supervisor: _____ Date: _____

To be completed by the supervisor:

I. List the areas that are in need of improvement:

II. Describe the timetable for achieving improvement in the above-listed areas:

III. Explain how the improvement will be assessed:

IV. Describe the activities in which the principal will participate to support improvement in the areas listed above.

Signature of Principal

Date

Signature of Supervisor

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

David T. Carr 8/23/13

Teachers Union President Signature: Date:

Robert B. Karshaw 8/23/13

Administrative Union President Signature: Date:

J. P. 8/23/13

Board of Education President Signature: Date:

Judith Green 8/23/13