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

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July 22, 2016

Revised

Robert Fenter, Superintendent
Cold Spring Harbor Central School District
75 Goose Hill Road
Cold Spring Harbor, NY 11724

Dear Superintendent Fenter:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review (APPR) plan meets the criteria outlined in Education Law §3012-d and Subpart 30-3 of the &RPPLVVLRQHU¶V 5HJXODWLRQV DQG KDV EHHQ

Please be advised that, pursuant to Education Law

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Annual Professional Performance Review - Education Law §3012-d

Task 1. School District Information - Tasks 1.1, 1.2

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Task 1) Disclaimers

For guidance related to Annual Professional Performance Review plans, see NYSED APPR Guidance:

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

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

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

	Grade 8 ELA	**Grade 8 Math**
State or Regents Assessment(s)	Grade 8 ELA	Grade 8 Math and Common Core Algebra

grade/subject listed.

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
9 ELA	School- or program-wide group, team or linked results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
10 ELA	School- or program-wide group, team or linked results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
11 ELA	Teacher-specific results	☑ Common Core English		
12 ELA	School- or program-wide group, team or linked results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		

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

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

Note: Additional high school social studies courses may be included in the “All Other Courses” section of this form (Task 2.10).

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teacher with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments until a majority of students are covered.)

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

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

Using the table below, please select the measure and assessment(s) that will be used for SLOs for Global Studies 1.

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
Global 1	School- or program-wide group, team or linked results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		

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Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

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2.10) All Other Courses (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teacher with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments until a majority of students are covered.)

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

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

Fill in the following, as applicable, for all other teachers in additional grades/subjects that have SLOs (you may combine into one course listing any groups of teachers for whom the measure and assessment(s) are the same including, for example, "All courses not named above"):

Column 1: lowest grade that corresponds to the course
Column 2: highest grade that corresponds to the course
Column 3: subject of the course
Column 4: measure used
Columns 5-6: assessment(s) used

Follow the examples below to list other courses.

	(1) lowest grade	(2) highest grade	(3) subject	(4) measure	(5-6) assessment(s)
All Other Courses	K	12	All courses not named above	District- or BOCES-wide results	Common Core English, Common Core Algebra
K-3 Art	K	3	Art	Teacher-specific results	Questar III BOCES
Grades 9-12 English Electives	9	12 Electives	School- or progish	Regessmeglecnhersish Elecolts Elecolts Elecolts	

				☑ ☑ ☑ ☑ ☑		

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Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

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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
97-100 %	93-96 %	90-92 %	85-89 %	80-84 %	75-79 %	67-74 %	60-66 %	55-59 %	49-54 %	44-48 %	39-43 %	34-38 %	29-33 %	25-28 %	21-24 %	17-38 %	-38 %	-38 %		

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Task 2) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)

The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.

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

For guidance on the use of alternate SLOs during the transition period, see: https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations.

100% of the Student Performance category if only the Required subcomponent is used or at least 50% when used with the Optional subcomponent.

(A) For a teacher whose course ends in a State-created or administered test for which there is a State-provided growth model and at least 50% of a teacher's students are covered under the State-provided growth measure, such teacher shall have a State-provided growth score based on such model.

(B) For a teacher whose course does not end in a State-created or administered test or where less than 50% of the teacher's students are covered by a State-provided growth measure, such teacher shall have a Student Learning Objective (SLO) developed and approved by his/her superintendent or another trained administrator, using a form prescribed by the Commissioner, consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any teacher whose course ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

During the 2016-17 through 2018-19 school years, pursuant to the requirements of §30-3.17 of the Rules of the Board of Regents, grades 3-8 NYS ELA/math assessments and any State-provided growth scores may only be used for advisory purposes and may not be used for the purpose of calculating transition scores and ratings.

If grades 3-8 ELA/math State assessments and any State-provided growth scores are the entirety of the Student Performance category, districts/BOCES must also develop an alternate SLO based on assessments that are not grade 3-8 ELA/math State assessments and/or on State-provided growth scores for the Required subcomponent of the Student Performance category during the transition to higher standards through new State assessments aligned to revised learning standards and a revised State-approved growth model.

2.2-2.10) Alternate SLOs (Transition Period, 2016-17 through 2018-19)

Using the table below, please first select a measure and assessment(s) that will be used for the alternate SLO during the 2016-17 through 2018-19 school years, then indicate the applicable courses.

Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)	Applicable Course(s)
District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History			☑ 3 ELA ☑ 3 Math ☑ 4 ELA ☑ 4 Math ☑ 5 ELA ☑ 5 Math ☑ 6 ELA ☑ 6 Math ☑ 7 ELA ☑ 7 Math ☑ 8 ELA ☑ 8 Math

2.11) HEDI Scoring Bands

Highly Effective	Effective	Developing	Ineffective

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

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

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

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

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Task 3) Optional Student Performance Subcomponent

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

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

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

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

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

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

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

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

Teacher Observation Scoring Bands

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

HEDI Ranges

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

4.5) Teacher Observation Subcomponent Weighting

Required Subcomponents:

- Observations by Principal(s) or Other Trained Administrators: At least 80% of the Teacher Observation category score

- Observations by Impartial Independent Trained Evaluator(s)*: At least 10%, but no more than 20%, of the Teacher Observation category score

Optional Subcomponent:

- Observations by Trained Peer Observer(s): No more than 10% of the Teacher Observation category score when selected

Please be sure the total of the weights indicated equals 100%.

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

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

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Task 5. Overall Scoring (Teachers) - Tasks 5.1-5.3

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

5.1) Scoring Ranges

Student Performance

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

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

Teacher Observation

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

	Overall Observation Category Score and Rating	
	Minimum	Maximum
H	3.5 to 3.75	4.0
E		

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

Cold Spring Harbor Central School District Appeals Procedures (Teachers)
Section 3012-d of the Education Law establishes a comprehensive annual evaluation system for classroom teachers, as well as the issuance, implementation, and monitoring of improvement plans for teachers whose performance is assessed as either Developing or Ineffective.
Appeals of annual professional performance reviews should be limited to those that rate a teacher as Ineffective or Developing only. A teacher may also appeal a TIP. Prior to initiating a written appeal, the teacher may request an informal meeting with the evaluating administrator(s) who issued the evaluation.
WHAT MAY BE CHALLENGED IN AN APPEAL
Appeal procedures should limit the scope of appeals under Education Law §3012-d to the following subjects: (1) the school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; (2) the adherence to the Commissioner's regulations, as applicable to such reviews; (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and (4) the school district's or board of cooperative educational services' issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-d.
A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
APPEALS PROCESS
All appeals must be submitted in writing within 20 school days of the date when the teacher receives his or her annual professional performance review. If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed within 20 school days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.
When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement regarding his or her performance review, or the issuance and/or implementation of the terms of the teacher improvement plan, and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal.
TIMEFRAME FOR DISTRICT RESPONSE
Upon receiv
appeaitinist subuer improvsfog challengwnional documents o5ips-i5fenglxl
seej T:e aOnd/regard/oA trfo2 dIAds j T:e aOnd/regar com

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

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Please check the box below.

Task 7) Original Required Student Performance Subcomponent

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

100% of Student Performance category if only the Required subcomponent is used or at least 50% when used with Optional subcomponent

(A) For a principal of a building which includes grades 4-8 ELA, math and/or high school courses with State or Regents assessments (or principals of programs with any of these assessments) who have at least 30% of his/her students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model.

(B) For a principal where less than 30% of his/her students are covered under the State-provided growth measure, such principal shall have a Student Learning Objective (SLO), consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any principal whose building or program includes courses that end in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

7.1) State-Provided Measures of Student Growth (Original)

For principals with at least 30% of their students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model. 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 measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.). For principals where less than 30% of their students are covered under a State-provided growth measure, such principals shall have an SLO consistent with a goal setting process determined or developed by the Commissioner that results in a student growth score; provided that for any grade-level/course that ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO. (See Guidance for more detail on principals with State-provided measures and SLOs.)

For the 2019-20 school year and thereafter, for those principals who would typically receive a State-provided growth score, the district/BOCES must also include a back-up SLO in the event that there are not enough students, not enough scores, or data issues that prevent a State-provided growth score from being calculated for that principal.

Please list the grade configurations of the schools or principals where State-provided growth measures will apply beginning in the 2019-20 school year (please list, e.g., K-5, PK-6, 6- 8, 6-12, 7-12, 9-12). For each configuration, also indicate assessment(s) used for the back-up SLO beginning in the 2019-20 school year.

For each grade configuration indicate the following:

- **Column 1: lowest grade that corresponds to the building or program**
- **Column 2: highest grade that corresponds to the building or program**
- **Column 3: assessment(s) used**

Follow the examples below.

	(1) lowest grade	(2) highest grade	(3) assessment(s)
Grades K-6 Building	K	6	NYS Grade 4 ELA, NYS Grade 5 ELA, NYS Grade 6 ELA, NYS Grade 4 Math, NYS Grade 5 Math, NYS Grade 6 Math
Grades 7-12 Building	7	12	All applicable Regents assessments which are used to generate the principal's State-provided growth score

Using the table below, please select the assessment(s) that will be used for the back-up SLOs beginning in the

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		☑ ☑ ☑ ☑ ☑ ☑
		☑ ☑ ☑ ☑ ☑

7.2) Student Learning Objectives (Original)

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

SLOs must be used 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 grades/courses 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/BOCES 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 must begin first with the SGP results.
- Additional SLOs must then be set based on grades/subjects with State assessments for which there is no State-provided growth measure, where applicable.
- If additional SLOs are necessary, principals must begin with the grade(s)/courses(s) that have the largest number of students using school-wide student results from one of the following assessment options:
- State-approved 3rd party assessment; or
- State-approved district, regionally, or BOCES-developed course-specific assessment. pondento in the buildiol or progrs:
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Task 7. Original Student Performance - Required (Principals) - Original Tasks 7.2 (SLOs), 7.3-7.6

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Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	1	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
(No Response)	(No Response)	(No Response)			
(No Response)	(No Response)	(No Response)			

7.3) HEDI Scoring Bands

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

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Task 7) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)

The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.

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

For guidance on the use of alternate SLOs during the transition period, see: https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations.

100% of Student Performance category if only the Required subcomponent is used or at least 50% when used with Optional subcomponent

(A) For a principal of a building which includes grades 4-8 ELA, math and/or high school courses with State or Regents assessments (or principals of programs with any of these assessments) who have at least 30% of his/her students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model.

(B) For a principal where less than 30% of his/her students are covered under the State-provided growth measure, such principal shall have a Student Learning Objective (SLO), consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any principal whose building or program includes courses that end in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

During the 2016-17 through 2018-19 school years, pursuant to the requirements of §30-3.17 of the Rules of the Board of Regents, if excluding grade 3-8 ELA/math State assessments and any State-provided growth scores results in no remaining student performance measures, districts/BOCES must develop alternate SLOs based on assessments that are not grade 3-8 ELA/math State assessments for the Required subcomponent of the Student Performance Category during the transition to higher standards through new State assessments aligned to revised learning standards and a revised State-approved growth model.

7.1-7.2) Alternate SLOs (Transition Period, 2016-17 through 2018-19)

Please list the grade configurations of the schools or principals where alternate SLOs will apply. For each configuration, also indicate the measure and assessment(s) used for the alternate SLO.

For each grade configuration indicate the following:

- **Column 1: lowest grade that corresponds to the building or program**
- **Column 2: highest grade that corresponds to the building or program**
- **Column 3: measure used**
- **Column 4: assessment(s) used**

Follow the examples below.

	(1) lowest grade	(2) highest grade	(3) measure	(4) assessment(s)
Grades K-2 Building	K	2	District- or BOCES-wide results	Common Core English, Common Core Algebra, Living Environment, Global 2, US History
Grades 11-12 Building	11	12	Principal-specific results	Common Core English, US History

Using the table below, please select the assessment(s) that will be used for the alternate SLOs during the 2016-17 through 2018-19 school years for each grade configuration listed. In all other school years, the SLO will be based on the largest grades/courses in the principal's school building, using State or Regents assessments as the underlying evidence for such SLOs where they exist.

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Task 7. Transition Student Performance - Required (Principals) - Task 7 Alternate SLOs

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Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course- Spec EMre 177.08 355.78 24. 96.6 40 re 490.05 625 72.45 4	
			☑ ☑ ☑ ☑ ☑		
			☑ ☑ ☑ ☑ ☑		

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

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

10.1) Scoring Ranges

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

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

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

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

10.2) Scoring Matrix for the Overall Rating

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

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

10.3) Assurances

Please check all of the boxes below.

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

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

11.1) Assurances: Improvement Plans

Please check all of the boxes below.

- ☑ Assure that the district/BOCES will formulate and commence implementation of a Principal Improvement Plan (PIP) for all principals who receive a Developing or Ineffective rating by October 1 following the school year for which such principal's performance is being measured or as soon as practicable thereafter.
- ☑ Assure that PIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law 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.

11.2) Attachment: Principal Improvement Plan Forms

All PIP plans developed and implemented by the superintendent or his/her designee, in the exercise of his/her pedagogical judgment, 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.

As a required attachment to this APPR plan, upload the PIP forms that are used in the school district/BOCES.

PIP_PrinImprovementPlan.pdf

11.3) Assurance: Appeals

Please check the box below.

- ☑ Assure the district/BOCES has collectively bargained appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.

11.4) Appeals

Pursuant to Education Law §3012-d, a principal may only challenge the following in an appeal to their district/BOCES:

(1) the substance of the annual professional performance review; which shall include the following:

(i) in the instance of a principal rated Ineffective on the student performance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally;

(2) the school district's/BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; and

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

Annual Professional Performance Review - Education Law §3012-d

Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

Page Last Modified: 07/22/2016

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

Cold Spring Harbor Appeals Procedure - Principals

A. A principal may initiate an appeal if she or he has received a rating of Ineffective or Developing on her or his Annual Professional Performance Review (APPR) within 30 calendar days of receiving the rating, within 15 calendar days of receiving her or his Improvement Plan, or within 30 calendar days of a principal with an improvement plan notifying her or his lead evaluator that one or more aspects of her or his Principal Improvement Plan is not being supported or provided. The appeal, submitted in writing, may be for one or more of the following reasons:

1. The content of the APPR evaluation including the narrative and points awarded for each component.
2. The school district's issuance or implementation of the Improvement Plan under Education Law 3012-d.
3. The school district's adherence to the standards and methodologies

APPRs pursuant to Education Law 3012-d.

4. The adherence to the Commissioner's regulations that are applicable to APPRs.
5. Compliance with the negotiated APPR procedures in the Cold Spring Harbor School District and Cold Spring Harbor Administrators Association Collective Bargaining Agreement.

B. The Superintendent shall schedule an appeal hearing within 30 calendar days of her or his receipt of the appeal. The hearing shall be scheduled at a location and time mutually agreeable to the evaluated principal and the Superintendent. The appeal will be heard by a panel consisting of one person chosen by the principal, one person chosen by the district and a third party, from within the district, mutually agreed to by both sides. The decision of the panel is binding upon the parties.

C. If there is a second ineffective or developing rating, the principal may again appeal. In this, the second appeal, the same procedures and rules will be followed except that the third person mutually agreed to by both parties will be a person chosen from outside the district, who is a rarT,u rei1bEMCore of the following reasons:

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Describe the process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators.

The process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators will include training by consultants through Eastern and Western Suffolk BOCES. These half-day and workshop training sessions will provide instruction in inter rater reliability, including data analysis to detect disparities on the part of one or more evaluators, periodic comparisons of a lead evaluator's assessment with another evaluator's assessment of the same educator, and annual calibration sessions across evaluators. The training will cover all nine of the elements required by section 30-3 of the Rules of the Board of Regents.

11.7) Assurances: Principal Evaluation

Please check all Tm t B10 0lemeow.

Page Last Modified: 07/22/2016

Please check all of the boxes below.

- ☑ 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.
- ☑ Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- ☑ Assure scores and ratings for all principals will be reported to NYSED for each category, as well as the overall rating, as per NYSED requirements.
- ☑ Assure that enrolled students in accordance with policies for student assignment to schools and may not be excluded.
- ☑ Assure that procedures for ensuring data accuracy and integrity are being utilized.

COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT
Teacher Improvement Plan (TIP)

TIP Philosophy

Upon rating a teacher as Developing or Ineffective through an annual professional performance review, a

COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

TEACHER IMPROVEMENT PLAN

Step 1:

The TIP Process begins with the Plan Development Meeting with all relevant parties. The purpose of the meeting is to draft a plan using the TIP form, which identifies:

1. 7 K H D UHDV W K D Y H E H Q L G H Q W L I L H G D V ³G H Y H O R S L Q J ´ R U ³
2. The strategies that shall be employed to effect the improvement(s)
3. The resources that will be made available to the teacher

Step 2:

A follow-up meeting will be held within one week to finalize the TIP.

Step 3:

The supervising administrator and teacher meet at least twice a month to collaboratively discuss the W H D F K H U ¶ V S effectiveness of the support provided in the TIP.

Teacher Improvement Plan

Date: _____

Developed by: _____ _____

Teacher Administrator

Identification of specific areas in which improvement is sought:

Cold Spring Harbor Central School District
Principal Improvement Plan

A. An Improvement Plan will be developed for an evaluated principal when the composite rating is Ineffective or Developing. The plan will be made on or before the tenth day of school in the term immediately following a principalÕs receiving a composite rating of ineffective or developing.

B. The lead evaluator, evaluated principal, and a representative of the administratorsÕ association will meet to mutually develop an Improvement Plan that addresses each component of the evaluation that is below Effective (student growth and principalÕs leadership and management actions). The plan will include:

1. The performance gap: What is the current level and what is the desired level for the next year or what is expected of the evaluated principal in order to be assessed at a higher level.
2. Suggested activities or practices for the evaluated principal to complete or engage in for improvements. Activities and practices include but are not limited to:
    - Mentor/coach, internal or external
    - Visitations and shadowing
    - Workshops and seminars
    - On-line courses and seminar
    - Advanced degree work
    - Professional texts, periodicals, and other literature
    - Collegial circles
    - Guided observations
    - Self-assessments
    - Modeling from lead evaluator

3. Time line and benchmarks to review and assess progress towards improvements including a minimum of three checkpoint conferences with the lead evaluator:

C. After a second Ineffective rating, the evaluated principal will have eight months on her or his Improvement Plan to demonstrate progress before any dismissal procedures are initiated.

D. A principalÕs participation in the development of, accepting, and beginning a Principal Improvement Plan will not be used as evidence for denying an appeal of a rating of Ineffective.

COLD SPRING HARBOR CENTRAL SCHOOL

DISTRICT CERTIFICATION FORM: Please download this form, complete it and upload it to the NEDP/BAS system.

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-d and Subpart 30-3 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 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-d and Subpart 30-3 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 to be consistent with the requirements of Education Law §3012-d and 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 and thoroughly evaluates performance, as implemented by Subpart 30-3 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 district/BOCES. To the extent there are no collective bargaining agreements, memoranda of agreement or other agreements with any employee organization that conflict, or interfere with full implementation of the APPR, the district/BOCES will not enter into any such agreements with any employee organization that conflict with or relate to the APPR plan or collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-3 of the Rules of the Board of Regents.

The district/BOCES and its collective bargaining agent(s), where applicable, also certify that during the 2015-16 through 2018-19 school years, transition scores and ratings will be calculated for teachers and principals that exclude the results of grades 3-8 English Language Arts (ELA) and Math State assessments and any State-provided growth scores, and that the district/BOCES will continue to provide teachers and principals with original APPR scores and ratings calculated based on the measures described in this approved APPR plan without any modifications, substitutions, or replacements pursuant to §30-3.17 of the Rules of the Board of Regents during the transition period, and that original APPR scores and ratings will not be used for employment decisions and will only be used for advisory purposes, and will have no impact on employment decisions, including tenure determinations, or teacher and principal improvement plans.

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 Chapter 56 of the Laws of 2015 Plan may be withheld or forfeited by the State pursuant to Education Law §3012-d(12) as added by Chapter 56 of the Laws of 2015.

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, during the 2015-16 through 2018-19 school years, the overall evaluation rating will be used as a significant factor in employment decisions, including tenure determinations, but will not be the sole factor in employment decisions;
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES will continue to provide teachers and principals with original APPR scores and ratings calculated based on the measures described in this APPR plan without any modifications, substitutions, or replacements pursuant to §30-3.17 of the Rules of the Board of Regents;
- Assure that, during the 2015-16 through 2018-19 school years, original APPR scores and ratings will not be used as the basis for employment decisions and will only be used for advisory purposes;
- Assure that beginning in the 2019-2020 school year, the original overall APPR score pursuant to the district's or BOCES' approved ADDP plan shall be used as the basis for employment decisions, including tenure determinations and teacher and principal improvement plans;
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide teachers and principals whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA and Math State assessments and/or State-provided growth scores with their APPR transition scores pursuant to §30-3.17 of the Rules of the Board of Regents as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured;
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such teachers and principals with their original composite APPR rating by September 1 of the school year next following the school year for which the teacher's performance is being measured, or as soon as practicable thereafter;
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall continue to provide teachers and principals whose Student Performance Category measures are not based on the grades 3-8 ELA and Math State assessments or State-provided growth scores with their score and rating on the Student Performance category, if a

available, and for the Teacher Observation category or Principal School Visit category of the annual professional performance reviews, in writing, no later than the last day of the school year for which the classroom teacher or building principal's performance is being measured, 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;

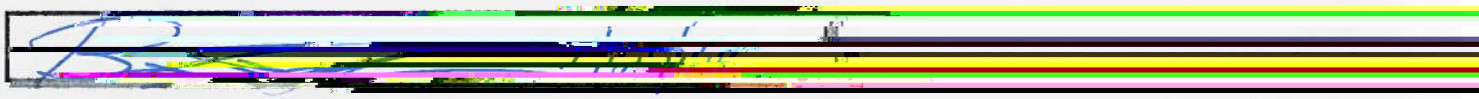
- Assure that beginning in the 2013-14 school year, the entire APPR will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured;
- Assure that beginning in the 2013-14 school year, the district or BOCES shall compute and provide to the teacher/principal this score and its corresponding HEDI Effectiveness Category, if available, and for the Teacher Observation category or Principal School Visit Category of a teacher's or principal's annual professional performance review, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher or principal's performance is measured;
- Assure that the APPR Plan will be filed in the district office and made available to the public on the district's or BOCES' website no later than September 10 of the school year for which the plan is to be in effect, or as directed by the Commissioner, whichever shall occur;
- Assure that accurate teacher and principal data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES will continue to report both the original and transition individual growth or other comparable scores and the overall and final evaluation ratings for the State, 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 evaluation rubrics, including specific considerations in evaluating teachers and principals of students with disabilities and English language learners/students with disabilities;
- Assure that, during the 2015-16 through 2018-19 school years, any educators who receive a Developing or Ineffective rating as their overall transition rating will receive a Teacher Improvement Plan or Principal Improvement Plan in accordance with all applicable statutes and regulations no later than October 1 in the school year following the school year in which such teacher's or principal's performance is being measured;
- Assure that, beginning in the 2019-2020 school year, any educators who receive a Developing or Ineffective rating as their original overall rating pursuant to the APPR plan will receive a Teacher Improvement Plan or Principal Improvement Plan, as applicable, in accordance with all applicable statutes and regulations, no later than October 1 of the school year following the school year for which such teacher's or principal's performance is being measured or as soon as practicable thereafter;
- Assure that each lead evaluator will be provided with the professional development designed to the extent practicable to improve their pedagogical judgment and practice in objectively evaluating teachers or principals, as applicable, pursuant to the Civil Service Law;
- Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, will be properly trained and that lead evaluators will be certified and recertified in accordance with all applicable statutes and regulations;
- Assure that the district or BOCES has duly negotiated appeal procedures that are consistent with the statute and regulations, and that may provide for the timely and reasonable resolution of an appeal by an eligible teacher or principal;
- Assure that, for teachers, all applicable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations and, for principals, all applicable NYS Educational Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits;
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including for the subcomponent and that the district and BOCES shall ensure that the process by which points are assigned to subcomponents and categories is transparent and available to those being rated, prior to the beginning of each school year;
- Assure that if a second measure for the Student Performance category is duly selected, then the same locally selected measure of student growth or other comparable measures of student learning will be used in a consistent manner to the extent practicable;
- Assure that all growth targets represent a minimum of one year of expected student growth for each year of instruction, unless superintendent, or another similar administrator, approves a lesser amount;
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of each school year, on forms prescribed by the Commissioner or approved by the Commissioner for approval;
- Assure that the alternate SLOs described in Tasks 2 and 7 of this APPR plan will be used as the basis for certain teachers' and principals' transition APPR scores and ratings, where applicable and consistent with Section 3012-d of the

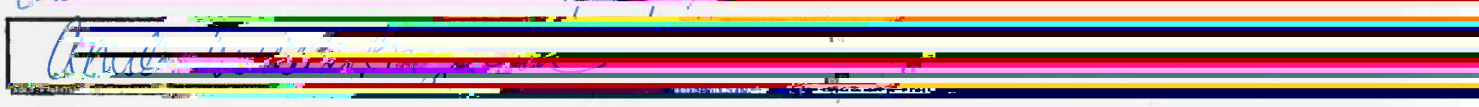
- the Rules of the [illegible] during the 2016-17 [illegible] school years
- Assure [illegible] BOCES [illegible] regulations [illegible] requirements of [illegible] of the Rules of [illegible]
- Assure that the district or BOCES will [illegible] monitoring pursuant to [illegible]
- Assure that there are no [illegible] State or Federal law [illegible] minimum [illegible]
- Assure that [illegible] not [illegible] devoted to [illegible] be counted toward [illegible] pupils could be [illegible] Supersede the requirements [illegible] English language [illegible]

Signatures

Superintendent Signature:

Teachers Union President Signature:



Administrators Union President Signature:

Board of Education President Signature: