



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

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May 20, 2014

Revised-Expedited Assessment Material Change

Dr. Judith Wilansky, Superintendent
Cold Spring Harbor Central School District
75 Goose Hill Road
Cold Spring Harbor, NY 11724

Dear Superintendent Wilansky:

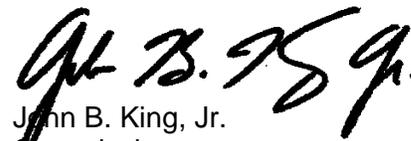
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) Expedited Assessment Material Change submission meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are 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: Maureen Whitley

NOTES:

Only the material changes included in your Expedited Assessment Material Change request were reviewed. The remaining sections of your district's/BOCES' plan, as approved by the Commissioner on [DATE], remain in effect. Therefore, it is the responsibility of the district/BOCES to ensure that the change(s) approved will not have any impact on the implementation of any other part of its approved plan.

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.



Cold Spring Harbor Central School District

The Francis Roberts Community Center

75 Goose Hill Road

Cold Spring Harbor, New York 11724-9813

Judith A. Wilansky, Ed.D.
SUPERINTENDENT OF SCHOOLS

(631) 367-5931
(631) 367-3108 (Fax)

**Revised Expedited Material Change Form and Certification
Form from Cold Spring Harbor Central School District for
approved APPR Plan.**

9 pages attached

EXPEDITED MATERIAL CHANGE FORM

Directions:

The following certification form is for use by school districts/BOCES that request to make a material change to their approved Annual Professional Performance Review (APPR) plan that relates solely to the elimination of unnecessary student assessments as described in Section 30-2.3(a)(2) of the Rules of the Board of Regents. For more information please see <http://www.regents.nysed.gov/meetings/2014/February2014/214p12hea1.pdf>.

Districts/BOCES that wish to submit material changes to their approved APPR plan for use in the current school year must complete and submit this form to EducatorEval (educatoreval@mail.nysed.gov) ***no later than March 1***. Please note that the Department will not accept late submissions of this form. **Please type "Expedited Assessment Material Change" in the subject line of your email to ensure an expedited review of your material change request.**

The superintendent, district superintendent, or chancellor of each school district/BOCES must provide a written explanation of the changes to their approved APPR plan in addition to the required certification below---that no other material changes have been made to other portions of the APPR plan. In the form below, please identify the relevant Task(s) (2, 3, 7, and/or 8), as listed in the APPR Portal, that will be impacted by your requested material change. In each sub-task, please also indicate if changes were made to the selected assessment, HEDI process, and/or assignment of points.

The Department shall complete the review of properly and completely submitted material changes ***within 10 business days of submission***. In order to be considered properly and completely submitted, the submission must include this form with all appropriate signatures and dates and a corresponding submission in the APPR Portal (as described above) that meets the requirements of Education Law §3012-c and Subpart 30-2 of the Board of Regents. If a plan is reviewed and rejected by the Department because it was not properly and completely submitted or for any other reason, the 10 business day requirement for an expedited review does not apply until a new, properly and completely submitted material change is submitted for approval.

Please note that the Department will only review the Task(s) and sub-task(s) indicated in this certification form and no other portion of the APPR plan will be reviewed by the Department for compliance with Education Law §3012-c. Therefore, it is the responsibility of the district/BOCES to assure that the changes requested will not have an impact on the implementation of any other part of their approved APPR plan since the Department will not be reviewing the remaining portions of the approved APPR plan for compliance with Education Law §3012-c. The Department recommends that school districts/BOCES consult with their local counsel before submitting this certification form and any changes to their currently approved plan in the APPR Portal.

Name of school district or BOCES: Cold Spring Harbor CSD

Please check the applicable boxes below to indicate which portions of the APPR plan have been changed that relate to the elimination of unnecessary assessments on students.

Task 2. State Growth or Other Comparable Measures (Teachers)

2.2) Grades K-3 ELA

<input type="checkbox"/> Kindergarten ELA Assessment	<input checked="" type="checkbox"/> Grade 1 ELA Assessment
<input type="checkbox"/> Kindergarten ELA HEDI Process	<input type="checkbox"/> Grade 1 ELA HEDI Process
<input type="checkbox"/> Kindergarten ELA Assignment of Points	<input type="checkbox"/> Grade 1 ELA Assignment of Points
<input checked="" type="checkbox"/> Grade 2 ELA Assessment	<input type="checkbox"/> Grade 3 ELA HEDI Process
<input type="checkbox"/> Grade 2 ELA HEDI Process	<input type="checkbox"/> Grade 3 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assignment of Points	

2.3) Grades K-3 Math

<input checked="" type="checkbox"/> Kindergarten Math Assessment	<input type="checkbox"/> Grade 1 Math Assessment
<input type="checkbox"/> Kindergarten Math HEDI Process	<input type="checkbox"/> Grade 1 Math HEDI Process
<input type="checkbox"/> Kindergarten Math Assignment of Points	<input type="checkbox"/> Grade 1 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assessment	<input type="checkbox"/> Grade 3 Math HEDI Process
<input type="checkbox"/> Grade 2 Math HEDI Process	<input type="checkbox"/> Grade 3 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assignment of Points	

2.4) Grades 6-8 Science

<input checked="" type="checkbox"/> Grade 6 Science Assessment	<input checked="" type="checkbox"/> Grade 7 Science Assessment
<input checked="" type="checkbox"/> Grade 6 Science HEDI Process	<input checked="" type="checkbox"/> Grade 7 Science HEDI Process
<input checked="" type="checkbox"/> Grade 6 Science Assignment of Points	<input checked="" type="checkbox"/> Grade 7 Science Assignment of Points
<input checked="" type="checkbox"/> Grade 8 Science HEDI Process	
<input checked="" type="checkbox"/> Grade 8 Science Assignment of Points	

2.5) Grades 6-8 Social Studies

<input checked="" type="checkbox"/> Grade 6 Social Studies Assessment	<input checked="" type="checkbox"/> Grade 7 Social Studies Assessment
<input checked="" type="checkbox"/> Grade 6 Social Studies HEDI Process	<input checked="" type="checkbox"/> Grade 7 Social Studies HEDI Process
<input checked="" type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input checked="" type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input checked="" type="checkbox"/> Grade 8 Social Studies Assessment	
<input checked="" type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input checked="" type="checkbox"/> Grade 8 Social Studies Assignment of Points	

2.6) High School Social Studies Regents Courses

<input type="checkbox"/> Global 1 Assessment	<input type="checkbox"/> Global 2 HEDI Process
<input type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> Global 1 Assignment of Points	
<input type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

2.7) High School Science Regents Courses

<input type="checkbox"/> Living Environment HEDI Process	<input type="checkbox"/> Earth Science HEDI Process
<input type="checkbox"/> Living Environment Assignment of Points	<input type="checkbox"/> Earth Science Assignment of Points
<input type="checkbox"/> Chemistry HEDI Process	<input type="checkbox"/> Physics HEDI Process
<input type="checkbox"/> Chemistry Assignment of Points	<input type="checkbox"/> Physics Assignment of Points

2.8) High School Math Regents Courses

<input type="checkbox"/> Algebra 1 HEDI Process	<input type="checkbox"/> Geometry HEDI Process
<input type="checkbox"/> Algebra 1 Assignment of Points	<input type="checkbox"/> Geometry Assignment of Points
<input type="checkbox"/> Algebra 2 HEDI Process	
<input type="checkbox"/> Algebra 2 Assignment of Points	

2.9) High School English Language Arts

<input type="checkbox"/> Grade 9 ELA Assessment	<input type="checkbox"/> Grade 10 ELA Assessment
<input type="checkbox"/> Grade 9 ELA HEDI Process	<input type="checkbox"/> Grade 10 ELA HEDI Process
<input type="checkbox"/> Grade 9 ELA Assignment of Points	<input type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input type="checkbox"/> Grade 11 ELA HEDI Process	
<input type="checkbox"/> Grade 11 ELA Assignment of Points	

2.10) All Other Courses

<input type="checkbox"/> All other course(s) Assessment(s)
<input type="checkbox"/> All other course(s) HEDI Process
<input type="checkbox"/> All other course(s) Assignment of Points

2.11) HEDI Table(s)

<input checked="" type="checkbox"/> Listed course(s) Assessment(s)
<input checked="" type="checkbox"/> Listed course(s) HEDI Process
<input checked="" type="checkbox"/> Listed course(s) Assignment of Points

Task 3. Locally-Selected Measures (Teachers)

3.1) Grades 4-8 ELA

<input type="checkbox"/> Grade 4 ELA Assessment	<input type="checkbox"/> Grade 5 ELA Assessment
<input type="checkbox"/> Grade 4 ELA HEDI Process	<input type="checkbox"/> Grade 5 ELA HEDI Process
<input type="checkbox"/> Grade 4 ELA Assignment of Points	<input type="checkbox"/> Grade 5 ELA Assignment of Points
<input type="checkbox"/> Grade 6 ELA Assessment	<input type="checkbox"/> Grade 7 ELA Assessment
<input type="checkbox"/> Grade 6 ELA HEDI Process	<input type="checkbox"/> Grade 7 ELA HEDI Process
<input type="checkbox"/> Grade 6 ELA Assignment of Points	<input type="checkbox"/> Grade 7 ELA Assignment of Points
<input type="checkbox"/> Grade 8 ELA Assessment	
<input type="checkbox"/> Grade 8 ELA HEDI Process	
<input type="checkbox"/> Grade 8 ELA Assignment of Points	

3.2) Grades 4-8 Math

<input type="checkbox"/> Grade 4 Math Assessment	<input type="checkbox"/> Grade 5 Math Assessment
<input type="checkbox"/> Grade 4 Math HEDI Process	<input type="checkbox"/> Grade 5 Math HEDI Process
<input type="checkbox"/> Grade 4 Math Assignment of Points	<input type="checkbox"/> Grade 5 Math Assignment of Points
<input type="checkbox"/> Grade 6 Math Assessment	<input type="checkbox"/> Grade 7 Math Assessment
<input type="checkbox"/> Grade 6 Math HEDI Process	<input type="checkbox"/> Grade 7 Math HEDI Process
<input type="checkbox"/> Grade 6 Math Assignment of Points	<input type="checkbox"/> Grade 7 Math Assignment of Points
<input type="checkbox"/> Grade 8 Math Assessment	
<input type="checkbox"/> Grade 8 Math HEDI Process	
<input type="checkbox"/> Grade 8 Math Assignment of Points	

3.3) HEDI Table(s) or Graphic(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

3.4) Grades K-3 ELA

<input type="checkbox"/> Kindergarten ELA Assessment	<input type="checkbox"/> Grade 1 ELA Assessment
<input type="checkbox"/> Kindergarten ELA HEDI Process	<input type="checkbox"/> Grade 1 ELA HEDI Process
<input type="checkbox"/> Kindergarten ELA Assignment of Points	<input type="checkbox"/> Grade 1 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assessment	<input type="checkbox"/> Grade 3 ELA Assessment
<input type="checkbox"/> Grade 2 ELA HEDI Process	<input type="checkbox"/> Grade 3 ELA HEDI Process
<input type="checkbox"/> Grade 2 ELA Assignment of Points	<input type="checkbox"/> Grade 3 ELA Assignment of Points

3.5) Grades K-3 Math

<input type="checkbox"/> Kindergarten Math Assessment	<input type="checkbox"/> Grade 1 Math Assessment
<input type="checkbox"/> Kindergarten Math HEDI Process	<input type="checkbox"/> Grade 1 Math HEDI Process
<input type="checkbox"/> Kindergarten Math Assignment of Points	<input type="checkbox"/> Grade 1 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assessment	<input type="checkbox"/> Grade 3 Math Assessment
<input type="checkbox"/> Grade 2 Math HEDI Process	<input type="checkbox"/> Grade 3 Math HEDI Process
<input type="checkbox"/> Grade 2 Math Assignment of Points	<input type="checkbox"/> Grade 3 Math Assignment of Points

3.6) Grades 6-8 Science

<input type="checkbox"/> Grade 6 Science Assessment	<input type="checkbox"/> Grade 7 Science Assessment
<input type="checkbox"/> Grade 6 Science HEDI Process	<input type="checkbox"/> Grade 7 Science HEDI Process
<input type="checkbox"/> Grade 6 Science Assignment of Points	<input type="checkbox"/> Grade 7 Science Assignment of Points
<input type="checkbox"/> Grade 8 Science Assessment	
<input type="checkbox"/> Grade 8 Science HEDI Process	
<input type="checkbox"/> Grade 8 Science Assignment of Points	

3.7) Grades 6-8 Social Studies

<input type="checkbox"/> Grade 6 Social Studies Assessment	<input type="checkbox"/> Grade 7 Social Studies Assessment
<input type="checkbox"/> Grade 6 Social Studies HEDI Process	<input type="checkbox"/> Grade 7 Social Studies HEDI Process
<input type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input type="checkbox"/> Grade 8 Social Studies Assessment	
<input type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input type="checkbox"/> Grade 8 Social Studies Assignment of Points	

3.8) High School Social Studies Regents Courses

<input type="checkbox"/> Global 1 Assessment	<input type="checkbox"/> Global 2 Assessment
<input type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 HEDI Process
<input type="checkbox"/> Global 1 Assignment of Points	<input type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> American History Assessment	
<input type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

3.9) High School Science Regents Courses

<input type="checkbox"/> Living Environment Assessment	<input type="checkbox"/> Earth Science Assessment
<input type="checkbox"/> Living Environment HEDI Process	<input type="checkbox"/> Earth Science HEDI Process
<input type="checkbox"/> Living Environment Assignment of Points	<input type="checkbox"/> Earth Science Assignment of Points
<input type="checkbox"/> Chemistry Assessment	<input type="checkbox"/> Physics Assessment
<input type="checkbox"/> Chemistry HEDI Process	<input type="checkbox"/> Physics HEDI Process
<input type="checkbox"/> Chemistry Assignment of Points	<input type="checkbox"/> Physics Assignment of Points

3.10) High School Math Regents Courses

<input type="checkbox"/> Algebra 1 Assessment	<input type="checkbox"/> Geometry Assessment
<input type="checkbox"/> Algebra 1 HEDI Process	<input type="checkbox"/> Geometry HEDI Process
<input type="checkbox"/> Algebra 1 Assignment of Points	<input type="checkbox"/> Geometry Assignment of Points
<input type="checkbox"/> Algebra 2 Assessment	
<input type="checkbox"/> Algebra 2 HEDI Process	
<input type="checkbox"/> Algebra 2 Assignment of Points	

3.11) High School English Language Arts

<input type="checkbox"/> Grade 9 ELA Assessment	<input type="checkbox"/> Grade 10 ELA Assessment
<input type="checkbox"/> Grade 9 ELA HEDI Process	<input type="checkbox"/> Grade 10 ELA HEDI Process
<input type="checkbox"/> Grade 9 ELA Assignment of Points	<input type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input type="checkbox"/> Grade 11 ELA HEDI Process	
<input type="checkbox"/> Grade 11 ELA Assignment of Points	

3.12) All Other Courses

<input type="checkbox"/> All other course(s) Assessment(s)
<input type="checkbox"/> All other course(s) HEDI Process
<input type="checkbox"/> All other course(s) Assignment of Points

3.13) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Task 7. State Growth or Other Comparable Measures (Principals)

7.3) Students Learning Objectives as Comparable Growth Measures (20 points)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

7.3) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Task 8. Locally-Selected Measures (Principals)

8.1) Locally Selected Measures of Student Achievement for Principals With an Approved Value-Added Measure (15 points) (20 points until Value-Added is implemented)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.1) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.2) Locally Selected Measures of Student Achievement for All Other Principals (20 points)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.2) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Statement of Assurances

By signing this document, the superintendent, district superintendent or chancellor, the president of the board of education and the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this expedited material change and the previously approved APPR plan and/or approved material changes constitute the district's or BOCES' Annual Professional Performance Review (APPR) plan, that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining, and that such APPR plan complies with all of 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 district or BOCES and its collective bargaining agent(s), where applicable, also assure 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 the district's or BOCES' complete APPR 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 district's or BOCES APPR plan, including any approved material changes; 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 or BOCES and its collective bargaining agent(s), where applicable, also make the following specific assurances with respect to their APPR plan:

- Assure that the material changes indicated in this form are in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining,
- Assure that the district or BOCES' request for an expedited review of their APPR plan is only for material changes related to the elimination of unnecessary assessments on students in one or more of the following Task(s): Task 2 (State Growth or Other Comparable Measures subcomponent); Task 3 (Locally-selected Measures subcomponent); Task 7 (State Growth or Other Comparable Measures subcomponent); Task 8 (Locally-selected Measures subcomponent) and that no other Tasks of the district or BOCES' approved APPR plan have been changed.
- Assure that any expedited review approved by the Commissioner shall constitute part of the school district's or BOCES' currently approved APPR plan.
- Assure 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.
- Assure that the district's or BOCES' entire approved APPR plan, including any approved material change, has been posted on the district or BOCES website within 10 days after it is approved by the Commissioner.
- Assure that the district's or BOCES' request for an expedited material change will not prevent, conflict, or interfere with any existing collective bargaining agreement and/or full implementation of the APPR plan currently approved by the Department in any way or the described timeframes for submission of data in Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. This includes, but is not limited to, that results will be provided and 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 understands that the Department will only review, in an expedited fashion, the material changes described on this assurance form and that no other portion of the APPR plan will be reviewed as part of this material change request, by the Department for compliance with Education Law §3012-c.
- Assure that the district or BOCES will continue to fully implement the currently approved APPR plan and will not have collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent that would prevent, conflict, or interfere with full implementation of the APPR plan.
- 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 the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations.
- Assure that the district or BOCES understands that the use of an expedited material change does not preclude the Department from conducting annual monitoring regarding the implementation of the requested change or of its entire approved APPR plan pursuant to the regulations.
- Assure that any material change to the APPR plan relating to assessment use will align with the applicable HEDI description(s) and uploaded document(s) for the given Task.

Signatures, Dates

Superintendent Signature: Date: 5/08/14

Juan A. Orlando

Teachers Union President Signature: Date: 5-15-14

M. [Signature]

Administrative Union President Signature: Date:

[Signature] 5-16-14

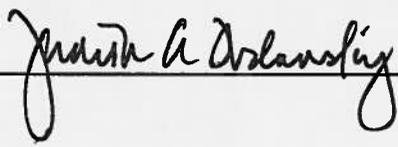
Board of Education President Signature: Date:

Juanita [Signature] 5/16/14

For APPR plans submitted to the Commissioner on or after March 2, 2014 for use in the 2014-15 school year and thereafter the school district or BOCES also makes the following specific assurance with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the superintendent, district superintendent or chancellor attest that for the 2014-15 school year and thereafter no more than one percent of total instructional time in each classroom or program of the district or BOCES is spent taking any locally determined traditional standardized assessments from the approved list or district, regional or BOCES developed assessments for purposes of Education Law § 3012-c. This shall not apply to assessments used for formative or diagnostic purposes.

Superintendent / District Superintendent / Chancellor Signature: Date: 5/08/14



Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Tuesday, October 29, 2013

1

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 : 580402060000

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

580402060000

1.2) School District Name: COLD SPRING HARBOR CSD

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

COLD SPRING HARBOR 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 Friday, April 25, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects, 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	State-approved 3rd party assessment	STAR Early Literacy Enterprise Renaissance Learning, Inc.
1	State-approved 3rd party assessment	STAR Reading Enterprise Renaissance Learning, Inc.
2	State-approved 3rd party assessment	STAR Reading Enterprise Renaissance Learning, Inc.

	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.	The District will use a State-approved 3rd party assessment, STAR, for students in grades K-2 ELA for the 20% Growth. Students' pretest scores will be compared to the final assessment scores. See Table 1 in 2.11 below The 3rd Grade ELA Assessment will be used as evidence in the Grade 3 ELA SLO with growth targets based on prior student academic data and used as baseline data in the SLO. The overall percentage of target met or exceeded will be used to determine the number of points a teacher receives. See Table 3 in 2.11 below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	K - 2 teacher is rated Highly Effective if 85% - 100% of the students achieve their individual goals based on the

nationally normed growth rate for STAR in ELA.

In Grade 3, the teacher will be rated Highly Effective if the teacher's results on the NYS ELA assessment are excellent with 85% - 100% of students meeting their SLO targets

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

K-2 teacher is rated Effective if 40% - 84% of the students achieve their individual goals based on the nationally normed growth rate for STAR in ELA.

In Grade 3, the teacher will be rated Effective if the teacher's results on the NYS ELA assessment are acceptable and represent appropriate academic growth with 65% - 84% of students meeting their SLO targets.

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

K-2 teacher is rated Developing if 10% - 39% of the students achieve their individual goals based on the nationally normed growth rate for STAR in ELA.

In Grade 3, a teacher will be rated Developing if the teacher's results on the NYS ELA assessment do not meet the district's academic standards for growth with 50% - 64% of students meeting their SLO targets.

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

K-2 teacher is rated Ineffective if 0% - 9% of the students achieve their individual goals based on the nationally normed growth rate for STAR in ELA.

In Grade 3, a teacher will be rated Ineffective if the teacher's results on the NYS ELA assessment do not meet the district's academic standards for growth with 0% - 49% of students meeting their SLO targets.

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	State-approved 3rd party assessment	STAR Early Literacy Renaissance Learning, Inc.
1	State-approved 3rd party assessment	STAR MATH Enterprise Renaissance Learning, Inc.
2	State-approved 3rd party assessment	STAR MATH Enterprise Renaissance Learning, Inc.

	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

The District will use a State-approved 3rd party assessment, STAR, for students in grades K-2 Math for the 20% Growth. Students' pretest scores in the fall 2012 will be compared to the

2.11, below.

final assessment scores in the spring 2013.

See Table 1 in 2.11 below

The 3rd Grade Math Assessment will be used as evidence in the Grade 3 Math SLO with growth targets based on prior student academic data and used as baseline data in the SLO. The overall percentage of target met or exceeded will be used to determine the number of points a teacher receives. See Table 3 in 2.11 below.

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

K - 2 teacher is rated Highly Effective if 85% - 100% of the students achieve their individual goals based on the nationally normed growth rate for STAR.

In Grade 3, a teacher will be rated Highly Effective if the teacher's results on the NYS Math assessment are excellent with 85% - 100% of students meeting their SLO targets

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

K-2 teacher is rated Effective if 40% - 84% of the students achieve their individual goals based on the nationally normed growth rate for STAR.

In Grade 3, the teacher will be rated Effective if the teacher's results on the NYS Math assessment are acceptable and represent appropriate academic growth with 65% - 84% of students meeting their SLO targets.

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

K-2 teacher is rated Developing if 10% - 39% of the students achieve their individual goals based on the nationally normed growth rate for STAR.

In Grade 3, a teacher will be rated Developing if the teacher's results on the NYS Math assessment do not meet the district's academic standards for growth with 50% - 64% of students meeting their SLO targets.

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

K-2 teacher is rated Ineffective if 0% - 9% of the students achieve their individual goals based on the nationally normed growth rate for STAR.

In Grade 3 a teacher will be rated Ineffective if the teacher's results on the NYS Math assessment do not meet the district's academic standards for growth with 0% - 49% of students meeting their SLO targets with results.

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	School- or BOCES-wide, group or team results based on State assessments	Grades 4-6 New York State ELA and Math assessments
7	School- or BOCES-wide, group or team results based on State assessments	Grades 7-8 New York State ELA and Math assessments
8	Not applicable	Not applicable

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>All Grades 6 and 7, because we have two schools with Grades 2-6 and one school grades 7-12, all Grade 6 and Grade 7 teachers will use the State provided school-wide growth score for ELA and Math for their building.</p> <p>The 8th Grade students in Cold Spring Harbor are all accelerated and take a course "Biology" which terminates in the NYS Living Environment Regents, which is used as evidence. Therefore, the Grade 8 students do not take the State Science Assessment.</p> <p>The Grade 8 Science SLO is set with class wide targets set by the teacher and approved by the Assistant Superintendent for Curriculum and Instruction and the principal.</p> <p>See Table 3 for HEDI conversion chart</p> <p>The targets are based on prior student academic data and used as baseline data and results of the Living Environment Regents as evidence of growth. The overall percentage of target met or exceeded will be used to determine the number of points a teacher receives.</p> <p>See Table 4s for 25-20 point conversion, should the Board of Regents adopt a value added measure.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>In Grade 8 science, a teacher will be rated Highly Effective if the teacher's results are excellent with 85% - 100% of students meeting their SLO targets.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>In Grade 8 science, a teacher will be rated Effective if the teacher's results are acceptable and represent appropriate academic growth with 65% - 84% of students meeting their SLO targets.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>In Grade 8 science, a teacher will be rated Developing if the teacher's results do not meet the district's academic standards for growth with 50% - 64% of students meeting their SLO targets.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>In Grade 8 science, a teacher will be rated Ineffective if the teacher's results do not meet the district's academic standards for growth with 0% - 49% of students meeting their SLO targets.</p>

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	School- or BOCES-wide, group or team results based on State assessments	Grades 4-6 New York State ELA and Math assessments
7	School- or BOCES-wide, group or team results based on State assessments	Grades 7-8 New York State ELA and Math assessments
8	School- or BOCES-wide, group or team results based on State assessments	Grades 7-8 New York State ELA and Math assessments

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.	Growth Measure chart in 2.11 below All Grades 6, 7, and 8 Social Studies teachers will use the State provided school-wide growth score for ELA and Math for their building.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Tables 4s for 25-20 point conversion should the Board of Regents adopt a value-added measure
Effective (9 - 17 points) Results meet District goals for similar students.	See Tables 4s for 25-20 point conversion should the Board of Regents adopt a value-added measure
Developing (3 - 8 points) Results are below District goals for similar students.	See Tables 4s for 25-20 point conversion should the Board of Regents adopt a value-added measure
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Tables 4s for 25-20 point conversion should the Board of Regents adopt a value-added measure

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	Cold Spring Harbor Global 1 District-developed performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

	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.	The Regents assessments will be used as evidence in SLOs for Global 2 and American History. The District will use SLOs with District-developed assessments for students in Global I Studies for the 20% Growth. These District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. See Table 2_Growth PBA 0-20 chart in 2.11 below
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For Global 2 and American History, growth targets will be set based on prior academic performance of the students assigned to the teacher. This will serve as baseline with the Regents assessment in Global 2 and American History as evidence of growth.

The overall percentage of target met or exceeded will be used to determine the number of points a teacher receives.

See Table 3 in 2.11 below.

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

In Global I, a teacher will be rated Highly Effective if 25% - 27% of students scoring at Levels 1,2,3, are now at Levels 4, 5 or 6 on a 6 point rubric.

The performance--□based task will result in authentic purpose and meaningful engagement on the part of the student. The assessment results will demonstrate a the ability of the student to apply knowledge and skills from other content areas. The student is able to reflect on both the product and the process and self--□evaluate their own and each other's task in an age appropriate way. The task demonstrates the student's ability to think well beyond a basic level as per Webb's Depth of Knowledge levels 3 or 4.

In Global 2 and American History, a teacher will be rated Highly Effective if the teacher's results are excellent with 85% - 100% of students meeting their SLO targets.

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

In Global I, a teacher will be rated Effective if 12% - 24% of students scoring at Levels 1,2,3 are now at Levels 4, 5 or 6 on a 6 point rubric

The performance--□based task will result in meaningful engagement on the part of the student. The assessment results will demonstrate a the ability of the student to apply prior knowledge. The student is able to reflect on both the product and the process in an age appropriate way. The task demonstrates the student's ability to think beyond a basic level as per Webb's Depth of Knowledge level 3.

In Global 2 and American History, a teacher will be rated Effective if the teacher's results are acceptable and represent appropriate academic growth with 65% - 84% of students meeting their SLO targets.

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

In Global 1, a teacher will be rated Developing if 4% - 11% of students scoring Levels 1,2,3 are now at a Level 4, 5 or 6 on a 6 point rubric

The performance--□based task result in little or no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to reflect on the task and demonstrate thinking beyond level 1 or 2 of Webb's Depth of Knowledge.

In Global 2 and American History, a teacher will be rated Developing if the teacher's results are do not meet the district's academic standards for growth with 50% - 64% of students meeting their SLO targets.

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

In Global I, a teacher will be rated Ineffective if 0% -3 % of students at Levels 1,2,3 are now at a Levels 4, 5 or 6 on a 6

point rubric

The performance--□based task results in no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to demonstrate more than basic thinking at level 1 of Webb's Depth of Knowledge.

In Global 2 and American History, a teacher will be rated Ineffective if the teacher's results do not meet the district's academic standards for growth with 0% - 49% of students meeting their SLO targets.

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.	The Regents assessments will be used as evidence in all Science SLOs. The overall percentage of target met or exceeded will be used to determine the number of points a teacher receives. See Table 3 in 2.11 below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated Highly Effective if the teacher's results are excellent with 85% - 100% of students meeting their SLO targets
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated Effective if the teacher's results are acceptable and represent appropriate academic growth with 65% - 84% of students meeting their SLO targets
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated Developing if the teacher's results are do not meet the district's academic standards for growth with 50% - 64% of students meeting their SLO targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated Ineffective if the teacher's results do not meet the district's academic standards for growth with 0% - 49% of students meeting their SLO targets

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.	The Regents assessments will be used as evidence in all Math SLOs. The overall percentage of target met or exceeded will be used to determine the number of points a teacher receives. See Table 3 in 2.11 below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated Highly Effective if the teacher's results are excellent with 85% - 100% of students meeting their SLO targets
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated Effective if the teacher's results are acceptable and represent appropriate academic growth with 65% - 84% of students meeting their SLO targets
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated Developing if the teacher's results are do not meet the district's academic standards for growth with 50% - 64% of students meeting their SLO targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated Ineffective if the teacher's results do not meet the district's academic standards for growth with 0% - 49% of students meeting their SLO targets

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	Cold Spring Harbor District-developed Grade 9 ELA performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
Grade 10 ELA	District, regional or BOCES-developed assessment	Cold Spring Harbor District-developed Grade 10 ELA performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the

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.

The District will use SLOs with District-developed assessments for students in Grade 9 ELA and Grade 10 ELA for the 20% Growth. These District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. See Table 2_Growth Measure Performance Based Assessment chart in 2.11 below

For Grade 11 ELA, the Regents assessments will be used as evidence in an SLO with growth targets based on prior student academic data and used as baseline data in the SLO. The overall percentage of target met or exceeded will be used to determine the number of points a teacher receives. See Table 3 in 2.11 below

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

For Grade 9 ELA and Grade 10 ELA, a teacher will be rated Highly Effective if 25% - 27% of students scoring at Levels 1,2,3, are now at Levels 4, 5 or 6 on a 6 point rubric.

The performance--□based task will result in authentic purpose and meaningful engagement on the part of the student. The assessment results will demonstrate the ability of the student to apply knowledge and skills from other content areas. The student is able to reflect on both the product and the process and self--□evaluate their own and each other's task in an age appropriate way. The task demonstrates the student's ability to think well beyond a basic level as per Webb's Depth of Knowledge levels 3 or 4.

For Grade 11 ELA in which Regents is evidence of growth, the teacher will be rated Highly Effective if the teacher's results are excellent with 85% - 100% of students meeting their SLO targets.

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

For Grade 9 ELA, and Grade 10 ELA, a teacher will be rated Effective if 12% - 24% of students scoring 1,2,3 are now at a Level 4, 5 or 6 on a 6 point rubric

The performance--□based task will result in meaningful engagement on the part of the student. The assessment results will demonstrate the ability of the student to apply prior knowledge. The student is able to reflect on both the product and the process in an age appropriate way. The task demonstrates the student's ability to think beyond a basic level as per Webb's Depth of Knowledge level 3.

For Grade 11 ELA in which Regents is evidence of growth, a

teacher will be rated Effective if the teacher's results are acceptable and represent appropriate academic growth with 65% - 84% of students meeting their SLO targets.

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

For Grade 9 ELA and Grade 10 ELA, a teacher will be rated Developing if 4% - 11% of students scoring Levels 1,2,3 are now at a Level 4, 5 or 6 on a 6 point rubric

The performance--□based task result in little or no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to reflect on the task and demonstrate thinking beyond level 1 or 2 of Webb's Depth of Knowledge.

For Grade 11 ELA in which Regents is evidence of growth, a teacher will be rated Developing if the teacher's results are do not meet the district's academic standards for growth with 50% - 64% of students meeting their SLO targets.

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

For Grade 9 ELA and Grade 10 ELA, a teacher will be rated ineffective if 0% - 3% of students scoring 1,2,3 are now at a Level 4, 5 or 6 on a 6 point rubric

The performance--□based task results in no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to demonstrate more than basic thinking at level 1 of Webb's Depth of Knowledge.

For Grade 11 ELA in which Regents is evidence of growth, a teacher will be rated Ineffective if the teacher's results do not meet the district's academic standards for growth with 0% - 49% of students meeting their SLO targets.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
K-12 All Library-media	School/BOCES-wide/group/team results based on State	Grades 4-6 and Grades 7-8 ELA and Math assessment
K-6 Special Education (All push-in, pull-out teachers, Resource Room, Speech, unless exempt by the State)	School/BOCES-wide/group/team results based on State	Grades 4 - 6 ELA and Math assessment
K-12 All Art courses	School/BOCES-wide/group/team results based on State	Grades 4-6 and Grades 7-8 ELA and MATH assessment
K - 12 All Music courses	School/BOCES-wide/group/team results based on State	Grades 4-6 and Grades 7-8 ELA and Math assessment
K - 12 All Physical Education and Health courses	School/BOCES-wide/group/team results based on State	Grades 4 - 6 and Grades 7-8 ELA and Math assesment

FLES Grades 2- 6	School/BOCES-wide/group/team results based on State	Grades 4-6 ELA and Math assessment
All other Technology courses	School/BOCES-wide/group/team results based on State	Grades 4-6 and Grades 7-8 ELA and Math assessment
Reading and AIS courses	School/BOCES-wide/group/team results based on State	Grades 4-6 and Grades 7-8 ELA and Math assessment
K -12 ESL courses	School/BOCES-wide/group/team results based on State	Grades 4-6 and Grades 7-8 ELA and Math assessment
All other secondary Foreign Language courses	District, Regional or BOCES-developed	SLO with Cold Spring Harbor developed grades 7-12 Foreign Language performance based assesment for foreign language courses
All other secondary English courses	District, Regional or BOCES-developed	SLO with Cold Spring Harbor developed grades 7-12 English performance based assessment for other English courses
All other secondary Social Studies courses	District, Regional or BOCES-developed	SLO with Cold Spring Harbor developed grades 7 - 12 Social Studies performance based assessment for other social studies courses
All other secondary Science courses	District, Regional or BOCES-developed	SLO with Cold Spring Harbor developed grades 7-12 Science performance based assessment for other science courses
All other secondary Math courses	District, Regional or BOCES-developed	SLO with Cold Spring Harbor developed grades 7 - 12 math performance based assessment for other Math courses

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

The SLOs for the courses using Cold Spring Harbor performance based assessments will be used across all classrooms in the same course or grade. These District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. These include Foreign Language, English, Math, Social Studies, and Science courses. See Table 2 scale in 2.11 below.

All other teachers listed in Part 2.10 "All Other Courses" (library, special education, music, art, technology, physical education and health, FLES 2- 6, K-12 ESL, and Reading and AIS) who are NOT in Grades 4 – 8 ELA and/or Math will use School-wide growth on the NYS ELA and Math 4 – 8 assessments (based on the State-provided school-wide Growth Score).

The Cold Spring Harbor Central School District will set an SLO based on school-wide growth on the State ELA and Math assessments as a measure of student growth as we believe it will promote collaboration and that each of these teachers support

multiple forms of literacy. It is also noted that at this point it is difficult to determine the contribution of teachers listed in part 2.10 to specific students' growth. See Table 3

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

See Table 2 for HEDI for CSH district-developed performance based assessments for Foreign Language, English, Math, Social Studies, and Science courses.

See Table 3

For library, special education, music, art, technology, physical education and health, FLES 2- 6, K-12 ESL, and Reading and AIS) who are NOT in Grades 4 – 8 ELA and/or Math, the teacher's results are excellent with 85% - 100% of students well above state average for similar students.

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

See Table 2 for HEDI for CSH district-developed performance based assessments for Foreign Language, English, Math, Social Studies, and Science courses.

See Table 3

For library, special education, music, art, technology, physical education and health, FLES 2- 6, K-12 ESL, and Reading and AIS) who are NOT in Grades 4 – 8 ELA and/or Math, the teacher's results are acceptable and represent appropriate academic growth with 65% - 84% of the students meeting state average for similar students.

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

See Table 2 for HEDI for CSH district-developed performance based assessments for Foreign Language, English, Math, Social Studies, and Science courses.

See Table 3

For library, special education, music, art, technology, physical education and health, FLES 2- 6, K-12 ESL, and Reading and AIS) who are NOT in Grades 4 – 8 ELA and/or Math, the teacher's results are below the district's academic standards for growth with 50% - 64% of the students below state average for similar students.

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

See Table 2 for HEDI for CSH district-developed performance based assessments for Foreign Language, English, Math, Social Studies, and Science courses.

See Table 3

For library, special education, music, art, technology, physical education and health, FLES 2- 6, K-12 ESL, and Reading and AIS) who are NOT in Grades 4 – 8 ELA and/or Math, the teacher's results are well below the district's academic standards for growth with 0-49% of the students well below state average for similar students.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/608418-TXEttx9bQW/Tables 1.2.3.4s.pdf

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used 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.

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.

N/A

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)

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. 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	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor Grade 4 performance-based ELA assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards K - 5.
5	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor Grade 5 performance-based ELA assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards K - 5.

6	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor Grade 6 ELA performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
7	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor Grade 7 ELA performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
8	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor Grade 8 ELA performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

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.	<p>The District has selected a single locally selected measure for Grades 4- 6 common branch and Grades 7-8 Math Junior HS teachers.</p> <p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.</p> <p>SEE Table 4A below: Local PBA Graph 0 - 15</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>The results of the PBA are 70% - 100% of the students achieve greater than or equal to a Level 3 on a 6 point rubric, including 10% at Level 4 and 5 at 14 and 15 points.</p> <p>The performance-based task will result in authentic purpose and meaningful engagement on the part of the student. The assessment results will demonstrate the ability of the student to apply knowledge and skills from other content areas. The student is able to reflect on both the product and the process and self-evaluate their own and each other's task in an age appropriate way. The task demonstrates the student's ability to think well beyond a basic level as per Webb's Depth of Knowledge levels 3 or 4.</p>
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>The results of the PBA are 40% - 69% of the students achieve greater than or equal to a Level 3 on a 6-point rubric.</p> <p>The performance-based task will result in meaningful engagement on the part of the student. The assessment results will demonstrate the ability of the student to apply prior knowledge. The student is able to reflect on both the product and the process in an age appropriate way. The task demonstrates the student's ability to think beyond a basic level as per Webb's Depth of Knowledge level 3.</p>
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	<p>The results of the PBA are 10% - 39% of the students achieve a greater than or equal to a Level 3 on a 6-point rubric.</p>

grade/subject.

The performance-based task results in little or no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to reflect on the task and demonstrate thinking beyond level 1 or 2 of Webb's Depth of Knowledge.

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

The results of the PBA are 0% - 9% of the students achieve a greater than or equal to a Level 3 on a 6-point rubric.

The performance-based task results in no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to demonstrate more than basic thinking at level 1 of Webb's Depth of Knowledge.

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	5) District, regional, or BOCES-developed assessments	Cold Spring Harbor Grade 4 ELA performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA K -5
5	5) District, regional, or BOCES-developed assessments	Cold Spring Harbor Grade 5 ELA performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA K-5
6	5) District, regional, or BOCES-developed assessments	Cold Spring Harbor Grade 6 ELA performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12
7	5) District, regional, or BOCES-developed assessments	Cold Spring Harbor Grade 7 Math performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12
8	5) District, regional, or BOCES-developed assessments	Cold Spring Harbor Grade 8 Math performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

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.

The District has selected a single locally selected measure for Grades 4- 6 common branch and Grades 7-8 Math Junior HS teachers.

District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.

SEE Table 4A below: Local PBA Graph 0 - 15

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The results of the PBA are 70% - 100% of the students achieve greater than or equal to a Level 3 on a 6 point rubric, including 10% at Level 4 and 5 at 14 and 15 points.

The performance-based task will result in authentic purpose and meaningful engagement on the part of the student. The assessment results will demonstrate the ability of the student to apply knowledge and skills from other content areas. The student is able to reflect on both the product and the process and self-evaluate their own and each other's task in an age appropriate way. The task demonstrates the student's ability to think well beyond a basic level as per Webb's DOK levels 3 or 4.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The results of the PBA are 40% - 69% of the students achieve greater than or equal to a Level 3 on a 6-point rubric.

The performance-based task will result in meaningful engagement on the part of the student. The assessment results will demonstrate the ability of the student to apply prior knowledge. The student is able to reflect on both the product and the process in an age appropriate way. The task demonstrates the student's ability to think beyond a basic level as per Webb's DOK level 3.

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

The results of the PBA are 10% - 39% of the students achieve a greater than or equal to a Level 3 on a 6-point rubric.

The performance-based task results in little or no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to reflect on the task and demonstrate thinking beyond level 1 or 2 of Webb's DOK.

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

The results of the PBA are 0% - 9% of the students achieve a greater than or equal to a Level 3 on a 6-point rubric.

The performance-based task results in no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to demonstrate more than basic thinking at level 1 of Webb's DOK.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/131419-rhJdBgDruP/_Table 4A_Local PBA_0_15.doc

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the 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	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor Kindergarten ELA performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards K - 5.
1	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor Grades 1 ELA performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards K - 5.
2	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor Grade 2 ELA performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards K - 5
3	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor Grade 3 ELA performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards K - 5

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.	<p>The District has selected a single locally selected measure for Kindergarten - 3rd grade classroom teachers.</p> <p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.</p> <p>See Table 4 below: Local PBA graph 0-20</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>The results of the PBA are 71% -100% of the students achieve greater than or equal to a Level 3 on a 6-point rubric, including 10% greater than or equal to Level 4 and greater than or equal to Level 5 at 18 and 19 points and 20% greater than or equal to Level 5 at 20 points.</p> <p>The performance-based task will result in authentic purpose and meaningful engagement on the part of the student. The assessment results will demonstrate a the ability of the student to apply knowledge and skills from other content areas. The student is able to reflect on both the product and the process and self-evaluate their own and each other's task in an age appropriate way. The task demonstrates the student's ability to think well beyond a basic level as per Webb's Depth of Knowledge levels 3 or 4.</p>
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>The results of the PBA are 34% -70% of the students achieve greater than or equal to a Level 3 on a 6-point rubric.</p> <p>The performance-based task will result in meaningful engagement on the part of the student. The assessment results</p>

will demonstrate a the ability of the student to apply prior knowledge. The student is able to reflect on both the product and the process in an age appropriate way. The task demonstrates the student's ability to think beyond a basic level as per Webb's Depth of Knowledge level 3.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The results of the PBA are 10% -33% of the students achieve greater than or equal to a Level 3 on a 6-point rubric.

The performance-based task results in little or no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to reflect on the task and demonstrate thinking beyond level 1 or 2 of Webb's Depth of Knowledge.

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

The results of the PBA are 0-9% of the students achieve a greater than or equal to a Level 3 on a 6-point rubric.

The performance-based task results in no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to demonstrate more than basic thinking at level 1 of Webb's Depth of Knowledge.

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	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor Kindergarten ELA performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards K - 5
1	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor Grade 1 ELA performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards K -5
2	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor Grade 2 ELA performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards K - 5
3	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor Grade 3 ELA performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards K - 5

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

The District has selected a single locally selected measure for Kindergarten - 3rd grade classroom teachers.

subcomponent. If needed, you may upload a table or graphic at 3.13, below.

District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.

See 3.12 Table 4 below: Local PBA graph 0-20

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The results of the PBA are 71% -100% of the students achieve greater than or equal to a Level 3 on a 6-point rubric, including 10% greater than or equal to Level 4 and greater than or equal to Level 5 at 18 and 19 points and 20% greater than or equal to Level 5 at 20 points.

The performance-based task will result in authentic purpose and meaningful engagement on the part of the student. The assessment results will demonstrate the ability of the student to apply knowledge and skills from other content areas. The student is able to reflect on both the product and the process and self-evaluate their own and each other's task in an age appropriate way. The task demonstrates the student's ability to think well beyond a basic level as per Webb's Depth of Knowledge levels 3 or 4.

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The results of the PBA are 34% -70% of the students achieve greater than or equal to a Level 3 on a 6-point rubric.

The performance-based task will result in meaningful engagement on the part of the student. The assessment results will demonstrate the ability of the student to apply prior knowledge. The student is able to reflect on both the product and the process in an age appropriate way. The task demonstrates the student's ability to think beyond a basic level as per Webb's DOK level 3.

Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.

The results of the PBA are 10% -33% of the students achieve greater than or equal to a Level 3 on a 6-point rubric.

The performance-based task results in little or no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to reflect on the task and demonstrate thinking beyond level 1 or 2 of Webb's DOK.

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

The results of the PBA are 0-9% of the students achieve a greater than or equal to a Level 3 on a 6-point rubric.

The performance-based task results in no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to demonstrate more than basic thinking at level 1 of Webb's Depth of Knowledge.

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	5) District, regional, or BOCES-developed assessments	Cold Spring Harbor Grade 6 Science performance-based assessment based on the District's priority standards as follows: The NYS Common

		Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
7	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor Grade 7 Science performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
8	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor Grade 8 Science performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

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.	<p>The District has selected a single locally selected measure for Grade 6 - 8 Science teachers.</p> <p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.</p> <p>See 3.12 Table 4 below: Local PBA graph 0-20</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>The results of the PBA are 71% -100% of the students achieve greater than or equal to a Level 3 on a 6-point rubric, including 10% greater than or equal to Level 4 and greater than or equal to Level 5 at 18 and 19 points and 20% greater than or equal to Level 5 at 20 points.</p> <p>The performance-based task will result in authentic purpose and meaningful engagement on the part of the student. The assessment results will demonstrate the ability of the student to apply knowledge and skills from other content areas. The student is able to reflect on both the product and the process and self-evaluate their own and each other's task in an age appropriate way. The task demonstrates the student's ability to think well beyond a basic level as per Webb's Depth of Knowledge levels 3 or 4.</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>The results of the PBA are 34% -70% of the students achieve greater than or equal to a Level 3 on a 6-point rubric, including 10% greater than or equal to Level 4 and greater than or equal to Level 5 at 18 and 19 points and 20% greater than or equal to Level 5 at 20 points.</p> <p>The performance-based task will result in authentic purpose and meaningful engagement on the part of the student. The assessment results will demonstrate the ability of the student to apply knowledge and skills from other content areas. The student is able to reflect on both the product and the process and self-evaluate their own and each other's task in an age appropriate way. The task demonstrates the student's ability to think well beyond a basic level as per Webb's Depth of Knowledge levels 3 or 4.</p>

The performance-based task will result in meaningful engagement on the part of the student. The assessment results will demonstrate a the ability of the student to apply prior knowledge. The student is able to reflect on both the product and the process in an age appropriate way. The task demonstrates the student's ability to think beyond a basic level as per Webb's DOK level 3.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The results of the PBA are 10% -33% of the students achieve greater than or equal to a Level 3 on a 6-point rubric.

The performance-based task results in little or no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to reflect on the task and demonstrate thinking beyond level 1 or 2 of Webb's DOK.

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

The results of the PBA are 0-9% of the students achieve a greater than or equal to a Level 3 on a 6-point rubric.

The performance-based task results in no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to demonstrate more than basic thinking at level 1 of Webb's DOK.

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	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor Grade 6 Social Studies performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
7	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor Grade 7 Social Studies performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
8	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor Grade 8 Social Studies performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

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.

<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>The District has selected a single locally selected measure for Grade 6 - 8 Social Studies teachers.</p> <p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.</p> <p>See 3.12 Table 4_below: Local PBA graph 0-20</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>The results of the PBA are 71% -100% of the students achieve greater than or equal to a Level 3 on a 6-point rubric, including 10% greater than or equal to Level 4 and greater than or equal to Level 5 at 18 and 19 points and 20% greater than or equal to Level 5 at 20 points.</p> <p>The performance-based task will result in authentic purpose and meaningful engagement on the part of the student. The assessment results will demonstrate the ability of the student to apply knowledge and skills from other content areas. The student is able to reflect on both the product and the process and self-evaluate their own and each other's task in an age appropriate way. The task demonstrates the student's ability to think well beyond a basic level as per Webb's Depth of Knowledge levels 3 or 4.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The results of the PBA are 34% -70% of the students achieve greater than or equal to a Level 3 on a 6-point rubric.</p> <p>The performance-based task will result in meaningful engagement on the part of the student. The assessment results will demonstrate a the ability of the student to apply prior knowledge. The student is able to reflect on both the product and the process in an age appropriate way. The task demonstrates the student's ability to think beyond a basic level as per Webb's DOK level 3.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The results of the PBA are 10% -33% of the students achieve greater than or equal to a Level 3 on a 6-point rubric.</p> <p>The performance-based task results in little or no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to reflect on the task and demonstrate thinking beyond level 1 or 2 of Webb's DOK.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The results of the PBA are 0-9% of the students achieve a greater than or equal to a Level 3 on a 6-point rubric.</p> <p>The performance-based task results in no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to demonstrate more than basic thinking at level 1 of Webb's DOK.</p>

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	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor Global 1 performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
Global 2	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor Global 2 performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
American History	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor American History performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

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.	<p>The District has selected a single locally selected measure for High School Social Studies teachers.</p> <p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.</p> <p>See 3.12 Table 4 below: Local PBA graph 0-20</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>The results of the PBA are 71% -100% of the students achieve greater than or equal to a Level 3 on a 6-point rubric, including 10% greater than or equal to Level 4 and greater than or equal to Level 5 at 18 and 19 points and 20% greater than or equal to Level 5 at 20 points.</p> <p>The performance-based task will result in authentic purpose and meaningful engagement on the part of the student. The assessment results will demonstrate the ability of the student to apply knowledge and skills from other content areas. The student is able to reflect on both the product and the process and self-evaluate their own and each other's task in an age appropriate way. The task demonstrates the student's ability to think well beyond a basic level as per Webb's Depth of Knowledge levels 3 or 4.</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>The results of the PBA are 34% -70% of the students achieve greater than or equal to a Level 3 on a 6-point rubric.</p> <p>The performance-based task will result in meaningful engagement on the part of the student. The assessment results</p>

will demonstrate the ability of the student to apply prior knowledge. The student is able to reflect on both the product and the process in an age appropriate way. The task demonstrates the student's ability to think beyond a basic level as per Webb's DOK level 3.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The results of the PBA are 10% -33% of the students achieve greater than or equal to a Level 3 on a 6-point rubric.

The performance-based task results in little or no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to reflect on the task and demonstrate thinking beyond level 1 or 2 of Webb's DOK.

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

The results of the PBA are 0-9% of the students achieve a greater than or equal to a Level 3 on a 6-point rubric.

The performance-based task results in no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to demonstrate more than basic thinking at level 1 of Webb's DOK.

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	5) District, regional, or BOCES-developed assessments	Cold Spring Harbor Living Environment performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12
Earth Science	5) District, regional, or BOCES-developed assessments	Cold Spring Harbor Earth Science performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12
Chemistry	5) District, regional, or BOCES-developed assessments	Cold Spring Harbor Chemistry performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12
Physics	5) District, regional, or BOCES-developed assessments	Cold Spring Harbor Physics performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

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.

<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>The District has selected a single locally selected measure for High School Science teachers.</p> <p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.</p> <p>See 3.12 Table 4 below: Local PBA graph 0-20</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>The results of the PBA are 71% -100% of the students achieve greater than or equal to a Level 3 on a 6-point rubric, including 10% greater than or equal to Level 4 and greater than or equal to Level 5 at 18 and 19 points and 20% greater than or equal to Level 5 at 20 points.</p> <p>The performance-based task will result in authentic purpose and meaningful engagement on the part of the student. The assessment results will demonstrate the ability of the student to apply knowledge and skills from other content areas. The student is able to reflect on both the product and the process and self-evaluate their own and each other's task in an age appropriate way. The task demonstrates the student's ability to think well beyond a basic level as per Webb's Depth of Knowledge levels 3 or 4.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>These items are REVERSED ON THIS FORM_ The results of the PBA are 10% -33% of the students achieve greater than or equal to a Level 3 on a 6-point rubric.</p> <p>The performance-based task results in little or no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to reflect on the task and demonstrate thinking beyond level 1 or 2 of Webb's DOK.</p>
<p>Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The results of the PBA are 34% -70% of the students achieve greater than or equal to a Level 3 on a 6-point rubric.</p> <p>The performance-based task will result in meaningful engagement on the part of the student. The assessment results will demonstrate the ability of the student to apply prior knowledge. The student is able to reflect on both the product and the process in an age appropriate way. The task demonstrates the student's ability to think beyond a basic level as per Webb's DOK level 3.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The results of the PBA are 0-9% of the students achieve a greater than or equal to a Level 3 on a 6-point rubric.</p> <p>The performance-based task results in no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to demonstrate more than basic thinking at level 1 of Webb's DOK.</p>

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	5) District, regional, or BOCES-developed assessments	Cold Spring Harbor Algebra 1 performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
Geometry	5) District, regional, or BOCES-developed assessments	Cold Spring Harbor Geometry performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
Algebra 2	5) District, regional, or BOCES-developed assessments	Cold Spring Harbor Algebra 2 performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

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.	<p>The District has selected a single locally selected measure for High School Math teachers.</p> <p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.</p> <p>See 3.12 Table 4 below: Local PBA graph 0-20</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>The results of the PBA are 71% -100% of the students achieve greater than or equal to a Level 3 on a 6-point rubric, including 10% greater than or equal to Level 4 and greater than or equal to Level 5 at 18 and 19 points and 20% greater than or equal to Level 5 at 20 points.</p> <p>The performance-based task will result in authentic purpose and meaningful engagement on the part of the student. The assessment results will demonstrate the ability of the student to</p>

apply knowledge and skills from other content areas. The student is able to reflect on both the product and the process and self-evaluate their own and each other's task in an age appropriate way. The task demonstrates the student's ability to think well beyond a basic level as per Webb's Depth of Knowledge levels 3 or 4.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The results of the PBA are 34% -70% of the students achieve greater than or equal to a Level 3 on a 6-point rubric.

The performance-based task will result in meaningful engagement on the part of the student. The assessment results will demonstrate the ability of the student to apply prior knowledge. The student is able to reflect on both the product and the process in an age appropriate way. The task demonstrates the student's ability to think beyond a basic level as per Webb's DOK level 3.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The results of the PBA are 10% -33% of the students achieve greater than or equal to a Level 3 on a 6-point rubric.

The performance-based task results in little or no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to reflect on the task and demonstrate thinking beyond level 1 or 2 of Webb's DOK.

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

The results of the PBA are 0-9% of the students achieve a greater than or equal to a Level 3 on a 6-point rubric.

The performance-based task results in no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to demonstrate more than basic thinking at level 1 of Webb's DOK.

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	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor Grade 9 ELA performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor Grade 10 ELA performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Cold Spring Harbor Grade 11 ELA performance-based assessment based on the District's priority standards as follows: The NYS

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.

<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>The District has selected a single locally selected measure for High School ELA teachers.</p> <p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.</p> <p>See 3.12 Table 4 below: Local PBA graph 0-20</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>The results of the PBA are 71% -100% of the students achieve greater than or equal to a Level 3 on a 6-point rubric, including 10% greater than or equal to Level 4 and greater than or equal to Level 5 at 18 and 19 points and 20% greater than or equal to Level 5 at 20 points.</p> <p>The performance-based task will result in authentic purpose and meaningful engagement on the part of the student. The assessment results will demonstrate the ability of the student to apply knowledge and skills from other content areas. The student is able to reflect on both the product and the process and self-evaluate their own and each other's task in an age appropriate way. The task demonstrates the student's ability to think well beyond a basic level as per Webb's Depth of Knowledge levels 3 or 4.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The results of the PBA are 34% -70% of the students achieve greater than or equal to a Level 3 on a 6-point rubric.</p> <p>The performance-based task will result in meaningful engagement on the part of the student. The assessment results will demonstrate the ability of the student to apply prior knowledge. The student is able to reflect on both the product and the process in an age appropriate way. The task demonstrates the student's ability to think beyond a basic level as per Webb's DOK level 3.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The results of the PBA are 10% -33% of the students achieve greater than or equal to a Level 3 on a 6-point rubric.</p> <p>The performance-based task results in little or no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The</p>

student is unable to reflect on the task and demonstrate thinking beyond level 1 or 2 of Webb's DOK.

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

The results of the PBA are 0-9% of the students achieve a greater than or equal to a Level 3 on a 6-point rubric.

The performance-based task results in no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to demonstrate more than basic thinking at level 1 of Webb's DOK.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
K - 12 All Library-media, as applicable	5) District/regional/BOCES-developed	Cold Spring Harbor Library performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12
K - 6 Special Education (Resource Room, Speech)	5) District/regional/BOCES-developed	Cold Spring Harbor Special Education collaborative performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12
K - 12 All Art courses	5) District/regional/BOCES-developed	Cold Spring Harbor Art performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12
K - 12 All Music courses	5) District/regional/BOCES-developed	Cold Spring Harbor Music performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12
K - 12 Physical Education and Health	5) District/regional/BOCES-developed	Cold Spring Harbor PE performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12
FLES Grades 2 - 6 and all other World Language	5) District/regional/BOCES-developed	Cold Spring Harbor FLES Grades 2-6 performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 and World Language teachers developed a Regional Assessment

All Technology courses	5) District/regional/BOCES–developed	Cold Spring Harbor Technology performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
All other secondary Math courses	5) District/regional/BOCES–developed	Cold Spring Harbor Math performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
All other secondary ELA courses	5) District/regional/BOCES–developed	Cold Spring Harbor ELA (Electives such as creative writing) performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
All other secondary Science courses	5) District/regional/BOCES–developed	Cold Spring Harbor Science (Electives such as Marine Biology) performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
All other secondary Social Studies courses	5) District/regional/BOCES–developed	Cold Spring Harbor Social Studies (Electives) performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
K - 12 ESL	5) District/regional/BOCES–developed	Cold Spring Harbor ESL performance-based assessment in collaboration with English/ELA teachers. The PBA will be based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

All teachers listed above in 3.12 "All Other Courses" will create a PBA for the grade where the majority (more than 50%) of their students are or they will create a PBA for a grade designated by the school principal as in the case of an elementary Library-media specialist. Assignment of points for HEDI will be based on results of their assessments as all other teachers using Table 4, the 0-20 point chart attached in 3.12 below- Local PBA graph 0-20

District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.

The results of the PBA are 71% -100% of the students achieve greater than or equal to a Level 3 on a 6-point rubric, including 10% greater than or equal to Level 4 and greater than or equal to Level 5 at 18 and 19 points and 20% greater than or equal to Level 5 at 20 points.

The performance-based task will result in authentic purpose and meaningful engagement on the part of the student. The assessment results will demonstrate the ability of the student to apply knowledge and skills from other content areas. The student is able to reflect on both the product and the process and self-evaluate their own and each other's task in an age appropriate way. The task demonstrates the student's ability to think well beyond a basic level as per Webb's Depth of Knowledge levels 3 or 4.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The results of the PBA are 34% -70% of the students achieve greater than or equal to a Level 3 on a 6-point rubric.

The performance-based task will result in meaningful engagement on the part of the student. The assessment results will demonstrate the ability of the student to apply prior knowledge. The student is able to reflect on both the product and the process in an age appropriate way. The task demonstrates the student's ability to think beyond a basic level as per Webb's DOK level 3.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The results of the PBA are 10% -33% of the students achieve greater than or equal to a Level 3 on a 6-point rubric.

The performance-based task results in little or no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to reflect on the task and demonstrate thinking beyond level 1 or 2 of Webb's DOK.

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

The results of the PBA are 0-9% of the students achieve a greater than or equal to a Level 3 on a 6-point rubric.

The performance-based task results in no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to demonstrate more than basic thinking at level 1 of Webb's DOK.

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.

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.

N/A

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.

The District and our APPR committee has negotiated and chosen a single locally selected measure for all K-12 teachers.

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 Monday, March 24, 2014

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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.)

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
Second Rubric, if applicable	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]	52
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	8
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.

See also Table 5 in attachment below

After careful review and discussion of elements and following formal training by the Danielon Group, the APPR committee recommends that the same points be allocated for both tenured and non-tenured teachers.

The process for combining results of multiple "other measures" into a single result for this subcomponent is as follows:

The rubric to be utilized by the evaluating administrator consists of the four domains of the Danielson 2011 Rubric and 8 "Other points" earned from classroom visits by trained in-school peer teacher observers.

A minimum of 2 observations, one announced and one unannounced, will be the basis for evaluating the teacher in Domains I, II, and III.

For each observation, points will be assigned for Domains I, II, and III with a maximum of 17, 25, and 33 respectively. Domains I, II, and III will account for a total of 75 points.

In developing a teacher's APPR, the numeric value for Domains I, II, and III will be based on an average of all observations in that year.

It is acknowledged that for an announced observation, Domain 1 may be evaluated through a pre- and/or post-observation conference; and for an unannounced observation, evidence can be determined through post-observation discussion; therefore it can be factored into the unannounced observation. Announced and unannounced observations are a minimum of 30 minutes.

As part of the post-observation process, the teacher will be made aware of and receive a copy of his or her observation including the points awarded in each of the Domains I, II, and III.
(Time frame TBD in MOA)

The 17 points for Domain IV, Professionalism, will be determined in June at the time of the teacher's review and these points for Domain IV will be included in a teacher's total score.

The 8 "Other points" earned through classroom visits by trained in-school peer teacher observer(s) will also be added during June review.

Additionally, the Cold Spring Harbor School District purchased the Teachscape Evaluation suite with licenses for all K-12 teachers. This online tool will further support teacher self-evaluation and promote ongoing communication throughout the observation and evaluation process.

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

assets/survey-uploads/5091/131420-eka9yMJ855/Table 5 Part 4.5 of CSH APPR PPlan_1.pdf

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.

See 4.5 above for process

After lengthy discussion of point values, the observer (lead evaluator or trained administrator) will use the Danielson rubric and the correlated HEDI descriptions during observations and pre and post conferences as a tool to determine points.

The conversion chart will then be used to determine HEDI in the evaluation.

The teacher's daily instruction reflects extensive knowledge of the content and the nature of the discipline. A culture that values respect and learning is established in which students and teachers hold themselves to the highest standards of performance.

Instruction reflects a full range of cognitive skills appropriate to the content and students, and aligned to the NYS Learning Standards. All students are cognitively engaged and their participation enhances understanding and represents an authentic

application of knowledge.

Assessment includes the use of rubrics and performance assessment. The teacher provides feedback frequently and feedback is related to assessment criteria rather than a grade.

The teacher consistently reflects on practice through analysis of student work and growth, adopting a stance of continual improvement, using an inquiry approach to establish goals for individual students and for their own growth as a professional.

The teacher consistently demonstrates high standards of honesty, using self-reflection and feedback as a way to adjust professional behavior, engaging with colleagues and community to support Cold Spring Harbor Central School District and Board of Education goals and mission.

The teacher maintains exemplary attendance, participating in school events, complying with relevant laws and policies.

Effective: Overall performance and results meet NYS Teaching Standards.

See 4.5 above for process

After lengthy discussion of point values, the observer (lead evaluator or trained administrator) will use the Danielson rubric and the correlated HEDI descriptions during observations and pre and post conferences as a tool to determine points.

The conversion chart will then be used to determine HEDI in the evaluation.

Teacher's plans reflect solid knowledge of the content and the instructional practices specific to that discipline. The classroom culture is characterized by high expectations for most students with students demonstrating pride in their work. Daily lessons are likely to engage most students in meaningful learning. Instructional design includes assessment components which measure targeted learning objectives and is aligned with NYS Learning Standards. Teacher promotes successful student learning, making adjustments as needed to instruction and accommodating student questions, needs and interests.

Assessment includes the use of multiple approaches, including rubrics and performance assessment.

The teacher regularly reflects on practice through analysis of student work and growth, adopting a stance of continual improvement.

The teacher demonstrates high standards of honesty, using self-reflection and feedback as a way to adjust professional behavior, engaging with colleagues and community to support Cold Spring Harbor Central School District and Board of Education goals and mission.

The teacher maintains exemplary attendance, participating in school events, complying with relevant laws and policies.

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

See 4.5 above for process
After lengthy discussion of point values, the observer (lead evaluator or trained administrator) will use the Danielson rubric and the correlated HEDI descriptions during observations and pre and post conferences as a tool to determine points.
The conversion chart will then be used to determine HEDI in the evaluation.

Instructional goals reflect some knowledge of, or are partially aligned with, NYS Learning Standards and district initiatives. Classroom interactions between teacher and students and among students are generally respectful, but may only be appropriate to the developmental difference of some students. Daily lessons inconsistently provide cognitively engaging and challenging instruction for students.

Assessment practices inconsistently include formative and performance based assessments with related rubrics.

The teacher does not engage in self-reflection and does not engage with colleagues to support school or district goals and initiatives.

Ineffective: Overall performance and results do not meet NYS Teaching Standards.

See 4.5 above for process
After lengthy discussion of point values, the observer (lead evaluator or trained administrator) will use the Danielson rubric and the correlated HEDI descriptions during observations and pre and post conferences as a tool to determine points.
The conversion chart will then be used to determine HEDI in the evaluation.

The plans and practice of the teacher demonstrate little understanding of prerequisite relationships important to student learning of the content. Lack of understanding of pedagogical approaches is evident. Classroom culture is characterized by negative and disrespectful interactions between teacher and students. There are low expectations and overall instruction is poorly aligned or not at all with NYS Learning Standards. There is no evidence that the teacher is responsive to feedback or engages in self-reflection for professional growth.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59 -60 converted from 100 point scale
Effective	57 - 58 converted from 100 point scale
Developing	55 -56 converted from 100 point scale
Ineffective	0 - 54 converted from 100 point scale

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

Formal/Long	2 (minimum 30 minutes each)
Informal/Short	0
Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	1 (minimum 30 minutes)
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

Formal/Long	2 (minimum 30 minutes each)
Informal/Short	0
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	1 (minimum 30 minutes)
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 Tuesday, October 29, 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 converted from 100 point scale
Effective	57 - 58 converted from 100 point scale
Developing	55 - 56 converted from 100 point scale
Ineffective	0 - 54 converted from 100 point scale

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

Created Tuesday, April 30, 2013

Updated Monday, March 24, 2014

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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/5265/147029-Df0w3Xx5v6/TIP_Aug24.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Part 6 Additional Requirements Teachers

Cold Spring Harbor Central School District Appeals Procedures (Teachers)

Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers, as well as the issuance and implementation of improvement plans for teachers whose performance is assessed as either Developing or Ineffective.

Part 6

Cold Spring Harbor Central School District Appeals Process (Teachers)

Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers, as well as the issuance and implementation 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. Additional procedures may be appropriate where compensation decisions are linked to rating categories.

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-c 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-c; (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 or principal improvement plan under Education Law §3012-c.

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 15 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 15 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. Any information not submitted at the time the appeal is filed shall not be considered.

TIMEFRAME FOR DISTRICT RESPONSE

Upon receiving an appeal from a teacher, the Superintendent will inform the evaluating administrator of the appeal and request a written explanation of the teacher's rating.

After submitting an appeal, the teacher has the option to request a meeting with the Superintendent, and the Superintendent has the option to request more information.

Within 15 calendar days of receipt of an appeal, the evaluating administrator(s) who issued the performance review or was responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit a detailed written reply to the appeal. This reply must include any and all additional documents or written materials specific to the point(s) of disagreement that support the evaluating administrator's performance review or TIP and are relevant to the resolution of the appeal. Any such information not submitted at the time of the reply shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the reply and any and all additional information submitted with the reply.

DECISION-MAKER ON APPEAL

A decision shall be rendered by the Superintendent of Schools, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, the board of education shall appoint another person to decide the appeal.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher

filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the evaluating administrator's reply to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different. If the appeal of a performance review is sustained, the rating may be changed or deferred. The reviewer or Superintendent may defer or modify a rating if the rating has been affected by substantial error or defect.

If the appeals decision is to modify the rating, then a new APPR shall be issued by the evaluating administrator consistent with the findings in the decision.

If the appeals decision is to defer the rating, the subsequent year's rating will be applied retroactively.

The following situations will result in a deferred rating:

- An observation conducted by an administrator prior to completing certification requirements for APPR
- An observation conducted by an administrator prior to passing the reliability check for using the observation rubric stipulated in APPR
- Failure to complete the minimum number of observations stipulated in APPR
- Failure to provide a TIP as specified in the APPR
- Failure to implement substantial portions of the TIP or significant delay (1 month or more) in implementing substantial portions of the TIP, so as to significantly interfere with the teacher's potential for success

If the appeal is denied, the rating stands. In such case, the teacher has the option to attach a response to the appeals decision within 15 school days.

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

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.

The Cold Spring Harbor Central School District contracted with Teachscape, the provider associated with the Danielson 2011 rubric which was selected by the teachers.

The District is aware that Section 30-2.9 of the Rules of the Board of Regents provides that, in order to be certified as lead evaluators, administrators must be trained in the following nine elements: NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions; Evidence-based observation techniques grounded in research; Application and use of the student growth percentile model and the value-added growth model; Application and use of approved teacher or principal practice 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's or principal's practice; 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.; 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; Use of the Statewide Instructional Reporting System; NYSED will provide further training on elements seven, eight, and nine above before the second week of June.

The rollout of training was originally provided in May 2012 by The Danielson Group and the participants led by school principals were able to "turn-key" the training on June 6, 2012 at extended faculty meetings held in each school throughout the district. This process provided teachers with an understanding of how the observation-evaluation process would be conducted by the lead evaluators. Additionally, the Superintendent and Assistant Superintendent for Curriculum and Instruction also attended NYSSBA conference July 2011, LEAF conference with Charlotte Danielson at NYU August 2011, LEAF conference November 2011 on ISLLAC Standards, and NYSED training in Albany February 2012, which was then, turn keyed with administrators.

The Teachscape training course meets all the requirements prescribed in the Commissioner's regulations. During the summer 2012 a one week training is scheduled with lead evaluators using the videos provided by Teachscape system. This will ensure that all evaluators will be fully trained prior to conducting an evaluation. The district will provide certification for all lead evaluators. Lead

evaluators will also be periodically recertified to ensure inter-rater reliability through the Teachscape modules which are coordinated with the State-approved Danielson rubric.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

7. Growth on State Assessments or Comparable Measures (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, April 15, 2014

Page 1

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

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

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

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):

Grades 2 - 6
Grades 7 - 12

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
Goosehill Primary School K - 1	State-approved 3rd party assessment	STAR Early Literacy Enterprise Renaissance Learning, Inc. and STAR MATH Enterprise Renaissance Learning, Inc.

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.	<p>The Cold Spring Harbor Central School District will use the Renaissance STAR 3rd party assessment Reading and Math for students in Grade K-1 in District's primary school.</p> <p>The SLO will be developed collaboratively by the principal and the Superintendent or Assistant Superintendent for Curriculum and Instruction and built around school-wide results until at least 30% of students are covered.</p> <p>For the principal of Goosehill Primary School, the SLOs will be set with first grade, since they have the largest number of students using the school-wide 3rd party assessment.</p> <p>SLO targets will be differentiated to acknowledge that some students will start and end below others in terms of scores, but the expectation is that all students will show growth.</p>
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The overall percentage of target met or exceeded will be used to determine the number of points the principal receives. See Table 1 below and in attachments

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	For a Highly Effective rating, 85% - 100% of the students achieve their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For an Effective rating, 40% - 84% of the students will achieve their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For a Developing rating, 10% - 39% of the students will achieve their individual targets.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	For an Ineffective rating, 0 - 9% of the students will achieve their individual targets.

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

assets/survey-uploads/5365/141696-lha0DogRNw/Table 1_K_2 GROWTH Table 1 Measure conversion chart .doc

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.

N/A

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 Tuesday, October 29, 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
2 - 6	(d) measures used by district for teacher evaluation	Cold Spring Harbor Grades 2 - 6 performance assessments based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA Writing K - 5 and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12
7 -12	(d) measures used by district for teacher evaluation	Cold Spring Harbor Grades 7 - 12 performance-based assessments based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA Writing Standards 6 - 12 and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

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.	Locally selected measure of student achievement (0 - 15 points) Each year the principal will identify an assessment(s) from the state approved categories. An expectation will be identified by the principal for his/her school, grade level(s), and/or a particular cohort. The principal and lead evaluators will agree to this annual School Achievement Expectation(s) (SAE). The SAE's are achievement or growth measures consistent with past building results and other factors that affect student learning. They will be consistent with established district goals. The Superintendent of Schools (lead evaluator) and Assistant Superintendent for Curriculum and Instruction (trained administrator) shall verify comparability and rigor in the utilization of this district-wide expectation setting process as
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required by the regulation. The cohort of students utilized shall include any of those enrolled on BEDS day through June 15.

See Table 4A in 8.1 below: Local Measure of Student Achievement- Performance-based Assessments with Value-Added Measure 0 - 15

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The results of the PBA are 70% - 100%% of the students achieve greater than or equal to a Level 3 on a 6 point rubric, including 10% at Level 4 for 14 points and 10% at Levels 5 or 6 for 15 points.

The performance-based task will result in authentic purpose and meaningful engagement on the part of the student. The assessment results will demonstrate the ability of the student to apply knowledge and skills from other content areas. The student is able to reflect on both the product and the process and self-evaluate their own and each other's task in an age appropriate way. The task demonstrates the student's ability to think well beyond a basic level as per Webb's Depth of Knowledge levels 3 or 4.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The results of the PBA are 40% - 69% of the students achieve greater than or equal to a Level 3 on a 6-point rubric.

The performance-based task will result in meaningful engagement on the part of the student. The assessment results will demonstrate the ability of the student to apply prior knowledge. The student is able to reflect on both the product and the process in an age appropriate way. The task demonstrates the student's ability to think beyond a basic level as per Webb's Depth of Knowledge level 3.

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

The results of the PBA are 10% - 39% of the students achieve a greater than or equal to a Level 3 on a 6-point rubric.

The performance-based task results in little or no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to reflect on the task and demonstrate thinking beyond level 1 or 2 of Webb's Depth of Knowledge.

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

The results of the PBA are 0% - 9% of the students achieve a greater than or equal to a Level 3 on a 6-point rubric.

The performance-based task results in no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to demonstrate more than basic thinking at level 1 of Webb's Depth of Knowledge.

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word)

(No response)

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

assets/survey-uploads/5366/141698-qBFVOWF7fC/Table 4A_for principals .doc

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

In the table below, list all of the grade configurations/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
K - 1	(d) measures used by district for teacher evaluation	Cold Spring Harbor Grades K- 1 ELA performance-based assessment based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards K - 5.

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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Locally selected measure of student achievement (20 points) Each year the principal will identify an assessment(s) from the state approved categories. An expectation will be identified by the principal for his/her school, grade level(s), and/or a particular cohort. The principal and lead evaluators will agree to this annual School Achievement Expectation(s) (SAE). The SAE's are achievement or growth measures consistent with past building results and other factors that affect student learning. They will be consistent with established district goals. The Superintendent of Schools (lead evaluator) and Assistant Superintendent for Curriculum and Instruction (trained administrator) shall verify comparability and rigor in the utilization of this district-wide expectation setting process as required by the regulation. The cohort of students utilized shall include any of those enrolled on BEDS day through June 15.</p> <p>See Table 4 in 8.2 below: Local Measure of Student Achievement- Performance-based Assessments 0 - 20 point allocation</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>The principal will be rated Highly Effective and earn 18 - 20 points if the results of the PBA are 71% -100% of the students achieve greater than or equal to a Level 3 on a 6-point rubric, including 10% greater than or equal to Level 4; 81% - 90% greater than or equal to Level 3 including 10% greater than or equal to Level 5, and 91% - 100% greater than or equal to Level 3 including 20% greater than or equal to Level 5.</p> <p>The performance-based task will result in authentic purpose and meaningful engagement on the part of the student. The assessment results will demonstrate a the ability of the student to apply knowledge and skills from other content areas. The student is able to reflect on both the product and the process and self-evaluate their own and each other's task in an age appropriate way. The task demonstrates the student's ability to think well beyond a basic level as per Webb's Depth of Knowledge levels 3 or 4.</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The principal will be rated Effective if the results of the PBA are 34% -70% of the students achieve greater than or equal to a Level 3 on a 6-point rubric.</p> <p>The performance-based task will result in meaningful engagement on the part of the student. The assessment results will demonstrate the ability of the student to apply prior knowledge. The student is able to reflect on both the product and the process in an age appropriate way. The task demonstrates the student's ability to think beyond a basic level as per Webb's Depth of Knowledge level 3.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for</p>	<p>The principal will be rated Developing if the results of the PBA are 10% -33% of the students achieve greater than or equal to a</p>

grade/subject.	Level 3 on a 6-point rubric. The performance-based task results in little or no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to reflect on the task and demonstrate thinking beyond level 1 or 2 of Webb's Depth of Knowledge.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated Ineffective if the results of the PBA are 0% -9% of the students achieve greater than or equal to a Level 3 on a 6-point rubric. The performance-based task results in no meaningful engagement on the part of the student. The student is unable to use prior knowledge without benefit of teacher support. The student is unable to demonstrate more than basic thinking at level 1 of Webb's DOK.

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

(No response)

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

assets/survey-uploads/5366/141698-T8MIGWUVm1/Table_4 principals.doc

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.

N/A

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.

(No response)

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, October 29, 2013

Page 1

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
---	----

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.	Checked
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(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)

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.

The rubric to be utilized by the lead evaluator (Superintendent) or trained administrator (Assistant Superintendent for Curriculum and Instruction) consists of the six domains of the Multidimensional Principal Performance Rubric, Learner-Centered Initiative Ltd.

The lead evaluator or trained administrator will conduct a minimum of two (2) thirty minute or longer school visits, one of which will be unannounced. The building principal will be informed in advance of the day and time of the announced visit(s). Feedback on each visit will be provided within seven (7) days and may be done verbally or in writing.

Evidence of performance may be submitted to the Superintendent (lead evaluator) or Assistant Superintendent for Curriculum and Instruction by principal by July 31. Evidence includes but is not limited to: memos, faculty meeting agendas, a portfolio of school documents, and a self-reflection on the six domains of the rubric. This evidence should be considered when the evaluator is rating each domain. Scoring for this subcomponent (0 - 60 points) will be determined using the chart below.

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

assets/survey-uploads/5143/141703-pMADJ4gk6R/CSH Conversion Chart 60 Points.pdf

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.

The process and methodology for how the points available in each HEDI category will be assigned is fully described in the Conversion Chart 60 points.pdf in part 9.7 above. The number of points for HEDI will be calculated for each school visit and then multiplied based on a formula. Using the conversion chart, this will yield a number that then translates into a HEDI category and overall points from the possible 60 points in this subcomponent.

Narrative description of a Highly Effective Principal: Results are extraordinary and beyond the established District standard for Growth and Local assessment measures.

A highly effective leader in the Cold Spring Harbor Central School District consistently promotes the development and stewardship of a vision of learning that is shared and supported by all stakeholders.

The highly effective leader:

- promotes instruction that is rigorous, engaging, and supports individual student learning needs
 - promotes the success of every student by nurturing and sustaining a culture of continual improvement that monitors student growth and learning using data from multiple measures
 - promotes a school culture that is collaborative with faculty and provides collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning
 - establishes positive relationships and provides ongoing improvement of teaching and learning
 - ensures that the environment promotes use of time and resources in a way that supports the highest quality instructional practices
 - ensures the safety of students and staff
 - promotes the success of every student by acting with integrity, fairness, and in an ethical manner
 - models the highest ethical standards and inspires faculty to be responsible for every student's academic and social-emotional success.
- (Excerpted from LCI's Multidimensional Principal Performance Rubric (MPPR) used with permission from Dr. Martin-Kniep, President of Learner-Centered Initiatives)

Effective: Overall performance and results meet standards.

The process and methodology for how the points available in each HEDI category will be assigned is fully described in the Conversion Chart 60 points.pdf in part 9.7 above. The number of points for HEDI will be calculated for each school visit and then multiplied based on a formula. Using the conversion chart, this will yield a number that then translates into a HEDI category and overall points from the possible 60 points in this subcomponent.

Narrative description of an Effective Principal:

Results are acceptable and meet the standard. Greater than 34% of students met the established District standard.

An effective leader in the Cold Spring Harbor Central School District develops and implements a shared school vision and mission for learning.

The Effective leader:

- develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together resulting in an environment that motivates and involves students and staff in meaningful and relevant learning experiences
- conveys an expectation that teachers incorporate best practices in their instruction
- gathers input from staff formally and informally as a means of monitoring impact of the instructional programs

- monitors and refines goals and/or action steps, based on formative assessment of evidence collected
- provides opportunities and support for distributive leadership
- utilizes resources efficiently and is fiscally responsible
- promotes welfare and safety of students and staff
- advocates for children and families
- promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
- engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to ensure continuous improvement
- promotes understanding and appreciation of the community culture and resources.
- models principles of self- awareness, reflective practice, transparency, and ethical behavior. -considers moral and legal consequences of decisions
- ensures a system of accountability for every students academic and social success
- engages in the goal setting process as part of own professional improvement as related to teacher practice, academic results, and/or school learning environment in order to improve student learning
- works with District Leadership to consider the school and district vision and student learning needs, as well as information gathered about teacher practice, academic results and/or the school learning environment

Excerpted from LCI's Multidimensional Principal Performance Rubric (MPPR) used with permission from Dr. Martin-Kniep, President of Learner-Centered Initiatives.

Developing: Overall performance and results need improvement in order to meet standards.

The process and methodology for how the points available in each HEDI category will be assigned is fully described in the Conversion Chart 60 points.pdf in part 9.7 above. The number of points for HEDI will be calculated for each school visit and then multiplied based on a formula. Using the conversion chart, this will yield a number that then translates into a HEDI category and overall points from the possible 60 points in this subcomponent.

Narrative description of a Developing Principal:
 Student academic growth needs improvement. Less than 30% of students met the District standard.

A Developing leader has a school vision and mission that are created in isolation of the district's vision and mission and aligned as an afterthought.

The Developing leader:

- creates a learning environment that offers opportunities to selected staff
- provides expectations that are unclear or inconsistent, unrelated to understanding and applying best practices and professionalism
- shares leadership by providing others with limited responsibilities, but no decision-making ability
- is inconsistent regarding procedures and consequences related to the safety of students
- monitors and manages operational systems and assumes responsibilities related to mandates
- is unable to connect and act on data about teacher practice and academic results to the school and district vision.
- is not proactive in increasing family support for the school
- makes decisions and takes actions without considering consequences

-sets goals that satisfy external expectations, are broad and generally based on own interests and rely on own perspective and self perceptions

Excerpted from LCI's Multidimensional Principal Performance Rubric (MPPR) used with permission from Dr. Martin-Kniep, President of Learner-Centered Initiatives.

Ineffective: Overall performance and results do not meet standards.

The process and methodology for how the points available in each HEDI category will be assigned is fully described in the Conversion Chart 60 points.pdf in part 9.7 above. The number of points for HEDI will be calculated for each school visit and then multiplied based on a formula. Using the conversion chart, this will yield a number that then translates into a HEDI category and overall points from the possible 60 points in this subcomponent.

Narrative description of an Ineffective Principal:

There is little or no acceptable student academic growth. Fewer than 6% of students met the District standard.

An ineffective leader disregards the need for a mission and vision as a guide for setting goals and school improvement. He or she can articulate goals, but is unable to define appropriate steps to achieve goals. The school culture and environment is reliant on the principal as the sole leader of the organization limiting the responsibilities and opportunities to a few in the school community. He or she is rarely involved in instruction and promoting best practices and does not attend to vision or data when making decisions. An ineffective leader makes decisions based on his or her own self-interest. This type of leader relies on his or her own impressions and beliefs and responds to feedback by denying, becoming defensive or ignoring the feedback. School safety and the welfare of students and staff are inconsistent and not attended to on a regular basis.

Excerpted from LCI's Multidimensional Principal Performance Rubric (MPPR) used with permission from Dr. Martin-Kniep, President of Learner-Centered Initiatives.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59 - 60
Effective	57 - 58
Developing	55 - 56
Ineffective	0 - 54

9.8) School Visits

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

Probationary Principals

By supervisor	1
By trained administrator	1

By trained independent evaluator	0
Enter Total	2

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, October 29, 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	55 - 56
Ineffective	0 - 54

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 Monday, March 24, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/12168/608427-Df0w3Xx5v6/Principal Improvement Plan.pdf](assets/survey-uploads/12168/608427-Df0w3Xx5v6/Principal%20Improvement%20Plan.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:

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-c.
3. The school district's adherence to the standards and methodologies APPRs pursuant to Education Law 3012-c.
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 retired administrator. The decision of the panel is also binding upon the parties.

D. The evaluated principal may represent herself or himself, be represented by a representative of the local or state association, or by an attorney. The Cold Spring Harbor Central School District shall not bear any expense for the cost of representation for the principal.

E. Hearing Details:

1. The hearing shall be conducted in no more than one business day.
2. The parties shall exchange documentary evidence and an anticipated witness list no less than seven (7) business days before the scheduled hearing date.

F. Within 30 calendar days of the hearing, the panel shall render a decision. If the appeal is upheld in whole or part, the panel shall direct an appropriate remedy consistent with the provision of education law.

G. Costs for the hearing officer shall be shared between the District and the Administrative unit.

H. The APPR evaluation will not be placed in the principal's file until the final ruling by the panel.

I. The evaluated principal may respond in writing to his or her APPR evaluation without jeopardizing her or his rights to appeal.

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.

All principals in the Cold Spring Harbor Central School District shall complete a training course that meets the requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations. To date, the District has provided training by The Danielson Group in the State-approved Teacher practice rubric, Danielson 2011. Additionally, the Superintendent and Assistant Superintendent for Curriculum and Instruction also attended NYSSBA conference in July 2011, LEAF conference through BOCES with Charlotte Danielson at NYU in August 2011, LEAF conference through Nassau BOCES in November 2011 on ISLLAC Standards, and NYSED training in Albany February 2012. Information from conferences was communicated with administrators.

The District has contracted with Teachscape to purchase The Framework for Teaching Proficiency System designed to develop the skills and expertise to prepare observers to deliver accurate and reliable evaluations of classroom teaching. Through the Teachscape Reflect Instructional Leadership system module, all administrators will participate in the 15-hour video training planned for 5 days in July 2012. Training topics include: The research and rationale behind the New Framework for Teaching Evaluation Instrument, how to effectively conduct observations using the in-class observable domains of the New Framework for Teaching Evaluation Instrument, and bias-awareness training to minimize the effects of observer bias.

To certify and re-certify lead evaluators, the administrators will participate in the Framework for Teaching Proficiency Test developed in partnership with Charlotte Danielson and ETS. The Proficiency Test is a rigorous next-generation assessment that uses innovative video-based items to assess the ability of observers to accurately evaluate teacher practice using Charlotte Danielson's New Framework for Teaching Evaluation instrument. Teachscape training includes certification exam and training in inter-rater reliability.

The Teachscape Proficiency System includes a library of training videos designed to ensure training of various observations, including formal and informal and walk-throughs. These modules have been purchased by the District for each school to utilize throughout the 2012-2013 year as an administrative team and with each school faculty. This work will provide far more than minimum training requirements of lead evaluators and observers. The Teachscape training will also serve to educate teachers who will serve as peer-observers.

The Cold Spring Harbor Board of Education will certify the principals as lead evaluators.

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, February 28, 2014

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/12158/608428-3Uqgn5g9Iu/APPR_districtcertificationform2014.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.

Table #4 A
Cold Spring Harbor Central School District
LOCAL Measure of Student Achievement ~ Performance-Based Assessments
with Value-Added Measure ~ 0-15 point allocation

Highly Effective 14 – 15		Effective 8 - 13						Developing 3 – 7					Ineffective 0 - 2		
Results are well-above District adopted expectations		Results meet District adopted expectations						Results are below District adopted expectations					Results are well-below District adopted expectations.		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
86% - 100% ≥ Level 3, including 10% at Levels 5 or 6	70%-85% ≥ Level 3, including 10% at Level 4	65%-69% ≥ Level 3	60%-64% ≥ Level 3	55% - 59% ≥ Level 3	50%-54% ≥ Level 3	45%-49% ≥ Level 3	40%-44% ≥ Level 3	30%-39% ≥ Level 3	25%-29% ≥ Level 3	20% - 24% ≥ Level 3	15%-19% ≥ Level 3	10%-14% ≥ Level 3	6%-9% ≥ Level 3	2%-5% ≥ Level 3	0% - 1% ≥ Level 3

CSH performance-based assessments ~ APPR June 23, 2012

Teacher receives 8 points if 40% of the students achieve a score greater than or equal to Level 3 on a 6-point rubric. Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

Table #4

K – 12 LOCAL Measure of Student Achievement ~ Performance-Based Assessments 0-20 point allocation

Highly Effective			Effective									Developing						Ineffective		
Results are well-above District adopted expectations for grade/subject on the PBAs			Results meet District adopted expectations for achievement for grade/subject on the PBAs									Results are below District adopted expectations for achievement for grade/subject on the PBAs						Results are well-below District adopted expectations for achievement for grade/subject. On the PBAs		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
91% - 100% ≥ Level 3 incl 20% ≥ Level 5	81% - 90% ≥ Level 3 incl 10% ≥ Level 5	71%-80% ≥ Level 3 incl 10% ≥ Level 4	66% - 70% ≥ Lev. 3	61% - 65% ≥ Lev 3	56%-60% ≥ Lev.3	51% - 55% ≥ Level 3	47% - 50% ≥ Level 3	43%-46% ≥ Lev3	42% ≥ Lev 3	38% - 41% ≥ Level 3	34% - 37% ≥ Lev 3	30% - 33% ≥ Lev 3	26% - 29% ≥ Lev 3	22%-25% ≥ Lev3	18% - 21% ≥ Level 3	14%-17% ≥ Lev3	10%-13% ≥ Lev3	6% - 9% ≥ Lev3	2% - 5% ≥ Lev3	0% - 1% ≥ Lev3
<p>A teacher will be rated Highly Effective if 71%-100% of the students achieve greater than or equal to a Level 3 including 10% greater than or equal to Level 4 earning 18 points; 10% greater than or equal to Level 5 earning 19 points; 20% greater than or equal to Level 5 earning 20 points (Based on a 6 point rubric)</p> <p>A teacher will be rated Effective if 34%-70% of the students achieve greater than or equal to a Level 3 on a 6 point rubric</p> <p>A teacher will be rated Developing if 10% - 33% of the students achieve greater than or equal to a Level 3 on a 6 point rubric</p> <p>A teacher will be rated Ineffective if 0% - 9% of the students achieve greater than or equal to a Level 3 on a 6 point rubric</p>																				

Cold Spring Harbor APPR - Point Allocations and HEDI translations

Table #4 A
Cold Spring Harbor Central School District
LOCAL Measure of Student Achievement ~ Performance-Based Assessments
with Value-Added Measure ~ 0-15 point allocation

Highly Effective 14 – 15		Effective 8 - 13						Developing 3 – 7					Ineffective 0 - 2		
Results are well-above District adopted expectations		Results meet District adopted expectations						Results are below District adopted expectations					Results are well-below District adopted expectations.		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
86% - 100% ≥ Level 3, including 10% at Levels 5 or 6	70%-85% ≥ Level 3, including 10% at Level 4	65%-69% ≥ Level 3	60%-64% ≥ Level 3	55% - 59% ≥ Level 3	50%-54% ≥ Level 3	45%-49% ≥ Level 3	40%-44% ≥ Level 3	30%-39% ≥ Level 3	25%-29% ≥ Level 3	20% - 24% ≥ Level 3	15% - 19% ≥ Level 3	10%-14% ≥ Level 3	6%-9% ≥ Level 3	2%-5% ≥ Level 3	0% - 1% ≥ Level 3

CSH performance-based assessments ~ APPR June 23, 2012

Teacher receives 8 points if 40% of the students achieve a score greater than or equal to Level 3 on a 6-point rubric.

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

The Cold Spring APPR committee was established in 2008 – 2009 for the purpose of reviewing our teacher evaluation practices. The committee members represent teachers of elementary and secondary, science, math, social studies, English, guidance, special education, school administration and District administration. Our goal was to create a collaborative, growth-oriented system of observation and evaluation that would ensure quality teaching and promote a professional learning environment. We wished to promote a culture of quality and encourage natural learning communities that would honor staff’s professional experiences and skills.

The APPR committee closely studied the Danielson rubric and created our own Cold Spring Harbor rubric, which was submitted to NYSED for a variance in 2011. In January 2012, when our variance was denied, the committee members agreed to choose the Danielson 2011 teacher practice rubric from the choices of state-approved rubrics.

After careful review and discussion of the components and elements of the rubric and following formal training by the Danielson Group, the APPR committee recommended that points for the Domains of the Danielson rubric be allocated for both tenured and non-tenured teachers as indicated in the chart below.

Domains of the Danielson 2011 Rubric	Possible Points out of 100
Domain I Planning and Preparation	17/100
Domain II Environment	25/100
Domain III Instruction	33/100
Domain IV Professionalism	17/100
<u>The 8 “Other Points” for Classroom Visitations by trained in-school peer teachers</u> All teachers will receive training in peer observation. This option requires no written report by peer teacher observers. The teachers will schedule a follow-up collegial discussion among peers and the teacher whose classroom was observed during the visit. The follow-up discussion is intended to provide an opportunity for collegial discussion among peers and for the teacher who was observed to receive feedback. Teachers will complete a “Peer Visitation” form that will provide notification to the administrators within two weeks of the visit. (See Appendix for “Peer Visitation” form)	8/100

The Cold Spring APPR committee members:
Lydia Bellino, Helen Browne, Denise Campbell, Matt Chartan, Ferne Chase, Laurie Conlon, Barbara Field, James Hardy, Debbie Levesque, Victoria Terenzi

“60 points from Danielson 2011 Rubric “

The rubric to be utilized by the evaluating administrator consists of the four domains of the Danielson 2011 Rubric and 8 "Other points" earned from classroom visits by trained in-school peer teacher observers.

A minimum of 2 observations, one announced and one unannounced, will be the basis for evaluating the teacher in Domains I, II, and III.

For each observation, points will be assigned for Domains I, II, and III with a maximum of 17, 25, and 33 respectively.

Domains I, II, and III will account for a total of 75 points.

(See Table 5 for detailed information about Domain I, II, and III.)

In developing a teacher's APPR, the numeric value for Domains I, II, and III will be based on an average of all observations in that year.

It is acknowledged that for an announced observation, Domain 1 may be evaluated through a pre- and/or post-observation conference; and for an unannounced observation, evidence can be determined through post-observation discussion; therefore it can be factored into the unannounced observation. Announced and unannounced observations are a minimum of 30 minutes.

As part of the post-observation process, the teacher will be made aware of and receive a copy of his or her observation including the points awarded in each of the Domains I, II, and III. (Time frame TBD in MOA)

The 17 points for Domain IV, Professionalism, will be determined in June at the time of the teacher's review and these points for Domain IV will be included in a teacher's total score.

The 8 "Other points" earned through classroom visits by trained in-school peer teacher observer(s) will also be added during June review.

Table 5 ~ COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT ~ Table 5

Observation Points based on 100 points	Observation Points based on 60 points	HEDI Rating Categories
91 - 100 85 - 90	60 59	Highly Effective: (85 – 100) Overall performance and results exceed standards.
75 - 84 65 - 74	58 57	Effective: (65 – 84) Overall performance and results meet standards.
63 - 64 61 - 62	56 55	Developing: (61 – 64) Overall performance and results need improvement in order to meet standards.
59 - 60 57 - 58 55 - 56 53- 54 51 - 52 49 - 50 48 47 46 45 44 43 42 41 40 39 38 37 36 35 34 33 32 31 30 29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1	54 53 52 51 50 49 48 47 46 45 44 43 42 41 40 39 38 37 36 35 34 33 32 31 30 29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1	Ineffective: (0-60) Overall performance and results do not meet standards. Note This process for assigning points to educators must ensure that it is possible for an educator to earn each point, including 0, in the subcomponent scoring range, and that it is possible for an educator to earn any of the 4 rating categories (HEDI) subcomponent.

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

TIP Philosophy

It is agreed to, by all parties, that a TIP (hereafter referred to as the Plan) is to bring about teacher improvement through a collaborative and supportive process in which problems are identified and addressed through the APPR process. The teacher acknowledges areas of his/her practice that he/she agrees to improve upon and the District agrees to provide support, training, resources, and a timeline for the teacher to implement the agreed-to change(s).

A TIP will be developed for a teacher who has received a rating of “developing” or “ineffective”.

TIP Development

- 1) A TIP must be developed in consultation with the teacher. Present at this Plan Development Meeting should be the teacher, an HTA representative, Principal, and a supervising administrator (if applicable). The teacher may invite an additional colleague to the meeting.
- 2) A TIP must be developed in a timely manner in order to give the teacher an opportunity to incorporate the recommendations into his/her practice so that the necessary improvements can be made within the timeline of the Plan. For example, if a teacher’s APPR rating leads to a TIP decision, the Plan must be developed within 2 weeks of the start of the following school year. In the event that a teacher is deemed in need of improvement during the course of a school year, the TIP process can be initiated as outlined in this document.
- 3) A formal written TIP will be developed based on (and only after) the Plan Development Meeting (see Item 1). The Plan must identify each area of concern for which teacher improvement is sought, along with proposed solutions, identified resources and methods of support. Areas of concern must be substantiated.
- 4) A TIP must include the following:
 - a) Identified specific area(s) in which improvement is sought
 - b) What evidence will demonstrate improvement in the identified area(s)
 - c) A timeline for demonstrating improvement in the identified area(s)
 - d) A statement of what the teacher will do to effectuate the improvement(s).
 - e) A statement of how the plan will be implemented.
 - f) A statement of what the supervising administrator will do to assist the teacher in the stated area(s) of improvement.
 - g) Identified resources to help teacher effect improvement, including who will support the teacher and how progress will be measured.
 - h) Signatures of the teacher, HTA building representative (or his/her designee), the building principal and/or supervising administrator.

COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

TEACHER IMPROVEMENT PLAN

Step 1:

The TIP Process begins with the Plan Development Meeting with the building Principal, the teacher, the building HTA representative (or designee) and supervising administrator (if applicable). The purpose of the meeting is to draft a plan using the TIP form, which identifies:

1. The area(s) that have been identified as “developing” or “ineffective”
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 twice a month to collaboratively discuss the teacher’s progress and the effectiveness of the support provided in the TIP.

*Pold Spring Harbor Central School District
Pold Spring Harbor, New York 11724*

Teacher Improvement Plan

Date: _____

Developed by: _____

Teacher

Administrator

Identification of specific areas in which improvement is sought:

Timeline for accomplishing the improvement(s) sought:

Actions that the teacher agrees to, in order to effectuate the improvements:

How progress will be monitored and evaluated:

Specific resources available to teacher, for example:

- Mentor, Colleague, Department Chair, Administrator
- Workshops, courses, observation schedule, peer visitations

Signatures of teacher, union representative, and the administrator indicate agreement to the above Plan.

Teacher / Date

Supervising Administrator / Date
(if applicable)

HTA President or designee / Date

Building Principal / Date

COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

**RECORD OF MEETINGS TO DEVELOP, MONITOR AND ASSESS
PROGRESS IN THE TEACHER IMPROVEMENT PLAN**

	DATE	GOAL(S)	MEASURABLE PROGRESS
Meeting #1			
Meeting #2			
Meeting #3			
Meeting #4			
Meeting #5			
Meeting #6			
Meeting #7			
Meeting #8			
Meeting #9			
Meeting #10			

COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

**RECORD OF MEETINGS TO DEVELOP, MONITOR AND ASSESS
PROGRESS IN THE TEACHER IMPROVEMENT PLAN**

	DATE	GOAL(S)	MEASURABLE PROGRESS
Meeting #11			
Meeting #12			
Meeting #13			
Meeting #14			
Meeting #15			
Meeting #16			
Meeting #17			
Meeting #18			
Meeting #19			
Meeting #20			

Table # 1
K-2 GROWTH Measure - Renaissance STAR Reading and Math Assessment
0-20 point allocation

Applies to K-2 teachers who are administering ELA and Math using 3rd party assessment Renaissance STAR

Highly Effective 18 - 20			Effective 9 - 17									Developing 3 - 8					Ineffective 0 - 2			
Results are well-above District adopted expectations for achievement for grade/subject.			Results meet District adopted expectations for achievement for grade/subject.									Results are below District adopted expectations for achievement for grade/subject.					Results are well-below District adopted expectations for achievement for grade/subject.			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95%-100%	90% - 94%	85% - 89%	80% -84%	75% - 79%	70% - 74%	65% - 69%	60% - 64%	55% - 59%	50% - 54%	45% - 49%	40% - 44%	35% - 39%	30% - 34%	25% - 29%	20% - 24%	15% - 19%	10% - 14%	5% - 9%	1% - 4%	0%

The STAR assessment will be used as a pretest with targets based on pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score. The percentage of students meeting the growth target(s) will be converted to score 0-20. See Table 1

K - 2 teacher is rated **Highly Effective** if 85% - 100% of the students achieve their individual goals.

K-2 teacher is rated **Effective** if 40% - 84% of the students achieve their individual goals.

K-2 teacher is rated **Developing** if 10% - 39% of the students achieve their individual goals.

K-2 teacher is rated **Ineffective** if 0% - 9% of the students achieve their individual goals

Table #4 A
Cold Spring Harbor Central School District
LOCAL Measure of Student Achievement ~ Performance-Based Assessments
with Value-Added Measure ~ 0-15 point allocation

Applies to Principals who are using "Measures used by district for teacher evaluation"

Highly Effective 14 – 15		Effective 8 - 13						Developing 3 – 7					Ineffective 0 - 2		
Results are well-above District adopted expectations		Results meet District adopted expectations						Results are below District adopted expectations					Results are well-below District adopted expectations.		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
86% - 100% ≥ Level 3, including 10% at Levels 5 or 6	70%-85% ≥ Level 3, including 10% at Level 4	65%-69% ≥ Level 3	60%-64% ≥ Level 3	55% - 59% ≥ Level 3	50%-54% ≥ Level 3	45%-49% ≥ Level 3	40%-44% ≥ Level 3	30%-39% ≥ Level 3	25%-29% ≥ Level 3	20% - 24% ≥ Level 3	15%-19% ≥ Level 3	10%-14% ≥ Level 3	6%-9% ≥ Level 3	2%-5% ≥ Level 3	0% - 1% ≥ Level 3

CSH performance-based assessments ~ APPR June 23, 2012

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

Table #4

K – 12 LOCAL Measure of Student Achievement ~ Performance-Based Assessments 0-20 point allocation
Applies to Principals who are using “Measures used by district for teacher evaluation”

Highly Effective			Effective									Developing					Ineffective			
Results are well-above District adopted expectations for grade/subject on the PBAs			Results meet District adopted expectations for achievement for grade/subject on the PBAs									Results are below District adopted expectations for achievement for grade/subject on the PBAs					Results are well-below District adopted expectations for achievement for grade/subject. On the PBAs			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
91% - 100% ≥ Level 3 incl 20% ≥ Level 5	81% - 90% ≥ Level 3 incl 10% ≥ Level 5	71%-80% ≥ Level 3 incl 10% ≥ Level 4	66% - 70% ≥ Lev. 3	61% - 65% ≥ Lev 3	56%-60% ≥ Lev.3	51% - 55% ≥ Level 3	47% - 50% ≥ Level 3	43%-46% ≥ Lev3	42% ≥ Lev 3	38% - 41% ≥ Level 3	34% - 37% ≥ Lev 3	30% - 33% ≥ Lev 3	26% - 29% ≥ Lev 3	22%-25% ≥ Lev3	18% - 21% ≥ Level 3	14%-17% ≥ Lev3	10%-13% ≥ Lev3	6% - 9% ≥ Lev3	2% - 5% ≥ Lev3	0%-1% ≥ Lev3
<p>A principal will be rated Highly Effective if 71%-100% of the students achieve greater than or equal to a Level 3 including 10% greater than or equal to Level 4 earning 18 points; 10% greater than or equal to Level 5 earning 19 points; 20% greater than or equal to Level 5 earning 20 points (Based on a 6 point rubric)</p> <p>A principal will be rated Effective if 34%-70% of the students achieve greater than or equal to a Level 3 on a 6 point rubric</p> <p>A principal will be rated Developing if 10% - 33% of the students achieve greater than or equal to a Level 3 on a 6 point rubric</p> <p>A principal will be rated Ineffective if 0% - 9% of the students achieve greater than or equal to a Level 3 on a 6 point rubric</p>																				

Cold Spring Harbor APPR - Point Allocations and HEDI translations

Cold Spring Harbor Central School District June 2012

Cold Spring Harbor Principals' Conversion Chart for 60 points: Other Measures of Effectiveness		
HEDI SCORE	Other Measure Points/60	Other Measure Rating
480-540	60	H
450-479	59	
300-449	58	E
270-299	57	
120-269	56	D
90-119	55	
60-89	54	I
59	53	
58	52	
57	51	
56	50	
55	49	
54	48	
53	47	
52	46	
51	45	
50	44	
49	43	
48	42	
47	41	
46	40	
45	39	
44	38	
43	37	
42	36	
41	35	
40	34	
39	33	
38	32	
37	31	
36	30	
35	29	
34	28	
33	27	
32	26	
31	25	
30	24	
29	23	
28	22	
27	21	
26	20	
24	19	
24	18	
23	17	
22	16	
21	15	
20	14	
19	13	
18	12	
17	11	
16	10	
15	9	
14	8	
13	7	
12	6	
11	5	
10	4	
7-9	3	
4-6	2	
1-3	1	
0	0	

Cold Spring Harbor Central School District June 2012

PRINCIPAL APPR – OTHER MEASURES – 60 POINTS

This model identifies 6 areas to be evaluated and utilizes the Multidimensional/LCI rubric:

Each domain of the rubric is rated HEDI (Site visits and other “evidence of performance” should be considered when the evaluator is rating each domain)

Domain 1: Shared Vision of Learning	H	E	D	I
Domain 2: School Culture and Instructional Program	H	E	D	I
Domain 3: Safe, Efficient, Effective Learning Environment	H	E	D	I
Domain 4: Community	H	E	D	I
Domain 5: Integrity, Fairness, Ethics	H	E	D	I
Domain 6: Political, Social, Economic, Legal, and Cultural Context	H	E	D	I

HEDI Score:

Summary

H _____ **X 90**
E _____ **X 60**
D _____ **X 30**
I _____ **X 0**
Total **6**

Points

 _____/540

Cold Spring Harbor Central School District
Principal Improvement Plan

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

B. The lead evaluator, evaluated principal, and a representative of the administrators' association will meet to mutually develop an Improvement Plan that addresses each component of the evaluation that is below Effective (student growth, local measures of student achievement, and principal's 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 principal's 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.

*Old Spring Harbor Central School District
Old Spring Harbor, New York 11724*

Principal Improvement Plan

Date: _____

Developed by: _____
Principal

_____ Lead Evaluator

Identification of specific areas in which improvement is sought:

Timeline for accomplishing the improvement(s) sought:

Actions that the principal agrees to, in order to effectuate the improvements:

How progress will be monitored and evaluated:

Specific resources available to principal, for example:

- Mentor, Colleague, Department Chair, Administrator
- Workshops, courses, observation schedule, peer visitations

Signatures of principal, union representative and the lead evaluator indicate agreement to the above Plan.

Principal/ Date

Lead Evaluator / Date
Administrator (if applicable)

Union President or designee / Date

COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

**RECORD OF MEETINGS TO DEVELOP, MONITOR AND ASSESS
PROGRESS IN THE PRINCIPAL IMPROVEMENT PLAN**

	DATE	GOAL(S)	MEASURABLE PROGRESS
Meeting #1			
Meeting #2			
Meeting #3			
Meeting #4			
Meeting #5			
Meeting #6			
Meeting #7			
Meeting #8			
Meeting #9			
Meeting #10			



Cold Spring Harbor Central School District

*The Francis Roberts Community Center
75 Goose Hill Road
Cold Spring Harbor, New York 11724-9813*

Judith A. Wilansky, Ed.D.
SUPERINTENDENT OF SCHOOLS

(631) 367-5931
(631) 367-3108 (Fax)

February 28, 2014

**Implementation Certification Form for District – From Cold Spring
Harbor Central School District**

2 pages attached

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:

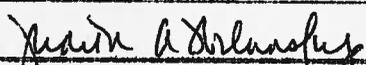
- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next 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

COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT

- 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: 10/29/13



Teachers Union President Signature: Date: 2-14-14



Administrative Union President Signature: Date: 2/14/14



Board of Education President Signature: Date: 10/29/13

