



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

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Commissioner of Education  
President of the University of the State of New York  
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December 11, 2012

James F. McKenna, Superintendent  
Mattituck-Cutchogue Union Free School District  
385 Depot Lane  
Cutchogue, NY 11935

Dear Superintendent McKenna:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,

  
John B. King, Jr.  
Commissioner

Attachment

c: Dean T. Lucera

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

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

# Annual Professional Performance Reviews: 2012-13

Created Monday, June 04, 2012

Updated Thursday, September 06, 2012

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## 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 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 : 581012020000

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

*581012020000*

#### 1.2) School District Name: MATTITUCK-CUTCHOGUE UFSD

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

*MATTITUCK-CUTCHOGUE UFSD*

#### 1.3) School Improvement Grant (SIG) Districts Only

SIG districts only: Indicate whether this APPR plan is for SIG schools only or for the entire district. Other districts and BOCES, please skip this question.

*(No response)*

#### 1.4) Award Classification

Please check if the district has applied for and/or has been awarded any of the following (if applicable):

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

## 1.6) Is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan?

*Re-submission to address deficiencies*

## 1.7) Is this submission for an annual or multi-year plan?

*If the plan is multi-year, please write the years that are included.*

*Annual (2012-13)*

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

Created Tuesday, June 19, 2012

Updated Monday, December 10, 2012

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### 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 for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Student pretest scores will be compared to the final assessment scores and at least 75% of the students will achieve a SGP of 30 percentile points on STAR or State assessment. For Grade 3, the STAR assessment will be used as a pretest. Student pretest scores will be the baseline and will be compared to the final assessment scores in grades K - 2 using STAR, and in grade 3 using State assessment to determine growth.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers with percentages of 100-89 of students meeting the targeted growth goal for 3rd party assessment in grades K-2 and in grade 3 using State assessment to determine growth.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers with percentages 88-65 of students meeting the targeted growth goal for 3rd party assessment in grades K-2 and in grade 3 using State assessment to determine growth.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers with percentages 64-53 of students meeting the targeted growth goal for 3rd party assessment in grades K-2 and in grade 3 using State assessment to determine growth.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers with percentages 52 and below of students meeting the targeted growth goal for 3rd party assessment in grades K-2 and in grade 3 using State assessment to determine growth.

### 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 Math Enterprise, 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Student pretest scores will be compared to the final assessment scores and at least 75% of the students will achieve a SGP of 30 percentile points on STAR or State assessment. For Grade 3, the STAR assessment will be used as a pretest. Student pretest scores will be the baseline and will be compared to the final assessment scores in grades K - 2 using STAR, and in grade 3 using State assessment to determine growth.
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers with percentages of 100-89 of students meeting the targeted growth goal for 3rd party assessment in grades K-2 and in grade 3 using State assessment to determine growth.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers with percentages 88-65 of students meeting the targeted growth goal for 3rd party assessment in grades K-2 and State determined benchmark for grade 3.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers with percentages 64-53 of students meeting the targeted growth goal for 3rd party assessment in grades K-2 and State determined benchmark for grade 3.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers with percentages 52 and below of students meeting the targeted growth goal for 3rd party assessment in grades K-2 and State determined benchmark for grade 3.

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Mattituck-Cutchogue Developed Grade 6 Science Final Exam
7	District, regional or BOCES-developed assessment	Mattituck-Cutchogue Developed Grade 7 Science Final Exam
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Mattituck-Cutchogue district-developed grade 6 ,7 8 science pre-assessments, as well as the district-developed grade 6 7 science post-assessments will be rigorous, comparable across classrooms, and the assessment will be used across a grade level. The 8th Grade State Science Assessment will be used as the 8th Grade post-assessment. Student pretest scores will be compared to the final assessment score and at least 75% of the teacher's class will show growth by demonstrating at least a 30 percent gain in the growth potential as established by the teacher with approval of the principal. Growth potential is determined based on the difference between the preassessment score and 100%. The baseline assessment will be compared to the final assessment score to determine growth based on the average. The percentage of students meeting the growth target will be converted to a scaled score of 0 - 20. The scale is shown in 2.11.
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers with percentages of 100-89 of students meeting the targeted growth goal for district developed science assessments in grade 6 7.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers with percentages of 88-65 of students meeting the targeted growth goal for district developed science assessments in grade 6 7.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers with percentages of 64-53 of students meeting the targeted growth goal for district developed science assessments in grade 6 7.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers with percentages of 52-0 of students meeting the targeted growth goal for district developed science assessments in grade 6 7.

## 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	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Mattituck-Cutchogue Developed Grade 7 Social Studies Final Exam
8	District, regional or BOCES-developed assessment	Mattituck-Cutchogue Developed Grade 8 Social Studies Final Exam

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Mattituck-Cutchogue District developed Grade 7 - 8 social studies assessments will be rigorous, comparable across classrooms, and the assessment will be used across a grade level. Students pretest scores will be compared to the final assessment score and at least 75% of the teacher's class will show growth by demonstrating at least a 30 percent gain in the growth potential as established by the teacher with approval of the principal. Growth potential is determined based on the difference between the preassessment score and 100%. The baseline assessment will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scaled score of 0 - 20. The scale is shown in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages of 100-89 of students meeting the targeted growth goal for district developed social studies assessments in grade 7-8.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages of 88-65 of students meeting the targeted growth goal for district developed social studies assessments in grade 7-8.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages of 64-53 of students meeting the targeted growth goal for district developed social studies assessments in grade 7-8.

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

Teachers with percentages of 52 or below of students meeting the targeted growth goal for district developed social studies assessments in grade 7-8.

## 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	Mattituck- Cutchogue district developed Gr 9 Global 1 Level State Standards Assessment

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

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

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 Mattituck-Cutchogue district-developed Global 1, Global 2 and American History pre-assessments , and the district-developed Global 1 post-assessment, will be rigorous, comparable across classrooms, and the assessment will be used across a grade level. The Mattituck-Cutchogue district-developed pretest scores in Global 1, Global 2 and American History will be compared to the final assessment scores and at least 75% of the teacher's class will show growth by demonstrating at least a 30 percent gain in the growth potential as established by the teacher with approval of the principal. Growth potential is determined based on the difference between the preassessment score and 100%. The Global 2 and American History district-developed assessment will be compared with the Global 2 and American History regents state assessment. The baseline assessment will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scaled score of 0 - 20. The scale is shown in 2.11.

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

Teachers with percentages of 100-89 of students meeting the targeted growth goal for district developed assessment or regents results.

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

Teachers with percentages 88-65 of students meeting the targeted growth goal for district developed assessment or regents results.

Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages 64-53 of students meeting the targeted growth goal for district developed assessment or regents results.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages 52 and below of students meeting the targeted growth goal for district developed assessment or regents results.

## 2.7) High School Science Regents Courses

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

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

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

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

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 Mattituck-Cutchogue District HS Regents Science course baseline assessments will be rigorous, comparable across classrooms, and the assessment will be used across a grade level. The Mattituck-Cutchogue district-developed pretest scores will be compared to the Regents assessment score and at least 75% of the teacher's class will show growth by demonstrating at least a 30 percent gain in the growth potential as established by the teacher with approval of the principal. Growth potential is determined based on the difference between the preassessment score and 100%. The baseline assessment will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scaled score of 0 - 20. The scale is shown in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages of 100-89 of students meeting the targeted growth goal.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages 88-65 of students meeting the the targeted growth goal.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages 64-53 of students meeting the the targeted growth goal.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages 52 and below of students the targeted growth goal.

## 2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Mattituck-Cutchogue District HS Regents Math course baseline assessments will be rigorous, comparable across classrooms, and the assessment will be used across a grade level. The Mattituck-Cutchogue district-developed pretest scores will be compared to the Regents assessment score and at least 75% of the teacher's class will show growth by demonstrating at least a 30 percent gain in the growth potential as established by the teacher with approval of the principal. Growth potential is determined based on the difference between the preassessment score and 100%. The baseline assessment will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scaled score of 0 - 20. The scale is shown in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages of 100-89 of students meeting the targeted growth goal.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages 88-65 of students meeting the targeted growth goal.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages 64-53 of students meeting the targeted growth goal.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages 52 and below of students meeting the targeted growth goal.

## 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	Mattituck-Cutchogue Developed Grade 9 ELA Final Exam

Grade 10 ELA	District, regional or BOCES-developed assessment	Mattituck-Cutchogue Developed Grade 10 ELA Final Exam
Grade 11 ELA	Regents assessment	ELA Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Mattituck-Cutchogue District-developed ELA course baseline assessments will be rigorous, comparable across classrooms, and the assessment will be used across a grade level. The Mattituck-Cutchogue district-developed pretest scores will be compared to the district-developed final exam scores in grades 9 10 and the Regents assessment score in grade 11. At least 75% of the teacher's class will show growth by demonstrating at least a 30 percent gain in the growth potential as established by the teacher with approval of the principal. Growth potential is determined based on the difference between the preassessment score and 100%. The baseline assessment will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scaled score of 0 - 20. The scale is shown in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages of 100-89 of students meeting the targeted growth goal for district developed assessment or regents results.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages 88-65 of students meeting the targeted growth goal for district developed assessment or regents results.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages 64-53 of students meeting the targeted growth goal for district developed assessment or regents results.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages 52 and below of students meeting the targeted growth goal for district developed assessment or regents results.

## 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
All post-Regents Math courses	District, Regional or BOCES-developed	Mattituck -Cutchogue District Developed Course/Grade Specific Math Assessment
All post-Regents ELA courses	District, Regional or BOCES-developed	Mattituck-Cutchogue District Developed Course/Grade ELA Specific Assessment
Special Class (Self-Contained)	District, Regional or BOCES-developed	Mattituck-Cutchogue District Developed Course/Grade Specific Math and ELA Assessment

Economics Government 12	District, Regional or BOCES-developed	Mattituck-Cutchogue District Developed Course Specific Assessment
All LOTE courses	District, Regional or BOCES-developed	Regionally Developed Course Specific According to State Standards/ FLACS Regionally Developed Course Specific
All Music courses	District, Regional or BOCES-developed	Mattituck-Cutchogue District Developed Course Specific Music Assessment
All PE courses	District, Regional or BOCES-developed	Mattituck-Cutchogue District Developed Course Specific PE Assessment
All Art courses	District, Regional or BOCES-developed	Mattituck-Cutchogue District Developed Course Specific Art Assessment
Speech K-3	State-approved 3rd party assessment	STAR Reading Enterprise, Renaissance Learning Inc.
Speech 9-12	State Assessment	ELA Regents
Speech 4-8	State Assessment	State ELA Assessment Grade Specific 4-8
Reading Math K-2; RTI	State-approved 3rd party assessment	STAR Reading and Math Enterprise, Renaissance Learning Inc.
Reading 9-12	District, Regional or BOCES-developed	Mattituck-Cutchogue Course Specific According to State Standards
Library 4-8	State Assessment	ELA State Assessment Grade Specific 4-8
Library 9 - 12	State Assessment	ELA Regents
ESL Gr 4-8	State Assessment	Gr level ELA State Assessment Grade Specific 4-8
ESL 11	State Assessment	ELA Regents
ESL K-3	State-approved 3rd party assessment	STAR Reading Enterprise, Renaissance Learning Inc.
ESL all other grades	District, Regional or BOCES-developed	Mattituck-Cutchogue District Developed Course/Grade Specific Assessment
Reading RTI/AIS 3-8	State Assessment	ELA State Assessment Grade Specific 3-8

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 student performance.

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

For all courses listed in 2.10, the course baseline assessments will be rigorous, comparable across classrooms, and the assessment will be used across a course/grade level. The Mattituck-Cutchogue district-developed and STAR assessment pretest scores will be compared to the post STAR, State or Mattituck-Cutchogue District developed assessments, or Regents assessment score, and at least 75% of the teacher's class will show growth by demonstrating at least a 30 percent gain in the growth potential as established by the teacher with approval of the principal. Growth potential is determined based on the difference between the preassessment score and 100%. The baseline assessment will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scaled score of 0 - 20. The scale is shown in 2.11.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages of 100-89 of students meeting the targeted growth goal for all assessments not determined by the State.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages 88-65 of students meeting the targeted growth goal for all assessments not determined by the State.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages 64-53 of students meeting the targeted growth goal for all assessments not determined by the State.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages 52 and below of students meeting the targeted growth goal for all assessments not determined by the State.

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)

*assets/survey-uploads/5364/143885-avH4IQNZMh/Form 2-10 All Other Courses Dec 6.pdf*

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/143885-TXEttx9bQW/20 Point Conversion Charts for HEDI Teacher Dec 10 edit #2.pdf*

## 2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

*(No response)*

## 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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Wednesday, June 20, 2012

Updated Monday, December 10, 2012

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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.

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

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

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading Enterprise, Renaissance Learning, Inc.
5	4) State-approved 3rd party assessments	STAR Reading Enterprise, Renaissance Learning, Inc.

6	4) State-approved 3rd party assessments	STAR Reading Enterprise, Renaissance Learning, Inc.
7	4) State-approved 3rd party assessments	STAR Reading Enterprise, Renaissance Learning, Inc.
8	4) State-approved 3rd party assessments	STAR Reading Enterprise, Renaissance Learning, Inc.

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.	State approved 3rd party assessment will be rigorous and valid. The same assessment will be used across all classrooms on the same grade level. At least 75% of the students will achieve at least 30% of their established growth potential based on achievement targets using scaled scores established by STAR Reading Enterprise, Renaissance Learning, Inc. This target is set by the teacher with the approval of the principal. Growth potential is determined based on the difference between the preassessment and the projected scaled score. The percentage of students meeting the achievement target will be converted to a scale score of 0 - 15. This scale is shown in 3.3. Teachers can achieve all scale points from 0 - 15.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 100-88 of students meeting the targeted achievement goal.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 87-65 of students meeting the targeted achievement goal.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 64-54 of students meeting the targeted achievement goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 53-0 of students meeting the targeted achievement goal.

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Math Enterprise, Renaissance Learning, Inc.

5	4) State-approved 3rd party assessments	STAR Math Enterprise, Renaissance Learning, Inc.
6	4) State-approved 3rd party assessments	STAR Math Enterprise, Renaissance Learning, Inc.
7	4) State-approved 3rd party assessments	STAR Math Enterprise, Renaissance Learning, Inc.
8	4) State-approved 3rd party assessments	STAR Math Enterprise, Renaissance Learning, Inc.

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.	State approved 3rd party assessment will be rigorous and valid. The same assessment will be used across all classrooms on the same grade level. At least 75% of the students will achieve at least 30% of their established growth potential based on achievement targets using scaled scores established by STAR Math Enterprise, Renaissance Learning, Inc. This target is set by the teacher with the approval of the principal. Growth potential is determined based on the difference between the preassessment and the projected scaled score. The percentage of students meeting the achievement target will be converted to a scale score of 0 - 15. This scale is shown in 3.3. Teachers can achieve all scale points from 0 - 15.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 100-88 of students meeting the targeted achievement goal.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 87-65 of students meeting the targeted achievement goal.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 64-54 of students meeting the targeted achievement goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 53-0 of students meeting the targeted achievement goal.

### 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/5139/144493-rhJdBgDruP/15 Point Conversion Chart for HEDI Teacher.pdf](#)

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or

BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Reading Enterprise, Renaissance Learning, Inc.
1	4) State-approved 3rd party assessments	STAR Reading Enterprise, Renaissance Learning, Inc.
2	4) State-approved 3rd party assessments	STAR Reading Enterprise, Renaissance Learning, Inc.
3	4) State-approved 3rd party assessments	STAR Reading Enterprise, Renaissance Learning, Inc.

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.	State approved 3rd party assessment will be rigorous and valid. The same assessment will be used across all classrooms on the same grade level. At least 75% of the students will achieve at least 30% of their established growth potential based on achievement targets using scaled scores established by STAR Reading Enterprise, Renaissance Learning, Inc. This target is set by the teacher with the approval of the principal. Growth potential is determined based on the difference between the preassessment and the projected scaled score. The percentage of students meeting the achievement target will be converted to a scale score of 0 - 20. This scale is shown in 3.13. Teachers can achieve all scale points from 0 - 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 100-89 of students meeting the targeted achievement goal.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 88-65 of students meeting the targeted achievement goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 64-53 of students meeting the targeted achievement goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 52 or below of students meeting the targeted achievement goal.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Math Enterprise, Renaissance Learning, Inc.
1	4) State-approved 3rd party assessments	STAR Math Enterprise, Renaissance Learning, Inc.
2	4) State-approved 3rd party assessments	STAR Math Enterprise, Renaissance Learning, Inc.
3	4) State-approved 3rd party assessments	STAR Math Enterprise, Renaissance Learning, Inc.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	State approved 3rd party assessment will be rigorous and valid. The same assessment will be used across all classrooms on the same grade level. At least 75% of the students will achieve at least 30% of their established growth potential based on achievement targets using scaled scores established by STAR Math Enterprise, Renaissance Learning, Inc. This target is set by the teacher with the approval of the principal. Growth potential is determined based on the difference between the preassessment and the projected scaled score. The percentage of students meeting the achievement target will be converted to a scale score of 0 - 20. This scale is shown in 3.13. Teachers can achieve all scale points from 0 - 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 100-89 of students meeting the targeted achievement goal.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 88-65 of students meeting the targeted achievement goal.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teacher with percentages 64-53 of students meeting the targeted achievement goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 52 or below of students meeting the targeted achievement goal.

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Mattituck - Cutchogue District Developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Mattituck - Cutchogue District Developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	Mattituck - Cutchogue District Developed Grade 8 Science Assessment

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.	Mattituck-Cutchogue district-developed science assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. At least 75% of the students are expected to achieve 65% or higher on the district developed, grade specific science assessments. This target is set by the teacher with the approval of the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 - 20. This scale is shown in 3.13. Teachers can achieve all scale points from 0 - 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages of 100-89 of students meeting the targeted achievement goal.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 65-88 of students meeting the targeted achievement goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 53-64 of students meeting the targeted achievement goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 0-52 of students meeting the targeted achievement goal.

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	NA
7	5) District, regional, or BOCES–developed assessments	Mattituck-Cutchogue District-Developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Mattituck-Cutchogue District-developed Grade 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Mattituck-Cutchogue district-developed social studies assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. At least 75% of the students are expected to achieve 65% or higher on the district developed, grade specific social studies assessments. This target is set by the teacher with the approval of the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 - 20. This scale is shown in 3.13. Teachers can achieve all scale points from 0 - 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages of 100-89 of students meeting the targeted achievement goal.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 88-65 of students meeting the targeted achievement goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 64-53 of students meeting the targeted achievement goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 52-0 of students meeting the targeted achievement goal.

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES-developed assessments	Mattituck - Cutchogue District Developed Global 1 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	Global 2 Regents
American History	3) Teacher specific achievement or growth score computed locally	American History Regents

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.	Mattituck-Cutchoque district-developed social studies assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. At least 75% of the students are expected to achieve 65 or higher on the district developed, course specific Global 1 assessment or Global 2 / American History Regents. This target is set by the teacher with the approval of the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 - 20. This scale is shown in 3.13. Teachers can achieve all scale points from 0 - 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages of 100-89 of students meeting the targeted achievement goal.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 88-65 of students meeting the targeted achievement goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 64-53 of students meeting the targeted achievement goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 52-0 of students meeting the targeted achievement goal.

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	Living Environment Regents
Earth Science	3) Teacher specific achievement or growth score computed locally	Earth Science Regents
Chemistry	3) Teacher specific achievement or growth score computed locally	Chemistry Regents
Physics	3) Teacher specific achievement or growth score computed locally	Physics Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	At least 75% of the students are expected to achieve 65 or higher on the course specific science regents except physics. For physics teachers 50% of the students will achieve a 50 or higher on the physics regents. This target is set by the teacher with the approval of the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 - 20. This scale is shown in 3.13. Teachers can achieve all scale points from 0 - 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers (other than physics) with percentages of 100-89 of students meeting the targeted achievement goal. Physics teachers with percentages of 100-80 of students meeting the targeted achievement goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers (other than physics) with percentages 64-53 of students meeting the targeted achievement goal. Physics teachers with percentages of 44-39 of students meeting the targeted achievement goal.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers (other than physics) with percentages 88-65 of students meeting the targeted achievement goal. Physics teachers with percentages of 79-45 of students meeting the targeted achievement goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers (other than physics) with percentages 52-0 of students meeting the targeted achievement goal. Physics teachers with percentages of 38-0 of students meeting the targeted achievement goal.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	Algebra Regents
Geometry	3) Teacher specific achievement or growth score computed locally	Geometry Regents
Algebra 2	3) Teacher specific achievement or growth score computed locally	Algebra 2 Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	At least 75% of the students are expected to achieve 65 or higher on the course specific math regents. This target is set by the teacher with the approval of the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 - 20. This scale is shown in 3.13. Teachers can achieve all scale points from 0 - 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages of 100-89 of students meeting the targeted achievement goal.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 88-65 of students meeting the targeted achievement goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 64-53 of students meeting the targeted achievement goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 52-0 of students meeting the targeted achievement goal.

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	3) Teacher specific achievement or growth score computed locally	Mattituck - Cutchogue District Developed Grade 9 ELA Assessment
Grade 10 ELA	3) Teacher specific achievement or growth score computed locally	Mattituck - Cutchogue District Developed Grade 10 ELA Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	English 11 Regents

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.*

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.	District developed ELA assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. At least 75% of the students are expected to achieve 65 or higher on the district developed, course specific ELA grade 9 /10 assessemnts and the grade 11 ELA Regents. This target
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is set by the teacher with the approval of the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 - 20. This scale is shown in 3.13. Teachers can achieve all scale points from 0 - 20.

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

Teachers with percentages of 100-89 of students meeting the targeted achievement goal.

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

Teachers with percentages 88-65 of students meeting the targeted achievement goal.

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

Teachers with percentages 64-53 of students meeting the targeted achievement goal.

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

Teachers with percentages 52-0 of students meeting the targeted achievement goal.

### 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
All other secondary Math courses	5) District/regional/BOCES-developed	Mattituck -Cutchogue District Developed Course Specific Math Assessment
All other secondary ELA courses	5) District/regional/BOCES-developed	Mattituck -Cutchogue District Developed Course Specific ELA Assessment
All other secondary Sci courses	5) District/regional/BOCES-developed	Mattituck -Cutchogue District Developed Course Specific Science Assessment
All other secondary SS courses	5) District/regional/BOCES-developed	Mattituck -Cutchogue District Developed Course Specific Social Studies Assessment
All LOTE courses	5) District/regional/BOCES-developed	Regionally Developed Course Specific LOTE Assessment / FLACS
K-8 Art courses	4) State-approved 3rd party	STAR Reading Enterprise, Renaissance Learning, Inc.
PE K-8	4) State-approved 3rd party	STAR Reading Enterprise, Renaissance Learning, Inc.
Music K-8	4) State-approved 3rd party	STAR Reading Enterprise, Renaissance Learning, Inc.
Tech courses 7-8	4) State-approved 3rd party	STAR Reading Enterprise, Renaissance Learning, Inc.
Speech K-8	4) State-approved 3rd party	STAR Reading Enterprise, Renaissance Learning, Inc.
Reading K-8	4) State-approved 3rd party	STAR Reading Enterprise, Renaissance Learning, Inc.

Family Consumer Science	4) State-approved 3rd party	STAR Reading Enterprise, Renaissance Learning, Inc.
Library K-3	4) State-approved 3rd party	STAR Reading Enterprise, Renaissance Learning, Inc.
Library 4 - 8	4) State-approved 3rd party	STAR Reading Enterprise, Renaissance Learning, Inc.
Library 9 - 12	6(ii) School wide measure computed locally	ELA Regents
ESL Gr K-8	4) State-approved 3rd party	STAR Reading Enterprise, Renaissance Learning, Inc.
ESL 9-12	6(ii) School wide measure computed locally	ELA Regents
Speech 9-12	6(ii) School wide measure computed locally	ELA Regents
All Tech Courses 9-12	6(ii) School wide measure computed locally	ELA Regents
All Other Special Ed Special Classes	5) District/regional/BOCES–developed	Mattituck -Cutchogue District Developed Course Specific Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>State approved 3rd party assessment will be rigorous and valid. The same assessment will be used across all classrooms on the same grade level. At least 75% of the students will achieve at least 30% of their established growth potential based on achievement targets using scaled scores established by STAR Reading Enterprise, Renaissance Learning, Inc. This target is set by the teacher with the approval of the principal. Growth potential is determined based on the difference between the preassessment and the projected scaled score. This is for all teachers above with STAR Reading Enterprise listed as assessment. The percentage of students meeting the achievement target will be converted to a scale score of 0 - 20. This scale is shown in 3.13. Teachers can achieve all scale points from 0 - 20.</p> <p>Mattituck-Cutchogue course specific and regionally developed assessments, and State provided assessments will be rigorous and valid. The same assessments will be used across all classrooms on the same grade level. At least 75% of the students are expected to achieve 65% or higher on the specified local / regional assessments listed above. This is for all teachers listed for these assessments. This target is set by the teacher with the approval of the principal. The percentage of students meeting the achievement target will be converted to a</p>
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	scale score of 0 - 20. This scale is shown in 3.13. Teachers can achieve all scale points from 0 - 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Teachers with percentages of 100-89 of students meeting the targeted achievement goal.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 88-65 of students meeting the targeted achievement goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 64-53 of students meeting the targeted achievement goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages 52-0 of students meeting the targeted achievement goal.

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

*(No response)*

### 3.13) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/144493-y92vNseFa4/20 Point Conversion Charts for HEDI Teacher Dec 10 edit #2.pdf*

### 3.14) Locally Developed Controls

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

*Adjustments will be made for those teachers of students with disabilities and ELL students. Tables 2 3 (20 Point HEDI Table) and Tables 6 7 (15 Point HEDI Tables) on the 3.3 and 3.13 above indicate adjustments for inclusion, self-contained, and ELL students.*

### 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.

*For those teachers teaching multiple different courses, the percentage will be proportionally calculated and one score will result.*

*For those teachers with Gen Ed, SWD and ELL students in the same course, the HEDI scores will be combined by being weighted proportionally based on the number of students; this number will be rounded down to the nearest whole number.*

### 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, June 19, 2012

Updated Thursday, December 06, 2012

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### Page 1

#### 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.)

*Marzano's Causal Teacher Evaluation Model*

*(No response)*

#### 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?

*No*

If you checked "no" above, fill in the group of teachers covered (e.g., "probationary teachers"):

*Probationary Teachers*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	48
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	12

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

*assets/survey-uploads/5091/144083-2UoxI2HPmn/Form 4\_2\_Points Within Other Measures[1].pdf*

### 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.

*Each element within the four domains of the Marzano rubric will receive a weighting of Highly Effective, Effective, Developing and Ineffective. Domain I (Classroom Strategies and Behaviors) will weigh two-thirds (2/3 - 40 points) for a Tenured Teacher. Professional Responsibilities as evidenced in Domain II (Planning and Preparing), Domain III (Reflecting on Teaching) and IV (Collegiality and Professionalism) will account for one third (1/3- 20 points) for a Tenured Teacher. For a Probationary Teacher (1 - 3 years) Domain I will account for 48 points (4/5) of the teacher's 60 points. Domain II, III, and IV will account for 12 points (1/5) of the Probationary Teacher's 60 points. Those elements scored in all Domains I-IV will be scored on a 1-4 basis, and after multiple observations, the elements scored will be totaled, then averaged, and the weighting of 2/3 for Tenured Teacher or 4/5 for Probationary Teacher will be applied. Likewise, the elements of Domains II, III, and IV will be totaled, then averaged, and the weighting of 1/3 for Tenured or 1/5 for Probationary will be applied. These two proportional scores of Domain I and the combination of Domains II, III,*

and IV will be totaled, and a composite score out of 60 will be calculated using the HEDI chart indicated 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/5091/144083-eka9yMJ855/Allocation of 60 Points TEACHER Dec 6.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.	Exemplary, above average performance is achieved in delivering instruction, managing classroom environment, planning, preparation, and professional responsibilities.
Effective: Overall performance and results meet NYS Teaching Standards.	Effective, average performance is achieved in delivering instruction, managing classroom environment, planning, preparation, and professional responsibilities.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Below average performance is achieved in delivering instruction, managing classroom environment, planning, preparation, and professional responsibilities.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Unsatisfactory performance is achieved in delivering instruction, managing classroom environment, planning, preparation, and professional responsibilities.

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	4
4.6) Observations of Probationary Teachers   Informal/Short	0
4.6) Observations of Probationary Teachers   Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- Not Applicable
- 

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
-

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

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- Not Applicable
-

# 5. Composite Scoring (Teachers)

Created Wednesday, June 20, 2012

Updated Tuesday, October 02, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Wednesday, June 20, 2012  
Updated Friday, November 30, 2012

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## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/144358-Df0w3Xx5v6/TIP Form.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:

*APPEALING THE RESULTS OF THE TEACHER  
ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)*

*RATINGS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY*

*Appeals shall be limited to those evaluations which have resulted in a rating of developing or ineffective.*

#### *WHAT MAY BE CHALLENGED IN AN APPEAL*

*Appeals are limited by Education Law §3012-c, as follows:*

- 1. the substance of the Annual Professional Performance Review;*
- 2. the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law;*
- 3. the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and*
- 4. the school district's issuance and/or implementation of the terms of a Teacher Improvement Plan (TIP).*

#### *PROHIBITION AGAINST MORE THAN ONE APPEAL*

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

#### *TIMEFRAME FOR FILING APPEAL*

*All appeals must be submitted in writing to the Superintendent of Schools no later than 15 calendar days of the date when the teacher receives his/her annual professional performance review, or in no case later than September 10th of the school year following the school year for which the classroom teacher's performance is being measured (whichever comes first). If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed within 15 calendar 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 over his/her performance review, or the issuance and /or implementation of the terms of his/her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time of the appeal is filed shall not be considered. All appeals will be filed directly with the superintendent of schools.*

#### *TIMEFRAME FOR DISTRICT RESPONSE*

*Within 15 calendar days of receipt of an appeal, the principal who submitted the performance review or was responsible for the issuance and/or implementation of the teacher's improvement plan must submit a detailed response to the appeal to the Superintendent of Schools. The response must include any and all additional documents or written material specific to the point(s) of disagreement that support the principal's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed 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 response filed by the principal to the superintendent, and any and all additional information submitted with the response.*

#### *DECISION MAKER ON APPEAL*

*Upon receipt of an appeal, the superintendent of schools will convene a committee consisting of two teachers and two administrators (having no immediate supervisory responsibilities for the teacher making the appeal). A list of trained teachers will be compiled and maintained by the MCTA and the superintendent. A decision shall be rendered by the committee using all artifacts submitted by both the appellant and principal evaluator. The superintendent and the MCTA president will be consulted in unison in the event any clarification is needed. If a stale-mate results, the superintendent will make a decision.*

#### *DECISION*

*A written decision of the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his/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 evaluator's response to the appeal and additional documentary evidence submitted with such papers.*

*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. If the appeal is sustained, the committee may set aside a rating if it is has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect, or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the principal performing the evaluation.*

## DECISION MAKER ON SECOND APPEAL

*Within 10 calendar days subsequent to receiving the first appeal decision, the teacher may file a second appeal. This appeal process shall be considered a wraparound process in that if a teacher doesn't agree with a rating of "developing" or "ineffective" by the principal and / or superintendent, he /she shall be entitled to an outside third-party consideration of their finding which would then go back to the District Superintendent for a final decision. Within 10 calendar days of receipt of this second appeal, a third-party agreed upon arbitrator between the MCTA President and District Superintendent shall be selected. The financial responsibility of the third-party shall be the shared responsibility of the District and MCTA.*

## DECISION ON SECOND APPEAL

*A written decision by the District Superintendent on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his/her second appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal; the evaluator's response to the appeal and additional documentary evidence submitted with such papers; as well as the decision of the outside third-party. Such decision shall be final.*

## SECOND YEAR APPEALS

*Second year appeals shall follow the same process above but with a new committee.*

## EXCLUSIVITY OF §3012-C APPEAL PROCEDURE

*The 3012§-c appeal procedure shall constitute the exclusive means of 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 and Certification of Lead Evaluators and Evaluators

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

### *Training and Certification of Lead Evaluators*

- *Study of the work of Robert Marzano began with a five (5) day Constructivist Conference in July 2011 in Canton, New York facilitated by staff developers from the Equity Assistance Center at Touro College. The Art and Science of Teaching - A Comprehensive Framework for Effective Instruction and Effective Supervision – Supporting the Art and Science of Teaching served as the basis of study during this summer professional development retreat. This conference was attended by Superintendent of Schools, James McKenna, Elementary Principal / Assistant Superintendent of Schools, Dr. Anne Smith, High School Principal Shawn Petretti, Director of Special Education Patricia Desiderio, and Director of Technology Geraldine Doherty.*
- *The training from this conference was turn-keyed to the other district administrators in August 2011.*
- *The teaching staff of the district was provided copies of The Art and Science of Teaching at the opening convocation in September 2011. This book served as the basis of faculty, department and grade level meetings throughout the year. Feedback through informal walk-through classroom visits as well as pre and post observation discussions, reinforced the common language of instruction, as it was being introduced throughout the district.*
- *The Superintendent's Conference Day in November 2011 was facilitated by the Equity Assistance Center facilitators and focused exclusively on the common vocabulary and design questions of Domain I – Classroom Strategies and Behaviors - of the Art and Science of Teaching Framework.*
- *The administrators of the district worked in pairs in observing teachers and discussing use of the common language of Marzano when preparing for post-observation conferences.*
- *The Mattituck-Cutchogue UFSD used its RTTT funds in 2011-2012 to participate in Eastern Suffolk BOCES Network Turn-key Training. Teams of teachers and administrators have attended workshops focused on Common Core ELA and Math, School Based Inquiry Teams, and observation / evaluation reliability.*
- *The principals from both the elementary and high school attended six (6) days of professional development on the Balance Leadership Framework sponsored by Eastern Suffolk BOCES and LEAF (Leadership for Educational Achievement Foundation).*
- *A team of teachers and the building principals participated in an eight (8) day Marzano Academy at ES BOCES during the 2010-2011 school year.*

- All eight lead evaluators have attended half and full-day workshops sponsored by ES BOCES and their respective professional groups to discuss evidenced based observations and implementation of the new Common Core State Standards.
- Administrators, department chairpersons and teachers of the various academic disciplines have attended workshops on implementation of SLO's in their respective disciplines.
- The Superintendent and Assistant Superintendent participated in a "Think Tank" training session on teacher evaluation guidelines sponsored by ES BOCES and Suffolk County School Superintendent's Association. Guidelines to be turn-keyed with other Suffolk Superintendents on teacher evaluation were prepared.
- With the adoption of the Marzano Causal Teacher Evaluation Model, there will be three (3) full day professional development sessions presented by Learning Science International in August 2012 attended by all eight lead evaluators to review the use of the Marzano work to support teacher growth and staff development. Video clips will be used to help the lead evaluators identify the various components of effective instruction and review the best method of offering post-observation feedback. This inter-rater reliability training will build the capacity for all administrators to support teachers' professional development and impact student achievement. The teaching staff will be invited to attend these professional development days to become more familiar with the common language of instruction and be able to accept mentoring roles to support colleagues in bettering their instructional practice.
- There will be a two (2) full day program for the use of i Observation Technology to support the lead evaluators in managing a digital system of providing observation feedback. The Marzano on-line resource library will be used to support district staff professional development.
- Faculty, department and grade level meetings, as well as Superintendent Conference Day in November 2012 will serve as a basis for continual discussion on the use of the Marzano Causal Teacher Evaluation Model in improving classroom instruction to improve student achievement.
- Lead evaluators are conducting evidenced based observations in pairs and using videos from Scientific Learning Inc. to continuously improve inter-rater reliability and understanding of the Marzano Framework. Administrative staff have a working knowledge of the NYS Learning Standards, NYS reporting system, and the use of growth and valued added models.
- The superintendent will participate in conducting observations and the use of videos with the administrative team in order to supervise lead evaluator training.
- Lead evaluators have been certified by the Board of Education based on all of the above and inter-rater reliability training. The Board will recertify lead evaluators each school year based on the ongoing training to ensure that all principals and directors are high qualified to conduct teacher evaluations.

## 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 Monday, June 25, 2012

Updated Tuesday, December 04, 2012

## 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.

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

K-6
7-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	(No response)
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	(No response)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	(No response)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	(No response)
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	(No response)

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

*(No response)*

### 7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

(No response)

## 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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .	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 Monday, June 25, 2012

Updated Thursday, December 06, 2012

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## Page 1

### Locally-Selected Measures of Student Achievement or Growth

Locally comparable means that the same locally-selected measures of student achievement or growth must be used for all principals in the same or similar programs or grade configurations across the district or BOCES.

Please note: only one locally-selected measure is required for principals in the same or similar programs or grade configurations, but some districts may prefer to have more than one measure for principals in the same or similar programs or grade configurations. This APPR form therefore provides space for multiple locally-selected measures for each principal in the same or similar program or grade configuration across the district. Therefore, if more than one locally-selected measure is used for all principals in the same or similar program or grade configuration, districts must complete additional copies of this form and upload as attachments for review.

Also note: districts may use more than one locally-selected measure for **different** groups of principals **within the same or similar programs or grade configurations** if the district/BOCES prove comparability based on Standards of Educational and Psychological Testing. If a district is choosing different measures for different groups of principals within the same or similar programs or grade configurations, they must complete additional copies of this form and upload as attachments for review.

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Grades K-6	(d) measures used by district for teacher evaluation	STAR Reading Enterprise, STAR Math Enterprise, Renaissance Learning Inc.
Grades 7-12	(d) measures used by district for teacher evaluation	Grade 7 8 - STAR Reading Enterprise, STAR Math Enterprise, Renaissance Learning Inc.; Grades 9 - 12 All NYS Course Specific Math Regents (Algebra I, Geometry, and Algebra II), All Course Specific Social Studies Regents (Global History and American History), Course Specific Science Regents (Living Environment, Earth Science, Chemistry, and Physics), in addition to the ELA Regents

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>The Mattituck-Cutchoogue District will use the aggregate of the student achievement scores from all assessments listed in 8.1 which will be combined into a single HEDI category and score. This will be done as follows:</p> <p>In grades K - 6 State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms on the same grade level. At least 75% of the students will achieve at least 30% of their established growth potential based on achievement targets using scaled scores established by STAR Reading Enterprise and STAR Math Enterprise, Renaissance Learning Inc. The target is set by the Principal with</p>
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approval of the Superintendent. Growth potential is determined by the difference between the preassessment and the projected scaled score, The percentage of students meeting the achievement target will be converted to a scale of 0-15.

In grades 7 8, the same process will be followed for ELA and Math as was followed in K-6.

In grades 9 - 12 at least 75% of the students are expected to achieve at least 65 on the course specific math, science, social studies and ELA regents examinations. This target is set by the principal with the approval of the superintendent. The percentage of students meeting the achievement target will be converted to a scale score of 0 - 15.

The scores for grades 7-8 and 9-12 will be averaged and rounded to the nearest whole number.

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

100-88 % of students exceed benchmark

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

87-65 % of students meet benchmark

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

64-54% of students are below benchmark

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

53-0% of students are well below benchmark

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 )

[assets/survey-uploads/5366/145510-8o9AH60arN/15 and 20 Point Point Conversion Chart for HEDI Principal.pdf](#)

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

*(No response)*

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

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Not applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

(No response)

### 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.

*The Mattituck-Cutchoque District will use the aggregate of the student achievement scores from all assessments listed in 8.1 which will be combined into a single HEDI category and score. This will be done as follows:*

*In grades K - 6 State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms on the same grade level. At least 75% of the students will achieve at least 30% of their established growth potential based on achievement targets using scaled scores established by STAR Reading Enterprise and STAR Math Enterprise, Renaissance Learning Inc. The target is set by the Principal with approval of the Superintendent. Growth potential is determined by the difference between the preassessment and the projected scaled score, The percentage of students meeting the achievement target will be converted to a scale of 0-15 or 0-20.*

*In grades 7 8, the same process will be followed for ELA and Math as was followed in K-6.*

*In grades 9 - 12 at least 75% of the students are expected to achieve at least 65 on the course specific math, science, social studies and ELA regents examinations. This target is set by the principal with the approval of the superintendent. The percentage of students*

*meeting the achievement target will be converted to a scale score of 0 - 15 or 0 - 20.  
The scores for grades 7-8 and 9-12 will be averaged and rounded to the nearest whole number.*

## 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 Monday, June 25, 2012

Updated Thursday, December 06, 2012

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## 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 points assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals   Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	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).	Checked

### 9.4) Sources of Evidence (if applicable)

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

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

### 9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

## 9.7) Process for Assigning Points and Determining HEDI Ratings

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

*The MPPR Rubric will be completed after each visitation [at least two (2) for a tenured principal and at least five (5) for a probationary principal]. Each of the elements of the rubric will rated on a scale of 1-4. The ratings of MPPR rubric elements will be totaled and averaged. The HEDI score will be determined using the HEDI chart indicated 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/5143/145515-pMADJ4gk6R/Allocation Principapl 60 Points Dec 6.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.	Exemplary performance in setting a vision for learning, goals, instructional program, evaluation of programs, creating a safe environment, fostering collaboration among staff and community.
Effective: Overall performance and results meet standards.	Effective performance in setting a vision for learning, goals, instructional program, evaluation of programs, creating a safe environment, fostering collaboration among staff and community.
Developing: Overall performance and results need improvement in order to meet standards.	Less than effective performance in setting a vision for learning, goals, instructional program, evaluation of programs, creating a safe environment, fostering collaboration among staff and community.
Ineffective: Overall performance and results do not meet standards.	Unsatisfactory performance in setting a vision for learning, goals, instructional program, evaluation of programs, creating a safe environment, fostering collaboration among staff and community.

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### **Probationary Principals**

By supervisor	5
By trained administrator	0
By trained independent evaluator	0
Enter Total	5

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Monday, June 25, 2012

Updated Tuesday, October 02, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

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

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Monday, June 25, 2012

Updated Tuesday, December 04, 2012

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/145524-Df0w3Xx5v6/PIP Form.pdf>

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*APPEALING THE RESULTS OF THE PRINCIPAL  
ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)  
RATINGS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY*

*Appeals shall be limited to those evaluations which have resulted in a rating of developing or ineffective.*

#### *WHAT MAY BE CHALLENGED IN AN APPEAL*

*Appeals are limited by Education Law §3012-c, as follows:*

- 1. the substance of the annual professional performance review;*
- 2. the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law;*
- 3. the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and*
- 4. the school district's issuance and/or implementation of the terms of a Principal Improvement Plan (PIP).*

#### *PROHIBITION AGAINST MORE THAN ONE APPEAL*

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

#### *TIMEFRAME FOR FILING APPEAL*

*All appeals must be submitted in writing to the President of the Board of Education no later than 15 calendar days of the date when the principal receives his/her annual professional performance review, or in no case later than September 10th of the school year following the school year for which the principal's performance is being measured (whichever comes first). If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within 15 calendar 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 principal must submit a detailed written description of the specific areas of disagreement over his/her performance review, or the issuance and /or implementation of the terms of his/her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time of the appeal is filed shall not be considered. All appeals will be filed directly with the superintendent of schools.*

#### *TIMEFRAME FOR DISTRICT RESPONSE*

*Within 15 calendar days of receipt of an appeal, the President of the Board of Education will instruct the Superintendent of Schools who submitted the performance review or was responsible for the issuance and/or implementation of the principal's improvement plan to submit a detailed response to the appeal. The response must include any and all additional documents or written material specific to the point(s) of disagreement that support the principal's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the Superintendent to the President of the Board of Education, and any and all additional information submitted with the response.*

#### *DECISION MAKER ON APPEAL*

*Within the same 15 days of receipt of an appeal that the Superintendent is preparing a detailed response to the appeal, the President of the Board of Education, in consultation with the Superintendent of Schools and Principal, will select a mutually agreed upon independent third party superintendent / BOCES administrator, to make a recommendation on the principal's appeal. Within 15 days of being selected, this third party administrator will meet in consultation with two mutually agreed upon district administrators to review all information related to the appeal. A recommendation from the third party superintendent shall be presented to the Board President within 15 days following this review using all artifacts submitted by both the appellant and the superintendent. The Superintendent, in consultation with the President of the Board, will then make the final decision.*

#### *DECISION*

*A written decision of the merits of the appeal shall be rendered no later than 60 calendar days from the date upon which the principal filed his/her appeal. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the superintendent's response 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 principal's*

*appeal. If the appeal is sustained, the independent third party superintendent may set aside a rating if it is has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect, or order a new evaluation if procedure have been violated. A copy of the decision shall be provided to the principal and the President of the Board of Education performing the evaluation.*

#### *SECOND YEAR APPEALS*

*Second year appeals shall follow the same process above but with a mutually agreed upon alternate third party superintendent / BOCES administrator.*

#### *EXCLUSIVITY OF §3012-CAPPEAL PROCEDURE*

*The 3012§-c appeal procedure shall constitute the exclusive means of initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan. A principal 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.*

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

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

#### *Training and Certification of Principal Evaluator*

- The Superintendent of Schools has 25 years of administrative experience, the last 6 in the role of superintendent after having served 16 years as high school principal.*
- The Superintendent attended a two day LEAF conference (Leadership for Educational Achievement Foundation) in November 2011 focused on Principal Evaluation.*
- The Superintendent has attended 15 hours of training provided by Eastern Suffolk BOCES turn-key training specifically focused on Principal Evaluation. He has also attended numerous BOCES training sessions on the CCSS, 3rd party assessments and SLO's.*
- The Superintendent has had personal discussions regarding suggestions for implementation of the Multi-dimensional Principal Performance Rubric with Joanne Picone-Zocchia, Vice President of Learning Centered Initiatives. The District is planning to purchase the accompanying "app" to digitally support evidence of principal use of the various domains of principal performance.*
- The Superintendent will participate in a three day training session in August 2012 to review the use of the Marzano work to support teacher growth and staff development. Video clips will be used to help the lead evaluators identify the various component of effective instruction and review the best method of offering post-observation feedback. Furthermore, there will be a two day training on the use of i Observation Technology to support the lead evaluators in managing a digital system of providing feedback. This training will be helpful in assessing the Principal's use of the Marzano Causal Teacher Evaluation Model and the multi-aspects of i Observation to provide teachers with effective feedback and staff development.*
- The Superintendent and Principals will attend the ongoing support from Eastern Suffolk BOCES related to MPPR.*
- The Board of Education will certify that the Superintendent is highly qualified to be the lead evaluator for the principal's APPR based on the training above. The Board of Education will recertify the superintendent annually after receiving updated inter-rated reliability training through Eastern Suffolk BOCES and LEAF.*

## 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

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• Checked

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## 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 Thursday, June 21, 2012

Updated Monday, December 10, 2012

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/144593-3Uqgn5g9Iu/Signatures Dec 10, 2012.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.

**Form 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
All Family & Consumer Science Courses	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Mattituck-Cutchogue District Developed Course Specific Family & Consumer Science Final Examination
All Tech Courses	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Mattituck-Cutchogue District Developed Course Specific Tech Final Examination
All Health Courses	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Mattituck-Cutchogue District Developed Course Specific Health Final Examinations
Math 3-8; RTI/AIS	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Math State Assessment grade specific 3-8
Sp Ed Special Class K-2	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Mattituck-Cutchogue District Developed Course Specific Special Education Assessment

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 student performance.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	<p>For all courses listed in 2.10, the course baseline assessments will be rigorous, comparable across classrooms, and the assessment will be used across a course/grade level. The Mattituck-Cutchogue district- developed and STAR assessment pretest scores will be compared to the post STAR, State or Mattituck-Cutchogue District developed assessments, or Regents assessment score, and at least 75% of the teacher's students will show growth by demonstrating at least a 30 percent gain in the growth potential. The baseline assessment will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scaled score of 0 - 20. The scale is shown in 2.11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Teachers with percentages of 100-89 of students meeting the targeted growth goal for all assessments not determined by the State.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Teachers with percentages 88-65 of students meeting the targeted growth goal for all assessments not determined by the State.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Teachers with percentages 64-53 of students meeting the targeted growth goal for all assessments not determined by the State.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Teachers with percentages 52 and below of students meeting the targeted growth goal for all assessments not determined by the State.</p>



MATTITUCK - CUTCHOGUE U.F.S.D.

<b>Table 1 - Percentage to Points Conversion (20)</b>							
Highly Effective 100 - 89% 20-18 points		Effective 88 - 65% 17-9 points		Developing 64 - 53% 8-3 points		Ineffective 52 - 0% 2-0 points	
100-97%	20	88-85%	17	64-63%	8	52-50%	2
96-93%	19	84-81%	16	62-61%	7	49-46%	1
92-89%	18	80-77%	15	60-59%	6	45-0%	0
		76-73%	14	58-57%	5		
		72-69%	13	56-55%	4		
		68%	12	54-53%	3		
		67%	11				
For ALL grades and courses in this category		66%	10				
		65%	9				

<b>Table 2 - Percentage to Points Conversion (20)</b>							
<b>ESL for Task 2</b>							
Highly Effective 100 - 89% 20 - 18 points		Effective 88 - 55% 17 - 9 points		Developing 54 - 42% 8 - 3 points		Ineffective 41 - 0% 2 - 0 points	
100-97%	20	88-85%	17	54-53%	8	41-39%	2
96-93%	19	84-81%	16	52-51%	7	38-36%	1
92-89%	18	80-77%	15	50-49%	6	35-0%	0
		76-73%	14	48-47%	5		
		72-69%	13	46-45%	4		
		68-65%	12	44-42%	3		
		64-61%	11				
		60-58%	10				
For ALL grades and courses in this category		57-55%	9				



MATTITUCK - CUTCHOGUE U.F.S.D.

Table 10 - Percentage to Points Conversion (20)							
SWD & ESL for Task 3							
Highly Effective 100 - 89% 20 - 18 points		Effective 88 - 55% 17 - 9 points		Developing 54 - 42% 8 - 3 points		Ineffective 41 - 0% 2 - 0 points	
100-97%	20	88-85%	17	54-53%	8	41-39%	2
96-93%	19	84-81%	16	52-51%	7	38-36%	1
92-89%	18	80-77%	15	50-49%	6	35-0%	0
		76-73%	14	48-47%	5		
		72-69%	13	46-45%	4		
		68-65%	12	44-42%	3		
		64-61%	11				
		60-58%	10				
For ALL grades and courses in this category		57-55%	9				

Table 4 - Percentage to Points Conversion (20)							
Adjusted for SWD (self contained)							
Highly Effective 100 - 89% 20 - 18 points		Effective 88 - 45% 17 - 9 points		Developing 44 - 35% 8 - 3 points		Ineffective 34 - 0% 2 - 0 points	
100-97%	20	88-84%	17	44-43%	8	34-30%	2
96-93%	19	83-79%	16	42-41%	7	29-26%	1
92-89%	18	78-74%	15	40-39%	6	25-0%	0
		73-69%	14	38-37%	5		
		68-64%	13	36%	4		
		63-59%	12	35%	3		
		58-54%	11				
		53-49%	10				
For ALL grades and courses in this category		48-45%	9				



MATTITUCK - CUTCHOGUE U.F.S.D.

The Physics table below will only be used for 3.9

Table 4 - Percentage to Points Conversion (20)							
<b>Physics</b>							
Highly Effective 100 - 80% 20-18 points		Effective 79 - 45% 17-9 points		Developing 44 - 39% 8-3 points		Ineffective 38- 0% 2-0 points	
100-94%	20	79-74%	17	44%	8	38%	2
93-87%	19	73-68%	16	43%	7	37%	1
86-80%	18	67-62%	15	42%	6	36-0%	0
		61-56%	14	41%	5		
		55-50%	13	40%	4		
		49-48%	12	39%	3		
		47%	11				
		46%	10				
		45%	9				

## Form 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.

### Tenured Teachers

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	<b>40</b>
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	<b>20</b>



MATTITUCK - CUTCHOGUE U.F.S.D.

# Annual Professional Performance Review

## Allocation of 60 Points

### Part I: Classroom Observations - Marzano Causal Evaluation Model

#### Domain #1: Classroom Strategies and Behaviors

Teacher Category	Observations	Possible Points Earned
Probationary Teacher 1-3 years	At least 4 Principals, Directors, Supt.	12 points per observation (Based on 4 observations) <b>Total 48 Points</b>
Tenured Teacher	At least 2 Principals, Directors, Supt.	20 points per observation (Based on 2 observations) <b>Total 40 Points</b>

### Part II: Professional Responsibilities / Teacher Artifacts

#### Evidence of Domains #2 / 3 / 4

Other Areas of Responsibility <i>Planning and Preparation / Reflecting on Teaching / Collegiality and Professionalism</i>	Possible Points Earned
Log of Professional Growth Activities	
Teacher Goals and Assessment of Goals	
Teacher Assessment of Lesson Observation	
Evidence of Lesson Planning	
Evidence of Participation in a Professional Community	
Evidence of Communication with Families	
<b>Average Points for Professional Responsibilities</b>	Probationary Teacher – <b>12 points</b> Tenured Teacher – <b>20 points</b>

## Probationary Teacher Composite Score

<b>1</b>	Observation #1	<b>rubric # out of 4</b> (ex. 2.8 out of 4)
<b>2</b>	Observation #2	<b>rubric # out of 4</b>
<b>3</b>	Observation #3	<b>rubric # out of 4</b>
<b>4</b>	Observation #4	<b>rubric # out of 4</b>
<b>5</b>	Average Professional Responsibilities Points	<b>rubric # out of 4</b>
<b>6</b>	Average Rubric Score •	<b>Average of #1 - #5</b>
<b>7</b>	Use Conversion Chart to determine composite score (ex. 2.8 = 57.6 composite score)	<b>Composite score / 60</b>

- **Based on four (4) observations**

## Tenured Teacher Composite Score

<b>1</b>	Observation #1	<b>rubric # out of 4</b> (ex. 2.8 out of 4)
<b>2</b>	Observation #2	<b>rubric # out of 4</b>
<b>3</b>	Average Professional Responsibilities Points	<b>rubric # out of 4</b>
<b>4</b>	Average Rubric Score •	<b>Average of #1 - #3</b>
<b>5</b>	Use Conversion Chart to determine composite score (ex. 2.8 = 57.6 composite score)	<b>Composite score / 60</b>

- **Based on two (2) observations**

## Classroom Observation Protocols / Guidelines

1. For Probationary Teachers: There will be at least four (4) formal observations – two or more of these observations will be announced; one or more will be unannounced. Announced observations will include the completion of a pre-observation planning form /lesson plan, assessment of the lesson by the teacher, post conference, and a written observation report prepared by the administrator. The unannounced observation (s) will include all the above with the exception of the pre-conference planning form/ lesson plan. The post-observation reflection will be submitted after every observation.
  
2. For Tenured Teachers: There will be at least two (2) formal observations - one must be unannounced. The announced observation(s) will include the completion of a pre-observation planning form / lesson plan, assessment of the lesson by the teacher, post conference, and a written observation report prepared by the administrator. The unannounced observation(s) will include all the above with the exception of the pre-conference planning form / lesson plan. The post-conference is an option if the teacher or administrator requests it. The post-observation reflection will be submitted after every observation.
  
3. Unannounced walk-through classroom visits will be conducted by all administrators. Feedback may be provided but will not be included in the classroom observation point allotment of the teacher's APPR.

# Scoring Scale for Observation, Professional Responsibilities and Composite Score

Rubric Score	Category	Composite Score
<b>Ineffective 0 - 49</b>		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
<b>Developing 50 - 56</b>		
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2.0		54
2.1		54
2.2		55
2.3		56
2.4		56
<b>Effective 57 - 58</b>		
2.5		57
2.6		57
2.7		57
2.8		57
2.9		57
3.0		58
3.1		58
3.2		58
3.3		58
3.4		58
<b>Highly Effective 59 - 60</b>		
3.5		59
3.6		59
3.7		59
3.8		60
3.9		60
4.0		60



MATTITUCK - CUTCHOGUE U.F.S.D.

## Teacher Improvement Plan

NAME \_\_\_\_\_ TENURE \_\_\_\_\_ Non-TENURE \_\_\_\_\_

SCHOOL YEAR \_\_\_\_\_ SCHOOL \_\_\_\_\_

DEPARTMENT \_\_\_\_\_ SUPERVISOR \_\_\_\_\_

PRINCIPAL \_\_\_\_\_

### I. AREAS IN NEED OF IMPROVEMENT

### II. EVIDENCE NEEDED TO DEMONSTRATE IMPROVEMENT

### III. RESOURCES TO SUPPORT IMPROVEMENT

### IV. MANNER IN WHICH IMPROVEMENT WILL BE ASSESSED

**V. TIMELINE FOR ACHIEVING IMPROVEMENT**

TEACHER \_\_\_\_\_

SUPERVISOR \_\_\_\_\_

PRINCIPAL \_\_\_\_\_

DATE \_\_\_\_\_



MATTITUCK - CUTCHOGUE U.F.S.D.

**Table 5 - Percentage to Points Conversion (15)**

Highly Effective 100 - 88% 15 - 14 points		Effective 87 - 65% 13 - 8 points		Developing 64 - 54% 7 - 3 points		Ineffective 53-0% 2 - 0 points	
100-94%	15	87-83%	13	64-63%	7	53-50%	2
93-88%	14	82-78%	12	62-61%	6	49-46%	1
		77-73%	11	60-59%	5	45-0%	0
		72-69%	10	58-57%	4		
		68-67%	9	56-54%	3		
For ALL grades and courses with VA		66-65%	8				

**Table 6 - Percentage to Points Conversion (15)**

**Adjusted for SWD & ELL**

Highly Effective 100 - 87% 15 - 14 points		Effective 86 - 55% 13-8 points		Developing 54 - 40% 7-3 points		Ineffective 39 - 0% 2-0 points	
100-93%	15	86-82%	13	54-52%	7	39-38%	2
92-87%	14	81-77%	12	51-49%	6	37-36%	1
		76-72%	11	48-46%	5	35-0%	0
		71-67%	10	45-43%	4		
		66-61%	9	42-40%	3		
For ALL grades and courses with VA		60-55%	8				





MATTITUCK - CUTCHOGUE U.F.S.D.

<b>Table 1 - Percentage to Points Conversion (20)</b>							
Highly Effective 100 - 89% 20-18 points		Effective 88 - 65% 17-9 points		Developing 64 - 53% 8-3 points		Ineffective 52 - 0% 2-0 points	
100-97%	20	88-85%	17	64-63%	8	52-50%	2
96-93%	19	84-81%	16	62-61%	7	49-46%	1
92-89%	18	80-77%	15	60-59%	6	45-0%	0
		76-73%	14	58-57%	5		
		72-69%	13	56-55%	4		
		68%	12	54-53%	3		
		67%	11				
For ALL grades and courses in this category		66%	10				
		65%	9				

<b>Table 2 - Percentage to Points Conversion (20)</b>							
<b>ESL for Task 2</b>							
Highly Effective 100 - 89% 20 - 18 points		Effective 88 - 55% 17 - 9 points		Developing 54 - 42% 8 - 3 points		Ineffective 41 - 0% 2 - 0 points	
100-97%	20	88-85%	17	54-53%	8	41-39%	2
96-93%	19	84-81%	16	52-51%	7	38-36%	1
92-89%	18	80-77%	15	50-49%	6	35-0%	0
		76-73%	14	48-47%	5		
		72-69%	13	46-45%	4		
		68-65%	12	44-42%	3		
		64-61%	11				
		60-58%	10				
For ALL grades and courses in this category		57-55%	9				



MATTITUCK - CUTCHOGUE U.F.S.D.

Table 10 - Percentage to Points Conversion (20)							
SWD & ESL for Task 3							
Highly Effective 100 - 89% 20 - 18 points		Effective 88 - 55% 17 - 9 points		Developing 54 - 42% 8 - 3 points		Ineffective 41 - 0% 2 - 0 points	
100-97%	20	88-85%	17	54-53%	8	41-39%	2
96-93%	19	84-81%	16	52-51%	7	38-36%	1
92-89%	18	80-77%	15	50-49%	6	35-0%	0
		76-73%	14	48-47%	5		
		72-69%	13	46-45%	4		
		68-65%	12	44-42%	3		
		64-61%	11				
		60-58%	10				
For ALL grades and courses in this category		57-55%	9				

Table 4 - Percentage to Points Conversion (20)							
Adjusted for SWD (self contained)							
Highly Effective 100 - 89% 20 - 18 points		Effective 88 - 45% 17 - 9 points		Developing 44 - 35% 8 - 3 points		Ineffective 34 - 0% 2 - 0 points	
100-97%	20	88-84%	17	44-43%	8	34-30%	2
96-93%	19	83-79%	16	42-41%	7	29-26%	1
92-89%	18	78-74%	15	40-39%	6	25-0%	0
		73-69%	14	38-37%	5		
		68-64%	13	36%	4		
		63-59%	12	35%	3		
		58-54%	11				
		53-49%	10				
For ALL grades and courses in this category		48-45%	9				



MATTITUCK - CUTCHOGUE U.F.S.D.

The Physics table below will only be used for 3.9

Table 4 - Percentage to Points Conversion (20)							
<b>Physics</b>							
Highly Effective 100 - 80% 20-18 points		Effective 79 - 45% 17-9 points		Developing 44 - 39% 8-3 points		Ineffective 38- 0% 2-0 points	
100-94%	20	79-74%	17	44%	8	38%	2
93-87%	19	73-68%	16	43%	7	37%	1
86-80%	18	67-62%	15	42%	6	36-0%	0
		61-56%	14	41%	5		
		55-50%	13	40%	4		
		49-48%	12	39%	3		
		47%	11				
		46%	10				
		45%	9				



MATTITUCK - CUTCHOGUE U.F.S.D.

**Table 8 - Percentage to Points Conversion (20)**

**Principal**

Highly Effective 100 - 89% 20-18 points		Effective 88 - 65% 17-9 points		Developing 64 - 53% 8-3 points		Ineffective 52 - 0% 2-0 points	
100-97%	20	88-85%	17	64-63%	8	52-50%	2
96-93%	19	84-81%	16	62-61%	7	49-46%	1
92-89%	18	80-77%	15	60-59%	6	45-0%	0
		76-73%	14	58-57%	5		
		72-69%	13	56-55%	4		
		68%	12	54-53%	3		
		67%	11				
		66%	10				
		65%	9				

**Table 9 - Percentage to Points Conversion (15)**

**Principal**

Highly Effective 100 - 88% 15 - 14 points		Effective 87 - 65% 13 - 8 points		Developing 64 - 54% 7 - 3 points		Ineffective 53-0% 2 - 0 points	
100-94%	15	87-83%	13	64-63%	7	53-50%	2
93-88%	14	82-78%	12	62-61%	6	49-46%	1
		77-73%	11	60-59%	5	45-0%	0
		72-69%	10	58-57%	4		
		68-67%	9	56-54%	3		
		66-65%	8				



MATTITUCK - CUTCHOQUE U.S.D.

# Annual Professional Performance Review

## Allocation of 60 Points for Principals

Principal Category	Visitations	Possible Points Earned
Probationary Principal	At least 5	60 points
Tenured Principal	At least 2	60 points

## Building Visitation Protocols / Guidelines

1. For Probationary Principals: There will be at least five (5) formal visitations – four (4) of these visitations will be announced; at least one (1) will be unannounced. Each visitation will be followed by a formative evaluation using the Multi-dimensional Principal Performance Rubric.
2. For Tenured Principals: There will be at least two (2) formal visitations – at least one will be unannounced. Each visitation will be followed by a formative evaluation using the Multi-dimensional Principal Performance Rubric.

## Scoring Scale for Principal Composite Score

Rubric Score	Category	Composite Score
<b>Ineffective 0 - 49</b>		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
<b>Developing 50 - 56</b>		
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2.0		54
2.1		54
2.2		55
2.3		56
2.4		56
<b>Effective 57 - 58</b>		
2.5		57
2.6		57
2.7		57
2.8		57
2.9		57
3.0		58
3.1		58
3.2		58
3.3		58
3.4		58
<b>Highly Effective 59 - 60</b>		
3.5		59
3.6		59
3.7		59
3.8		60
3.9		60
4.0		60



MATTITUCK - CUTCHOGUE U.F.S.D.

## Principal Improvement Plan

NAME \_\_\_\_\_ TENURE \_\_\_\_\_ Non-TENURE \_\_\_\_\_

SCHOOL YEAR \_\_\_\_\_ SCHOOL \_\_\_\_\_

SUPERINTENDENT \_\_\_\_\_

### I. AREAS IN NEED OF IMPROVEMENT

### II. EVIDENCE NEEDED TO DEMONSTRATE IMPROVEMENT

### III. RESOURCES TO SUPPORT IMPROVEMENT

### IV. MANNER IN WHICH IMPROVEMENT WILL BE ASSESSED

**V. TIMELINE FOR ACHIEVING IMPROVEMENT**

PRINCIPAL \_\_\_\_\_

SUPERINTENDENT \_\_\_\_\_

DATE \_\_\_\_\_

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

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

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

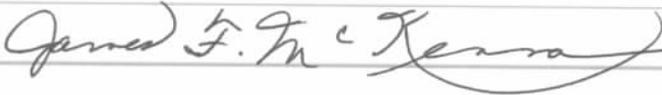
**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

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

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

**Signatures, dates**

Superintendent Signature: Date: 12/10/12



Teachers Union President Signature: Date: 12/10/12



Administrative Union President Signature: Date: 12/10/12



Board of Education President Signature: Date: 12/10/12

