

NEWBURGH ENLARGED CITY SCHOOL DISTRICT

Annual Professional Performance Review

**Classroom Teachers
and
Building Principals**

PLAN ADOPTED BY THE BOARD OF EDUCATION

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INTRODUCTION

The Board of Education of the Newburgh Enlarged City School District (the “District”), in public session at its meeting of August 30, 2011, adopts this Annual Professional Performance Plan (the “APPR Plan” or “Plan Document”) for the 2011-2012 school year through June 30, 2012 pursuant to the requirements of New York State Education Law §3012-c and accompanying regulations of the Board of Regents and the Commissioner of Education.

Annual Professional Performance Review (“APPR”) supports the professional growth of our educators. A successful review system should provide timely feedback, an opportunity to acknowledge educators’ strengths as well as their weaknesses and an opportunity for growth as an educator.

This APPR system will be a significant factor in all employment decisions¹ including but not limited to:

- Retention
- Tenure Determination
- Termination
- Supplemental compensation
- Promotion
- Professional Development
- Coaching

Education Law §3012-c establishes new requirements for a comprehensive performance evaluation system for classroom teachers and building principals to be phased in commencing with the 2011-2012 school year. In the 2011-2012 school year, the law only applies to classroom teachers of the common branch subjects, English Language Arts (ELA) and Mathematics in Grades 4-8 and the building principals of schools in which such teachers are employed. The APPR for all other teachers and principals will remain unchanged during the 2011-2012 school year. Those teachers and principals will be covered by the new system in the 2012-2013 school year.

The District will work with all available resources to assist in designing and implementing these new systems. Any items required to be included in the APPR Plan but not yet finalized due to collective negotiations are specifically identified.

¹ Procedure to be negotiated.

PART I
TRAINING OF EVALUATORS

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended New York State Education Department ("NYSED") model certification process.

The District will ensure that all evaluators are trained as lead evaluators. The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with Orange-Ulster BOCES. Training will be conducted by Orange-Ulster BOCES Network Team personnel and/or other network team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED. Evaluators will be recertified on a periodic basis, to be determined by the District.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

This training will include the following Requirements for Lead Evaluators/Evaluators:

- New York State Teaching Standards and ISSLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.

Lead Evaluator

The Superintendent and his/her designees will be trained and certified as lead evaluators according to the NYSED's model to ensure consistency and defensibility.

Responsibilities

Lead Evaluators will train and certify other evaluators in the District based on the same model.

Timing

For the 2011-2012 school year all lead evaluators shall be appropriately trained and certified by October 15, 2011. For the 2011-2012 school year all other evaluators shall be appropriately trained and certified by October 30, 2011. For the 2012-2013 school year and thereafter, all lead evaluators and other evaluators shall be appropriately trained and certified by September 30th of each school year or thirty (30) days after appointment.

Re-Certification and Updated Training

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

PART II **DATA MANAGEMENT**

The District will work with the NYSED to develop a process that aligns its data systems to ensure that the NYSED receives timely and accurate teacher, course and student “linkage” data, as well as a process for teacher and principal verification of the courses and/or student rosters assigned to them.

Ensuring Accurate Teacher and Student Data

The District shall ensure that the NYSED receives 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 the Regulations of the Board of Regents and Commissioner of Education by providing such data in a format and timeline prescribed by the Commissioner.

The District’s student data system records now identify teacher assignments and student enrollment and attendance. The District will verify assignments of classroom teachers of common branch subjects, ELA and Mathematics Grades 4-8 (described below). The NYSED *APPR Guidance* provides the following guidance when reporting data for the 2011-2012 school year relating to Teacher of Record:

“For courses included in the 2011-12 school year collection (grades 3-8 ELA and mathematics, grade 4/8 science, and secondary-level courses associated with a Regents exam), the Teachers of Record are those teachers who are primarily and directly responsible for a student’s learning activities that are aligned to the performance measures of the course consistent with guidelines prescribed by the Commissioner.”
(*APPR Guidance, L5*)

The District collects data on student enrollment, attendance, and achievement on Statewide assessments utilizing the Chancery student management system (SMS). The Information System Manager is directly responsible for maintaining the SMS and transferring data to and from the Mid-Hudson Regional Information Center (MHRIC) and NYSED Data Warehouse systems (SIRS) including, but not limited to, file formatting, data collection, import/exports of data, meeting timelines and regulations as outlined by both the MHRIC and the NYSED.

The NYSED’s *APPR Guidance* and field memos relating to the Student Information Repository System (SIRS) will provide detailed guidance related to the collection and reporting of data, including student-teacher linkage and student attendance. The District will continue to monitor data and develop additional processes, as needed and consistent with NYSED reporting requirements, to verify that the data submitted to the State are complete and accurate. The NYSED advises that it will provide roster verification reports to assist in this process (see *APPR Guidance, L4*). The NYSED also will provide guidelines for the use of student-teacher instructional weighting and student exclusion flags (see *APPR Guidance, L8*).

Verification: The District's student data system identifies teacher assignments and student enrollment and attendance. The District has obtained the NYSED statewide unique identifier for certain certified individuals employed by the District through "TEACH". This information has or will be entered into the District's data system and will be extracted from the District's system and reported to SIRS in accordance with NYSED guidance. The District will verify assignments of classroom teachers of common branch subjects, ELA and Mathematics Grades 4-8 through quarterly grade report verifications by both teachers and administrators.

Reporting Individual Subcomponent Scores: The District will report to the NYSED the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in the District in a format and timeline prescribed by the Commissioner. The District will develop a process for timely and accurate extraction of such data and will use SIRS data reporting extracts protocols for reporting these data to NYSED. Total Composite Effectiveness Scores will not be reported until data on student achievement on state assessments is transmitted to the District.

Development, Security and Scoring of Assessments: The District shall ensure the development, security and scoring processes of all assessments and/or measures used to evaluate teachers and principals under this section are not disseminated to students before administration and that teachers and principals do not have a vested interest in the outcome of the assessments they score.

Development: The District will work with the Curriculum Advisory Council, Professional Development Committee, administrators and local Associations to determine decisions about local measures of student achievement; teacher and principal practice rubrics; any other instruments (such as surveys, self-assessments, portfolios); and the scoring methodology for the assignment of points to locally selected measures of student achievement and other measures of teacher or principal effectiveness.

Security: The District will secure all assessments at the building level consistent with NYSED guidelines prior to, during, and after administration of all required NYSED assessments to ensure that these assessments are not disseminated to students before administration. In addition, both testing and scoring protocols will be consistently adhered to ensure that teachers or principals do not have a vested interest in the outcome of the assessments they score. Assessment proctors will have access to test administration protocols prior to test administration as prescribed by NYSED, without compromising the security or integrity of the assessment.

Arrival of Materials: When the test materials arrive at the building, the building testing coordinator and principal carefully check, count and inventory the testing materials to ensure that the proper number of tests have been received. The contents of each box are checked against the shipping notice and the school's copy of the order form. All shrink-wrapped materials remain intact until the day of testing. All test materials are stored in a locked safe or vault.

Prior to Testing: Prior to the administration time period, a review of the test administration procedures is conducted with all faculty and staff that will be involved in the test administration and scoring. Classrooms are prepared for testing as described in the NYS Testing

Administrator's Manual. Alternate locations and additional proctors are organized for students who require testing accommodations.

On the Day of the Testing: Thirty minutes prior to the testing administration time, the teachers and proctors pick up, count and sign out the test materials. Tests are administered in a time frame consistent with State and local requirements, to ensure test security and so that students can do their best. A class roster is completed on the day of testing to account for students who are absent and require a make-up test. When tests are complete, all testing materials are collected and counted by the classroom teacher. Completed testing materials are recounted, bound appropriately and kept in a secure location.

Once All Testing is Complete: Once the testing administration period is completed, all tests are securely inventoried and packed by the building administrator. Make-up sessions are conducted within the allotted time frame, and tests are kept in a secured, locked location. Once all testing is complete, the test boxes are sealed, returned to the district office for scoring if appropriate, and then properly organized for the return to the testing center.

Scoring: The District will ensure that all assessments are scored in the manner as prescribed by the assessment. Teachers or principals will not have a vested interest in the outcome of assessments they score, i.e. teachers will score out of grade level.

PART III
ANNUAL PROFESSIONAL PERFORMANCE REVIEW
GRADES 4-8 COMMON BRANCH TEACHERS AND BUILDING PRINCIPALS
2011-2012 SCHOOL YEAR

Teachers

For the 2011-2012 school year, this APPR Plan will apply only to classroom common branch, teachers who teach ELA or mathematics in grades 4-8 and at least 50% of the teacher's students must be in grades 4-8 ELA or mathematics. The performance of other teachers within the District will be evaluated in accord with the District's pre-existing Annual Professional Performance Review Plan developed and maintained pursuant to §100.2(o) of the Regulations of the Commissioner of Education. Nothing in this APPR Plan will be construed to abrogate any conflicting provisions of any collective bargaining agreements continuously in effect on July 1, 2010 through the present until a successor collective bargaining agreement is negotiated.

Annual Professional Performance Criteria

1. State Assessments² (20%)
2. Locally-Selected Measures (20%): The State list and other measures are under review and subject to negotiations as described in §3012-c of the Education Law. It is expected that these measures will be selected by October 2011.
3. Other (60%): The 60% of performance measures will be negotiated between the District and the union, such as the following: classroom observations (directly or by videotape), evidence of student development and review of portfolios and/or binders; evidence of teacher effective relationships with communities; evidence teacher strives to meet professional growth goals. Negotiations regarding these matters are expected to be concluded by September 2011.

Composite Rating System

The rating system shall define the overall categories of performance as follows:

[The Scoring Band ranges will be determined by the State]

- Highly Effective
- Effective
- Developing
- Ineffective

Rubric/Formula of Summative Evaluation

Danielson's Framework for Teaching (2011 Revised Edition)

² Baseline for state assessments will be the 2010-2011 school year.

Teacher Development [Subject to negotiations]

- Coaching
- Induction Support
- Differentiated Professional Development

Principals

For the 2011-2012 school year, this APPR Plan will apply only to Principals in buildings where classroom common branch teachers teach ELA or mathematics to students in grades 4-8 comprise at least 30+% of the building. The performance of all other principals within the District will be evaluated with the District's pre-existing Annual Professional Performance Review Plan. The Union, if any, will be consulted about §100.2(o) of the Regulations of the Commissioner of Education. Nothing in this APPR Plan will be construed to abrogate any conflicting provisions of any collective bargaining agreements continuously in effect on July 1, 2010 through the present until a successor collective bargaining agreement is negotiated.

Annual Professional Performance Criteria:

1. State Assessments³ (20%)
2. Locally-Selected Measures (20%)
3. SED Approved Principal Evaluation Rubric (60%) – Reeves Leadership Performance Matrix.

Rating System:

The rating system shall define the overall categories of performance as follows:

[The Scoring Band ranges will be determined by the State]

- Highly Effective
- Effective
- Developing
- Ineffective

Rubric/Formula of Summative Evaluation

Reeves Leadership Performance Matrix

Principal Development

[Procedure to be negotiated]

³ Baseline for state assessments will be the 2010-2011 school year.

PART IV
TEACHER IMPROVEMENT PLAN

If a teacher is rated “developing” or “ineffective” the District shall develop and implement a Teacher Improvement Plan (“TIP”).

Process

[Process for developing a TIP shall be negotiated]

Contents: Each TIP shall contain the following information:

- Identify Areas of Improvement
- Identify Timeline for Improvement
- Identify How Improvement will be Assessed
- Identify Differentiated Activities to Support Improvement
- {Additional Elements May Be Negotiated}

Timing

Each TIP shall be in place no later than ten (10) days after teachers are required to report to the District the next school year.

PRINCIPAL IMPROVEMENT PLAN

If a principal is rated “developing” or “ineffective” the District shall develop and implement a Principal Improvement Plan (“PIP”).

Process

[Process for developing a PIP shall be negotiated]

Contents: Each PIP shall contain the following information:

- Identify Areas of Improvement
- Identify Timeline for Improvement
- Identify How Improvement will be Assessed
- Identify Differentiated Activities to Support Improvement
- {Additional Elements May Be Negotiated}

Timing

Each PIP shall be in place no later than ten (10) days after teachers are required to report to the District the next school year.

PART V **APPEALS**

[The District's procedure for resolving appeals of annual professional performance reviews are pending the outcome of collective negotiations with the representative of the classroom teachers and principals of the District, respectively. Upon the successful completion of these negotiations, this APPR Plan will be amended to reflect the agreed-upon procedures.]

Basis

Teacher or Principal may only appeal an overall evaluation for one of the following reasons:

1. the substance of the APPR;
2. adherence to standards and methodologies;
3. adherence to the Commissioner's regulations;
4. adherence to negotiated procedures; or
5. the implementation of an improvement plan.

Probationary Teachers or Principals

The District retains its right with respect to probationers.

PART VI **MISCELLANEOUS**

Required Certificates

The District shall include with this APPR Plan any certifications required by the Board of Regents regulations.

Filing and Publication of APPR Plan

This APPR Plan shall be adopted by the Board of Education, filed in the office of the District, and shall be made available to the public on the District's website by September 10, 2011, or within ten days after its adoption, whichever shall later occur.

Monitoring

The District agrees to collaborate with the NYSED regarding any concerns and/or monitoring of the District regarding evaluation implementation.