

Bridgehampton Union Free School District

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ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN **FOR TEACHERS AND PRINCIPALS SUBJECT TO EDUCATION LAW §3012-c**

Date of Adoption: August 31, 2011

Date of Amendment: _____, 2011

INTRODUCTION

- A. Annual Professional Performance Review (“APPR”) procedures pursuant to Section 100.2(o) of the Rules and Regulations of the Commissioner of Education (“Commissioner’s Regulations”) remain in effect for teachers and principals who are not subject to Section 3012-c of the New York State Education Law (the “Education Law”).
- B. For the 2011-12 school year, this APPR Plan (“Plan”) and the procedures and methods described herein shall apply to all classroom teachers of common branch subjects or English Language Arts or Mathematics in grades 4 to 8 and all building principals of schools in which such teachers are employed, except as provided in paragraph “D” below.¹
- C. Nothing in this Plan shall be construed to affect the right of the Board of Education to terminate a probationary teacher or principal or restrict the discretion of the Superintendent and/or the Board of Education to make a determination on the status of a probationary teacher or principal and/or to deny tenure.
- D. Nothing in this Plan shall be construed to abrogate any conflicting provisions of any collective bargaining agreement in effect on July 1, 2010 during the term of such agreement and until entry into a successor collective bargaining agreement, provided that notwithstanding any other provision of law to the contrary, upon expiration of such term and the entry into a successor collective bargaining agreement, all the provisions of Education Law §3012-c and the Commissioner's Regulations shall apply.
- E. This Plan shall be in effect for the 2011-12 school year.

¹ As used in this APPR Plan, all terms shall be defined as in Subpart 30-2 of the Commissioner's Regulations. See Attachment "A."

I. AVAILABILITY OF DISTRICT'S APPR PLAN

- A. The method by which the DISTRICT will file the APPR Plan in the DISTRICT office by September 10th of each year, or within 10 days of the APPR Plan's adoption, whichever is later. (8 NYCRR §30-2.3(a)(3)).

The District APPR plan will be filed in the district office within 10 days of adoption by the Bridgehampton Board of Education and in no case later than September 10th of each school year.

- B. The method by which the DISTRICT will make the APPR Plan publicly available on its website by September 10th of each year, or within 10 days of the APPR Plan's adoption, whichever is later. (8 NYCRR §30-2.3(a)(3)).

The District APPR plan will be posted on the District Website- in the District Information Section - within 10 days of adoption by the Bridgehampton Board of Education and in no case later than September 10th of each school year.

II. TRAINING OF EVALUATORS AND LEAD EVALUATORS

- A. The duration and nature of the training the DISTRICT will provide to evaluators.
(8 NYCRR §30-2.9(a)).

Evaluators will attend BOCES trainings as well as other area trainings in the new APPR requirements. We will meet regularly to discuss district level expectations with regard to the new APPR, to hone the process, and assure effective, consistent teacher evaluations. Meetings with the District's counsel will also serve as trainings with regard to the new regulations.

- B. The duration and nature of the training the DISTRICT will provide to lead evaluators. (8 NYCRR §30-2.9 (a), (b) and (c)).

Lead Evaluators will attend BOCES trainings as well as other area trainings in the new APPR requirements. We will also meet to discuss district level expectations with regard to the new APPR, to hone the process, and assure effective, consistent teacher evaluations. Meetings with the District's counsel will also serve as trainings with regard to the new regulations.

- C. The DISTRICT's process for certifying lead evaluators. (8 NYCRR §30-2.9(a), (b) and (c)).

The Bridgehampton UFSD will follow the BOCES suggested practices for certifying lead evaluators.

- D. The DISTRICT's process for ensuring that lead evaluators maintain inter-rater reliability over time.² (8 NYCRR §30-2.9(d)).

Meetings to discuss and compare evaluations will add to the training. On occasion, evaluators will observe the same lesson and work to effectively assure that consistent observations result from the collaborative observation to maintain inter-rater reliability of the instruments.

- E. The DISTRICT's process for periodically recertifying all lead evaluators. (8 NYCRR §30-2.9 (d)).

The Bridgehampton UFSD will follow BOCES suggested practices for recertifying all lead evaluators.

III. TEACHER EVALUATIONS (All Teachers subject to this Plan shall be evaluated annually)

- A. The DISTRICT's method of measuring a teacher's composite effectiveness score.³

The District shall use the following scoring methodology for the assignment of points for the teacher's 100 point composite effectiveness score:

Overall Rating

— - —
— - —

Rating

Highly Effective
Effective

² The Regulations provide the following examples for the process by which a district can ensure inter-rater reliability over time: (1) data analysis to detect disparities on the part of one or more evaluators; (2) periodic comparisons of a lead evaluator's assessment with another evaluator's assessment of the same classroom teacher or building principal; or (3) annual calibration sessions across evaluators.

³ Total effectiveness score out of 100 points, which is the sum of the three subcomponent scores: (1) student growth on State assessments or other comparable measures; (2) locally selected measures of student achievement; and (3) other measures of principal effectiveness.

- | | |
|---------|-------------|
| ___-___ | Developing |
| ___-___ | Ineffective |
1. The student growth percentile score on State assessments⁴

The DISTRICT shall use the following scoring methodology for the assignment of points to the student growth subcomponent:

<u>Score on Student Growth Subcomponent</u>	<u>Rating</u>
___-___	Highly Effective
___-___	Effective
___-___	Developing
___-___	Ineffective

2. The DISTRICT's Local Measure of student achievement⁵

The DISTRICT shall use the following scoring methodology for the assignment of points to the student achievement subcomponent:

<u>Score on Student Achievement Subcomponent</u>	<u>Rating</u>
___-___	Highly Effective
___-___	Effective
___-___	Developing
___-___	Ineffective

⁴ According to 8 N.Y.C.R.R. §30-2, 20 points of a teacher's composite effectiveness score shall be based upon the teacher's student growth percentile score on State assessments in English language arts and/or mathematics in grades 4-8.

⁵ According to 8 N.Y.C.R.R. §30-2, 20 points of a teacher's composite effectiveness score shall be based upon locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms.

3. The DISTRICT's Other Measures of teacher effectiveness.

- a. The name of the approved teacher practices rubric that the DISTRICT uses to measure teacher effectiveness based upon multiple classroom observations.

- b. The DISTRICT's method of measuring teacher effectiveness based on other criteria.

The DISTRICT shall use the following scoring methodology for the assignment of points to the other measures teacher effectiveness subcomponent:

<u>Score on Teachers Effectiveness Subcomponent</u>	<u>Rating</u>
If the teacher's overall performance and results exceed the New York State Teaching Standards	Highly Effective ____ - ____
If the teacher's overall performance and results meet the New York State Teaching Standards	Effective ____ - ____
If the teacher's overall performance and results need improvement to meet the New York State Teaching Standards	Developing ____ - ____
If the teacher's overall performance and results do not meet the New York State Teaching Standards	Ineffective ____ - ____

B. The DISTRICT's method for reporting the individual subcomponent scores and the total composite effectiveness score for each classroom teacher to the State Education Department.⁶



IV. PRINCIPAL EVALUATIONS (All Principals subject to this Plan shall be evaluated annually)

A. The DISTRICT's method of measuring a principal's composite effectiveness score.⁷

The District shall use the following scoring methodology for the assignment of points to principal's 100 point composite effectiveness score:

<u>Overall Rating</u>	<u>Rating</u>
91-100	Highly Effective
75-90	Effective
65-74	Developing
0-64	Ineffective

1. The student growth percentile score on State assessments⁸

The DISTRICT shall use the following scoring methodology for the assignment of points to the student growth subcomponent:

<u>Score on Student Growth Subcomponent</u>	<u>Rating</u>
18-20	Highly Effective
12-17	Effective
3-11	Developing
0-2	Ineffective

⁶ The Regulations indicate that this reporting will be done in a format and timeline prescribed by the Commissioner of Education. There is no indication in the Regulations nor in any guidance issued by SED that appears to provide more specificity with regard to the format or timeline of this reporting. Thus, it appears that the Commissioner has yet to prescribe the format or timeline of this reporting.(8 NYCRR§30-2.3(b)(2)).

⁷ Total effectiveness score out of 100 points, which is the sum of the three subcomponent scores, (1) student growth on State assessments or other comparable measures; (2) locally selected measures of student achievement; and (3) other measures of principal effectiveness.

⁸ According to 8 NYCRR §30-2, 20 points of a principal's composite effectiveness score shall be based upon the principal's student growth percentile score on State assessments in English language arts and/or mathematics in grade 4-8.

2. The DISTRICT's Local Measure of student achievement.⁹

The DISTRICT shall use the following scoring methodology for the assignment of points to the student achievement subcomponent:

<u>Score on Student Achievement Subcomponent</u>	<u>Rating</u>
18-20	Highly Effective
12-17	Effective
3-11	Developing
0-2	Ineffective

3. The DISTRICT's Other Measures of principal effectiveness.¹⁰

- a. The name of the approved principal practices rubric that the District uses to measure principal effectiveness based upon multiple measures.

⁹ According to 8 N.Y.C.R.R. §30-2, 20 points of a principal's composite effectiveness score shall be based upon locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms. (8 NYCRR §30-2.4(d)(2)).

¹⁰Sixty points of a building principal's composite effectiveness score are based upon multiple measures of principal effectiveness, with at least 40 of the 60 points based on a broad assessment of the principal's leadership and management actions by the building principal's supervisor or a trained independent evaluator. This assessment must include one or more school visits by a supervisor and at least two sources of evidence from the following options: (1) structured feedback from teachers, students and/or families; (2) school visits by other trained evaluators; (3) review of school documents, records, state accountability processes; or (4) other locally determined sources. A principal's performance on this subcomponent must be assessed based upon a principal practice rubric approved by SED. (8 NYCRR §30-2.4(d)(2)).

- b. The DISTRICT's method of measuring principal effectiveness based on ambitious and measurable goals¹¹

The DISTRICT shall use the following scoring methodology for the assignment of points to the principal effectiveness subcomponent:

<u>Score on Principal Effectiveness Subcomponent</u>	<u>Rating</u>
If the principal's overall performance and results exceed the New York State Leadership Standards	Highly Effective ___ - 100
If the principal's overall performance and results meet the New York State Leadership Standards	Effective ___ - ___
If the principal's overall performance and results need improvement to meet the New York State Leadership Standards	Developing ___ - ___
If the principal's overall performance and results do not meet the New York State Leadership Standards	Ineffective 0- ___

- B. The DISTRICT's method for reporting the individual subcomponent scores and the total composite effectiveness score for each building principal to the State Education Department¹²

¹¹ The remaining points of the 60 points must be based upon the results of one or more ambitious and measurable goals set collaboratively with principals and their superintendent. (8 NYCRR §30-2.4(d)(2)). At least one goal must address the principal's contribution to improving teacher effectiveness, which may include, but need not be limited to: improved retention of high performing teachers, the correlation between student growth scores of teachers granted tenure as opposed to those denied tenure, quality of feedback provided to teachers throughout the year, facilitation of teacher participation in professional development opportunities made available by the school district and/or the quality and effectiveness of teacher evaluations conducted under this section; and any other goals shall address quantifiable and verifiable improvements in academic results of the school's learning environment resulting from the principal's leadership and commitment to their own professional growth. Note: Any Leadership Standards not addressed in the assessment of the principal's leadership and management actions by the building principal's supervisor or a trained independent evaluator shall be assessed at least once a year.

¹² See footnote 8.

V. TEACHER IMPROVEMENT PLANS AND THE APPEAL PROCESS

- A. The process by which the DISTRICT will ensure that teachers receive timely and constructive feedback as part of the evaluation process.

- B. The process by which the DISTRICT will address the performance of teachers whose performance is evaluated as needing an improvement plan.

- C. The process by which the DISTRICT will handle appeals of a teacher's annual professional performance review.

VI. PRINCIPAL IMPROVEMENT PLANS AND THE APPEAL PROCESS

- A. The process by which the DISTRICT will ensure that principals receive timely and constructive feedback as part of the evaluation process.

- B. The process by which the DISTRICT will address the performance of principals whose performance is evaluated as needing an improvement plan.

- C. The process by which the DISTRICT will handle appeals of a principal's annual professional performance review.

VII. OTHER REQUIREMENTS FOR THE DISTRICT'S APPR PLAN

- A. The process by which the DISTRICT will ensure that the State Education Department receives timely and accurate teacher, course and student "linkage" data.¹³

- B. The process for teachers and principals to verify the courses and/or student rosters assigned to them.¹⁴

¹³ SED has issued detailed guidance on the collection and reporting of teacher and course data in the Student Information Repository System ("SIRS"). Data will be collected from school districts to ensure that raw student data will be attributed to that student's "teacher of record" and that students "building principal" for the purposes of the APPR. (8 NYCRR §30-2.3(b)(1)).

¹⁴ See footnote 15.

- C. The assessment development, security and scoring processes utilized by the DISTRICT to ensure that assessments and/or measures used to evaluate teachers and principals under this plan are not disseminated to students before administration and that teachers and/or principals do not have a vested interest in the outcome of the assessments they score.¹⁵



VIII. CERTIFICATIONS

- A. Certification by the Superintendent that the locally selected measure of student achievement for teachers is rigorous and comparable across classrooms and how the measure meets these requirements. (See 8 NYCRR §30-2.4(c)(3)(ii) to determine applicability.)
- B. If more than one local measure of student achievement for teachers is used Certification by the Superintendent that the measures are comparable in accordance with Testing Standards. (See 8 NYCRR §30-2.4(c)(iii) to determine applicability.)
- C. If more than one local measure of student achievement for principals is used Certification by the Superintendent that the measures are comparable in accordance with Testing Standards. (See 8 NYCRR §30-2.4(4)(ii) to determine applicability.)

¹⁵ Neither the Regulations nor any guidance issued by SED appears to provide more specificity with regard to these processes, except as to require that these processes be included in the APPR Plan. (8 NYCRR §30-2.3(b)(3)).

Attachment "A"-Definitions

APPROVED PRINCIPAL RUBRIC	Rubric approved by SED	30-2.2(a)
APPROVED TEACHER RUBRIC	Rubric approved by SED	30-2.2(a)
APPROVED STUDENT ASSESSMENT	Standardized student assessment approved by SED for locally selected measurers subcomponent ad/or to measure student growth in non-tested subjects for the State assessment or other comparable measures subcomponent	30-2.2(b)
BUILDING PRINCIPAL	Principal or administrator in charge of instructional program of a school district or BOCES	30-2.2(c)
CLASSROOM TEACHER	Teacher who is teacher of record, excluding evening school teachers of adults enrolled in nonacademic, vocational subjects. Also excludes supplemental school personnel as defined in 80-5.6	30-2.2(d)
COMMON BRANCH SUBJECTS	Any or all of the subjects usually included in the daily program of an elementary school classroom such as arithmetic, civics, visual arts, elementary science, English language, geography, history, hygiene, physical activities, practical arts, reading, music, writing, and such other similar subjects.	30-2.2(e)
COMPOSITE EFFECTIVENESS SCORE	Total effectiveness score out of 100 points, which will be the sum of the three subcomponent scores, which includes student growth on State assessments or other comparable measures; locally selected measures of student achievement; and other measures of teacher and principal effectiveness	30-2.2(f)
CO-PRINCIPAL	Certified administrator designated by the Board of Education to have executive authority, management and instruction leadership responsibility for all or a portion of a school or BOCES-operated instructional program, in a situation in which more than one such administrator is so designated. The Term co-principal implies equal line authority, with each designated administrator reporting to a district-level or comparable BOCES-level supervisor.	30-2.2(g)

“DEVELOPING” RATING	For a classroom teacher or building principal to be rated as “developing” in the 2011-12 school year, he or she must receive a composite effectiveness score of 65-74	30-2.2(h)
“EFFECTIVE “ RATING	For a classroom teacher or building principal to be rated as “effective” in the 2011-12 school year, he or she must receive a composite effectiveness score of 75-90	30-2.2(i)
EVALUATOR	Any individual who conducts evaluations of classroom teachers or building principals.	30-2.2(j)
GOVERNING BODY OF EACH SCHOOL DISTRICT	The Board of Education for a public school district (excluding NYC Department of Education) and the Board of Cooperative Education Services for the BOCES	30-2.2(u)
“HIGHLY EFFECTIVE RATING”	For a classroom teacher or building principal to be rates as “highly effective” in the 2011-12 school year, he or she must receive a composite effectiveness score of 91-100.	30-2.2(k)
“INEFFECTIVE” RATING	For a classroom teacher or building principal to be rated as “ineffective: in the 2011-12 school year, he or she must receive a composite effectiveness score of 0-64.	30-2.2(l)
LEAD EVALUATOR	The primary individual responsible for conducting and completing an evaluation of a classroom teacher or building principal. The regulations state that to the extent practicable, for evaluation of classroom teachers, this should be the building principal or his/her designee.	30-2.2(m)
LEADERSHIP STANDARDS	The standards provided through the Educational Leadership Policy Standards adopted by the National Policy Board for Educational Administration.	30-2.2(n)
STUDENT GROWTH	The change in student achievement for an individual student between two or more points in time.	30-2.2(o)
STUDENT GROWTH PERCENTILE SCORE	The results of a statistical model that calculates each student’s change in achievement between two or more points in time on a State assessment or other comparable measure and compares each student’s performance to that of similarly achieving students.	30-2.2(p)

SUBCOMPONENTS OF THE COMPOSITE EFFECTIVENESS SCORE	The three subcomponents of a teacher's or principal's evaluation and composite effectiveness score.	30-2.2(q)
TEACHER OR PRINCIPAL STUDENT GROWTH PERCENTILE	A measure of central tendency of the student growth percentile scores for a teacher's or principal's students after one or more of the following are taken into account: the student's poverty status; students with disabilities and English language learners.	30-2.2(r)
TEACHER OF RECORD	Those teachers who are primarily and directly responsible for a student's learning activities that are aligned to the performance measures of a course consistent with the Commissioner's guidelines.	30-2.2(s)
TESTING STANDARDS	The "Standards for Educational and Psychological Testing" set by the American Psychological Association, National Council on Measurement in education and the American Educational Research Association.	30-2.2(t)
VALUE ADDED GROWTH SCORES	The results of a statistical model that incorporates a student's academic history and may use other student demographics and characteristics, school characteristics and/or teacher characteristics to isolate statistically the effect on student growth from those characteristics that are generally not in the teacher's or principal's control. Can be different for teachers and principals based upon empirical evidence and policy determinations.	30-2.2(v)