

Liberty Central School District

**Annual Professional Performance Review**

**Classroom Teachers  
and  
Building Principals**

PLAN ADOPTED BY THE BOARD OF EDUCATION: August 23, 2011

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## INTRODUCTION

The Board of Education of the Liberty Central School District (the “District”), in public session at its meeting of August 23, 2011, adopts this Annual Professional Performance Plan (the “APPR Plan”) for the 2011-2012 school year pursuant to the requirements of 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 weakness and an opportunity for growth as an educator.

This APPR system will be a significant factor in all employment decisions<sup>1</sup> 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 annual professional performance review 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’s APPR Committee will work with all available resources to assist in designing and implementing these new systems. Any items required to be included in the Plan but not yet finalized due to collective negotiations are specifically identified.

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<sup>1</sup> Procedure to be Negotiated.

## **PART I** **TRAINING OF EVALUATORS**

The District will ensure that all 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 SED 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 Sullivan County BOCES. Training will be conducted by Sullivan County BOCES 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 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 guidances 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

Michael B. Vanyo and a designee will be trained and certified as a lead evaluator according to SED's model to ensure consistency and defensibility.

### Responsibilities

The Lead Evaluator and designee will train and certify each principal in the District based on the same model. All trained evaluators may do observations, but are prohibited from summative evaluations until they are appropriately certified.

### Timing

For the 2011-2012 school year all lead evaluators shall be appropriately trained and certified by September 15, 2011. For the 2011-2012 school year all principals shall be appropriately trained and certified by October 15, 2012.

### 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 State Education Department (the “SED”) to develop a process that aligns its data systems to ensure that SED 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 SED 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 by utilizing a district-wide student management system (SMS), SchoolTool, to record and maintain demographic, enrollment, assessment, and most program services. Demographic, enrollment, and most program services are entered when a student registers in the district through the central registration process. This data is then maintained and updated annually when students are rolled over into the new school year. Additionally, many changes occur during the school year. Changes and updated information may come from a variety of sources – guidance, building level clerical or administration, teacher, or even parents. As changes are communicated to the central registration office, the information is then updated in SchoolTool.

Program service data for students with an IEP or 504 plan is maintained in a management system called IEP Direct. This system is updated and maintained by the student services office.

Monthly, and sometimes multiple times per month, we export our demographic, enrollment, and program service data from SchoolTool and our program service data from IEP Direct and import it into level 0 data warehouse. Assessment data in addition to teacher of record, and student

grades data are reported at least three times per year after each testing session in January, June, and August (although the assessment data can be reported more often if errors or omissions are discovered).

- Level 0 - At level 0 the data runs through verification checks to determine if there are any errors in the data that may prevent it from moving forward. If there are errors we identify them and go to the sources within our district to get the data corrected and correct it in both source systems – SchoolTool and IEP Direct – and also in our export for level 0. If there are no verification errors at level 0 we send the data up to level 1 data warehouse that is located at the MHRIC.
- Level 1 - When the data reaches level 1 it goes through another series of verification checks and if errors are found at level 1 we are notified by the MHRIC and we identify them and go to the sources within our district to get the data corrected and correct it in both source systems – SchoolTool and IEP Direct – and re-export our data to level 0 and up to level 1 again. If there are no verification errors at level 1 the MHRIC sends the data up to level 2 data warehouse that is located at the state level.
- Level 2 - When the data reaches level 2 it goes through another series of verification checks and if errors are found at level 2 we are notified through reports which the state posts on their business application portal. In addition data at level 2 refreshes reports weekly that appear in nySTART and the L2RPT reporting system. It is the responsibility of the building administration and their designated verification team to review these reports on a regular basis to look for errors, inconsistencies, and missing data. As errors are discovered, this should be reported to the district data administrator to investigate the problems that are reported and to have the corrections made in one or both source systems – SchoolTool and IEP Direct – and re-export our data to level 0, level 1, and level 2 again. Since data is refreshed weekly it is critical that those administrators and staff most familiar with the student data are continuously looking at the data to identify any problems that may have occurred in the maintenance of data in our source systems.

Once a year the reported data in L2RPT and nySTART must be certified by the superintendent of schools for our school report card. Due to the volume of data reported and the number of people who are responsible for maintaining the data in the source system, it is critical that the district verification team is constantly reviewing the data, identifying errors and inconsistencies, so that the district can review and recommend changes in processes and procedure for maintaining our data.

The New York State Education Department’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 individual 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 by

1. District, teachers and principals will review teachers of record and rosters of students assigned to then by reviewing data provide by the Mid Hudson Regional Information Center.
2. Principals and Teachers will review rosters.
3. By June 1, teachers receive class assignments for the following school year.
4. Teachers are provided student rosters prior to the first day of school with students in attendance.
5. Principals and teachers communicate regarding new entrant to their classes.
6. Principals and teachers communicate concerns regarding student placements.

*Reporting Individual Subcomponent Scores:* The District will report to the SED 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 Liberty Board of Education, Sullivan County BOCES, the Liberty Administrative Association, and the Liberty Faculty Association 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 and score exams in a manner which ensures assessments are not disseminated to students before administration and that teachers or principals do not have a vested interest in the outcome of the assessments they score. Upon arrival and dissemination of assessments and state exams, a district office designee will assist the building administration in the inventorying and security of these items. The District will work with the SCBOCES to develop a plan to score exams. Also, the District will work with SED, and the regional testing center to ensure that assessments are not disseminated to students before administration and that teachers or principals do not have a vested interest in the outcome of the

assessments they score. Upon arrival and dissemination of assessments and state exams, a district office designee will assist the building administration in the inventorying and security of these items

Scoring: The District will ensure that all assessments are scored in the manner as proscribed by the assessment.

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

Details of the District's evaluation system relating 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 are subject to either consultation with or negotiation of with employee negotiating units. These details include, but are not limited to:

- 1) Name of approved teacher and/or principal practice rubrics;
- 2) Annual professional performance criteria, including, locally-selected measures, classroom observations, and other instruments used to evaluate under the other measures of effectiveness subcomponent;
- 3) Teacher and Principal development; and
- 4) Description on how timely and constructive feedback is going to be given.

This Plan will be amended, when details are determined, in accordance with 8 NYCRR 31-2.3

The District anticipates, based upon its experience with evaluation of professional staff members and the purpose of annual reviews, that educators will receive timely and constructive feedback as part of the evaluation process. This may include: post-observation feedback, evaluation conference, and opportunities for evaluated staff to respond.

Composite Rating System

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

- Highly effective: Performing at a Higher Level (91-100)
- Effective: Performing at a Level Typically Expected (75-90)
- Developing: Not performing at a Level Typically Expected (65-74)
- Ineffective: Performance is unacceptable (0-64)

**PART IV**  
**TEACHER IMPROVEMENT PLANS**

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

Process

The process for developing a TIP must be negotiated with the negotiating unit representing the classroom teachers of the District. As such, the details of the District’s TIP process cannot be described at this time. This Plan will be amended, upon completion of negotiations and details are determined to reflect the agreed-upon procedures.

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.

**PART V**  
**PRINCIPAL IMPROVEMENT PLAN**

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

Process

The process for developing a PIP must be negotiated with the negotiating unit representing the principals of the District. As such, the details of the District’s PIP process cannot be described at this time. This Plan will be amended, upon completion of negotiations and details are determined to reflect the agreed-upon procedures.

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 VI** **APPEALS**

### 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.

### Procedure

The details of the District's procedure for resolving appeals of annual professional performance reviews cannot be described at this time pending the outcome of collective negotiations with the representative of the classroom teachers or principals of the District. Upon the successful completion of these negotiations, this APPR Plan will be amended to reflect the agreed-upon procedures.

### Exhaustion of Remedies

An evaluation shall not be the subject NY Education Law §3020-a or an alternate disciplinary procedure without first exhausting the appeal process above.

### Disciplinary Proceedings

For the purposes of disciplinary proceedings under Education Law §§3020 and 3020-a, the definition of ineffective teaching or performance is two, consecutive annual ratings of ineffective.

Tenured teachers and principals with a pattern of ineffective teaching or performance may be charged with incompetence and considered for termination through an expedited hearing process.

### Probationary Teachers or Principals

The District retains its right with respect to probationers.

**PART VII**  
**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 SED regarding any concerns and/or monitoring of the district regarding evaluation implementation.