

Levittown District APPR (Annual Professional Performance Review)

- The APPR plan outlined below is currently in effect for the Levittown School District.
- Two sections: Observations and Student Performance (Test Scores). For each section, teachers will earn a score of 1-4. An overall score is determined based on the following rubric:

	Observations				
		Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Test Scores	Highly Effective (4)	H	H	E	D
	Effective (3)	H	E	E	D
	Developing (2)	E	E	D	I
	Ineffective (1)	D*	D*	I	I

*Teachers found Ineffective on Test Scores part will automatically be rated as Ineffective overall regardless of the observation score.

I. Observations:

- Two observations per year. One announced. One unannounced. {Additional observations can be scheduled at the administration’s discretion}.
- Each observation will be scored separately and averaged.
- A single, end of the year observation score will be created by weighting the total scores from each observation as indicated on page 2.
- The Charlotte Danielson text, *A Framework for Teaching*, will form the basis of the observation rubric.

- Announced observation = 20% of observation score.
 - In Elementary Schools, observers will be administrators other than the Building Principals (e.g.: Assistant Principals, Curriculum Associates or District Directors).
 - In Secondary Schools, observers will also be administrators other than the Building Principals (e.g.: Curriculum Associates, Directors or Chairpersons who DO NOT work in the same building as the teacher being observed).
 - Announced observations will include both a pre-observation conference and a post-observation conference.
 - Announced observations will assess components in Domains 1, 2, 3 and 4 of the observation scoring rubric (Danielson).
 - Each component observed in the observation will be given a score of 1-4
 - 4= Highly Effective, 3=Effective, 2=Developing, 1=Effective.
 - The average of the scores of the components will be used to generate an overall score for this observation.

- Unannounced observation = 80% of score.
 - Elementary Schools, ALL unannounced observations are done by Building Principals.
 - In Secondary Schools, observers will be Building Principals or Building Assistant Principals.
 - Unannounced observations will include a post-observation conference.
 - Unannounced observations will assess components in Domains 2 and 3 and component 4a of the Danielson rubric.
 - Each component observed in the observation will be given a score of 1-4
 - 4= Highly Effective, 3=Effective, 2=Developing, 1=Effective.
 - The average of the scores of the components will be used to generate an overall score for this observation.

- The scores from the Announced and Unannounced observations will be used to create an overall observation score. For example:

Unannounced score	=	$3.2 \times .80$	(80%) =	2.56
Announced score	=	$3.6 \times .20$	(20%) =	.72
Observation score	=	$2.56 + .72 = 3.28$		

(Observation score determined by adding Unannounced and Announced scores together)

- The total observation score is given a 1-4 rating based on the following scale:
 - Highly Effective (4) Scores from 3.5 to 4
 - Effective (3) Scores from 2.50 to 3.49
 - Developing (2) Scores from 1.50 to 2.49
 - Ineffective (1) Scores from 0 to 1.49

- The following components of the Charlotte Danielson evaluation rubric - derived from Danielson's text, *A Framework for Teaching* - will be assessed.

Domain 1:

- 1b - Demonstrating knowledge of students
- 1e - Designing coherent instruction

Domain 2:

- 2a - Creating an environment of respect and rapport
- 2c - Managing classroom procedures

Domain 3:

- 3a - Communicating with students
- 3b - Using questioning and discussion techniques
- 3d - Using assessment in instruction

- All observations for the purposes of APPR should be concluded by April 15th of each school year.
- All post-observations conferences will take place within 5 school days after the observation. The written report of the observation will be provided to the teacher within 10 school days after the post-observation conference.

II. Student Performance Score:

- District-wide SLO. ALL teachers assessed in APPR will use the same district wide SLO to determine their Student Performance Score (“Transition Score”).
 - Based on the 5 Regents exams all students are required to take for graduation.
 - Common Core Algebra 1
 - US History
 - Global History
 - Living Environment
 - Common Core English
 - The target for the district wide SLO will be that 80% of the scores on all of the 5 Regents exams will be passing scores. As explained in the chart below, an 80% rate of passing scores will earn all teachers with this SLO 16 points and an overall Student Performance Score of Effective (3).

- HEDI Scoring for District-wide SLO

Highly Effective (4)			Effective (3)			Developing (2)	
20	19	18	17	16	15	14	13
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%

Ineffective (1)										
12	11	10	9	8	7	6	5	4	3	etc!
55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	

III. Student Growth Score or “Original Score”:

- **This score is not currently used in a teacher’s APPR. However, original scores have been generated and reported to the New York State Secondary Education Department in past years for advisory purposes.**
 - If requested, original scores would be generated for any teacher if at least 50% of that teacher’s students are enrolled in a course in which the ELA and State Math exams are administered.
 - The rubric used to generate an original score would be a State-provided growth measure. NYSED would provide the district with a growth score (from 0-20) and a rating (from Highly Effective to Ineffective) for each teacher who should receive an original score.

- For teachers whose courses in which the ELA and State Math exams are NOT administered, or where less than 50% of the teacher’s students are covered by a State-provided growth measure, an SLO would be used to generate an “Original Score.”
 - The SLO used for this purpose would be the same District-wide SLO used to generate a teacher’s “Transition Score” as described in part II.

- If a teacher who is supposed to receive a State-provided growth score cannot receive one because of a large percentage of parents who opt their children out of the ELA and/or State Math exams, the district will use an Alternate SLO to generate an Original Score for that teacher.
 - The SLO used for this purpose would be the same District-wide SLO used to generate a teacher’s “Transition Score” as described in part II.