

**Annual Professional Performance Review**

**APPR Addendum to the collective bargaining agreement between the  
Cortland Enlarged City School District**

**AND**

**The Cortland Administrators' Association**

**2013-14**

**Reference in contract:**

**Article XX: Evaluation**

## Table of Contents

1. Preliminary.....	3
2. Application.....	3
3. Evaluator.....	4
4. District Assurances.....	5
5. Other Measures of Effectiveness.....	6
6. Practice Rubric Selection and Weighting.....	7
7. Rating Scale – HEDI.....	8
8. State Assessment.....	12
9. Locally Selected Measures of Student Achievement.....	13
10. Principal Improvement Plan.....	24
11. Appeals process.....	27
12. Presentation of Scores.....	29
13. Expedited 3020-a proceedings.....	30

## 1. Preliminary

- 1.1. For the 2011-2012 school year the existing evaluation system for principals shall be used.
- 1.2. The purpose of this APPR agreement is to go beyond compliance of the law and respond to the intent of the law. There shall be no intentional punitive actions within this article. This article's purpose is to improve the educational leaders' skills and knowledge allowing them to positively affect thereby the teaching staff entrusted to them for the sole purpose of the improvement of student learning.
- 1.3. The APPR for principals is based on the ISLLC 2008 Educational Leadership Policy Standards which are:
  - 1.3.1. **Shared Vision of Learning** - An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
  - 1.3.2. **School culture and Instructional Program** - An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
  - 1.3.3. **Safe, Efficient, Effective Learning Environment** - An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
  - 1.3.4. **Community** - An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
  - 1.3.5. **Integrity, Fairness, Ethics** - An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
  - 1.3.6. **Political, Social, Economic, Legal and Cultural Context** - An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
- 1.4. Should any section in this article need to be altered in order to comply with NYSED Review Room submission, the area(s) in question only shall be open for renegotiation for the purposes of compliance.

## 2. Application

- 2.1. This provision shall apply only to the titles of principal. Additionally, all provisions of this article will be applicable to both tenured and probationary principals.

- 2.2. This article shall sunset on June 30, 2013.
- 2.3. Should the law (3012-c) of 2010 or the regulations regarding 3012-c change from what was adopted by the Board of Regents in May, 2011 and revised in the proposed budget bill by the governor on 2/16/12, this agreement shall be renegotiated to be consistent with further changes in law or regulation.
- 2.4. It is acknowledged that nothing within the 3012-c regulations shall be construed to affect the statutory right of the school district to terminate a probationary principal for statutorily and constitutionally permissible reason other than the performance of the principal in the school, including but not limited to misconduct.

### **3. Evaluator**

- 3.1. The Superintendent as the supervisor of all principals shall do at least one observation of the principals reporting to him/her. The superintendent may designate another certified principal evaluator to perform any or all of the remaining observations.
- 3.2. The Superintendent shall put forth for approval by the Board of Education those individuals he/she has certified as evaluator of principals. The Board of Education must approve the certification of an evaluator of principals prior to the individual performing any principal observations.
- 3.3. All observational evidence shall be collected by the Lead Evaluator.
- 3.4. It is imperative for the principal's APPR that the evaluator certification adhere to the following NYSED standards:
  - 3.4.1. ISLLC 2008 Leadership Standards.
  - 3.4.2. Evidence-based observation techniques.
  - 3.4.3. Application and use of the student growth and value-added growth model.
  - 3.4.4. Application and use of State-approved principal rubrics to use.
  - 3.4.5. Application and use of any assessment tools to be used in principal evaluation, (e.g. portfolios, surveys, goals).
  - 3.4.6. Application and use of any State-approved locally developed measures of student achievement.
  - 3.4.7. Use of the Statewide Instructional Reporting System.
  - 3.4.8. The scoring methodology used by the district.
  - 3.4.9. Specific considerations in evaluating teachers and principals of English language learners.
  - 3.4.10. Ensure inter-rater reliability for the principal evaluation system.
- 3.5. The Superintendent will ensure that lead evaluators participate in annual training and are recertified on an annual basis. The BOCES Network Team will be utilized to provide training and recertification. Any individual who fails to achieve required training and certification or re-certification, as applicable, shall not conduct or complete evaluations.

- 3.6. Any administrator who evaluates building principals shall be required to participate in at least 12 hours of training.

#### **4. District Assurances**

- 4.1.1 In order to implement the principal's Annual Professional Performance Review (APPR) the district agrees to document to the principal the following New York State requirements, (§30-2.3 ¶ b) annually.
  - 4.1.2 Verification of the teachers including their tenure status, courses taught and student rosters assigned to the teachers and by default to the principal to be confirmed by BEDS date. Only those teachers verified to the principal will be used for the purposes of principal's APPR.
  - 4.1.3 Method to be used for reporting to SED the individual subcomponent scores and the total composite effectiveness score.
  - 4.1.4 Assessment development (if applicable), security, and scoring processes utilized by the district.
  - 4.1.5 Assurance that assessments are not disseminated to students before dissemination to administration.
  - 4.1.6 Name(s) of evaluator(s), evaluator's certification and guarantees that evaluator has sufficient time/resources to complete his/her commitments.
  - 4.1.7 The District's process of evaluating principals shall use the narrative descriptions for the rating categories to effectively differentiate principals' performance in each of the subcomponents and the overall rating categories to improve student learning and instruction.
- 4.1. The principal will acknowledge receipt of the above items in writing.

## 5. Other Measures of Effectiveness

- 5.1. Scoring for the Other Measures of Effectiveness:
  - 5.1.1. For the 2012-2013 School Year the Lead Evaluator's observations shall have a point value of sixty (60) points.
- 5.2. For the 2012-2013 school year the observation portion of the Other Measures of Effectiveness, (OME), of the principal's leadership and management action will consist of the following:
  - 5.2.1. There will be three (3) observations of each principal. Two (2) observation dates will be announced, and one (1) visit will be unannounced.
  - 5.2.2. Each announced observation will be at least thirty (30) minutes and will consist of a pre and post observation meeting..
  - 5.2.3. One of the announced observations will involve meetings between the Lead Evaluator and the principal to review the principal's work on his/her teachers' APPRs, to date. The principal or his/her designee will be responsible for two (2) teacher observations for tenured teachers and no more than three (3) teacher observations for probationary teachers, although the principal or his/her designee may perform more observations at their discretion. The Lead Evaluator's announced observation of the principal will be to review at least one of the two evaluations the principal or his/her designee is required to complete. If the district negotiates for more than two (2) teacher observations for tenured teachers or three (3) teacher observations for probationary teachers, the district will be responsible for the additional observations. The principal's teachers' APPRs will be reviewed for application of the teachers' practice rubric, areas of improvement noted, constructive feedback given, required forms if any, and any follow-up with the teacher. This announced observation is to occur by the mid-year point of the school year.
  - 5.2.4. The unannounced observation must be declared to the principal and if there are specific areas to be reviewed those areas will be discussed. While there is no pre-observation meeting for the unannounced observation, there shall be a post observation meeting detailing the results of the unannounced observation. The unannounced observation shall be completed by March 31st, 2013.
  - 5.2.5. If only specific components of the rubric will be the basis for any one observation, said components/domains will be announced in the pre-observation meeting.
  - 5.2.6. It is imperative that the principal receive constructive feedback from the Lead Evaluator. Constructive feedback will be sent to the principal in

writing within ten (10) school days of each of the Lead Evaluator's observations.

- 5.3. Constructive feedback will minimally consist of:
  - 5.3.1. A copy of the practice rubric with the Lead Evaluator's scores and comments detailing the Lead Evaluator's observation. Artifacts presented by the principal will be delineated on the rubric form.
  - 5.3.2. Current rubric value of the Lead Evaluator's observations to date based on a rubric value of four (4).
  - 5.3.3. Any areas of needed improvement will be completed by the Lead Evaluator in writing and will:
  - 5.3.4. Correlate any improvement with the practice rubric or any leadership standard not addressed by the practice rubric.
  - 5.3.5. Include written directions from the Lead Evaluator for correcting any deficiencies with sufficient specificity to present the principal with a clear path for improvement.
  - 5.3.6. If the principal disagrees with the observation he/she will be allowed to create a written rebuttal to any areas of disagreement which will be submitted to the Lead Evaluator, attached to the observation in question and may be used in an appeal.
  - 5.3.7. The principal's signature on the observation shall not constitute agreement with the results of the observation, and will not disallow the observation from becoming part of any future appeal proceedings.
  - 5.3.8. All three (3) observations shall be completed no later than May 31.

## **6. Practice Rubric Selection and Weighting**

- 6.1. The McRel rubric will be the state approved principal's practice rubric and will be the basis for all observations/visits by the Lead Evaluator.
- 6.2. Any training needed for the proper implementation of the McRel rubric will be completed during the months of July and August if practical otherwise as soon as possible. No observations of principals will be performed by the lead evaluator until training has been completed.
- 6.3. The Lead Evaluator and the unit principals will determine the appropriateness for each major component/domain of the rubric and will agree on the relevance weighting of the components/domains to reflect the needs of the district ensuring that the sum total value for the components' weighting is one hundred percent (100%).
- 6.4. The Lead Evaluator and the principal will review each element within the rubric's major domains/components as to the appropriateness of the rubric element relative to the principal's control of the element. If the element is deemed not appropriate for the principal then it shall not be used in the determining the final rubric score of the APPR for the principal.
- 6.5. Scoring the practice rubric:

- 6.5.1. The scoring of the practice rubric shall be calculated on the basis of one (1) to four (4) points for each element of the rubric.
- 6.5.2. The table below indicates the rubric point value and the narrative descriptions that shall be used for the ratings.

Rating	Rating Description that will be used in determining the assignment of the rating	Rubric Point Value
Highly effective score	Overall performance and results exceed District standards.	4
Effective	Overall performance and results meet District standards.	3
Developing	Overall performance and results need improvement in order to meet standards.	2
Ineffective	Overall performance and results do not meet standards.	1

- 6.5.3. If any elements are not applicable that element shall not be used in the divisor to determine the final rubric score. The scoring shall be determined by summing all the point values for each applicable element in the rubric and dividing the sum of the score by the total number of applicable elements in the rubric.

Example - A principal's score is to be based on twenty (20) elements of the possible twenty-one (21) elements in the rubric. The principal is awarded:

- Highly Effective (value of which is 4 points) on five (5) elements for a total of twenty (20) points;
- Effective (value of which is 3 points ) on ten (10) elements for a total of thirty (30) points;
- Developing (value of which is 2 points) on five (5) elements for a total of ten (10) points.
- The sum score of all the elements' scores is sixty (60). That sum is divided by the twenty (20) elements used in the rubric for a rubric score of three (3.00).

- 6.5.4. Submission of artifacts to support the principal's other measures of effectiveness observations shall be the responsibility of the principal.

## 7. Rating Scale – HEDI

- 7.1. The New York State rating scale and associated composite scores for a principal's evaluation is:



The following table indicates the source of scores comprising the final composite score for the non-value added State Assessment:

Level	State Assessment	Local Assessment	Other Measures of Effectiveness - Sixty (60) Point		Overall Composite Score
			Evaluator's Rubric Raw Score	Rubric Raw Score to HEDI Score Conversion	
Highly Effective	18-20	18-20	3.51-4.0	59-60	91-100
Effective	9-17	9-17	2.51-3.50	57-58	75-90
Developing	3-8	3-8	1.51-2.50	50-56	65-74
Ineffective	0-2	0-2	1.00-1.50	0-49	0-64

The following table indicates the source of scores comprising the final composite score for the value added State Assessment:

Level	State Assessment	Local Assessment	Other Measures of Effectiveness - Sixty (60) Point		Overall Composite Score
			Evaluator's Rubric Raw Score	Rubric Raw Score to HEDI Score Conversion	
Highly Effective	22-25	14-15	3.51-4.0	59-60	91-100
Effective	10-21	8-13	2.51-3.50	57-58	75-90
Developing	3-9	3-7	1.51-2.50	50-56	65-74
Ineffective	0-2	0-2	1.00-1.50	0-49	0-64

- 7.2. The following conversion scale to take the rubric score based on four (4) to the HEDI value ranges is based on the concept that if the majority of the elemental scores received is Ineffective the score should be ineffective, similarly if the majority of the elemental scores received is Developing, Effective or Highly Effective than the overall converted score should reflect the respective classification. It is assumed that a principal receiving greater than 1.51 would have had to receive a greater number of Developing scores than Ineffective

scores and so on with the other HEDI areas, therefore the following ranges are derived.

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted score for Other Measures of Effectiveness
Highly Effective	59-60	3.76-4.00	60
		3.51-3.75	59
Effective	57-58	3.01-3.50	58
		2.51-3.00	57
Developing	50-56	2.40-2.50	56
		2.25-2.39	55
		2.10-2.24	54
		1.95-2.09	53
		1.80-1.94	52
		1.65-1.79	51
		1.51-1.64	50
Ineffective	0-49	1.49-1.50	49
		1.48	48
		1.47	47
		1.46	46
		1.45	45
		1.44	44
		1.43	43
		1.42	42
		1.41	41
		1.40	40
		1.39	39
		1.38	38

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted score for Other Measures of Effectiveness
		1.37	37
Ineffective (cont'd)		1.36	36
		1.35	35
		1.34	34
		1.33	33
		1.32	32
		1.31	31
		1.30	30
		1.29	29
		1.28	28
		1.27	27
		1.26	26
		1.25	25
		1.24	24
		1.23	23
		1.22	22
		1.21	21
		1.20	20
		1.19	19
		1.18	18
		1.17	17
		1.16	16
		1.15	15
		1.14	14
		1.13	13

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted score for Other Measures of Effectiveness
Ineffective (cont'd)		1.12	12
		1.11	11
		1.10	10
		1.09	9
		1.08	8
		1.07	7
		1.06	6
		1.05	5
		1.04	4
		1.03	3
		1.02	2
		1.01	1
		1.00	0

## 8. State Assessment

- 8.1 Principal Growth Score when there is no Value Added or Growth Score based on State Assessment.
- 8.1.1 For High School principals, the State expects to have an approved value-added growth score for this subcomponent in 2012-13. If that does not happen, High School principals will construct SLOs for 2012-13.
- 8.1.2 In all other grades and subjects (i.e., those for which the State does not have an approved growth or value-added model), Education Law §3012-c requires that principals' evaluations be based in part on comparable measures of student learning growth. For these grades/subjects, districts will be required to utilize the Student Learning Objective process. Districts will be required to assign 0-20 points to each educator based on the students' results compared to the targets set in the goal-setting process.
- 8.2 Principals who require SLOs for all or part of their growth measure:
- 8.2.1 If a principal will not receive a State-provided growth measure or the State-provided growth measure does not cover 30% of the students in their

building(s), the principal in question must use SLOs for part or all of the growth measure score. The principal shall therefore in cooperation with the Superintendent set the target goals for students within the SLO's parameters.

8.2.2 Principals shall be required only to create principal's SLOs for the purpose of arriving at a State Assessment score.

8.2.3 The principal will be awarded a HEDI score based on the success percentage of the students achieving the target goals set for the principal's SLO. The success rate percentage conversion to HEDI scoring which the district shall use to award the growth points portion is described in the following table:

HEDI Rating	Success Percentage	HEDI Point Score
Highly Effective	95-100%	20
	90-94%	19
Effective	85-89%	18
	83-84%	17
	81-82%	16
	79-80%	15
	77-78%	14
	75-76%	13
	73-74%	12
	72%	11
	71%	10
	70%	9
Developing	66-69%	8
	63-65%	7
	60-63%	6
	57-59%	5
	54-56%	4
	50-53%	3
Ineffective	33-49%	2
	17-32%	1
	0-16%	0

## 9. Locally Selected Measures of Student Achievement

9.1. The Locally-selected measures of growth or achievement will use the HEDI methodology in the assignment of rating and points as illustrated in the table below:

Rating	Rating Description that will be used in determining the	Rubric Points	Rubric Points

	assignment of the rating	Non-Value-Added	Value-Added
Highly effective	Results are well-above District expectations for growth or achievement of student learning standards for grade/subject.	18-20	14-15
Effective	Results meet District expectations for growth or achievement of student learning standards for grade/subject.	9-17	9-13
Developing	Results are below District expectations for growth or achievement of student learning standards for grade/subject.	3-8	3-8
Ineffective	Results are well-below District expectations for growth or achievement of student learning standards for grade/subject.	0-2	0-2

9.2. Grade K-6 Elementary Local Assessment applies to all Grade K-6 elementary principals

9.2.1. The K-6 elementary principal's local assessment measure will be an achievement value on the state assessment in 4<sup>th</sup> grade science of 80% proficiency. The breakdown of points awarded for reaching the agreed achievement will be as follows:

9.2.2. The percentage goal selected will be considered the effective rating equivalent and the principal would receive seventeen (17) points on a non-value-added model or thirteen (13) points on a value-added model. For every half percentage point above the targeted goal one point will be added until the maximum value for the local assessment is attained. Similarly, for every one (1) percentage point below the targeted goal that is attained, one half (1/2) point would be deducted from the respective effective goal value until the lowest value of zero (0) is attained. The following tables illustrate the score breakdown.

9.2.3. Table illustrates the scoring for the non-value-added model.

Achievement Goal - 80% of 4th grade students will achieve proficiency on the 4th grade NYS assessment in science	
Achievement %	Points
81.5%-100.0%	20.0
81.0%	19.0

Achievement Goal - 80% of 4th grade	
80.5%	18.0
80.0%	17.0
79.0%	16.5
78.0%	16.0
77.0%	15.5
76.0%	15.0
75.0%	14.5
74.0%	14.0
73.0%	13.5
72.0%	13.0
71.0%	12.5
70.0%	12.0
69.0%	11.5
67.0%	11.0
66.0%	10.5
65.0%	10.0
64.0%	9.5
63.0%	9.0
62.0%	8.5
61.0%	8.0
60.0%	7.5
59.0%	7.0
58.0%	6.5
57.0%	6.0
56.0%	5.5
55.0%	5.0
54.0%	4.5
53.0%	4.0
52.0%	3.5
51.0%	3.0
50.0%	2.5
49.0%	2.0
48.0%	1.5
47.0%	1.0
46.0%	0.5
0.0%-45.0%	0.0

9.2.4. The following table illustrates the scoring for the value-added model.

Achievement Goal - 80% of 4th grade students will achieve proficiency on the 4th grade NYS assessment in science	
Achievement %	Points
81.0%-100.0%	15.0
80.5%	14.0

Achievement Goal - 80% of 4th grade	
80.0%	13.0
79.0%	12.5
78.0%	12.0
77.0%	11.5
76.0%	11.0
75.0%	11.5
74.0%	11.0
73.0%	10.5
72.0%	10.0
71.0%	9.5
70.0%	9.0
69.0%	8.5
68.0%	8.0
67.0%	7.5
66.0%	7.0
65.0%	6.5
64.0%	6.0
63.0%	5.5
62.0%	5.0
61.0%	4.5
60.0%	4.0
59.0%	3.5
58.0%	3.0
57.0%	2.5
56.0%	2.0
55.0%	1.5
54.0%	1.0
53.0%	0.5
0.00%-52.0%	0.0



9.3. Grade 7-8 Principal Local Assessment– applies to all grade 7-8 principals.

9.3.1. The 7-8 principal’s local assessment measure will be an achievement value on the 8th grade state assessment in science of 80% proficiency. The breakdown of points awarded for reaching the agreed achievement will be as follows:

9.3.2. The percentage goal selected will be considered the effective rating equivalent and the principal would receive seventeen (17) points on a non-value-added model or thirteen (13) points on a value-added model. For every half percentage point above the targeted goal one point will be added until the maximum value for the local assessment is attained. Similarly, for every one (1) percentage point below the targeted goal that is attained, one half (1/2) point would be deducted from the respective effective goal value until the lowest value of zero (0) is attained. The following tables illustrate the score breakdown.

9.3.3. Table illustrates the scoring for the non-value-added model.

Achievement Goal - 80% of 8th grade students will achieve proficiency in the 8th grade NYS Science Assessment	
Achievement %	Points
81.5%-100.0%	20.0
81.0%	19.0
80.5%	18.0
80.0%	17.0
79.0%	16.5
78.0%	16.0
77.0%	15.5
76.0%	15.0
75.0%	14.5
74.0%	14.0
73.0%	13.5
72.0%	13.0
71.0%	12.5
70.0%	12.0
69.0%	11.5
67.0%	11.0
66.0%	10.5
65.0%	10.0
64.0%	9.5
63.0%	9.0
62.0%	8.5
61.0%	8.0
60.0%	7.5
59.0%	7.0

Achievement Goal - 80% of 8th grade	
58.0%	6.5
57.0%	6.0
56.0%	5.5
55.0%	5.0
54.0%	4.5
53.0%	4.0
52.0%	3.5
51.0%	3.0
50.0%	2.5
49.0%	2.0
48.0%	1.5
47.0%	1.0
46.0%	0.5
0.00%-45.0%	0.0

9.3.4. The following table illustrates the scoring for the value-added model.

Achievement Goal - 80% of 8th grade students will achieve proficiency in the 8th grade NYS Science Assessment	
Achievement %	Points
81.0%-100.0%	15.0
80.5%	14.0
80.0%	13.0
79.0%	12.5
78.0%	12.0
77.0%	11.5
76.0%	11.0
75.0%	11.5
74.0%	11.0
73.0%	10.5
72.0%	10.0
71.0%	9.5
70.0%	9.0
69.0%	8.5
68.0%	8.0
67.0%	7.5
66.0%	7.0
65.0%	6.5
64.0%	6.0
63.0%	5.5
62.0%	5.0
61.0%	4.5
60.0%	4.0
59.0%	3.5

Achievement Goal - 80% of 8th grade	
58.0%	3.0
57.0%	2.5
56.0%	2.0
55.0%	1.5
54.0%	1.0
53.0%	0.5
0.00%-52.0%	0.0

9.4. Grade 9-10 Principal Local Assessment– applies to all grade 9-10 principals.

9.4.1. The 9-10 principal’s local assessment measure will be an achievement goal of 80% of all 10<sup>th</sup> grade students with continuous enrollment will earn 5.5 credits towards graduation by the end of the school year. The breakdown of points awarded for reaching the agreed achievement will be as follows:

9.4.2. The percentage goal selected will be considered the effective rating equivalent and the principal would receive seventeen (17) points on a non-value-added model or thirteen (13) points on a value-added model. For every half percentage point above the targeted goal one point will be added until the maximum value for the local assessment is attained. Similarly, for every one (1) percentage point below the targeted goal that is attained, one half (1/2) point would be deducted from the respective effective goal value until the lowest value of zero (0) is attained. The following tables illustrate the score breakdown.

9.4.3. Table illustrates the scoring for the non-value added model.

Achievement Goal - 80% of 10th grade students with continuous enrollment in 10 <sup>th</sup> grade will earn 5.5 credits toward graduation.	
Achievement %	Points
81.5 to 100.0%	20.0
81.0%	19.0
80.5%	18.0
80.0%	17.0
79.0%	16.5
78.0%	16.0
77.0%	15.5
76.0%	15.0
75.0%	14.5
74.0%	14.0
73.0%	13.5
72.0%	13.0
71.0%	12.5
70.0%	12.0
69.0%	11.5

Achievement Goal - 80% of 10th grade	
68.0%	11.0
67.0%	10.5
66.0%	10.0
65.0%	9.5
64.0%	9.0
63.0%	8.5
62.0%	8.0
61.0%	7.5
60.0%	7.0
59.0%	6.5
58.0%	6.0
57.0%	5.5
56.0%	5.0
55.0%	4.5
54.0%	4.0
53.0%	3.5
52.0%	3.0
51.0%	2.5
50.0%	2.0
49.0%	1.5
48.0%	1.0
47.0%	0.5
0.0% to 46.0%	0.0

9.4.4. The following table illustrates the scoring for the value added model.

Achievement Goal - 80% of 10th grade students with continuous enrollment in 10 <sup>th</sup> grade will earn 5.5 credits toward graduation.	
Achievement %	Points
81.0 to 100.0%	15.0
80.5%	14.0
80.0%	13.0
79.0%	13.5
78.0%	13.0
77.0%	12.5
76.0%	12.0
75.0%	11.5
74.0%	11.0
73.0%	11.5
72.0%	11.0
71.0%	10.5
70.0%	10.0
69.0%	9.5
68.0%	9.0

Achievement Goal - 80% of 10th grade	
67.0%	8.5
66.0%	8.0
65.0%	7.5
64.0%	7.0
63.0%	6.5
62.0%	6.0
61.0%	5.5
60.0%	5.0
59.0%	4.5
58.0%	4.0
57.0%	3.5
56.0%	3.0
55.0%	2.5
54.0%	2.0
53.0%	1.5
52.0%	1.0
51.0%	0.5
0.0% to 50.0%	0.0

9.5. Grade 11-12 Principal Local Assessment– applies to all grade 11-12 principals.

9.5.1. The 11-12 principal’s local assessment measure will be an achievement goal on the 11th grade state regents in English that all students taking the exam will have 80% proficiency. The breakdown of points awarded for reaching the agreed achievement will be as follows:

9.5.2. The percentage goal selected will be considered the effective rating equivalent and the principal would receive seventeen (17) points on a non-value-added model or thirteen (13) points on a value-added model. For every half percentage point above the targeted goal one point will be added until the maximum value for the local assessment is attained. Similarly, for every one (1) percentage point below the targeted goal that is attained, one half (1/2) point would be deducted from the respective effective goal value until the lowest value of zero (0) is attained. The following tables illustrate the score breakdown.

9.5.3. Table illustrates the scoring for the non-value added model.

Achievement goal of 80% students will achieve proficiency in the 11th grade NYS English Regents	
Achievement %	Points
81.5%-100.0%	20.0

Achievement goal of 80% students will	
81.0%	19.0
80.5%	18.0
80.0%	17.0
79.0%	16.5
78.0%	16.0
77.0%	15.5
76.0%	15.0
75.0%	14.5
74.0%	14.0
73.0%	13.5
72.0%	13.0
71.0%	12.5
70.0%	12.0
69.0%	11.5
67.0%	11.0
66.0%	10.5
65.0%	10.0
64.0%	9.5
63.0%	9.0
62.0%	8.5
61.0%	8.0
60.0%	7.5
59.0%	7.0
58.0%	6.5
57.0%	6.0
56.0%	5.5
55.0%	5.0
54.0%	4.5
53.0%	4.0
52.0%	3.5
51.0%	3.0
50.0%	2.5
49.0%	2.0
48.0%	1.5
47.0%	1.0
46.0%	0.5
45.0%	0.0
0.00%-42.0%	1.0

9.5.4. The following table illustrates the scoring for the value added model.

Achievement Goal - 80% of 11h grade students will achieve proficiency in the 11th grade NYS English Regents	
Achievement %	Points

Achievement Goal - 80% of 11h grade	
81.0%-100.0%	15.0
80.5%	14.0
80.0%	13.0
79.0%	12.5
78.0%	12.0
77.0%	11.5
76.0%	11.0
75.0%	11.5
74.0%	11.0
73.0%	10.5
72.0%	10.0
71.0%	9.5
70.0%	9.0
69.0%	8.5
68.0%	8.0
67.0%	7.5
66.0%	7.0
65.0%	6.5
64.0%	6.0
63.0%	5.5
62.0%	5.0
61.0%	4.5
60.0%	4.0
59.0%	3.5
58.0%	3.0
57.0%	2.5
56.0%	2.0
55.0%	1.5
54.0%	1.0
53.0%	0.5
0.00%-52.0%	0.0

9.6. Grade 7-12 Principal Local Assessment– applies to all grade 7-12 principals.

9.6.1. The 7-12 principal’s local assessment measure will be that the four year graduation rate of all students with continuous enrollment in grade 12 will be based on an SLO which will measure four year graduate rate that incorporates the number of credits a student has at the start of the grade 12 as an indicator of graduation success. The exact structure of the SLO will be detailed between the superintendent and the principal. The breakdown of points awarded for reaching the agreed achievement will follow the SLO success percentages as detailed in section 8 of this article.

## 10 Principal Improvement Plan

- 10.1 If a principal is rated as Developing or Ineffective based on the Overall Composite Score as listed in the table in section 7.1 of this Article, the district must develop and commence implementation of a principal improvement plan (PIP) for such principal no later than ten (10) school days after the opening date for the school year, (pursuant to Laws of New York State, 2010 Chapter 103).
- 10.2 The PIP shall be designed as follows:
  - 10.2.1 The PIP must be completed in writing.
  - 10.2.2 The PIP shall articulate what if any professional assistance the school district shall provide to the principal, including assignment of a mentor, enrollment at conferences or professional development workshops or trainings, or provide additional administrative support to promote the principal's successful completion of the improvement plan.
  - 10.2.3 All three areas comprising the composite score, (State Assessment, Local Assessment and Other Measures of Effectiveness) must be included in the PIP if applicable.
  - 10.2.4 Area(s) for improvement within the Other Measures of Effectiveness must be clearly linked to the rubric.
  - 10.2.5 Once all area(s) have been listed, specific deficiencies must be detailed.
  - 10.2.6 Remedial improvements must be detailed with sufficient specificity so that the principal's course of action is clear and measurable.
  - 10.2.7 The minimum period for the PIP is the end of the school year in which the PIP is created.
  - 10.2.8 The supervisor/evaluator must meet minimally, monthly, with the principal to review the PIP and the progress noted to date. At the meeting, the principal shall be provided with a written report reflecting his/her progress toward the articulated goals. Additional meetings may be held if deemed necessary by the Lead Evaluator or the Principal. Constructive and positive feedback must be the goal of the supervisor/evaluator in handling the PIP.
  - 10.2.9 A formal, final meeting shall be held within ten (10) school days of the completion of the improvement plan.
  - 10.2.10 Within ten (10) school days of the final meeting, the Lead Evaluator shall issue a final written summative assessment delineating progress made with an opportunity for comments by the principal.



10.2.11 Principal Improvement Plan

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

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

Rubric Domain: \_\_\_\_\_ Rubric Element \_\_\_\_\_ State Assessment \_\_\_\_\_ Local Assessment \_\_\_\_\_

Area(s) in Need of Improvement	Desired Outcomes	Activities to Support the Achievement of the Desired Outcomes	Timeline for Completion	Resources to be provided by the District	Evidence to Support Achievement of Goal	Was Desired Outcome Achieved (Y/N date )

Duplicate as necessary

10.2.12 **Definition of the terms used on the Form in 9.2.12:**

- 10.2.12.1 **Area(s) in Need of Improvement**-The Lead Evaluator will only list those areas in need of improvement that were directly responsible for the principal receiving an Ineffective or Developing Rating.
- 10.2.12.2 **Desired Outcomes**-The Lead Evaluator will provide specific success driven outcome/goal statements
- 10.2.12.3 **Activities to Support the Achievement of the Desired Outcomes**-The Lead Evaluator will list the activities that the principal should engage in to meet the desired outcomes.
- 10.2.12.4 **Timeline for Completion**-The Lead Evaluator will meet with the Principal monthly to assess the progress of the Principal. If at any time the Lead Evaluator determines that a goal has been met, it will be noted on the attached chart.
- 10.2.12.5 **Resources to be provided by the District**-The Lead Evaluator will list the resources that will be provided to assist the Principal in achieving the desired outcomes.
- 10.2.12.6 **Evidence to Support Achievement of Goal**-The Lead Evaluator and the Principal will mutually decide what items will be presented in support of goal attainment.
- 10.2.12.7 **Was Desired Outcome Achieved (Y/N date)**—The Lead Evaluator will indicate on the chart when specific outcome has been met.

## **11 Appeals process**

### **11.1 Levels of Appeal**

11.1.1 There shall be two levels of Appeal. Level One Appeal shall be with the Superintendent. Level Two Appeal shall be with the Appeals Panel.

### **11.2 Reasons for Appeal - Issuance of an APPR Ineffective or Developing Rating, Issuance of a Principal Improvement Plan and/or Implementation of a Principal Improvement Plan can trigger the appeal process as delineated below:**

11.2.1 A principal who receives an ineffective or developing rating on their annual composite shall be entitled to appeal such rating. The appeal shall be filed within ten (10) calendar days of personal delivery of the final performance review upon the principal.

11.2.2 A principal who receives a principal improvement plan (“PIP”) and disputes its issuance shall be entitled to appeal. An appeal of the issuance of the PIP shall be filed within ten (10) calendar days of personal delivery of the PIP to the principal.

11.2.3 A principal who is issued a PIP and subsequently disputes its implementation shall be entitled to appeal. An appeal of the implementation of a PIP shall be filed within ten (10) calendar days of the personal implementation of the subsequent year performance review’s PIP.

### **11.3 Level One Appeal**

11.3.1 Within the allotted time as stated in sections 11.2.1 to 11.2.3 of this article a principal in receipt of an ineffective or developing rating on his/her composite APPR rating, the issuance of a PIP, or the implementation of a PIP has the right to request a Level One Appeal.

11.3.2 Level One Appeal – shall consist of a meeting of the principal, an association representative, and the Superintendent to discuss areas of concern regarding his/her APPR rating, issuance of a PIP or implementation of a PIP. At this meeting the principal shall define his/her areas of concerns and request that corrective action be taken by altering his/her APPR rating, rescinding or modifying his/her PIP, or altering the implementation of the

- PIP. This meeting shall have the intention of resolving the disputes that the principal has in a collegial manner.
- 11.3.3 The Principal shall include a written description of the specific areas of disagreement with his/her APPR, PIP or PIP implementation and shall include any supporting documentation when requesting the Level One Appeal.
- 11.3.4 Within five (5) calendar days the Superintendent shall schedule a meeting with the principal and association representative.
- 11.3.5 Within five (5) calendar days after the Level One Appeal meeting the Superintendent will issue in writing his/her rulings on the Level One Appeal.
- 11.3.6 If the appeal is resolved the appeal is closed. If the appeal is unresolved at Level One the appeal shall be automatically submitted to the Level Two Appeal the terms and conditions of which are listed in section 11.4 of this article.
- 11.4 Level Two Appeal
- 11.4.1 Level Two Appeal shall be heard by an Appeals Panel.
- 11.4.1.1 Appeal Panel – the appeals panel shall be comprised of three individuals one chosen by the administrators association, one by the school District and one mutually agreed to by the individuals chosen by the respective parties. The principal requesting the appeal and the lead evaluator responsible for the principal’s APPR evaluation are ineligible to sit on the Appeal Panel.
- 11.4.2 The appeal shall include a written description of the specific areas of disagreement over the principal’s performance review as prescribed in Section 3012-c of the Education Law, or where applicable the issuance and /or implementation of the terms of his/her improvement plan in accordance with the requirements set forth in Section 3012-c of the Education Law.
- 11.4.3 The principal shall include in his/her appeal the disputed performance review or improvement plan. In addition, the principal may submit other documents or materials in support of his/her appeal. The principal may also request information from the school district that is relevant to his/her appeal, and that information shall be disclosed as soon as possible. Until the material is furnished to the principal and delivered to the panel, the appeal shall remain open. Any such information that is not

submitted at the time the response is filed shall not be considered on behalf of the principal in the deliberations related to resolution of the appeal.

11.4.4 Within ten (10) calendar days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the points(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response.

11.4.5 The Appeal Panel may request additional information in writing or may at its discretion request to question anyone deemed relevant to their deliberations. The appeal shall not be considered complete until the Appeal Panel has satisfactorily received all the information it has requested.

11.4.6 The panel shall review and render a decision on the principal's appeal within ten (10) calendar days from the receipt by the full Appeal Panel of the completed appeal.

#### 11.5 Miscellaneous

11.5.1 A principal who invokes the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal shall always have the right to submit a written rebuttal to his/her evaluation. The completed lead evaluator's other measures of principal effectiveness must be presented to the principal by the last day of school year.

## 12 Presentation of Scores

12.1 The completed Lead Evaluator's other measures of principal effectiveness must be presented to the principal by the last day of school year.

12.2 The final composite score and associated sub-component scores must be presented to the principal as soon as practicable but in no case later

than September first of the school year next following the school year for which the building principal's performance is being measured.

### 13 Expedited 3020-a proceedings

- 13.1 The district agrees that a principal who receives an ineffective rating on the HEDI scale and successfully completes the school year long Principal Improvement Plan, who is subsequently rated ineffective in the school year following the school year during which the successful completion of the PIP is done, will be placed on a subsequent PIP for the entire following school year.
- 13.2 The district agrees not to execute or request the execution or begin any proceeding on an expedited 3020a against a principal until after the completion of the PIP and the subsequent composite score rating is computed.
- 13.3 In the event that a principal after receiving an ineffective HEDI rating in a school year, successfully completes an assigned PIP who thereafter receives another ineffective HEDI rating and completes successfully another PIP, should the principal then receive an ineffective composite HEDI rating at the conclusion of the second PIP, at such time the Other Measures of Principal Effectiveness HEDI rating will be reviewed, and if the principal has received a Local Other Measure of Effectiveness HEDI rating of Effective or Highly Effective the principal may or may not be the subject of an Expedited 3020a. The Superintendent of Schools alone has the authority and responsibility to recommend an Expedited 3020a proceeding against a principal.

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Association President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date