

Annual Professional Performance Review

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

AND

Cortland Administrators' Association

Sunsets June 30, 2018

(extended through June 30, 2021)

Reference in contract:

Article XIX:

Evaluation 9/28/2020

Table of Contents

1. Preliminary	4
2. Application:	4
3. Evaluator	5
4. District Assurances.....	5
5. State Assessment	5
6. Principal Observation.....	6
7. Practice Rubric Selection and Weighting	7
8. Rating Scale - HEDI.....	9
9. Principal Improvement Plan.....	9
10. Appeals process.....	12
11. Presentation of Scores.....	14
12. Expedited 3020 – a proceedings	14

1. Preliminary

- 1.1. It is agreed that for 2017-18 the existing principal evaluation system will be used.
- 1.2. Descriptive information included within this document is not intended to create a binding obligation or commitment between the parties.
- 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 re-negotiation for the purposes of compliance.

2. Application

- 2.1. This provision shall apply to the titles of principal and all provisions of this article will be applicable to both tenured and probationary principals.
- 2.2. This article shall sunset on June 30, 2018.
- 2.3. Should the section 3012-d of the education regulations of 2015 or the regulations regarding 3012-d change from what was adopted by the Board of Regents in June, 2015 this agreement shall be renegotiated to be consistent with further changes in law or regulation.
- 2.4. Nothing within the 3012-d 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 or the Superintendent's designee shall be the Lead Evaluator for all principals.
- 3.2. Any requested observational evidence shall be collected by the Lead Evaluator.
- 3.3. It is imperative for the principal's APPR that the evaluator certification adhere to the following NYSED standards:
 - 3.3.1. ISLLC 2008 Leadership Standards.
 - 3.3.2. Evidence-based observation techniques.
 - 3.3.3. Application and use of the student growth model.
 - 3.3.4. Application and use of State-approved principal rubrics to use.
 - 3.3.5. Use of the Statewide Instructional Reporting System.
 - 3.3.6. The scoring methodology used by the district.
 - 3.3.7. Specific considerations in evaluating teachers and principals of English language.
 - 3.3.8. Ensure inter-rater reliability for the principal evaluation system.
- 3.4. All Lead Evaluators will participate in initial training and annual recertification training.

4. District Assurances

- 4.1. 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.
 - 4.1.1 Verification of the teachers assigned to the principal including their tenure status.
 - 4.1.2 Method to be used for reporting to SED the individual subcomponent scores and the total composite effectiveness score.
 - 4.1.3 Assessment development (if applicable), security, and scoring processes utilized by the district.
 - 4.1.4 Assurance that assessments are not disseminated to students before dissemination to administration.
 - 4.1.5 Name(s) of principal's evaluator(s), evaluator's certification and guarantees that evaluator has sufficient time/resources to complete his/her commitments.
- 4.2. The principal will acknowledge receipt of the above items in writing.

5. State Assessment

- 5.1. Principals will use the district measure of mutually selected Regents exams as the defacto back-up Student Learning Objective.
 - 5.1.1. The success rate percentage conversion to HEDI scoring which the district shall use to award the growth points portion shall be as described in the following table:

HEDI Rating	Success Percentage	HEDI Point Score
Highly Effective	97-100%	20
	93-96%	19
	90-92%	18
Effective	83-89%	17
	80-82%	16
	75-79%	15
Developing	67-74%	14
	60-66%	13
	Ineffective	55-59%
49-54%		11
44-48%		10
37-43%		9
34-36%		8
29-33%		7
25-28%		6
21-24%		5
17-20%		4
13-16%	3	
9-12%	2	
5-8%	1	
0-4%	0	

[Above chart based on NYSED Regulations June 2015]

6. Principal Observation

- 6.1. For the 2017-2018 school year the observation portion of the principal's leadership and management action will consist of the following:
- 6.1.1. There will be at least three (3) observations of each probationary principal. Two (2) observation dates will be collaboratively agreed between the Lead Evaluator and the principal; one (1) visit will be performed by the Independent Evaluator and will be unannounced.
 - 6.1.2. There will be at least two (2) observations of each tenured principal. One (1) observation dates will be collaboratively agreed between the Lead Evaluator and the principal, one (1) visit will be unannounced and will be performed by the Independent Evaluator.
 - 6.1.3. Each announced observation will be at least thirty (30) minutes and will consist of a pre and post observation meeting.
 - 6.1.4. The unannounced observation must be declared to the principal and if there are specific areas to be reviewed those areas will be discussed. There will be a post observation meeting detailing the results of the unannounced observation. The unannounced observation shall be completed by March 31st.

6.1.5. If only specific elements of a domain of the rubric will be the basis for any observation, said elements will be announced in the pre-observation meeting.

6.2. Constructive Feedback

6.2.1. 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 post observation conference.

6.2.2. Constructive feedback will minimally consist of:

6.3.2.1 A copy of the practice rubric with the Lead Evaluator's scores and comments detailing the Lead Evaluator's observation.

6.3.2.2 Current rubric value of the Lead Evaluator's observations on a rubric value of four (4), along with the associated HEDI score value, as determined by the chart:

	Overall Rating from Rubrics	
	Minimum	Maximum
(highly effective) H	3.5	4.00
(effective) E	2.5	3.49
(developing) D	1.5	2.49
(ineffective) I	0.0	1.49

6.3.2.3 Any areas of needed improvement will be identified by the Lead Evaluator in writing and will correlate any improvement with the practice rubric or any leadership standard not addressed by the practice rubric.

6.3. 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.

6.4. 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 involving the observation in question.

6.5. All observations will be completed no later than May 31st of the school year.

7. Practice Rubric Selection and Weighting

7.1. The Multidimensional rubric will be the state approved principal's practice rubric and will be the basis for all observations/visits by the Lead Evaluator.

7.2. Any training needed for the proper implementation of the Multidimensional rubric will be completed during the months of July and August if practical otherwise as soon as possible. No observations will be done until professional development on the Multidimensional rubric has been completed or otherwise as permitted by law.

- 7.3. The Lead Evaluator will determine the appropriateness for each major component of the rubric and the relevance weighting of the components to reflect the needs of the district insuring that the total value for the components is one hundred percent (100%). The lead evaluator will notify the principal of any weighting.
- 7.4. The Lead Evaluator and the principal will review each element of 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.
- 7.5. Scoring the practice rubric:
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 as follows:

Rubric Rating	Rubric Raw Score Value	Description of principal action to earn the Rubric Rating
Highly Effective	4	The principal’s actions are illustrative of an administrator whose main goals and objectives are based on what is in the very best interest of the students, parents, teachers and support staff. He/she consistently engages all stakeholders in major decisions, working with staff to provide an educational environment that is designed to promote student academic success. His/her actions are consistently gear toward student success and wellbeing.
Effective	3	The principal’s actions are representative of an administrator whose goals and objectives are based on what is in the best interest of the students, parents, teachers and support staff. He/she normally engages all stakeholders in major decisions, working with staff to provide an educational environment that is designed to promote student academic success.
Developing	2	The principal’s actions are striving toward being an administrator whose goals and objectives are based on what is in the best interest of the students, parents, teachers and support staff. There are areas where the principal falls short on rare occasions but is open to proper feedback and is able to make corrections that will elevate his/her outcomes to the level of an effective principal. He/she occasionally engages all stakeholders in major decisions, working with staff to provide an educational environment that is designed to promote student academic success.
Ineffective	1	The principal’s actions are illustrative of an administrator without any demonstrative goals and objectives to further the best interest of the students, parents, teachers and support staff. There are many areas of leadership where the principal falls short. He/she is not open to feedback, fails to make any corrections in his/her behavior after feedback has been given. He/she never engages any stakeholders in major decisions, failing consistently to work with staff to provide an educational environment that is designed to promote student academic success.

- 7.6. If any items are not applicable that item will not be used in the divisor to determine the final rubric score. The scoring will 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 using ordinary rounding protocols.

8. Rating Scale – HEDI

The following table will be used to assign the overall principal HEDI rating:

		Observation School Visit HEDI Result			
Student Performance		H	E	D	I
	H	H	H	E	D
	E	H	E	E	D
	D	E	E	D	I
	I	D	D	I	I

9. Principal Improvement Plan

- 9.1. If a principal is rated as Developing or Ineffective based on the Overall Composite Score as listed in the table in section 8 of this Article, the district must develop and commence implementation of a principal improvement plan (PIP) for such principal no later than October 1st of the school year following the school year for which the improvement plan is being implemented.
- 9.2. The PIP shall be designed as follows:
 - 9.2.1. The PIP must be completed in writing.
 - 9.2.2. 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.
 - 9.2.3. Both areas comprising the composite score, (State Assessment, and Principal Observation) must be included in the PIP if applicable.
 - 9.2.4. Area(s) for improvement within the Principal Observation must be clearly linked to the rubric.
 - 9.2.5. Once all area(s) have been listed, specific deficiencies must be detailed.
 - 9.2.6. Remedial improvements must be detailed with sufficient specificity so that the principal’s course of action is clear and measurable.
 - 9.2.7. The minimum period for the PIP is the end of the school year in which the PIP is created.
 - 9.2.8. 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.

9.2.9. A formal, final meeting shall be held within ten (10) school days of the completion of the improvement plan.

9.2.10. 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.

9.2.11. Principal Improvement Plan

NAME _____ SCHOOL _____ SCHOOL YEAR _____

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

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

- 1.1 **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.
- 2.1 **Desired Outcomes**-The Lead Evaluator will provide specific success driven outcome/goal statements
- 3.1 **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.
- 4.1 **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.
- 5.1 **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.
- 6.1 **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.
- 7.1 **Was Desired Outcome Achieved (Y/N date)**—The Lead Evaluator will indicate on the chart when specific outcome has been met.

10. Appeals process

10.1 Levels of Appeal

- 10.1.1 There shall be two levels of Appeal. Level One Appeal shall be with the Superintendent. Level Two Appeal shall be with the Appeals Panel.
- 10.1.2 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:
- 10.1.3 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 service of the final performance review upon the principal.
- 10.1.4 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.
- 10.1.5 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.

10.2 Level One Appeal

- 10.2.1 Within the allotted time as stated in sections 9.1.1 to 9.1.3 of this article a principal in receipt of an ineffective or developing rating on his/her APPR, the issuance of a PIP, or the implementation of a PIP has the right to request a Level One Appeal.
- 10.2.2 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.
- 10.2.3 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.
- 10.2.4 Within five (5) calendar days the Superintendent shall schedule a meeting with the principal and association representative.
- 10.2.5 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.
- 10.2.6 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 10.3. of this article.

10.3 Level Two Appeal

- 10.3.1 Level Two Appeal shall be heard by an Appeals Panel.
- 10.3.2 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 cannot and the lead evaluator responsible for the principal's APPR evaluation are ineligible to sit on the Appeal Panel.
- 10.3.3 The appeal shall include a written description of the specific areas of disagreement over the principal's performance review as prescribed in Section 3012-d 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-d of the Education Law.
- 10.3.4 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 of the response is filed should not be considered on behalf of the principal in the deliberations related to resolution of the appeal.

10.3.5 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.

10.3.6 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.

10.4 Miscellaneous

10.4.1 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.

11. Presentation of Scores

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

11.2. 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.

12. Expedited 3020 – a proceedings

12.1. 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 related 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.

12.2. 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.

12.3. 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 and Expedited 3020a preceding against a principal.

Superintendent

Association President

Date

Date