

South Seneca Central School District  
Annual Professional Performance Review Plan (APPR)  
For Principals

***[Note: The administrators are currently forming a new Bargaining Unit. Until now, there has been no formal APPR in place for Principals. The Principals and the Superintendent have met and have agreed that the instrument below will be used until the new Bargaining Unit is formed and a new APPR can be negotiated.]***

### **Introduction**

On May 28, 2010, the Governor signed Chapter 103 of the Laws of 2010, which added a new section 3012-c to the Education Law, establishing a comprehensive evaluation system for classroom teachers and building principals.

By September 1, 2011, the governing body of each school district and BOCES shall adopt a plan, which may be an annual or multi-year plan, for the annual professional performance review of its teachers providing instructional services or pupil personnel services.

The superintendent, in collaboration with administrators, parents, and others, developed this professional performance review plan. Once approved by the governing body of the school district, the plan will be filed in the district office and posted to the district website no later than September 10<sup>th</sup> of each year. If work on the development of the plan needs to continue after September 10<sup>th</sup>, revisions to the plan will be posted as approved by the governing body.

The governing body of each school district and BOCES shall ensure that the performance of all teachers providing instructional services or pupil personnel services is reviewed annually.

For the 2011-2012 school year, the law only applies to classroom teachers of the common branch subjects, English language arts or mathematics in grades 4-8 and the building principals of schools in which such teachers are employed. In the 2012-2013 school year, the new law applies to all classroom teachers and building principals.

### **Principal Evaluation**

#### **ISLLC (2008) Leadership Standards**

The professional performance review plan for principals is based on the NYS ISLLC Standards (see appendix for complete set of *ISLLC Standards* and the accompanying performance indicators):

- **Vision, Mission, and Goals:** 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.
- **Teaching and Learning:** 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.
- **Managing Organizational Systems and Safety:** 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.
- **Collaborating with Families and Stakeholders:** 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.
- **Ethics and Integrity:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
- **The Education System:** An education leader ensures the success of all students by influencing interrelated systems of political, economic, legal and cultural contexts affecting education to advocate for their teachers' and students' needs.

### **Principal Effectiveness**

Annual professional performance reviews shall differentiate principal effectiveness using a composite effectiveness score. Based on such a composite effectiveness score a principal shall be rated as Highly Effective, Effective, Developing, or Ineffective. The composite score is determined as follows:

### **Student Growth Measures**

20% is based on student growth on State assessments or other comparable measures of student growth (increased to 25% upon implementation of a value-added growth model). Student growth means the change in student achievement for an individual student between two or more points in time. Student growth percentile score shall mean the result of a statistical model that calculates each student's change in achievement between two or more points in time on a State assessment or other comparable measure and compares each student's performance to that of similarly achieving students. Value-added growth score shall mean the result of a statistical model that incorporates a student's academic history and may use other student demographics and characteristics, school characteristics and/or teacher characteristics to isolate statistically the effect on student growth from those characteristics that are generally not in the teacher's or principal's control. The characteristics included may be different for teachers and principals, based on empirical evidence and policy determinations.

Data that are provided by SED will provide the number of points (out of the possible 20 or 25) toward the composite score a principal will be awarded for the student growth portion for ELA and mathematics. As SED adds grades and/or subjects, these will be included in this section.

Improvement in the high school graduation rate and the percentage of student who earn a Regents diploma with advanced designation will be included as factors for high school principals.

### **Student Achievement Measures**

20% of the composite effectiveness score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model). For purposes of this section:

A district committee will recommend to the superintendent the mechanism for determining the student achievement portion of the composite effectiveness rating. The mechanism will be comparable across buildings within the district. Accompanying each recommended assessment will be a recommended scoring mechanism that will identify the relationship between achievement on the test and the translation to the subcomponent composite scoring ranges.

***[Note: Because the teachers in our district are currently in negotiations and the issue presented here has not been resolved, this portion of the plan cannot be implemented, because the District cannot, by regulation at THIS time, unilaterally adopt locally-selected measures. For the 2011-12 school year, therefore, the principals will be evaluated on a measurable goal and means of assessment they select in collaboration with the superintendent.]***

### **Multiple Measures of Effectiveness**

The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score is based on other measures of principal effectiveness consistent with standards prescribed by the Commissioner in regulation. Based on its inclusion of the SED-approved list of rubrics, the CCSSO rubric will be used to evaluate principals. That rubric is included in the appendix.

In order to support continuous professional growth, these 60 points shall be based on supervisory visits, an annual school improvement survey, and a review of state and local accountability measures. Data from these sources will serve as the foundation for the principal evaluator's application of the rubric.

Each of the six sections of the rubric will be worth 10 of the 60 points (for the total of 60 points). The following formula will be used to calculate the number of points for the teacher effectiveness composite score (the rubric is a four point rubric) for each of the six standards. The six scores are totaled which comprises the number of points (out of 60) for the multiple measures component of the composite score.

$$\left( \frac{3(\text{\# items rated highly effective}) + 2(\text{\# items rated effective}) + (\text{\# items rated developing})}{3(\text{\# items in the domain})} \right) 10\text{pts}$$

## **Rubrics**

Based on its inclusion on the SED-approved list of rubrics for building principal evaluation, the Multidimensional Principal Performance (MPPR) rubric will be used to evaluate principals. A copy of the rubric may be found in the appendix of this document.

## **Professional Development**

Professional development objectives for the principal will be based on the evaluation, in addition to school and/or district priorities.

## **Timely Provision of Feedback**

Following each supervisory visit, the supervisor and principal will have a brief follow-up conversation about any of the rubric dimensions that were observed at that time. At least two meetings will be scheduled with the principal by the supervisor for the purpose of reviewing the rubric and data as described above. The summative evaluation, including composite effectiveness score, will be provided to the principal by August 1<sup>st</sup>.

## **Other**

### **Evaluator Training**

The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:

- 1) The Leadership Standards and their related functions, as applicable;
- 2) Evidence-based observation techniques that are grounded in research;
- 3) Application and use of the student growth percentile model and the value-added growth model;
- 4) Application and use of principal rubric, including training on the effective application of such rubrics to observe a principal's practice;
- 5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.;
- 6) Application and use of any locally selected measures of student achievement used by the district evaluate its principals;

- 7) Use of the Statewide Instructional Reporting System;
- 8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings; and
- 9) Specific considerations in evaluating principals of English language learners and students with disabilities.

The superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

### **Data Linkage**

Working with the Central New York Regional Information Center, the district will provide all of the data elements described by SED. Data will be submitted to the SED through the portal each year. This includes information a comprehensive course catalog, assessment scores, student enrollment information, and evaluation component scores.

### **Professional Improvement Plans**

If a principal's performance is evaluated as "ineffective" or "developing", the superintendent shall be required to develop a Professional Improvement Plan in consultation with the staff member. Such Plan will be shared with and implemented within ten days of the start of the school year within which the Plan will be applied. The Plan shall include, but not be limited to, an identification of the areas in need of improvement, a timeline for achieving improvement, suggestions for improvement, support to be provided, and measurable outcomes to be evaluated.

The plan will describe the professional learning activities that the principal must complete. These activities will be connected to the areas needing improvement. The artifacts that the principal must produce that can serve as benchmarks of their improvement and as evidence for the final stage of their improvement plan will be described and could include items such as teacher evaluation summaries, faculty meeting minutes, and lists of professional development activities. The superintendent will state in the plan the additional support and assistance that the principal will receive. In the final stage of the improvement plan, the principal should work with the superintendent to review the plan alongside any artifacts and evidence from evaluations in order to provide a final, summative rating for the principal.

### **Appeals**

The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal's performance review, and/or improvement plan.

A principal who receives an effectiveness composite score rating of "ineffective" or "developing" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed.

A principal may appeal only the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.

A principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Appeals concerning a principal's performance review must be filed no later than fifteen (15) calendar days of the date when the principal receives it.

A principal wishing to initiate an appeal must submit, in writing, to the Superintendent, a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

Under this appeals process the principal bears the burden of proving by substantial evidence the merits of his or her appeal.

All appeals will be heard by the District Superintendent at the Tomkins-Seneca-Tioga BOCES and rendered by him/her.

The BOCES Superintendent shall issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the principal filed his or her appeal.

The decision of the BOCES Superintendent shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the BOCES Superintendent shall not be subject to any further appeal.

Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans, and must be initiated within fifteen (15) calendar days of the alleged failure of the District to comply with such requirements.