

Onondaga-Cortland-Madison BOCES
Annual Professional Performance Review Plan (APPR)

Principals and Administrators

2012-2013

**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/administrators.

By September 1, 2012, the governing body of BOCES shall adopt a plan, which may be an annual or multi-year plan, for the annual professional performance review of its teachers and principals/administrators.

The District Superintendent, in collaboration with administrators 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 10th of each year. If work on the development of the plan needs to continue after September 10th, revisions to the plan will be posted as approved by the governing body. The plan will be reviewed annually and any necessary changes will be made.

The governing body of each school district and BOCES shall ensure that the performance of all principals and administrators is reviewed annually.

In the 2012-2013 school year, the new law applies to all classroom teachers and building principals/administrators.

**Background**

A committee of 8 people met during the 2011-2012 school year to develop the Annual Professional Performance Review Plan for principals/administrators. The committee was comprised of eight administrators. The committee has designed an evaluation system that gives effective feedback to principals/administrators in order to maximize professional growth and improve student learning**.**

**Applicability**

Section 3012-c applies to all principals. Section 3012-c also applies to assistant principals who have primary responsibility for specific programs including the assistant principals of alternative education and special education. Section 3012-c applies to special education administrators responsible for programs located in component school districts as well. All other represented employees will be evaluated pursuant to the provisions of that employee’s collective bargaining agreement and APPR. Non-represented employees will be evaluated pursuant to procedures approved by the District Superintendent or his/her designee.

**Principal/Administrator Evaluation**

**Interstate School Leaders Licensure Consortium (ISLLC) Standards**

The professional performance review plan for principals/administrators is based on the ISLLC Standards. *(*see appendix for complete set of *ISLLC Standards* and the accompanying performance indicators). These, therefore, are the standards that will be used to evaluate principals/administrators:

**Standard 1.** An educational 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.

**Standard 2.** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instruction programs conducive to student learning and staff professional growth.

**Standard 3.** 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.

**Standard 4.** 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.

**Standard 5.** An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

**Standard 6.** An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

**Principal/Administrator Effectiveness**

Annual professional performance reviews shall differentiate principal effectiveness by using a composite effectiveness score. Based on such a composite effectiveness score a principal/administrator 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.

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/administrator will be awarded for the student growth portion. The state will assign a score of 0-20 points for this subcomponent, which will contribute to the principal’s/administrator’s composite effectiveness score using the standards and scoring ranges for this subcomponent as prescribed in regulation.

For all principals/administrator for which there is no growth data provided by the state, the Student Learning Objectives (SLO-growth) process will be employed as described by SED. Principals/administrators will work with their principal evaluator using the state process. Principal evaluators will assess the principal’s/administrator’s evidence of student learning at year end using the Student Learning Objectives (SLO) process.

*It is expected that the following administrators will receive a student growth score from SED:*

Principals of Alternative Education

Principals of Special Education, Special Education Administrators, and Assistant Principals who supervise programs with 30% or more of students being taught ELA and/or Math in grades 4-8 and/or taking State/Regents assessments if at the high school level

Assistant Principals of Alternative Education

*It is expected that the following administrators will not receive a student growth score from SED and will have to use the Student Learning Objectives (SLO-growth) process with the following assessments:*

*Local Achievement Target*

Career & Technical Education Principals: Regionally-developed assessments for juniors

Principals of Special Education, Special Education Administrators, and Assistant Principals who supervise programs that do not have 30% or more of students being taught ELA and/or Math in grades 4-8 and/or taking State/Regents assessments if at the high school level: SLO will be developed using NYSAA as the summative assessment for these administrators.

Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers and principals/administrators will not score their own students’ work if the results of the assessments will factor into their evaluation.

**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).

Below are the measures of student achievement to be used for principals/administrators.

Career and Technical Education Principals – Student achievement on industry-based assessments

Principals of Alternative Education - Graduation rate for high school programs

Assistant Principals of Alternative Education – Graduation rate for high school programs; Scholastic Reading Inventory (SRI) performance for middle school programs

Principals of Special Education, Special Education Administrators and Assistant Principal of Special Education- Scholastic Reading Inventory (SRI) performance for administrators who supervise students using the SRI; District-developed assessments for principals who supervise SKATE, STAR, TEAM, and Stellata programs.

Assessments will be secure and not disseminated to students prior to the assessment administration. Principals/administrators will not score students’ work if the results of the assessments will factor into their evaluation.

**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/administrator effectiveness consistent with standards prescribed by the Commissioner in regulation.

Evidence of effectiveness will come from a variety of sources. Principals/administrators will collect and present evidence connected to the ISLLC Standards at scheduled conferences with the principal evaluator. Additionally, evidence of the ISLLC Standards will be collected by the principal evaluator or trained observer via school visits. School visits will occur throughout the school year. There will be a minimum of two school visits (of which at least one will be unannounced).

Within the first two months of each school year, the principal/administrator and the principal evaluator will meet to discuss the school year which will include Student Learning Objectives as applicable. Within the last two months of the school year, a reflection meeting between the principal/administrator and principal evaluator will occur, addressing Student Learning Objectives, the ISLLC Standards, the rubric scoring, and the summative evaluation.

**Rubric**

Based on its inclusion of the SED-approved list of rubrics, the Multidimensional Principal Performance Rubric will be used to evaluate principals/administrators. The rubric is included in the appendix.

Every principal/administrator must be annually assessed on each of the six Standards and the Indicators, but not necessarily on all of the Indicators of each Standard. Indicators will be evaluated by observation and review of evidence submitted by the principal/evaluator. After gathering information during the school year from the school visits, and other collected evidence, the evaluator identifies levels on the rubric, with a conversion from the rubric as follows:

Highly Effective= 4 pts

Effective= 3.3 pts

Developing= 2.8 pts

Ineffective= 0 points

In this way, every possible score is available to each principal/administrator, as prescribed by regulation.

Within each ISLLC Standard, all of the levels for the observed indicators on the rubric are averaged together (adding the score for each indicator and dividing the total of the indicator levels by the number of observed indicators). This provides an average score for a Standard. The process is repeated for each Standard. Finally, the individual Standard scores are averaged.

All of the ISLLC Standards will be weighted equally. In other words, the scores on each of the ISLLC Standards will be averaged. That overall average will then be converted to y points (out of 60) in this way:

 *x* pts = *y* pts

 4.0 60

**Summative Evaluation**

The composite evaluation score will be determined as follows:

20% from student growth on State assessments or other comparable measures of student growth (increased to 25% upon NYS implementation of a value-added growth model)

20% from 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 a value-added growth model)

60% based on the score as determined in the multiple measures section of this document.

The total composite score shall be the combination of these three components and shall be labels “highly effective,” “effective,” “developing,” or “ineffective” according to the scale contained in Education Law section 3012-c.

**Timely Provision of Feedback**

School visits are unannounced and will occur on multiple occasions during the course of the school year. Written feedback and/or the collected evidence should be shared with the principal/administrator within two school days of the school visit, unless there are extenuating circumstances. It is preferable for verbal feedback to be given within 24 hours if possible. Principals/administrators and principal evaluators will be encouraged to frequently discuss aspects of the ISLLC Standards. The summative evaluation, including composite effectiveness score, will be provided by September 1.

**Professional Development**

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

**Evaluator Training**

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

1. ISLLC 2008 Leadership Standards
2. Evidence-based observation
3. Application and use of Student Growth Percentile and VA growth Model data
4. Application and use of the State-approved Multidimensional Principal Performance Rubrics
5. Application and use of any assessment tools used to evaluate principals
6. Application and use of State-approved locally selected measures of student achievement
7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used to evaluate principals
9. Specific considerations in evaluating principals of ELLs and students with disabilities
10. State-determined district-wide student growth goal setting process (Student Learning Objectives)
11. Effective supervisory visits and feedback
12. Soliciting structured feedback from constituent groups
13. Reviewing school documents, records, state accountability processes and other measures
14. Principal contribution to teacher effectiveness

The District Superintendent will ensure that principal 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/administrator’s summative performance is evaluated as “ineffective” or “developing”, the principal evaluator shall be required to develop a Professional Improvement Plan in consultation with the principal/administrator. 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. At any time during the school year a principal/administrator evaluator may determine it necessary for an improvement plan to be initiated.

The plan will describe the professional learning activities that the principal/administrator must complete. These activities will be connected to the areas needing improvement. The artifacts that the principal/administrator 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 lessons, student work, or unit plans. The principal evaluator will state in the plan the additional support and assistance that the educator will receive. In the final stage of the improvement plan, the principal/administrator will meet with their supervisor to review the plan alongside any artifacts and evidence from evaluations in order to provide a final, summative rating for the principal/administrator.

**Appeals**

Appeals of annual professional performance reviews are limited to those that rate a tenured principal/administrator/assistant principal as ineffective or developing only.

What may be challenged in an appeal: The appeal procedures allow the scope of the appeals under Education Law 3012-c to the following subjects:

1. The Onondaga-Cortland-Madison BOCES’ adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;
2. The adherence to the Commissioner’s regulations, as applicable to such reviews;
3. Compliance with any locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
4. The Onondaga-Cortland Madison BOCES’ issuance and or implementation of the terms of the principal improvement plan under Education Law 3012-c.

Prohibition against more than one appeal: A principal/administrator may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Burden of proof: In an appeal, the principal/administrator has the burden of proving by substantial evidence the merits of his or her appeal.

Timeline for filing an appeal: All appeals must be submitted in writing to the principal evaluator no later than ten (10) calendar days from the date when the principal receives his/her annual summative professional performance review. All information and evidence the principal/administrator wants to have considered must be included in the written appeal. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

Appeal process: Upon receipt of the written appeal from the principal, the principal evaluator shall have ten (10) calendar days from the date of receipt to reply. If the principal evaluator does not concur with the appeal and make any necessary and appropriate changes to the summative evaluation, the appeal will be forwarded to the District Superintendent who will, within ten (10) calendar days issue a written, final decision about the appeal. The written decision will be provided to the principal/administrator and to the principal evaluator.

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

Attached: Appendix 1: ISLLC Standards and Performance Indicators

Appendix 2: Multidimensional Professional Performance Rubric