

PINE VALLEY CENTRAL SCHOOL

Annual Professional Performance Review Plan for Principals



Board of Education Adoption Date: September 20, 2012

**Annual Professional Performance Review (APPR) for Principals
Pursuant to Education Law §3012-c
September 2012**

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Plan Requirements

Under Education Law 3012-c, each building principal must receive an APPR resulting in a single composite effectiveness score and a rating of “highly effective,” “effective,” “developing,” or “ineffective.” The composite score will be determined as follows:

- 20% student growth on state assessments or a comparable measure of student growth
- 20% other locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms which are to be developed locally
- 60% based on multiple measures

Composite Effectiveness Scoring & Rating Rubric

Categories	Overall composite score ratings	State Assessment	Locally Selected Assessments	Other Multiple Measures of Effectiveness
Highly Effective	91-100	18-20	18-20	59-60
Effective	75-90	9-17	9-17	57-58
Developing	65-74	3-8	3-8	50-56
Ineffective	0-64	0-2	0-2	0-49

The intent of the evaluation system is to foster a culture of continuous growth for professionals. The APPR is required to be a significant factor in employment decisions including, but not limited to: retention, tenure determination, termination, supplemental compensation and professional development. In the event a principal receives an overall rating of “Developing” or “Ineffective,” the superintendent will schedule a meeting to discuss the overall performance rating and begin development of a Principal Improvement Plan (PIP) as outlined in this document.

Orientation

Each school year, the lead evaluator will conduct a group orientation with all principals. At this orientation, each principal will receive a complete set of materials outlining the evaluation process and an explanation of the timeline and how performance will be measured. Each principal should become thoroughly familiar with the Principal Evaluation System and all of the materials associated with it including the selected principal rubric, definitions and forms.

Principal Effectiveness Composite Score

Principal effectiveness will be evaluated using multiple measures aligned with the Educational Leadership Policy Standards: ISLLC 2008 and the Multidimensional Principal Practice Rubric (MPPR) developed by Learner Centered Initiatives, Inc. and approved by the NYS Education Department.

A summative performance rating will be calculated using the following multiple measures:

- A. Growth on State Assessments based on student-growth percentile score (SGP) – 20 points**
20 points of a principal’s composite effectiveness score shall be based on results of their students’ growth on state assessments compared to similarly achieving students.

B. Locally Approved Measures – 20 points

The measures of student achievement shall be determined by an APPR Committee that is made up of principals and teachers. The Committee will be charged with identifying the specific measurements of student achievement, timelines for the collection of student achievement data and how student achievement data will be weighted and adjusted to account for differences in student populations. The Superintendent shall certify that the measures meet the requirements for rigor and comparability. Comparability is defined as using the same measures across a subject and/or grade level within the school district. Rigor is defined as being aligned to the NYS Learning Standards and, to the extent practicable, valid, reliable and defined by the testing standards, meaning the “Standards for Educational and Psychological Testing.”

The APPR Committee will periodically review the locally selected measures of student achievement to ensure their continued validity, reliability, rigor and appropriateness.

The local assessment tools and the months that the District’s APPR committee has chosen to administer the evaluations are as follows:

- AIMS Web (September, January, May)
- I ready (September, January, May)
- Pine Valley Local Assessments (September, June)

The principal’s point total and HEDI Rating will be based on the results of the District-adopted expectations for growth, achievement or rubric score.

C. Multiple Measures – 60 points

The focus of the multiple measures is the School Principal as a leader. To achieve this final score, school principals should have a knowledge and understanding of the Educational Leadership Policy Standards: ISLLC 2008, the Multidimensional Principal Practice Rubric (MPPR) developed by Learner Centered Initiatives, Inc. and approved by the NYS Education Department, district goals as well as the District mission and vision. This information, combined with the previous year’s data and administrator evaluations, will be used to establish individual goals and evaluative criteria for principals, as well as to establish new initiatives for all stakeholders. The process for determining the Multiple Measures score shall be a combination of site visits and document and artifact review.

Using the Multidimensional Principal Practice Rubric, the superintendent will give a HEDI rating in each domain of the Principal’s Evaluation Form (see pages 11-12) that best matches the principal’s performance. The rates in each domain will be totaled and averaged. The averages of each domain will be totaled and then converted using the chart on page 9.

Site Visit Process

The superintendent will begin the process of evaluation through a minimum of three (3) site visits per year that consist of informal visits to all aspects of the educational environment including the school, both instructional and non-instructional spaces such as the cafeteria and classrooms. Visits can also encompass observation of faculty meetings, Student Support Teams, grade level meetings, extra-curricular activities, sporting events and other team or group meetings held within the district. These may be both adult and student-lead activities. To promote a comprehensive evaluation, visits will be frequent, regular and may be unannounced or scheduled.

During each visit, documentation will be kept to:

- Demonstrate attainment of both personal and district goals
- Document performance against the selected principal rubric

Constructive and timely feedback is recognized as an effective method to improve performance. To this end, feedback will be provided to the principal through conversations, notes and e-mails. Note that more significant issues will be addressed in a formal and timely manner.

Goal Setting Guidelines (All Goals will be based on the District's Annual Goals):

1. Goals should result from a collaborative dialogue between the principal, superintendent and the Board of Education.
2. Goals should be specific and manageable in number.
3. Goals will address student achievement, support for staff to increase student achievement, technology and support for district.
4. Actions related to goals should be identified and implemented based on evidence and a thorough understanding and application of relevant research that addresses district goals or initiatives.
5. Principals will meet with superintendent to establish prioritized goals after the Board has approved annual district goals.

Formative Mid-Year Evaluation

The superintendent will discuss and review data and goals and complete a formative review of the principal evaluation rubric based on Multidimensional Principal Practice Rubric (MPPR) during this formal meeting. Principals will complete a self-assessment of their work on the same rubric and bring relevant supporting documentation to this meeting. The superintendent and principal will collaboratively develop an action plan for the remainder of the year. Any standards not observed at this point will be discussed and addressed.

Final Evaluation

The superintendent and principal will have a formal face-to-face meeting to discuss annual performance. The discussion will focus on the collaboratively-set goals and progress towards them. In addition to a review of the observational evidence collected during the site visits, the principal will bring to the meeting any documentation supporting (a) their progress towards goals and (b) their proficiency on the principal rubric. The superintendent will review the Multidimensional Principal Practice Rubric (MPPR) and a summative score will be given.

A copy of the final evaluation will be provided to the principal within ten (10) days of the meeting with an additional copy and supporting documentation placed in their personnel folder.

Principal Improvement Plan

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) days before the start of a school year. The superintendent or designee, in cooperation with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that caused the ineffective or developing assessment.
2. Specific improvement goals that are needed for improvement.
3. Required and accessible resources that are necessary for the principal to achieve specific improvement goals.
4. Action steps or activities and their respective timelines that are necessary for the principal to meet the specific improvement goals.
5. A list of the criteria, evidence and dates for the collection of work that is necessary for measuring the principal's progress in meeting the specific improvement goals.

APPEAL PROCESS

Appeals of annual professional performance reviews may be brought for any rating category.

Challenges in an Appeal

Appeals are limited by Education Law §3012-c as follows:

1. The substance of the annual professional performance review;
2. The school district's adherence to the standards and methodologies required for such reviews;
3. The adherence to the Commissioner's regulations, as applicable to such reviews;
4. Compliance with any locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
5. The school district's issuance and/or implementation of the terms of the principal improvement plan.

Prohibition Against More Than One Appeal

A principal may not file multiple appeals regarding the same performance review or principal 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

The burden shall be on the district to establish by the preponderance of the evidence that the principal's rating of "Developing" or "Ineffective" was justified.

Time Frame for Filing Appeal

All appeals must be filed in writing no later than ten (10) calendar days of the date when the principal receives their final and complete annual professional performance review. The act of mailing the appeal shall constitute filing.

If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within ten (10) days of issuance of such plan. 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. Receipt shall mean personal receipt of a final and full APPR document. An extension of the time in which to appeal the final APPR document or the principal improvement plan may be granted by the Superintendent upon written request, which shall not be unreasonably withheld.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. Negative inferences may be drawn from the failure of the district to provide the requested documents. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

Time Frame for District Response

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 point(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 the 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.

Decision Maker on Appeal

A decision shall be rendered by an individual hearing officer chosen from the list of hearing officers approved mutually by the district and principals. The parties agree that:

1. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) days or more than fifteen (15) calendar days after the hearing officer is selected.
2. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.
3. The parties shall have the ability to be represented by either legal counsel, SAANYS, or appear pro se;
4. The parties shall exchange documentary evidence and an anticipated witness list no less than five (5) business days before the scheduled hearing date;
5. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not;
6. The principal shall have the opportunity to present his/her case which may include the presentation of witnesses and/or affidavits in lieu of testimony. Then the school district may refute the presentation. If the school district does present a case, the principal will have the right to present a rebuttal case.

Decision

A written decision on the merits of the appeal shall be rendered no later than thirty (30) calendar days from the close of the hearing. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be a final administrative decision.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the reviewer may set aside or modify a rating. A copy of the decision shall be provided to the principal and the district.

Exclusivity of Section 3012-c Appeal Procedure

The 3012-c appeal procedure shall constitute the means for initiating, reviewing and resolving any and all challenges to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

Other

1. The district and the principal(s) shall maintain a list of no less than three (3) mutually agreed upon hearing officers or will agree to utilize such a list developed by a mutually agreed upon outside party (i.e. BOCES or other).
2. Appeals shall be assigned to hearing officers on a rotational basis alphabetically by last name.
3. This cost shall be the responsibility of the district.
4. An evaluation shall not be placed in a principal's personnel file until either the expiration of the thirty (30) day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.
5. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the thirty (30) days in which to file a notice of appeal does not waive her/his right to timely file an appeal.

**Pine Valley Central School District
Other Measures Rating Scale**

Holistic Rubric Performance Level	Holistic Domain HEDI Point Value	Domains Point Value Total Conversion to Overall Rating	Other Measures	Other Measures Performance Level
Highly Effective	4	27-28 = 60	59-60	Highly Effective
Effective	3	24-26 = 59	57-58	Effective
Developing	2	20-23 = 58	50-56	Developing
Ineffective	1	17-19 = 57 14-16 = 56 13 = 55 12 = 54 11 = 53 10 = 52 9 = 51 8 = 50 7 = 49	0-49	Ineffective

Pine Valley Central School District

Locally Selected Measures Rating Scale

Highly Effective 90-100%

98,99,100	20 points
95,96,97	19 points
90,91,92,93,94	18 points

Effective 45-89%

85,86,87,88,89	17 points
80,81,82,83,84	16 points
75,76,77,78,79	15 points
70,71,72,73,74	14 points
65,66,67,68,69	13 points
60,61,62,63,64	12 points
55,56,57,58,59	11 points
50,51,52,53,54	10 points
45,46,47,48,49	9 points

Developing 15-44%

40,41,42,43,44	8 points
35-39	7 points
30-34	6 points
25-29	5 points
20-24	4 points
15-19	3 points

Ineffective 1- 14%

10-14	2 points
1-9	1 point

Pine Valley Central School District Principal Evaluation Form

Principal: _____ **Date:** _____

H = Highly Effective (4) E = Effective (3) D = Developing (2) I = Ineffective (1)

The Annual Professional Performance Review (APPR) consists of the following domains:

Rating	Domain 1: Shared Vision of Learning	Rating	Domain 2: School Culture and Instructional Program
	1a. Culture		2a. Culture
	1b. Sustainability		2b. Instructional Program
			2c. Capacity Building
			2d. Sustainability
			2e. Strategic Planning Process: monitoring/inquiry
	Comments:		Comments:
	Domain 3: Safe, Efficient, Effective Learning Environment		Domain 4: Community
	3a. Capacity Building		4a. Strategic Planning Process: Inquiry
	3b. Culture		4b. Culture
	3c. Sustainability		4c. Sustainability
	3d. Instructional Program		
	Comments:		Comments:

Rating	Domain 5: Integrity, Fairness, Ethics		Domain 6: Political, Social, Economic, Legal and Cultural Context
	5a. Sustainability		6a. Sustainability
	5b. Culture		6b. Culture
	Comments:		Comments:
Other: Goal Setting and Attainment			
	a. Uncovering Goals		
	b. Strategic Planning		
	c. Taking Action		
	d. Evaluating Attainment		
	Comments:		

OVERALL PRINCIPAL EFFECTIVENESS COMPOSITE SCORE: _____

- A. State Assessments _____ Points**
- B. Locally Approved Measures _____ Points**
- C. Multiple Measures _____ Points**

Category:	Highly Effective	91-100
	Effective	75-90
	Developing	65-74
	Ineffective	0-64

Superintendent's Signature: _____ Date: _____

I have discussed this evaluation with my supervisor and have received a copy of this report. I understand a copy of this report will be placed in my folder.

Principal's Signature: _____ Date: _____

**Pine Valley Central School
Principal Improvement Plan**

Principal: _____ **School Year:** _____

1. List the deficiencies that caused the ineffective or developing assessment.

2. List the specific improvement goals that are needed for improvement.

3. List required and accessible resources that are necessary for the principal to achieve specific improvement goals.

4. List improvement action steps or activities and their respective timelines that are necessary for the principal to meet the specific improvement goals.

5. List the criteria, evidence and dates for the collection of work that is necessary for measuring the principal's progress in meeting the specific improvement goals.

Principal's Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____