

Annual Professional Performance Review Plan For Principals Covered By L. 2010, Ch. 103, Effective September 1, 2016-June 30, 2020

The Board of Education of the Chatham Central School District (the “District”), acting in public session, hereby adopts this Annual Professional Performance Plan (the “APPR Plan”) for those of its classroom principals who will become covered by the annual professional performance review provisions of Chapter 103 of the Laws of 2010.

(1) Definition of Covered Principals

This APPR Plan will apply to all classroom principals as defined in §80-1.1 of the Commissioner’s Regulations.

(2) Ensuring Accurate Teacher, Principal, and Student Data

The District shall provide accurate data to the State Education Department (the “SED”) in a format and timeline prescribed by the Commissioner. The District shall also provide an opportunity for every covered principal to verify the subjects and/or student rosters assigned to him/her. Principal evaluation data shall be stored in the District’s secure human resource software database. The District shall designate a Data Coordinator who shall be in charge of collecting the required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data. The Data Coordinator shall have the authority to assign tasks and deadlines, as required.

(3) Reporting Individual Subcomponent Scores

The Data Coordinator shall be responsible for reporting to the SED the individual subcomponent scores and the total composite effectiveness score for each covered classroom teacher and building principal in the District, and shall do so in a format and timeline prescribed by the Commissioner.

(4) Development, Security and Scoring of Assessments

Each building principal shall be responsible for overseeing the assessment development, security, and scoring processes utilized by the District under this APPR Plan, and shall take steps to ensure that any assessments and/or measures used to evaluate teachers and principals are not disseminated to students before administration, and that teachers and principals do not have a vested interest in the outcome of the assessments they score.

(5) Details of the District's Evaluation System

The APPR shall be developed by the following process:

Principals will be evaluated annually on the Interstate Leadership Licensure Consortium (ISLLC) Standards as follows:

Evaluation shall consist of 2 components:

1. Principal Observation Component
2. Student Performance Component

Principal Observation Component

Principals shall be evaluated for this component based on completion of the Multidimensional Principal Evaluation Rubric (Appendix B) using the following evidence:

Lead Evaluator (90 points):

Completion Domains 1-6 of the Multidimensional Principal Performance Rubric (Appendix B) based on the following evidence:

Building Visits— The superintendent will visit each building at least quarterly. At least one of these visits will be unannounced. This does not preclude the superintendent from making other building visits, announced or unannounced.

Other Observations—The superintendent will record other observation data during meetings and other interactions that occur routinely during the school year.

Other Evidence—The superintendent and the principal will collect evidence throughout the year that demonstrates the extent to which the principal meets the criteria on the MPPR rubric. Such evidence may include, but not be limited to administrative notes, meeting agendas, correspondence, records of professional interactions, academic, supervision, and discipline records, professional communication, news or media reports, attendance records, etc.

If the superintendent and principal agree, evidence may be collected electronically during an observation. Principals may elect to provide a blanket agreement to collection of electronic evidence at the start of each school year or elect to address the issue on each occasion it arises. In the absence of a blanket agreement, the superintendent will check with the principal before any other instance of electronically collecting evidence. At the principal's request, a copy of the electronic evidence will be provided to the teacher.

It is understood that a principal on a Principal Improvement Plan may have additional formal observations.

Principals will be ranked as follows on Domains 1-6 of the Multidimensional Principal Practice Rubric based on a review of evidence outlined above for a total of up to 90 points as follows:

		Possible Points	H (4)	E (3)	D (2)	I (1)
Domain 1	Shared Vision of Learning	10	8-10	5-7	2-4	0-1
Domain 2	School Culture and Instructional Program	25	21-25	11-20	4-10	0-3
Domain 3	Safe, Efficient, and Effective learning environment	20	17-20	13-16	10-12	0-9
Domain 4	Community	15	12-15	6-11	3-5	0-2
Domain 5	Integrity, Fairness, Ethics	10	8-10	5-7	2-4	0-1
Domain 6	Political, Social, Economic, Legal, and Cultural Context	10	8-10	5-7	2-4	0-1
Total		90	78-90	48-77	13-47	0-12

Details of Timely and Constructive Feedback Provided to Principals

It is understood that not all informal observations will lead to verbal or written feedback. In the event that the superintendent identifies a significant concern with a principal's performance based on informal observation, identification of a problematic pattern of evidence, or collection of a piece of evidence, the superintendent will verbally notify the principal of the potential concern within 5 business days.

Independent Evaluator (10 points)

Each principal will be observed once per year by an independent evaluator designated by the District according to the following protocol:

1. The observation will focus on Domain 4—Safe, Efficient, Effective Learning Environment.
2. The independent evaluator will make one informal visit of at least 20 minutes. The principal and evaluator will cooperate in scheduling this observation to include a safety drill.
3. The evaluator will complete an observation form that rates the principal as follows:

From MPPR Rubric Domain 4	Highly Effective	Effective	Developing	Ineffective
Drill Procedures - Principal can describe purpose of drill and outline drill procedures. - Staff, students, and administrators follow drill procedures with integrity.	2	1.5	1	.5
Culture - Staff, students, and administrators demonstrate an appropriately serious approach to safety issues including drills. - Principal can discuss safety and environmental challenges and describe and/or demonstrate practices to address those challenges. - Principal can describe and/or demonstrate safety resources and provide evidence of	4	3	2	1

implementation.				
Sustainability - Principal can readily access the building safety plan and is knowledgeable about its contents. - Principal has a back- up chain of command for safety situations in his/her absence. - Principal can describe and/or demonstrate methods for communicating safety procedures to staff and students.	4	3	2	1

4. Each sub-score will be supported by brief notes or comments and the principal will receive a copy of the ratings and comments within 10 days of the observation. It is understood that while each category will be evaluated on each visit, all indicators may not be observed on all visits.
5. The 3 domain scores will be totaled and converted according to the following formula:

Point Total, t	Converted Score
$8.5 \leq t \leq 10$	4
$5.5 \leq t < 8.5$	3
$3.5 \leq t < 5.5$	2
$0 < t < 3.5$	1

Calculating Final Principal Observation Component Score

Final Score(s) = $\frac{\text{Lead Evaluator Rating (1-4)} \times 9 + \text{Ind Eval Rating (0-4)}}{10}$
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The Final Observation Rating will be calculated as follows:

Final Score	Rating
$3.5 \leq s \leq 4$	Highly Effective
$2.5 \leq s < 3.5$	Effective

$1.5 \leq s < 2.5$	Developing
$0 \leq s < 1.5$	Ineffective*

*If the principal receives ratings of ineffective in all four domains from the lead evaluator and a rating of ineffective from the independent evaluator, that principal will receive 0 as a final Principal Observation Component Score.

Student Performance Component

Principals will be evaluated on this component according to the following method:

NYS Growth Scores

The District anticipates that all Growth Model scores for some Principals will be provided by the New York State Education Department. These scores will be used as the Student Performance Score.

For principals not provided with growth model scores the student performance component will be calculated based on a District-Wide SLO as described below. The District-wide SLO will also be used during the period that NYS determines that state provided growth scores and the resulting overall component scores are for advisory purposes only. The District-Wide SLO will also serve as the back-up SLO for principals of grades 3-8 ELA and math when needed.

The District-Wide SLO will be based on all of the Regents exam papers written during the year. For this purpose, the year shall be defined as July 1 through June 30 of the year for which the principal is being evaluated. If a student sits more than once for the same exam, the highest score will be used.

The superintendent will set proficiency rates for the students' performance on the assessments that indicate one year of academic growth. The percentage of students achieving proficiency will be converted to a score of 1-20 according to the chart below.

Percent of Students Meeting Target	Scoring Range	Percent of Students Meeting Target	Scoring Range
0-4%	0	49-54%	11
5-8%	1	55-59%	12
9-12%	2	60-66%	13
13-16%	3	67-74%	14
17-20%	4	75-79%	15

21-24%	5	80-84%	16
25-28%	6	85-89%	17
29-33%	7	90-92%	18
34-38%	8	93-96%	19
39-43%	9	97-100%	20
44-48%	10		

HEDI scores will then be assigned based on the scoring range according to the table below.

Rating	Minimum	Maximum
Highly Effective	18	20
Effective	15	17
Developing	13	14
Ineffective	0	12

Composite Score

Scores for the Principal Observation Component and the Student Performance Component will be applied to the matrix below to determine a final HEDI rating.

		Observation/School Visit			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

The asterisks in the matrix above indicate that if a principal or principal is rated Ineffective on the Student Performance Category and a State-designed supplemental assessment was included as an optional subcomponent of the Student Performance Category, the principal can be rated no higher than Ineffective overall.

(6) Principal Improvement Plans

Principals with an overall rating of Ineffective or Developing will be placed on a Principal Improvement Plan within 10 school days of the start of the opening of classes of the new school year. Principal Improvement Plans will be differentiated based on the HEDI rating of the principal and will be developed as follows:

Principals with an overall rating of developing will create a Principal Self-Improvement Plan (TSIP) (Appendix C) within 10 school days of the start of the opening of classes of the next school year. The plan will include specific goals related to the content of the APPR document and specific activities for addressing those goals. The TSIP is subject to approval by the supervising principal. In the event that an acceptable TSIP is not submitted within 10 days of the start of the school year, the District will institute the ATIP process below. The results of the TSIP will be a significant factor in determining the 60 point rating in the next evaluation cycle.

Principals with an overall rating of ineffective will be placed on an Administrative Principal Improvement Plan (ATIP) (Appendix D). The plan will be implemented by October 1 of the school year following the ineffective APPR. Principals are entitled to union representation in all meetings relating to the development and implementation of the ATIP. The ATIP will be developed by the District after consultation with the principal and the CCSPA. Principals may be placed on an ATIP prior to the APPR based on ineffective formal observation(s) or other compelling evidence of significant concerns about performance gathered through informal observation. The results of the ATIP will be a significant factor in determining the 60 point rating in the next evaluation cycle.

All Principal Improvement Plans must include the following elements:

1. Identification of the area or areas in need of improvement, drawn from the criteria of the ineffective evaluation and the specific goals for the improvement that are to be achieved.
2. The goals for improvement will be supported by a statement of differentiated activities, which may include but are not limited to: observing other professional educators, modeling by administrators or other educators, in-service training, educational conferences, reference to pedagogical writing based upon scientific research, and working with mentors.
3. A timeline that shows check points to determining what goal has been achieved at that point in time and whether any additions or modifications to the TIP are necessary for achieving improvement over the course of the TIP. The principal's checkpoint reviews will take place in meetings with the evaluating administrator and union representation.
4. As each particular circumstance for a TIP will be different, the timeline may cover all or part of the school year.
5. The manner in which improvement will be assessed, which may include but are not limited to any of the following, where applicable: classroom observations, review of lesson materials, delivery and implementation of educational directives, evidence of

differentiated instruction, and student progress based upon local assessment negotiated under this APPR.

It is understood that some state and/or local assessment data may not be available until the very end of the school year. The parties agree that each principal will receive a preliminary evaluation including the Rubric score and any local or state assessment score available. As a part of that evaluation, principals will receive their composite score to date and information about the relationship of that score to final HEDI ratings. This notice will serve as an early warning of the potential need for a Principal Improvement Plan.

In cases where an appeal has been filed, the TIP timelines shall not change. Principal Improvement Plans may be discontinued based on the outcome of an appeal if the outcome renders the TIP inappropriate.

When a principal is rated overall as developing or ineffective, the evidence used to determine that rating will become a part of the principal's evaluation record. When a principal is rated overall as effective or highly effective, the principal will retain the evidence used to determine that rating until September 30 of the following school year, so that it is available for review as needed in development of professional learning plans.

(7) Confidentiality

It is the intent of the parties that the entirety of the principal evaluation and supporting documentation remain a confidential employment record, except to the extent that it is subject to the Freedom of Information Act or any other Federal or NYS law or regulation.

(8) Appeals of Annual Professional Performance Reviews

Appeals of "Ineffective" and "Developing" Ratings Only:

A. Probationary administrators may submit a written rebuttal that will be attached to the Annual Professional Performance Review in the member's personnel file. Probationary administrators may not appeal the Annual Professional Performance Review.

B. Tenured administrators may submit written rebuttals for determination of "Effective" if desired, but may not appeal such ratings.

Tenured administrators may only appeal the substance and rating, adherence to the standards and methodologies required for such review, adherence to the Commissioner of Education's regulations, issuance and/or implementation of the terms of an improvement plan in connection with "Ineffective" and "Developing" determinations. An administrator 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.

Time Frame for Filing an Appeal:

Stage 1: The principal will appeal to the superintendent in writing within 10 business days of receipt of the APPR. Within 5 business days of the submission of the appeal the principal and the superintendent will have a meeting to discuss the appeal and the superintendent will respond in writing to the principal within 10 business days of the meeting.

Stage 2: The appeal must be resubmitted in writing to the Superintendent. A panel will be established, consisting of a minimum of two retired District-Level Administrators, mutually agreed upon by the Administrators Association and Superintendent. The appeal must be filed within ten business days of issuance of the stage 1 appeal decision, and shall set forth the basis of appeal. The failure to file an appeal within the time frame shall be deemed a waiver of the right to appeal, and the appeal shall be deemed abandoned.

When filing an appeal, the administrator must submit a detailed written description of the specific areas of disagreement over his or her performance review and any additional documents or materials relevant to the appeal. The performance review being challenged must be submitted with the appeal. If the panel members agree, in addition to considering the written records when making its decision, the panel may request additional written information, which may include questions addressed to the principal and/or the superintendent, in order to render its decision. Both the principal and the Superintendent will be notified of the panel's information requests. In the event the panel's request for information delays the process, such delay shall not be unreasonable. Other than additional information requested by the panel, any information not submitted at the time the appeal is filed shall not be considered.

Decision:

A written decision on the merits of the appeal by the Review Committee shall be rendered no later than thirty (30) calendar days from the date upon which the principal filed his or her appeal. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal. Such decision will be final.

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. A copy of the decision will be provided to the principal and evaluator. The principal may rebut the appeal in writing but may not appeal the substance of the decision. However, failure of the District or Association to abide by the above agreed upon process is subject to the grievance procedure.

If at any stage of the appeals process, where the rating is being appealed, a decision is made in favor of the principal, the decision must include a recalculation of the score consistent with the decision.

This appeals process is the exclusive remedy for resolving disputes regarding an individual's APPR rating.

(8) Duration and Nature of Training Provided to Evaluators and Lead Evaluators

(a) The "lead evaluator" is the administrator who is primarily responsible for a principal's evaluation under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a principal.

(b) All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations thereunder. Such training shall include application and use of the State-approved principal practice rubric(s) selected by the District for use in evaluations.

(c) Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District as a lead evaluator.

(d) Evaluators will be recertified on a periodic basis, to be determined by the District.

(e) Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a school administrator from conducting classroom observations or school visits as part of an annual professional performance review under Chapter 103 prior to completion of the training required by said Chapter or the regulations thereunder, as long as such training is successfully completed prior to completion of the annual professional performance review.

(9) Required Certificates

The District shall include with this APPR Plan any certifications required by the law or regulations upon the completion of collective negotiations with the bargaining agent of the covered principals.

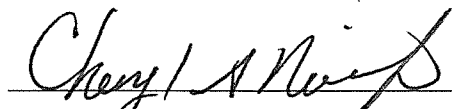
(10) If any provision of this agreement or any application of this agreement to any unit member or group of unit members shall be found contrary to law and/or Commissioner's regulation, then such provisions or applications shall not be deemed valid and subsisting except to the extent permitted by law and/or Commissioner's regulation, but all other provisions or applications shall continue in full force and effect.

(11) Filing and Publication of APPR Plan

This APPR Plan shall be filed in the District Office, and shall be made available to the public on the District's website by September 10, 2016, or within ten days after its approval by NYSED, whichever shall later occur.

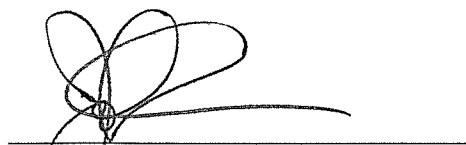
Adoption Date:

Legal Reference(s): Education Law §3012-c; 8 N.Y.C.R.R. Part 30-2 and Section 100.2(o).


Cheryl Nuciforo, Ed.D., Superintendent

For the Chatham Central School District

6/3/16
Date


John Thorsen, President

For the Chatham Central School District Principals' Association

Date

6/3/16