

WEBUTUCK CENTRAL SCHOOL DISTRICT

**ANNUAL PROFESSIONAL PERFORMANCE REVIEW
PRINCIPALS**

TABLE OF CONTENTS

Page

I. Student growth on State Assessments (20 points).....	6
II. Locally Selected measures of Student Achievement (20 points).....	6
IIIV. ISLLC Standards/Multidimensional Principal Performance (60 points).....	7
IV. Scoring bands: Subcomponent and Composite Scoring and Ratings.....	8
V. Appeals Process.....	8
VI. Principal Improvement Plan (PIP).....	12

Appendix A

• Goal Forms to be used in Domain 2.....	14
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Section 1: GENERAL AGREEMENT

APPR Addendum to the collective bargaining agreement between the Webutuck Administrators Association and the Webutuck Central School District, Covering the period: September 1, 2014 – August 31, 2015.

Reference in contract:

Article 17: Evaluation

Whereas the parties above are obligated to negotiate APPR provisions for principals consistent with Education Law 3012-c and subsequent NYSED regulation, they hereby agree to the following:

1. Application:

-This provision shall sunset on August 30, 2015 with implementation to begin on September 1, 2014

-Should the law (3012-c) of 2012, the corresponding regulations or NYSED guidance regarding 3012-c change from what was in place at the time of this agreement, the agreement shall be renegotiated to be consistent with further changes in law, regulation or NYSED guidance.

2. The superintendent or certified designee shall be the lead evaluator for principals.

3. The 20 points for student growth measures shall be the state provided score. Where there is no state score generated, the principal shall develop Student Learning Objectives (SLO) for approval by the superintendent for the 20 points comparable measure. They shall be developed by October 15. The superintendent shall meet with the principals and provide the decision on approval within 5 days of submission by the principal.

4. The 20 points for locally selected measures of student achievement shall be based on an achievement target setting process to produce annual Local Achievement Targets (LAT) to be mutually agreed upon between the principal and superintendent. This plan developed shall include what approved assessment measures will be utilized, what expectations will be set and how points will be earned regarding achievement in relation to the targets. LATs will be consistent with established district goals. The superintendent shall verify comparability and rigor in the utilization of this achievement target-setting process as required by regulation. For all measures, the cohort of students utilized shall only include those continuously enrolled from BEDs Day to June 15 annually. For all targets, the superintendent and principal shall identify measures from the following NYSED identified options:

- Student performance on any district-wide locally selected assessments approved for use in teacher evaluations.
- Achievement on state tests (e.g., % proficient or advanced) in ELA and Math grades 4-8 [ES/MS]
- Growth or achievement for student subgroups (SWD,ELL) on State Assessments in ELA and math grades 4-8 [ES/MS]
- Percent of cohort achieving specified scores on Regents exams, AP, IB or other Regents-equivalents [HS]
- Graduation rates (4, 5, 6 years) and/or drop-out rates [HS]
- Graduation % with Advanced Regents designation and/or honors [HS]
- Credit accumulation (e.g. 9th and 10th grade or other strong predictor of progress to graduation [HS]
- Students Learning Objectives if principals do not have state-provided growth or value-added measures for the growth subcomponent (1st 20%) [ES/MS/HS]

5. The districts shall utilize the LCI Multidimensional rubric for principal evaluation as the basis for the 60 "Other" points allocated to measures of leadership and management. This shall be according to the attached instrument. The superintendent's assessment shall be based on at least 3 visits of 30 minutes or more to the school, while in session. Two will be as agreed to between the superintendent and principal, one will be unannounced. Visits are to be completed no later than April 30. The two additional sources of information for the superintendent's consideration in utilizing the rubric and instrument shall be:

- a. A portfolio of school documents related to components of the rubric. These shall be provided to the superintendent by June 30.
- b. The principal's self-analysis on the rubric for the superintendent's consideration and discussion.

6. The superintendent shall consider the following discussions and reviews in assessing performance of the principal in leadership and management: 1.) The principal and superintendent shall conduct a joint critical analysis of the NYS School Report Card (or other similar NYS accountability report) no later than October 15, including identification of actions to be taken to address components and district resources to be made available to the principal and building. 2.) No later than May 31, the principal and superintendent shall meet to review the related initiatives and actions of the principal over the year as well as the availability and utilization of district provided resources.

7. As per NYSED regulation, the method for assigning subcomponent points will identify how points will be awarded within four performance levels (HEDI) for the “local measures of student achievement” and the “other measures of effectiveness” subcomponents using the following standards:

Level	Achievement Growth Measures	Local assessment of growth or achievement	Other Measures (principal standards)
Highly Effective	Results are well-above state average for similar students. (Or district goals if no state test).	Results are well-above District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results exceed standards.
Effective	Results meet state average for similar students. (Or district goals if no state test).	Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results meet standards.
Developing	Results are below state average for similar students. (Or district goals if no state test).	Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet standards.
Ineffective	Results are well-below state average for similar students (or district goals if no state test).	Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results do not meet standards.

8. Final evaluations shall be provided to principals no later than September 1 annually. Scores and ratings on Locally Selected Measures of Achievement and the “Other Measures” of Effectiveness shall be provided no later than June 30 annually. If data for the Locally Selected Measures of Achievement is not available by June 30, that score and rating shall be provided within 10 business days of receipt of those achievement results.

9. Improvement plans for principals with developing or ineffective rating shall be according to the attached format and process. Such plans shall be mutually agreed upon within 10 school days at the beginning of the year annually.

10. An appeal of a principal’s evaluation shall be only for ineffective and developing ratings or any rating tied to compensation. The reasons for appeal shall be those identified in 3012-c. The attached appeal process shall be utilized. An appeal of an evaluation may NOT be initiated prior to the issuance of the final composite score and rating.

11. That the parties agree to enter into negotiations for a successor addendum no later than August 1, 2015.

I. Teachers' Student Growth Percentile Score on State Assessments (20 Points)

For a building principal employed in a school or program where the English language arts and/or mathematics State assessments are administered, the principal shall be assigned a score from 0-20 points for this Subcomponent based on a formula prescribed by the commissioner.

Type of Assessment	Elementary & Middle 2011-2012
Growth on State Assessments (Student Growth Percentile Score) 20 points	<ul style="list-style-type: none"> Result of student growth percentile

II. Student Achievement Measures – Locally Selected Measures of Student Achievement (20 Points)

Twenty points (20) of the principal's composite effectiveness score shall be based upon locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms. Webutuck Central School District will use NWEA (MAPS).

The table listed below summarizes the assessments to be utilized in order to determine 20 points of a principal's composite effectiveness score based upon locally selected measures of student achievement. The local assessment(s) shall be in the same assessment as utilized in the Webutuck Teachers Association's APPR, as selected by the District from State-approved lists maintained at SED, pursuant to Part 30-2 Regents Rules, following consultation with the AAA.

Type of Assessment	Elementary & Middle (2014 - 2015)
Locally selected measures of student achievement	Comparable means the same locally selected measures used for all principals in same or similar programs or grade configuration across the District
20 Points	May choose growth or achievement measures from these options: <ul style="list-style-type: none"> Student performance on any or all district-wide locally selected measures approved for use in teacher evaluations Achievement on State tests (% proficient) Growth on achievement for student subgroups (SWD, ELL, Economically Disadvantaged students starting at specific performance levels (1 or 2) on State or other assessments.

**III. Knowledge & Performance on ISLLC Educational Leadership Policy Standards
(60 Points)**

Sixty points of a building principal's composite effectiveness score shall be based on multiple measures, using the criteria prescribed in 3012-c of the Education Law. Such measures shall be aligned with the Leadership Standards, enumerated below, and their related functions:

An education leader promotes the success of every student by:

- a) facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
- b) advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
- c) ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment;
- d) collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
- e) acting with integrity, fairness, and in an ethical manner; and
- f) understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

A principal's performance under this subcomponent will be assessed based on the State approved Multidimensional Principal Performance Rubric in accordance with section 30-2.8 of the Education Law. Such rubric shall be used for all building principals across the District.

60 points assigned to this Subcomponent shall be based on a broad assessment of the principal's leadership and management actions by the building principal's supervisor or a trained independent evaluator. The Superintendent of Schools shall be the Supervisor and Evaluator.

This assessment must incorporate one or more school visits by a supervisor and at least two other sources of evidence from the following options: structured feedback from teachers, students, and/or families; school visits by other trained evaluators; review of school documents, records state accountability process and/or other locally-determined sources.

IV. Scoring Bands – Subcomponent & Composite Scoring & Ratings

The New York State Board of Regents prescribes the scoring ranges for each of the following rating categories: Highly Effective, Effective, Developing and Ineffective (HEDI).

The process by which points are assigned in subcomponents will be transparent and provided in advance to those being rated.

OTHER MEASURES OF EFFECTIVENESS (60 POINTS):**Principal's Leadership and Management- Assessment Summary: LCI Multidimensional Rubric****SECTION III OTHER MEASURES****Rubric Rating and Scoring**

1. The parties agree that Principals shall be evaluated using the Multidimensional Principal Performance Rubric for the Other Measures subcomponent. The assessment of Other Measures on the rubric shall account for 60% of a Principal's composite HEDI rating.
2. Each Statement (as defined below) of the Multidimensional domain shall be rated by the supervisor in a holistic manner, circling the language on the rubric which best matches the performance of the principal for each Statement. These HEDI ratings shall be converted to a four point scale: Highly Effective = 4 points; Effective = 3 points; Developing = 2 points; and Ineffective = 1 point.
3. The 60 point other Measures shall be determined by:
 - a. The Statement score shall be determined by multiplying the Weighting amount x HEDI Rating for Each Statement. Then
 - b. Totaling the Statement score. Then
 - c. Dividing: Total Statement/60 = Rubric Average Score
 - d. Use the Rubric Overall Subcomponent Score-Conversion Chart to determine the HEDI Rating
4. The HEDI bands for the "Other Measures, 60 points" shall be: H = 59-60; E = 57-58; D = 55-56; I = 0-54.

The Multidimensional Principal Performance Rubric is make up of six (6) domains:

1. Shared Vision of Learning
2. School Culture & Instructional Program
3. Safe, Efficient, Effective Learning Environment
4. Community
5. Integrity, Fairness, Ethics
6. Political, Social, Economic, Legal, & Cultural Context

Each domain is made up of two or more elements as listed below in bold along with it's weighted point value:

1. Shared Vision of Learning
 - a. **Culture**
 - b. **Sustainability**
2. School Culture & Instructional Program
 - a. **Culture**
 - b. **Instructional Program**
 - c. **Capacity Building**
 - d. **Sustainability**
 - e. **Strategic Planning**
3. Safe, Efficient, Effective Learning Environment
 - a. **Capacity Building**
 - b. **Culture**
 - c. **Sustainability**
 - d. **Instructional Program**
4. Community
 - a. **Strategic Planning Process: Inquiry**
 - b. **Culture**
 - c. **Sustainability**
5. Integrity, Fairness, Ethics
 - a. **Sustainability**
 - b. **Culture**
6. Political, Social, Economic, Legal, & Cultural Context
 - a. **Sustainability**
 - b. **Culture**

Each element consists of one or more statements as indicate below in bold. Each Statement is shown with its weighted multiplier.

1. Shared Vision of Learning
 - a. Culture
 - i. Culture A (2)**
 - ii. Culture B (2)**
 - iii. Culture C (2)**
 - b. Sustainability
 - i. Sustainability A (2)**

2. School Culture & Instructional Program
 - a. Culture
 - i. Culture A (2)**
 - ii. Culture B (2)**
 - iii. Culture C (2)**

 - b. Instructional Program
 - i. Instructional Program (3)**
 - ii. Instructional Program (3)**
 - iii. Instructional Program (3)**

 - c. Capacity Building
 - i. Capacity Building A (4)**
 - ii. Capacity Building B (4)**

 - d. Sustainability
 - i. Sustainability A (2)**

 - e. Strategic Planning
 - i. Strategic Planning A (5)**

3. Safe, Efficient, Effective Learning Environment
 - a. Capacity Building
 - i. Capacity Building A (1)**
 - ii. Capacity Building B (1)**

 - b. Culture
 - i. Culture A (1.5)**

 - c. Sustainability
 - i. Sustainability A (1.5)**

 - d. Instructional Program
 - i. Instructional Program A (2)**

4. Community
 - a. Strategic Planning Process: Inquiry
 - i. Inquiry A (3)
 - b. Culture
 - i. Culture A (2)
 - c. Sustainability
 - i. Sustainability A (2)
5. Integrity, Fairness, Ethics
 - a. Sustainability
 - i. Sustainability A (1)
 - ii. Sustainability B (.5)
 - iii. Sustainability C (.5)
 - b. Culture
 - i. Culture A (1)
 - ii. Culture B (.5)
 - iii. Culture C (.5)
6. Political, Social, Economic, Legal, & Cultural Context
 - a. Sustainability
 - i. Sustainability A (1)
 - ii. Sustainability B (1)
 - b. Culture
 - i. Culture A (2)

DOMAINS	STATEMENT	MULTIPLIER FOR WEIGHTING (Y)	HEDI RATING FOR EACH STATEMENT (1-4 points) (Z)	WEIGHTED SCORE Y*Z
1. Shared Vision of Learning				
	Culture A	(2)		
	Culture B	(2)		
	Culture C	(2)		
	Sustainability A	(2)		
2. School Culture & Instructional Program	Culture A	(2)		
	Culture B	(2)		
	Culture C	(2)		
3. Safe, Efficient, Effective Learning Environment	Capacity Building A	(1)		
	Capacity Building B	(1)		
	Culture A	(1.5)		
	Sustainability A	(1.5)		
	Instructional Program A	(2)		
4. Community	Inquiry A	(3)		
	Culture A	(2)		
	Sustainability A	(2)		
5. Integrity, Fairness, Ethics	Sustainability A	(1)		
	Sustainability B	(.5)		
	Sustainability C	(.5)		
	Culture A	(1)		
	Culture B	(.5)		
	Culture C	(.5)		
6. Political, Social, Economic, Legal, & Cultural Context	Sustainability A	(1)		
	Sustainability B	(1)		
	Culture A	(2)		
TOTALS		60		
RUBRIC AVERAGE SCORE =Z/60				

RUBRIC OVERALL SUBCOMPONENT SCORE - CONVERSION CHART

Rubric Performance Levels and Score Scale	
Performance Level	Points ranges negotiated (subject to negotiated revision should NYSED ranges change)
Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

NORMAL ROUNDING PROCEDURES APPLY TO RAW SCORE AVERAGES

Rubric Score (Average)	Subcomponent Points
Ineffective	
1.00	0
1.01	1
1.02	2
1.03	3
1.04	4
1.05	5
1.06	6
1.07	7
1.08	8
1.09	9
1.10	10
1.11	11
1.12	12
1.13	13
1.14	14
1.15	15
1.16	16
1.17	17
1.18	18
1.19	19
1.20	20
1.21	21
1.22	22
1.23	23
1.24	24
1.25	25
1.26	26

1.27	27
1.28	28
1.29	29
1.30	30
1.31	31
1.32	32
1.33	33
1.34	34
1.35	35
1.36	36
1.37	37
1.38	38
1.39	39
1.40	40
1.41	41
1.42	42
1.43	43
1.44	44
1.45	45
1.46	46
1.47	47
1.48	48
1.49	49
1.50	50
1.51	51
1.52	52
1.53	53
1.54	54
Developing	
1.55-2.00	55
2.01 -2.50	56
Effective	
2.51-3.00	57
3.01-3.50	58
Highly Effective	
3.51-3.74	59
3.75-4.00	60

V. Appeals Process

Principal APPR Appeal Process

Challenges in an Appeal:

Appeals are limited to those identified by Education Law 30120c, as follows:

The Substance of the annual professional performance review;

The school district's adherence to the standards and methodologies required for such reviews;

The adherence to the Commissioner's regulations, as applicable to such reviews;

Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and

The school district's issuance and or implementation of the terms of the principal improvement plan.

Ratings That May Be Appealed:

Appeals of annual professional performance reviews may be brought for ineffective, developing or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.

Prohibition Against More Than One Appeal:

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

Burden of Proof:

The Burden of Proof will be the responsibility of the principal. The appeal shall first be submitted to the School Business Official.

Time Frame for Filing Appeal:

All appeals shall be filed in writing. The act of mailing (certified) or hand delivery shall constitute filing.

An appeal of performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the 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. An extension of the time in which to appeal may be granted by the Superintendent upon written request.

When filing an appeal, the principal must submit a written description of the specific areas of the disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

Time Frame for District Response:

Within (10) business 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 relevance 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 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. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

Decision Process for Appeal:

Within five (5) business days of the district's response, if the principal chooses the appeal to continue a single individual hearing officer shall be chosen from the list of hearing officers approved mutually by the district and bargaining unit representing the principals.

The parties agree that:

- A 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) business days or more than fifteen (15) business days after the hearing officer is selected (unless there is a mutually agreed upon extension.)

- A 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.
- The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;
- The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;
- The principal shall have the prerogative to determine whether the appeal shall be open to the public or not;
- The district shall have an opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

Decision

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be final.

The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

Exclusivity of Section 3012-C Appeal Procedure

These appeal procedures shall constitute the means for initiating, reviewing and resolving challenges to principal performance review 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 bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers.
2. Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name unless a conflict of interest in writing is provided by the principal, whereas the next person on the list will be chosen.
3. This cost of the hearing officer shall be the responsibility of the district.
4. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business 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 fifteen (15) business days in which to file a notice of appeal does not waive her/her right to file an appeal.

The table listed below summarizes the elements that compromise the 60 points of the principal's composite effectiveness score based on knowledge and performance within the Leadership Standards.

ELEMENT	DESCRIPTION
<p>Supervisory Visits</p> <p>APPR Annual Conference & Collection of Evidence</p> <p>60 Points</p>	<p>The Superintendent will have 3 formative meetings with the building principal throughout the school year and prior to the final (July) summative meeting. Such meeting will be for the purpose of providing targeted feedback to the principal regarding their performance/progress in relation to the MPPR.</p> <p>Each supervisory visitation will include a structured dialogue regarding school leadership and management efforts and initiatives.</p> <p>At the time of each meeting, the administrator will bring a collection of evidence that he/she has demonstrated continued growth and development in each of the APPR Leadership categories listed below:</p> <ul style="list-style-type: none"> • facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community; • advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth; • ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment; • collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources; • acting with integrity, fairness, and in an ethical manner, and • understanding, responding to, and influencing the larger political, social economic, legal and cultural context.
	<p>The Principal will provide such documentation to support the successful attainment of the domain/threads indicated in the MPPR as appropriate. The score for this area will be incorporated in the total score on the MPPR.</p>

VI. Principal Improvement Plan

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

- A clear delineation of the deficiencies that resulted in the effective or developing assessment.
- Specific improvement goal/outcome statement.
- Specific improvement action steps/activities.
- A reasonable time line for achieving improvement.
- Required and accessible resources to achieve goal.
- A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least three times during the year.

November 1 – November 15

February 1 – February 15

April 1 – April 15

- A written summary of feedback on progress shall be given within ten school days.
- A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
- A formal, final written summative assessment delineating progress made with an opportunity for comment by the principal.

NOTE:

- Principal Improvement Plans may be implemented based on concerns other than APPR.
- Principal Improvement Plans may be in effect for a time period of less than one year, as decided by the superintendent.

Note: This Agreement will sunset August 30, 2015

PLAN AGREEMENT:

<u>Ken Amey</u>	<u>11/19/14</u>	<u>J. Gratto</u>	<u>11/19/14</u>
Association President	Date	Superintendent	Date
<u>William McGhee</u>	<u>11/19/14</u>	<u>11/17/14</u>	
Board of Education President	Date	BOE Approval Date	