

Plainedge School District

Principal's Annual Professional Performance Review Plan

2017-2018



Dr. Edward A. Salina Jr., Superintendent of Schools

Board of Education

Catherine Flanagan, President

Raymond Paris, Vice President

Trustees:

Dennis Gustafson, Sonny Spagnuolo, Eric Szillus, Sisi Townson

Plainedge School District

Annual Professional Performance Review Plan

SECTION I: GENERAL AGREEMENT

Reference in contract: Section 2.g

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

1. Application:

- This provision shall apply only to the title of principal
- This plan will be in effect for the 2016-2017 school year and will be reviewed annually. Should the law (3012-d), the corresponding regulations or NYSED guidance regarding 3012-d 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 of Schools and Assistant Superintendent for Curriculum & Instruction shall be the evaluators (s) for principals; One shall be the lead evaluator and the other shall be the independent evaluator.

3. The Student Performance component:

- A. The Student Performance category will be based on the State Provided Growth Measure. In the event that the State Provided Growth Measure is unavailable, the Student Performance category will be based on the Backup Student Learning Objective (SLO) for that level. For school years in which there is a prohibition against using the 3-8 ELA and Mathematics assessment results in APPR outcomes (2016-2018 through 2018-2019), the Alternate Student Learning Objective (SLO) will be used. See Appendix II for these options.
- B. The Student Performance measure will result in a HEDI rating based on the state provided HEDI scale for use with the Student Performance component.

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4. The Observation component:

The district shall utilize the LCI Multidimensional rubric for principal evaluation as the basis for the observation component, Domains 1-5 only. This shall be according to the attached instrument. The score will be based on at least two visits to the school (while in session), one by the lead evaluator and one by the Independent evaluator. The observation by the lead evaluator will be worth 90% of the final score and the observation by the independent evaluator will be worth 10% of the final score. Each indicator will be scored on a 1-4 basis. Additional observations can be requested by either the principal or lead/independent evaluator.

Each chosen indicator in Domains 1-5 will be scored on a 1-4 basis, and each will be weighted equally. All chosen indicators will be scored and averaged today for an overall 1-4 score for each observation. The average score for each observation will be weighted appropriately (90% or 10%) and then the weighted averages will be combined for a final "School Visits" score. This will then be converted to a HEDI rating based on the conversion chart in Section III.

5. Final evaluations shall be provided to principals no later than September 1 annually.

6. Improvement plans for principals with developing or ineffective ratings 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.

7. An appeal of a principal's evaluation shall be only for ineffective ratings or any rating tied to compensation. The reasons for appeal shall be those identified in 3012-d. 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.

8. The district and the PAA will discuss evaluation responsibilities for each administrator, as well as the certified faculty members they are responsible to evaluate, each year.

9. That the parties agree to enter into negotiations for a successor addendum no later than June 1, 2017.

Section II: STUDENT PERFORMANCE MEASURES

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Level	Primary Student Performance Measure	Backup Student Performance Measure (SLO)*	Alternate Student Performance Measure (SLO)**
Elementary	State Growth Score	SLO based on percent of students meeting minimum rigor targets on 3-5 ELA and Math	SLO based on percent of students meeting minimum rigor targets on 7 core district Regents exams
Middle	State Growth Score	SLO based on percent of students meeting minimum rigor targets on 6-8 ELA and Math	SLO based on percent of students meeting minimum rigor targets on 7 core district Regents exams
High	State Growth Score	SLO based on percent of students meeting minimum rigor targets on 5 core Regents exams	SLO based on percent of students meeting minimum rigor targets on 5 core Regents exams

Notes:

7 Core Regents Exams are: Algebra, Earth Science, Geometry, Living Environment, Global History, U.S. History and English.

5 Core Regents Exams are: Geometry, Living Environment, Global History, U.S. History and English.

*- Used only if SED is unable to generate a State Growth Score (ex: too few scores).

** - Used during the “Transition Period” in lieu of student performance measures (Primary and Backup) that are based on 3-8 ELA and Math assessments. The Transition Period is currently expected to include the following school years: 2016-2017, 2017-2018, 2018-2019.

SECTION III: SCHOOL VISITS

School Visits HEDI chart

HEDI Rating	Minimum Score	Maximum Score
Highly Effective	3.5	4.0
Effective	2.5	3.49
Developing	1.5	2.49
Ineffective	0	1.49

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SECTION IV: OVERALL HEDI CONVERSION CHART

Observations					
Student Performance	Scores	<i>H</i>	<i>E</i>	<i>D</i>	<i>I</i>
	<i>H</i>	H	H	E	D
	<i>E</i>	H	E	E	D
	<i>D</i>	E	E	D	I
	<i>I</i>	D	D	I	I

SECTION V: IMPROVEMENT PLAN

Plainedge School District Principal Improvement Plan Process

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) school days after the start of a school year. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

SECTION VI: APPEAL PROCESS

Plainedge School District Principal APPR Appeal Process

CHALLENGES IN AN APPEAL:

Appeals are limited to those identified by Education Law §3012-d, as follows:

- (1) The substance of the annual professional performance review;
- (2) The school district's or board of cooperative educational services' 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 applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (5) The school district's or board of cooperative educational services' 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, 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 shall be on the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.

TIME FRAME FOR FILING APPEAL

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing. An appeal of a 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. 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 disagreement over his or her performance review. 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.

TIME FRAME FOR DISTRICT RESPONSE

Within twenty (20) 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 relevant to the point(s) of disagreement that support the district's response.

DECISION

A written decision on the merits of the appeal shall be rendered by the superintendent of schools. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. A copy of the decision shall be provided to the principal.

EXCLUSIVITY OF SECTION 3012-d APPEAL PROCEDURE

This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review. 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. 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 an notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.
2. 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/his right to file an appeal.

SECTION VIII:SLO SCORING RANGES

Percent of Students Meeting SLO Target	Scoring Range	HEDI Rating
0-4%	0	Ineffective
5-8%	1	
9-12%	2	
13-16%	3	
17-20%	4	
21-24%	5	
25-28%	6	
29-33%	7	
34-38%	8	
39-43%	9	
44-48%	10	
49-54%	11	
55-59%	12	Developing
60-66%	13	
67-74%	14	Effective
75-79%	15	
80-84%	16	
85-89%	17	Highly Effective
90-92%	18	
93-96%	19	
97-100%	20	