

Schalmont Central School District
Administrator APPR Plan

Administrators APPR Agreement

[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 the law, regulation or NYSED guidance.]

The superintendent shall be the lead evaluator for all administrators.

The following provisions apply only to the title PRINCIPAL:

Growth Measure

The 20 -25 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 15th. The superintendent shall meet with the principals and provide the decision on approval within 5 days of submission by the principal.

Local Measure

The 15 – 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. LAT's 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. [ES/MS/HS]
- Achievement on state tests (e.g. % proficient or advanced) in ELA and Math grades 4-8. [ES/MS]
- Growth or achievement for student in ELA and Math grades 4-8 starting at specific performance levels (e.g. Level 1, 2) on state or other assessments. [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, 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]
- Student Learning Objectives if principals do not have state-provided growth or value-added measures for the growth subcomponent (1st 20%).[ES/MS/HS]

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The following section applies to all Administrators in the district:

Rubric

This will be used for all administrators. The building principals will earn 60 points and the remaining administrators will earn 100 points.

The district shall utilize the LCI Multidimensional Professional Performance Review (MPPR) rubric for principal evaluation as the basis for the 60 “other” points for building principals and 100 points for all other administrators, 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 2 visits for tenured administrators and 4 visits for probationary administrators, of no less than 45 minutes each, to the school while in session. Visits will be completed no later than April 1st.

Level	Achievement Growth Measure	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.

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

Improvement plans for principal’s evaluation (PIP) with developing and 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.

An appeal of a principal’s evaluation shall be only for the ineffective and developing ratings on the composite score. The reasons for the appeal shall be those identified in §3012-c. An appeal of an evaluation may NOT be initiated prior to the issuance of the final composite score and rating.

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LOCAL ACHIEVEMENT MEASURES FOR PRINCIPALS (15 PTS OR 20 PTS)

LOCAL ACHIEVEMENT TARGETS (LAT): RATINGS AND SCORES

Principal: _____ Year _____ Check One Total: ___ 15pts or ___ 20pts

The principal and superintendent shall mutually agree upon Local Achievement Targets, identifying the components below. One sheet should be completed for LAT.

Local Achievement Target:

Assessment used to measure achievement:

Scoring Methodology (Target attainment categories with related points and HEDI designations including relative value if multiple targets are utilized):

Date for final determination of assessment of Local Achievement Target: _____

Plan Agreement:

Superintendent Signature/Date

Principal Signature/Date

Final Rating/Score for Target: _____ / _____

Superintendent Signature/Date

Principal Signature/Date

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Administrators Local Scoring Band

Total Points	Growth - 25	Growth - 20	Local - 20	Local - 15	
25	98-100				
24	94-97				
23	90-93				
22	85-89				
21	84				
20	82-83	96-100	96-100		
19	81	91-95	91-95		
18	79-80	85-90	85-90		
17	77-78	82-84	82-84		
16	76	80-81	80-81		
15	74-75	78-79	78-79	93-100	
14	72-73	76-77	76-77	85-92	
13	71	74-75	74-75	83-84	
12	69-70	72-73	72-73	78-82	
11	67-68	70-71	70-71	75-77	
10	66	68-69	68-69	72-74	
9	65	66-67	66-67	69-71	
8	63-64	64-65	64-65	66-68	
7	61-62	62-63	62-63	63-65	
6	60	60-61	60-61	61-62	
5	58-59	58-59	58-59	59-60	
4	56-57	56-57	56-57	57-58	
3	55	55	55	55-56	
2	50-54	50-54	50-54	50-54	
1	45-49	45-49	45-49	45-49	
0	0-49	0-49	0-49	0-49	

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**HEDI SCORING BANDS SET IN LAW AND REGULATION:
BOTH ACHIEVEMENT COMPONENTS PLUS COMPOSITE
(BANDS FOR “OTHER MEASURES” NEGOTIATED)**

Point Bands for 2012-2013 for those whom a value-added score will not be generated:

Level	Measure of Student Growth (20%)	Local Measures of Student Achievement (20%)	Overall Composite Score
Highly Effective	18-20	18-20	91-100
Effective	9-17	9-17	75-90
Developing	3-8	3-8	65-74
Ineffective	0-2	0-2	0-64

Point Bands for 2012-13 when Value-Added is adopted; only applies to those who will get a state value added score:

Level	Measure of Student Growth (25%)	Local Measures of Student Achievement (15%)	Overall Composite Score
Highly Effective	22-25	14-15	91-100
Effective	10-21	8-13	75-90
Developing	3-9	3-7	65-74
Ineffective	0-2	0-2	0-64

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MPPR Points Breakdown by Domain

60 Points – Building Principals

Domain	Points	Highly Effective	Effective	Developing	Ineffective
1.Shared Vision of Learning	10	7-10	4-6	2-3	0-1
2.School Culture and Instructional Program	15	12-15	7-11	3-6	0-2
3.Safe, Efficient, Effective Learning Environment	10	7-10	4-6	2-3	0-1
4.Community	10	7-10	4-6	2-3	0-1
5.Integrity, Fairness, Ethics	10	7-10	4-6	2-3	0-1
6.Political, Social, Economic, Legal and Cultural context	5	4-5	3	2	0-1

100 Points – All other Administrators (not Building Principals)

Domain	Points	Highly Effective	Effective	Developing	Ineffective
1.Shared Vision of Learning	15	12-15	7-11	3-6	0-2
2.School Culture and Instructional Program	25	19-25	10-18	5-9	0-4
3.Safe, Efficient, Effective Learning Environment	15	12-15	7-11	3-6	0-2
4.Community	20	15-20	9-14	4-8	0-3
5.Integrity, Fairness, Ethics	15	12-15	7-11	3-6	0-2
6.Political, Social, Economic, Legal and Cultural context	10	7-10	4-6	2-3	0-1

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Form A2 – Building Principal’s Annual Professional Performance Review Summary

Principal: _____ Position/Building _____
 School Year: _____
 Evaluator: _____
 Evaluator’s Visit Dates: _____
 Date of Evaluation: _____

Evaluation Component	Points Range (check one in each or 1 st 2 boxes)	Points Earned	HEDI Rating	Comments
State (or comparable) student achievement Growth Score	___ 0-20 or ___ 0-25			
Locally Selected Measures of student achievement score	___ 0-20 or ___ 0-15			
Other Measures of Performance: Supervisor’s Assessment of Leadership and Management: Multidimensional Professional Performance Rubric	0 – 60			
Overall Total Points				

Rubric Performance Levels and Score Scale		
Performance Level	Points Ranges negotiated (Subject to negotiated revision should NYSED ranges change)	Point Ranges negotiated for Non-Building Principals
Highly Effective	59-60	85-100
Effective	57-58	71-84
Developing	55-56	61-70
Ineffective	0-54	0 -60

Points Awarded 0 - 60: _____

Points Awarded 0 – 100: _____

APPR Overall Rating (HEDI): _____

Supervisor’s signature and Date: _____

Principal’s signature and Date: _____

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**Form B2 – Other Principal’s (for Merit Pay) Annual Professional Performance Review
Summary**

Principal: _____ Position/Building _____
 School Year: _____
 Evaluator: _____
 Evaluator’s Visit Dates: _____
 Date of Evaluation: _____

Evaluation Component	Points Range (check one in each or 1 st 2 boxes)	Points Earned	HEDI Rating	Comments
State (or comparable) student achievement Growth Score	___ 0-20 or ___ 0-25			
Locally Selected Measures of student achievement score	___ 0-20 or ___ 0-15			
Other Measures of Performance: Supervisor’s Assessment of Leadership and Management: Multidimensional Professional Performance Rubric	0 – 60			
Overall Total Points				

Rubric Performance Levels and Score Scale		
Performance Level	Points Ranges negotiated (Subject to negotiated revision should NYSED ranges change)	Point Ranges negotiated for Non-Building Principals
Highly Effective	59-60	85-100
Effective	57-58	71-84
Developing	55-56	61-70
Ineffective	0-54	0 -60

Points Awarded 0 - 60: _____

Points Awarded 0 – 100: _____

APPR Overall Rating (HEDI): _____

Supervisor’s signature and Date: _____

Principal’s signature and Date: _____

Principal Improvement Plan (PIP) 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, 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 timeline 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 Dec 1 and Dec 15 and the second between Mar 1 and Mar 15. A written summary by the superintendent 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 by the superintendent delineating progress made with an opportunity for comments by the principal.

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Principal Improvement Plan

Name of Principal _____

School building _____ Academic Year _____

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

Improvement Goal/Outcome:

Action Step/Activities:

Timeline for Completion:

Required and Accessible Resources, including identification of responsibility provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm 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.

Principal APPR Appeal Process

CHALLENGES IN AN APPEAL:

Appeals are limited to those identified 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 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 issuance and/or implementation of the terms of the principal improvement plan.

RATINGS THAT MAY BE APPEALED:

Appeals of the annual professional performance reviews may be brought for ineffective and developing rating on the composite score. 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 an appeal must be raised in specificity within such appeal. Any grounds not raised shall be deemed waived.

BURDEN OF PROOF:

The burden shall be on the principal to provide evidence that the rating given to the appellant was not justified or that an improvement plan was inappropriately issued and/or implemented.

TIME FRAME FOR AN 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 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 15 business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within 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 to shall be deemed abandoned. An extension of the time in which to appeal may be granted by the superintendent upon written request.

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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. 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.

TIMEFRAME FOR THE 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 relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted the time of the response filed shall not be considered on behalf of the district in 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. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

DECISION PROCESS FOR APPEAL:

Within 5 business days of the district's response, 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. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than 5 business days or more than 15 business days after the hearing officer is selected.
- b. The hearing shall be conducted in no more than 1 business day unless extenuating circumstances are present and the hearing officer agrees to a second day.
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se.
- d. The parties shall exchange anticipated witness list no less than 2 business days before the scheduled hearing date.
- e. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.
- f. The district shall have the 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 10 business days from the close of the hearing. Such decision shall be a final administrative decision.

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EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE:

This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal professional performance review or improvement plan. A principal may not resort to any other contractual grievance procedure 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 3 mutually agreed upon hearing officers. [e.g. superintendent from another district, from a pool available through BOCES]
2. Appeals shall be assigned to a hearing officer on a rotation basis, alphabetically by last name.
3. The district and unit agree that the hearing officer shall be paid no more than \$1500 for the hearing date, analysis of documents and production of decision. This cost shall be the responsibility of the district.
4. In addition 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 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 15 business days in which to file a notice of appeal does not waive his/her right to file an appeal.

Certification for Lead Evaluators

Lead Evaluator Name: _____

District: _____

Title: _____

Lead Evaluators must show evidence of training within all nine Lead Evaluator training criteria in order to receive district certification as a Lead Evaluator. Administrators must be certified by their Superintendent as a Lead Evaluator prior to concluding a teacher APPR and assigning a composite score.

New York State Education Department Regulations for training:

- 1. New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable.***

Aligned Professional Development	Date	Professional Development Hours

- 2. Evidence-based observation techniques that are grounded in research.***

Aligned Professional Development	Date	Professional Development Hours

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3. Application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart.

Aligned Professional Development	Date	Professional Development Hours

4. Application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice.

Aligned Professional Development	Date	Professional Development Hours

5. Application and use of any assessment tools that the school district or BOCES utilize to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

Aligned Professional Development	Date	Professional Development Hours

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6. Application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals.

Aligned Professional Development	Date	Professional Development Hours

7. Use of the Statewide Instructional Reporting System.

Aligned Professional Development	Date	Professional Development Hours

8. The scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings.

Aligned Professional Development	Date	Professional Development Hours

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9. *Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.*

Aligned Professional Development	Date	Professional Development Hours

INCLUDE:

- In district APPR Training/presentations
- Training attended through professional organizations, BOCES or NYSED
- Webinars viewed

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Valerie Kelsey, Superintendent of Schools

Date

Sandra Beloncik, President, Board of Education

Date

Terence Nash,
President, Schalmont Administrators Association

Date