

Cincinnati Central School

Principal Annual Professional Performance Review Plan (APPR)

September 2020

ISLLC (2008) Leadership Standards

The professional performance review plan for principals is based on the NYS Educational Leadership Policy (ISLLC) Standards.

Vision, Mission, and Goals: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

- **Teaching and Learning:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- **Managing Organizational Systems and Safety:** An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- **Collaborating with Families and Stakeholders:** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
- **Ethics and Integrity:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
- **The Education System:** An education leader ensures the success of all students by influencing interrelated systems of political, economic, legal and cultural contexts affecting education to advocate for their teachers' and students' needs.

Principal Effectiveness

Annual professional performance reviews shall differentiate principal effectiveness using a composite effectiveness score. Based on such a composite effectiveness score a principal shall be rated as Highly Effective, Effective, Developing, or Ineffective. The composite effectiveness rating shall be comprised of two (2) components:

- 1. Student Performance, and**
- 2. Multidimensional Principal Performance Rubric**

Each Principal's final rating is based on a matrix that takes into consideration the HEDI rating for each principal on both categories above. The matrix is as follows:

Overall Rating		Principal Rubric Rating			
		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

Student Performance

50% is based on student growth on State assessments or other comparable measures of student growth. Student growth means the change in student achievement for an individual student between two or more points in time. Student growth percentile score shall mean the result of a statistical model that calculates each student’s change in achievement between two or more points in time on a State assessment or other comparable measure and compares each student’s performance to that of similarly achieving students.

Data that are provided by SED will provide the number of points (out of possible 50) toward the composite score a principal will be awarded for the student growth portion for ELA and mathematics 4-8, and state assessments and/or graduation rates for high school. As SED adds grades and/or subjects, these will be included in this section.

If a principal is not covered by a state-provided growth measure, the principal will use the district-wide, overall student performance category score and rating as follows:

Principals, under §3012-d, will receive their Student Performance rating based on the following:

Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-45%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

Overall Student Performance Category Score and Rating

HEDI Rating	MINIMUM	MAXIMUM
Highly Effective (H)	18	20
Effective (E)	15	17
Developing (D)	13	14
Ineffective (I)	0	12

Performance Measure

NY State Regents Examinations	65% -100%
Algebra (Common Core)	100%
ELA (Common Core)	100%
United States History	100%
Global Studies (Common Core)	100%
Living Environment	100%

$$\frac{\text{Total \# of NYS Regents Examinations Scoring a 65\% or Higher (55\% or Higher for Special Education Students)}}{\text{Total \# of NYS Regents Examinations Taken}} = \text{Target of 100\% at 65\% or Higher (55\% or Higher for Special Education Student or 504's)}$$

EXAMPLE:

<i>School Year</i>				
<i>NYS Regents Examination</i>	<i>65-100%</i>	<i>\# of Exams at 65% or Higher (55% or Higher if a Special Education Student)</i>	<i>Total \# of Exams Taken</i>	<i>% of Exams at 65% or Higher (55% or Higher if a Special Education Student)</i>
<i>Algebra</i>	<i>100%</i>	<i>47</i>	<i>50</i>	<i>94%</i>
<i>ELA</i>	<i>100%</i>	<i>46</i>	<i>52</i>	<i>89%</i>
<i>United States History</i>	<i>100%</i>	<i>49</i>	<i>55</i>	<i>89%</i>
<i>Global Studies</i>	<i>100%</i>	<i>47</i>	<i>48</i>	<i>98%</i>
<i>Living Environment</i>	<i>100%</i>	<i>46</i>	<i>50</i>	<i>92%</i>
TOTALS	100%	235	255	92%

$$\frac{\text{Total \# of NYS Regents Examinations Scoring a 65\% or Higher (55\% or Higher if Special Ed. Student)}}{\text{Total \# of NYS Regents Examinations Taken}} = \frac{\text{Target of 100\% at 65\% or Higher (55\% or Higher if Special Ed. Student)}}{\frac{235}{255}} = \boxed{92\%}$$

In this example, an average of 92%, when referenced with the HEDI scales equates to an 18, which translates to a rating of Highly Effective (H).

Observation

In order to support continuous professional growth, school visitations are essential. These observations will provide the evaluator with the data to complete specified elements from the rubrics for MPPR Domain 1 (Shared Vision of Learning), Domain 2 (School Culture and Instructional Program) and Domain 3 (Safe, Efficient, Effective Learning Environment), Domain 4 (Community), Domain 5 (Integrity, Fairness, Ethics), and Domain 6 (Political, Social, Economic, Legal, Cultural)

Principals will receive a minimum of two observations by May 1.

- 1 announced, full observation (typically 30-50 minutes) conducted by Superintendent. Pre-observation form and planning conference are not required, but may be requested by either party for this observation. A post-conference may occur if requested by the principal or the evaluator.
- 1 unannounced walk-through (minimally 10-20 minutes) will be conducted by an independent evaluator (the Superintendent). A post-conference may occur if requested by the principal or the evaluator.
- Every observation will be rated. The evaluator will rate each observed indicator on a scale of 1-4. The observation will be scored based on the overall average of the observed indicators and will returned within 5 school days.

The final score for the Observation category will be the

$$\begin{array}{r}
 \text{(average of superintendent observations)} \quad \quad \quad \times 0.8 \\
 \text{(average of walk-through observation)} \quad \quad \quad + \underline{x 0.2} \\
 \text{Overall Principal Observation Score.....}
 \end{array}$$

The Overall Principal Observation Score is then applied to the HEDI table below by June 1.

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

Timely Provision of Feedback

School visits by the superintendent will occur in order to observe and gather evidence to make a broad assessment of principal leadership and management actions based on the principal practice rubric. School visits for probationary principals will occur at a minimum of two times each year. At least one visit will be unannounced. School visits for tenured principals will occur at a minimum of two times each year. At least one visit will be unannounced.

Following each visit a post-observation meeting will occur at which time the evidence gathered during the visit will be discussed. The principal will have the opportunity to present evidence of principal leadership and management actions based on the principal practice rubric. The principal and superintendent will discuss ratings and next steps for professional growth. The post-observation meeting will occur within five school days of the school visit.

The summative evaluation, including composite effectiveness score for locally selected measures of student achievement and other measures of effectiveness will be discussed with the principal during a summative evaluation meeting by June 30th. The total composite effectiveness score will be provided to the principal once NYSED has provided the score for growth on state assessments or other comparable measures.

Subcomponent and Composite Scoring Ranges

The State Education Department has set the following scoring ranges for the overall rating categories and the rating categories for the State assessment and other comparable measures subcomponent and the locally selected measures subcomponent.

Level	Student Growth on State Assessments or Other Comparable Measures	Locally Selected Measures of Student Achievement	50% Other Measures
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 are well below 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.
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
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.

Level	Growth or Comparable Measures (Student Learning Objectives)
Highly Effective	Results are well-above state average for similar students (or District goals if no state test).

Effective	Results meet state average for similar students (or District goals if no state test).
Developing	Results are below state average for similar students (or District goals if no state test).
Ineffective	Results are well-below state average for similar students (or District goals if no state test).

Subcomponent and Composite Scoring Ranges for School Year for Principals with a Student Growth Score Provided from NYSED or Other Comparable Measures Used to Determine Student Growth Score

Level	Student Growth on State Assessments or Other Comparable Measures	Locally Selected Measures of Student Achievement (if applicable)	Other Rubric Points		Overall Composite Score
Ineffective	0-12	0-12	0-20		0-64
Developing	13-14	13-14	21-40		65-74
Effective	15-17	15-17	41-54		75-90
Highly Effective	18-20	18-20	55-60		91-100

The State Education Department is responsible for determining the subcomponent scoring ranges for student growth on state assessments or other comparable measures and the locally selected measures of student achievement. It is also responsible for determining the overall composite score. The subcomponent scoring ranges in the above chart for the other rubric points have been developed locally.

Professional Development

Professional development objectives for the principal will be based on the evaluation, in addition to school and/or district priorities.

Evaluator Training

The Board of Education will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize the OCM BOCES Network Team evaluator/lead evaluator training in accordance with SED procedures and processes. The training will occur on a monthly basis throughout the school year with the total training time commensurate with SED expectations. Lead evaluator training will include training on:

- 1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
- 2) Evidence-based observation techniques that are grounded in research;
- 3) Application and use of the student growth percentile model and the value-added growth model;
- 4) Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher or principal’s practice;

- 5) Application and use of any assessment tools that the school district or BOCES utilizes 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.;
- 6) Application and use of any locally selected measures of student achievement used by the district evaluate its teachers or principals;
- 7) Use of the Statewide Instructional Reporting System;
- 8) The scoring methodology 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; and
- 9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

Upon completion of the initial year-long training for evaluators/lead evaluators, administrators will be certified as lead evaluators. Administrators responsible for teacher/principal evaluation will continue training on an annual basis through participation in the annual follow-up training for evaluators/lead evaluators provided by the OCM BOCES Network Team. This training will support the continued growth in understanding of the nine elements of performance review listed above. Administrators who complete the annual follow-up training will be recertified as lead evaluators. The Board of Education designates the superintendent to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continued growth in understanding of the teacher performance evaluation process. The OCM BOCES Network Team will be utilized to provide the initial training as well as the ongoing annual training. The initial training for evaluators/lead evaluators and the annual training, thereafter, for purposes of continued growth, will maintain inter-rater reliability of evaluators over time.

Professional Improvement Plans

If a principal's performance is evaluated as "ineffective" or "developing", the supervisor shall be required to develop a Professional Improvement Plan in consultation with the staff member. Such Plan will be provided to the principal and implemented within ten days of the start of the school year within which the Plan will be applied. The Plan shall include, but not be limited to, an identification of the areas in need of improvement, a timeline for achieving improvement, suggestions for improvement, support to be provided, and the manner in which the improvement will be assessed. The Plan will be presented to the principal within 10 school days from the opening of classes the following September.

The plan will describe the professional learning activities that the principal must complete. These activities will be connected to the areas needing improvement. The artifacts that the principal must produce that could serve as benchmarks for improvement as evidence for the successful completion of their improvement plan will be described. The plan will include the additional support and assistance that will be provided to the principal. Upon completion of the improvement plan, the supervisor will meet the principal to review the plan, including artifacts and evidence in order to provide a final, summative rating for the principal.

Appeals

The following procedure is the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal's performance review, and/or improvement plan.

PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW

The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured principal's annual professional performance review. The procedures contained herein are not available to probationary principal's, with the exception of claims of procedural violations.

The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured principal's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.

This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-d is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

- (a) A principal who receives a rating of "ineffective" or "developing" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed
- (b.) A principal may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and the compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.
- (c.) A principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
- (d.) Appeals concerning a principal's performance review must be received in the office of the Superintendent of Schools no later than ten (10) work days after the date when the principal receives his/her performance review. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the principal's right to appeal that performance review.
- (e.) A principal wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, with a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.
- (f.) The Superintendent will meet with the principal within fifteen (15) work days of the Superintendent's receipt of an appeal to hear the appeal. The Principal may have a union representative present at the appeal hearing.
- (g.) The superintendent shall issue a written decision on the merits of the appeal no later than ten (10) work days from the date the appeal hearing ends. If the Superintendent sustains the

appeal he/she shall issue an appropriate remedy. If the Superintendent dismisses or denies the appeal, the principal's score and evaluation shall remain unchanged and the appeal process shall end. The Superintendent's decision shall be final and binding and may not be reviewed or appealed further.

- (h.) The principal's failure to comply with the requirements of this procedure shall result in a waiver and/or denial of appeal.

Overall Rating		Principal Rubric Rating			
		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

- Highly Effective
- Effective
- Developing
- Ineffective

Final effectiveness rating: _____

Principal _____ Date _____
 Superintendent _____ Date _____

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(APPR)
2020**

Signature Page

For the Association:

David Phetteplace
Association President
Cincinnati Administrator's Association

Todd M. Freeman
Superintendent of Schools
Cincinnati Central School District

Date

Date