

**SAMPLE PRINCIPAL**

**3012-d APPR**

**AGREEMENT**

***Fall, 2020 Edition***



SAMPLE PRINCIPAL APPR AGREEMENT

**This Somewhere Central School District principal APPR agreement is not meant to be a recommended APPR plans for principals. It is one example of a complete agreement based on our interpretation of law, current regulations, and various NYSED documents. Bargaining units need to make multiple decisions about ALL negotiable aspects of APPR. This sample makes many of those decisions, for illustration, but may not represent the “best” decisions for a unit. It can be a model for structuring a negotiated agreement locally. Section I (General Agreement), especially, should help build the core of all agreements, outlining the major local decisions and referencing instruments and processes in later sections.**

**To best use this sample, it is helpful to have the NOTES SECTION found in the separate corresponding document and then review each section of the agreement, alongside the corresponding notes, to guide local discussions. In addition to local modifications, where \_\_\_\_\_\_\_\_\_ appears, specific information needs to be inserted.**

**Notes:**

**There are no longer any state aid implications for the APPR approval process. While law and regulations changed in 2019, all currently NYSED approved plans in (EngageNY) must be followed until successor APPR agreements, consistent with the 2019 changes, are negotiated and approved.**

**Permanent changes to any aspect of approved plans are considered “material changes” and for approval, will require that all aspects of APPR plans for teachers and principals be modified to be consistent with the 2019 changes in law and regulations. However, as of this year, it is possible to make temporary changes to specific provisions for either teacher or principal APPR through a Variance**

**Application. Any changes related to negotiable aspects of APPR would first need to be negotiated with the appropriate bargaining unit. The deadline for Variance Applications to be effective for the 2020-21 school year was December 1, 2020. Any variances approved after that date would apply to 2021 and beyond. However, it is possible that the Board of Regents will extend that deadline for Variance Applications for the 2020-21 school year at the December 2020 BOR meetings. SAANYS will alert unit presidents and members if this occurs.**

**The changes of 2019 allow more flexibility regarding the Student Performance Category for principals. In addition to permitting district-wide measures for all principals, an “Input Model” may be used in place of SLOs and student test data. This sample agreement assumes the traditional SLO approach but includes examples of these two alternatives at the end of the document.**

**This continues to be a work in progress. Please provide feedback and suggestions for future editions to Deputy Executive Director Don Nickson: dnickson@saanys.org.**

**Items in red, like this page, are either meant as notes to be removed or indicate where unit-specific language needs to be inserted or potentially modified.**

2020 to 2022 APPR MOA

Between the \_\_\_\_\_\_\_\_ School District and the

\_\_\_\_\_\_\_\_\_ Association

**SECTION I: GENERAL AGREEMENTS**

This APPR Addendum shall be incorporated, by reference, into the collective bargaining agreement between \_\_\_\_\_\_\_\_SD and \_\_\_\_\_\_\_\_\_\_\_ Association, which covers the period: \_\_\_\_\_\_\_\_\_, 20\_\_\_ through \_\_\_\_\_\_\_\_\_, 20\_\_\_

1. Application:

* This provision shall apply only to those who have the title of principal and are serving in that capacity.
* This provision shall sunset on June 30, 2022 with implementation to begin upon approval by NYSED. All provisions of this agreement shall apply to all principal evaluations produced under its provisions for the 2020-21 and 2021-22 school years.
* Should the law (3012-d) of 2015, the corresponding Rules of the Board of Regents, 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 or with any required material change to the District APPR plan related to principal evaluation.

1. The student performance category measure shall be the required SLO score. (See Section II)
2. The superintendent (or designated district level supervisor) shall be the lead evaluator for principals and shall complete the required announced observational school visits. The person serving as the required “independent observer” shall be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This person shall do the required unannounced observational school visit. (See Section III)
3. The district shall utilize the LCI Multidimensional rubric, Section I, Domains 1 to 6 (covering all observable ISLLC 2008 Standards) for principal evaluation as the basis for the Observation (of Professional Performance) Category. This shall be according to the provisions of Section III and attached Appendix instruments.
4. Scores and ratings for the both the Student Performance Category and School Visit Category (rubric) shall be provided annually no later than June 30. Final overall summative evaluations, including transition scores and ratings, shall be provided to principals annually no later than the 15th of July. If data for any student performance measure is not available by June 30, the related scores and ratings, including the final summative evaluation, shall be provided within 15 business days of receipt of the achievement results, or by some other District and Association mutually agreed upon date.
5. The following matrix, required by law and regulation, will be used to determine the overall rating for principals.

**EVALUATION OVERALL RATING MATRIX**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **SCHOOL VISITS** |  |  |  |  |
| **STUDENT**  **PERFORMANCE** |  | HIGHLY  EFFECTIVE (H) | EFFECTIVE (E) | DEVELOPING (D) | INEFFECTIVE (I) |
|  | 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** |



1. Improvement plans for principals with developing or ineffective overall evaluation ratings shall be according to the attached format and process. Such plans shall be mutually agreed upon within 10 district workdays following the issuance of the final summative evaluation and overall rating. (SEE SECTION IV)
2. An appeal of any principal’s evaluation shall be for ineffective and developing ratings or any rating tied to compensation. The reasons for appeal shall be those identified in law and regulation as identified in Section V. The attached appeal process shall be utilized. An appeal of an evaluation may NOT be initiated prior to the issuance of the final composite rating. (SEE SECTION V)
3. Normal rounding procedures shall apply to all score computations where the calculated score falls between the points on any applicable range of scores used to determine a HEDI rating.
4. Specific procedures and forms for each sub-component are contained in the attached Sections II to VI. Any additional forms needed shall be developed mutually by XXXX and XXSD no later than 30 calendar days, or some other mutually agreeable date, following approval of the provisions of this agreement by NYSED.
5. That the parties agree to enter into negotiations for a successor APPR agreement no later than March 1, 2022.

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2020 to 2022 APPR MOA

Between the \_\_\_\_\_\_\_\_ School District and the \_\_\_\_\_\_\_\_\_ Association

**SECTION II: STUDENT PERFORMANCE CATEGORY**

**NO OPTIONAL MEASURES OF STUDENT PERFORMANCE SHALL BE USED TO DETERMINE THE RATING FOR THE STUDENT PERFORMANCE CATEGORY.** THE REQUIRED STUDENT LEARNING OBJECTIVES (SLOs) SHALL BE THE MEASURES USED TO CALCULATE SCORES AND A RATING FOR THIS CATEGORY.

In any instance where Student Learning Objectives (SLOs) are used, the principal shall develop such SLOs, consistent with any related NYSED requirements, for approval by the superintendent. They shall be submitted by the principal by October 15 or as soon as practicable. The superintendent shall meet with the principal and provide the decision on approval within 5 days of submission by the principal.

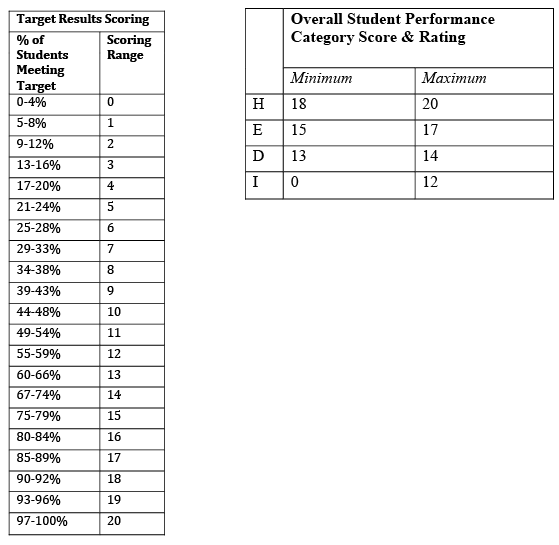
For all locally developed student performance measures, including SLOs, the students to be included in the data shall be: those continuously enrolled from BEDS day to the date of the applicable tests, and for whom there is an appropriate score for the previous year, where needed.

Local considerations for special education, ELL, and poverty shall be incorporated into all student performance measures in any manner allowed

Which allowable assessments are to be utilized shall be mutually agreed upon by the parties prior to the signing and submission to NYSED of an APPR plan?

Targets for Alternate SLOs, based on the agreed upon assessments, will be mutually agreed upon annually prior to implementation.

The following NYSED SLO scoring charts will be required for scoring of any SLOs:



2020 to 2022 APPR MOA

Between the \_\_\_\_\_\_\_\_ School District and the \_\_\_\_\_\_\_\_\_ Association

**SECTION III: SCHOOL VISIT CATEGORY**

1. The parties agree that principals shall be evaluated using the Multidimensional Principal Performance Rubric, Section I, Domains 1 to 6 covering all ISLLC 2008 Standards for the Other Measures subcomponent.
2. The superintendent (or district level designated supervisor) shall be the lead evaluator and complete required announced observational visits. The person serving as the required “independent observer” shall be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and shall complete the required unannounced school visit.
3. The rating of the Independent Observer shall constitute 10% of the rating for the Observation/School Visit Category for principals. The summative evaluation rating of the superintendent/supervisor shall constitute 90% of the rating for this category. (Note: specific procedures and forms shall be developed through the process outlined in Section I.)
4. *Each* observed element of the Multidimensional domain shall be rated by the supervisor in a holistic manner, circling the language on the rubric that best matches the performance of the principal for each element. 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.
5. For the unannounced visit only directly observed professional performance shall be used to rate and score applicable sections of the rubric. The principal may choose to invite the independent observer to join a planned meeting or activity, do a school walk-through visit focusing on leadership initiatives, or engage in an educational planning discussion related to school records and documents.
6. The supervisor’s summative evaluation shall be based, in part, on 2 visits of 90 minutes or more to the school, while in session. These will be as agreed to between the superintendent and principal. Another school visit of at least 20 minutes shall be by the “independent observer” and will also be the required unannounced observational visit. Observational School Visits are to be completed annually between September 15 and June 1, with at least one occurring after April 1. The following optional sources of information, if provided by the principal during the “observation cycle”, shall be considered observable evidence of performance by the supervisor in utilizing the rubric and instrument. These shall be provided to the superintendent at the time of an announced observational school visit.

a. School documents and records related to components of the rubric.

b. Progress on any organizational goals.

c. The principal’s self-analysis on the rubric for joint review and discussion.

Supervisors may also provide such additional documents as sources of evidence. However, any evidence to be used by the supervisor shall be presented to the principal at least two days prior to the observational visit in which it is to be used. Such evidence shall be used in only one observational visit. Evidence of professional performance to be used resulting from “natural conversations” outside of the required observational visits shall be documented, in writing, to the principal within three days of such conversations. If considered in determining scores for the final summative evaluation, such written documentation shall be referenced and included.

SECTION III: SCHOOL VISIT CATEGORY Continued

1. Each observational visit shall result in an observational report provided to the principal within 7 days of the observation. This will include the scores and/or ratings for elements observed as well as narrative information. For any element observed and rated “Ineffective” (1) or “Developing” (2), the observer shall:
   * + Substantiate such scores/ratings with a reference to the specific observed evidence leading to such score.
     + Provide concrete suggestions for the principal’s improvement, and
     + Indicate the assistance and resources to be provided by the district to support the professional growth of the principal in the areas rated “I” or “D”.
2. Over the course of the year, all observable elements and domains will be assessed at least once by the supervisor.
3. For the supervisor’s final summative evaluation, the element scores shall be determined according to the RUBRIC SCORE WEIGHTING CHART, and then averaged to determine a rubric score that shall be converted to a HEDI rating pursuant to the CONVERSION CHART below. Rounding to the nearest hundredth shall apply to average element scores to match the HEDI ranges in the conversion chart.

Summative Evaluation:

Based on a review of all observation scores, documented “natural conversations” about professional performance, and other sources of evidence reviewed in observation cycles, the superintendent shall compile and end-of-year summative evaluation.

Each rubric element shall receive a score with no score being lower than any observation score assigned to the element during an observation cycle during the year.

Element scores of 1 (I) or 2 (D), shall be supported by reference to specifically observed evidence during the observation cycles.

A final overall rubric score shall be computed using the average of all of the summative element scores. Normal rounding will apply to an overall average element score falling between the negotiated School Visit Category HEDI ranges. This final average overall element score shall be the Overall Summative School Visit Score from the superintendent as lead evaluator (weighted at 90% in determining the final School Visit Category Rating).

The superintendent’s summative evaluation report shall be presented, reviewed, and discussed in an additional end-of-year post-observation conference.

1. A form to document all school visits with related scores and ratings, and to calculate the final overall score and rating for this category, shall be developed through the process identified in Section I.
2. The HEDI bands for the School Visit Category, based on the average rubric score shall be:

|  |  |
| --- | --- |
| **Observation Category (Rubric): Average Score\* to HEDI Rating Conversion** | |
| **Average rubric score \*\*** | **Performance Level** |
| 3.5 to 4.0 | Highly Effective |
| 2.5 to 3.49 | Effective |
| 1.5 to 2.49 | Developing |
| 1\*\*\* to 1.49 | Ineffective |

\* For all components or sub-components of a category, the Average Score may be a Weighted Average

Score to determine the HEDI rating for a category, as collectively bargained.

\*\* For average scores that fall between these identified ranges, the attained average shall be rounded to the nearest hundredth.

\*\*\* Where all elements of a rubric are rated as 1, law (3012-d) requires that the score for the “Observation Category” be recorded and reported as 0 (zero). (Note: This does not further impact the rating of “I” (Ineffective), which is used on the “Matrix” with the “Observation” Category Rating to determine an overall composite rating. An Ineffective rating, regardless of the score reported to determine such rating, is what is used.)

2020 to 2022 APPR MOA

Between the \_\_\_\_\_\_\_\_ School District and the \_\_\_\_\_\_\_\_\_ Association

**SECTION IV: 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 within 10 district workdays after the issuance of the final evaluation rating. 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 timeline for achieving improvement.
5. Required and accessible resources to be provided by the district to achieve goals.
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

Deficiencies that contributed to 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.

2020 to 2022 APPR MOA

Between the \_\_\_\_\_\_\_\_ School District and the \_\_\_\_\_\_\_\_\_ Association

**SECTION V: PRINCIPAL APPR APPEAL PROCESS**

**CHALLENGES IN AN APPEAL:**

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

1. The substance of the annual professional performance review, which shall include the following:
   1. In the instance of a principal rated Ineffective on the Student Performance Category but rated Highly Effective on the School Visit Category, based on an anomaly, as determined locally (Subpart 30-3.12 (a) (1) of the Rules of the Board of Regents).
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 initiated by any principal for ineffective and developing ratings 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.

**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. 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 or within 15 days of when a plan was required but not issued. 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 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 ten (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 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 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, 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:

1. The 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.
2. The 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.
3. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se.
4. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date.
5. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.
6. 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 ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision. 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 THE APPEAL PROCEDURE**

This appeal procedure shall constitute the means for initiating, reviewing, and resolving challenges to a principal’s performance rating 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.
3. The cost of a 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 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.

2020 to 2022 APPR MOA

Between the \_\_\_\_\_\_\_ School District and the \_\_\_\_\_\_\_\_\_ Association

**SECTION VI:**

**APPENDIX ATTACHMENTS**

* (A.) LCI Multidimensional Rubric, Section I, Domains 1 to 6 (to be attached)
* (B.) Any forms related to the principal evaluation process

**APPENDIX B2: SAMPLE RUBRIC AVERAGE ELEMENT SCORE - WEIGHTING CHART**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DOMAINS**  **& Elements** | **HEDI SCORE**  **1= I**  **2= D**  **3= E**  **4= HE**  **NR= not rated** | | **MULTIPLIER**  **FOR WEIGHTING (AND NUM- BER FOR THE DIVISOR TO EQUATE AN AVERAGE)\*** | **TOTAL WEIGHTED POINTS** |
| 1. **SHARED VISION OF LEARNING** | | | | |
| a. Culture | |  | 3.5 |  |
| b. Sustainability | |  | 1.5 |  |
| 2. **SCHOOL CULTURE & INSTRUCTIONAL PROGRAM** | | | | |
| a. Culture | |  | 2 |  |
| b. Instructional Program | |  | 4 |  |
| c. Capacity Building | |  | 2 |  |
| d. Sustainability | |  | 1 |  |
| e. Strategic Planning Process | |  | 1 |  |
| 3. **SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT** | | | | |
| a. Capacity Building | |  | 3 |  |
| b. Culture | |  | 3 |  |
| c. Sustainability | |  | 2 |  |
| d. Instructional Program | |  | 2 |  |
| 4. **COMMUNITY** | | | | |
| a. Strategic Planning Process: Inquiry | |  | 3 |  |
| b. Culture | |  | 1 |  |
| c. Sustainability | |  | 1 |  |
| 5. **INTEGRITY, FAIRNESS, ETHICS** | | | | |
| a. Sustainability | |  | 2 |  |
| b. Culture | |  | 1 |  |
| 6. **POLITICAL, SOCIAL, ECONOMIC, LEGAL & CULTURAL CONTEXT** | | | | |
| a. Sustainability | |  | 1 |  |
| b. Culture | |  | 1 |  |
| **TOTALS** | | **DOES NOT APPLY** | **35\*** |  |
| **AVERAGE ELEMENT SCORE (TOTAL WEIGHTED SCORE DIVIDED BY TOTAL OF MULTIPLIERS) =** | | | |  |
| **OVERALL RUBRIC HEDI RATING BASED ON THE AVERAGE ELEMENT SCORE =** | | | |  |

For observations that have scores for only some elements, the total shall be calculated using only observed and rated elements. In those cases, the total in the “Multiplier” column, used as the divisor to determine the average, will be less than when all elements are rated.

Note: \*Different weightings could be used that would also change the divisor to determine the average.

Note: This chart should be incorporated into an additional form to identify the principal, observer, and school visit date, as well as comments and identification of sources of evidence utilized, by element. Such forms should be developed through the process indicated in Section I.

***This chart uses sample element weightings for the LCI Multidimensional Rubric. Each unit would need to decide what, if any weighting, it wants to negotiate. Similar charts are available for the Marshall and Marzano 2013 Rubrics.***

**APPENDIX B2: SAMPLE SUMMARY FORM**

**Somewhere Central School District**

**Principal Annual Professional Performance Review Summary**

Principal’s Name

Position/Site

School Year\_\_\_\_\_\_\_\_\_\_

Evaluator’s Name

Supervisor’s school visit dates:

Independent Observer’s visit dates:

Date of Summative Evaluation:

STUDENT PERFORMANCE CATEGORY RATING: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SLO SCORE/RATING:

\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_

SCHOOL VISIT CATEGORY RATING: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SUPERVISOR SCORE/RATING (90%):

\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_

INDEPENDENT OBSERVER SCORE/RATING (10%):

\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_

**SAMPLE SUMMARY FORM - PAGE 2**

**EVALUATION OVERALL RATING MATRIX**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **SCHOOL VISITS** |  |  |  |  |
| **STUDENT**  **PERFORMANCE** |  | HIGHLY  EFFECTIVE (H) | EFFECTIVE (E) | DEVELOPING (D) | INEFFECTIVE (I) |
|  | 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** |





APPR Overall Rating (HEDI): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Supervisor’s Signature and date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal’s Signature and date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ALTERNATE 1 FOR THE STUDENT PERFORMANCE CATEGORY – This option would need revision of the language in SECTION I, ITEM 2, AND SECTION II. It is not easy to limit data to specified demographic groups in this approach, but large numbers diminish the need.

District-wide Group Metric Option for The Student Performance Category

# Summary

This district SLO score would be calculated based on the percentage of students meeting or exceeding the target score on all Regents exams plus the 4th grade and 8th grade Science exams.

# Target Setting

The target is calculated based on the performance for the previous three-year period on an exam-by-exam basis. The first step is to determine the anchor point, or what exam score at least 80% of the students met or exceeded for each of the previous three years.

*For example:*

Algebra Common Core Assessment:

* 2013- 81% of all valid exam scores met or exceeded a score of 49
* 2014- 82% of all valid exam scores met or exceeded a score of 47
* 2015- 82% of all valid exam scores met or exceeded a score of 47

The next step is to determine the Anchor Point Average by calculating the average of the exam anchor points from the previous step. Returning to our example, (49+47+47)/3=47.6

|  |  |
| --- | --- |
| *Exam* | *Anchor Point* |
| 2013 Algebra CC | 49 |
| 2014 Algebra CC | 47 |
| 2015 Algebra CC | 47 |
| *Anchor Point Average* | **47.6** |

As the district SLO score is based on a growth methodology, the target score must exceed the three-year average of the anchor scores. Therefore, the final target score will exceed the Anchor Point Average by 1 point. In our example, this would calculate to be 47.6 + 1= 48.6 rounded up to a 49.

The process outlined above is then repeated for each assessment, creating a target score for each exam.

|  |  |
| --- | --- |
| *Exam* | *2016 Target Score* |
| Common Core Algebra | 49 |
| Common Core Geometry | 44 |
| Trigonometry/Algebra 2 | 43 |
| Common Core English | 49 |
| U.S. History & Government | 51 |
| Global History & Geography | 43 |
| Chemistry | 53 |
| Earth Science | 49 |
| Living Environment | 48 |
| Physics | 51 |
| 4th Grade Science | 49 |
| 8th Grade Science | 36 |

# Percent of Students Meeting Target

To determine the SLO scoring range and HEDI Rating, the number of students meeting the target must be determined first. This will be based on the total number of valid exam scores during the course of the same reporting year, (Regents from August, January, and June) compared to the target score identified for each exam.

|  |  |  |
| --- | --- | --- |
| *Exam* | *2016 Target Score* | *Exam Scores Meeting/Exceeding Target* |
| Common Core Algebra | 49 | 2,564 |
| Common Core Geometry | 44 | 875 |
| Trigonometry/Algebra 2 | 43 | 628 |
| Common Core English | 49 | 1,697 |
| U.S. History & Government | 51 | 1,158 |
| Global History & Geography | 43 | 1,982 |
| Chemistry | 53 | 221 |
| Earth Science | 49 | 659 |
| Living Environment | 48 | 1,893 |
| Physics | 51 | 93 |
| 4th Grade Science | 49 | 1,100 |
| 8th Grade Science | 36 | 676 |

This can now be compared to the number of valid exams to determine an overall percentage. In our example 13,546 exams met or exceeded the target score out of a possible 17,464 exams. This yields a final average of 77.565% rounded to 78%.

|  |  |  |  |
| --- | --- | --- | --- |
| *Exam* | *2016 Target Score* | *Meeting/Exceeding Target* | *Total Exams* |
| Common Core Algebra | 49 | 2,564 | 3,463 |
| Common Core Geometry | 44 | 875 | 1,202 |
| Trigonometry/Algebra 2 | 43 | 628 | 784 |
| Common Core English | 49 | 1,697 | 2,071 |
| U.S. History & Government | 51 | 1,158 | 1,512 |
| Global History & Geography | 43 | 1,982 | 2,543 |
| Chemistry | 53 | 221 | 269 |
| Earth Science | 49 | 659 | 821 |
| Living Environment | 48 | 1,893 | 2,233 |
| Physics | 51 | 93 | 129 |
| 4th Grade Science | 49 | 1,100 | 1,432 |
| 8th Grade Science | 36 | 676 | 1,005 |
| **Total Percentage=77.565%** | | **13,546** | **17,464** |

# Determining the Final HEDI Rating

Once the total percentage has been determined, this percentage will then be compared to the state provided chart to determine the final rating. In our example, 78% meeting the target yields a score range of 15 and a final HEDI Rating of Effective.

|  |  |  |
| --- | --- | --- |
| **Percent Meeting the 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 |
| 60-66% | 13 | **Developing** |
| 67-74% | 14 |
| 75-79% | 15 | **Effective** |
| 80-84% | 16 |
| 85-89% | 17 |
| 90-92% | 18 | **Highly Effective** |
| 93-96% | 19 |
| 97-100% | 20 |

ALTERNATE 2 FOR THE STUDENT PERFORMANCE CATEGORY –

This option would need revision of the language in SECTION I, ITEM 2, SECTION II, and the Sample Summary Form in Appendix B2.

Input Model for the Student Performance Category

One sample for consideration

Each principal shall set four (4) annual goals related to their work to support and enhance student performance (academic, social/emotional, civil responsibility, school climate/safety, etc.). These goals shall be consistent with district goals and initiatives and shall be building specific (building wide, grade level or program level). Goals shall be based on pertinent analysis of data which can include, but not be limited to: student test results, needs assessments (e.g., SED approved surveys regarding school climate; student, parent, or staff input related to teaching, learning, or school environment; analysis of staff educational and/or skills needs), or school review and/or accountability measures and documents.

Each goal shall have five (5) measurable sections related to a principal’s practice that are related to the leadership standards within ISLLC 2008.

One point shall be awarded for verifiable evidence of completion of each of the five (5) sections of each goal. A score of 0 to 20 shall be determined by adding the total points earned for all four (4) goals. This total number of points shall be converted to a HEDI rating for the Student Performance Category according to the required distribution within regulations (see below).

The verifiable components for each goal, worth one (1) point each for evidence of completion of the activity, shall be:

1. Evidence of data analysis for determination of the goal (ISLLC Standards 1, 4)
2. Evidence that applicable actions were identified for a specified period (ISLLC Standard 1)
3. Evidence that the goal was appropriately shared as an integral part of the principal’s leadership vision (ISLLC Standards 1, 2)
4. Evidence that the identified actions were implemented (ISLLC Standards 1, 2)
5. Evidence of data analysis regarding the impact of the goal and related activities (ISLLC Standards 1, 2, 4)

Student Achievement HEDI Rating Bands:

|  |  |
| --- | --- |
| **TOTAL SCORE** | **RATING** |
| 18-20 | Highly Effective |
| 15-17 | Effective |
| 13-14 | Developing |
| 0-12 | Ineffective |

**Regularly check the following websites for updates:**

**NYS Education Department:**

www.nysed.gov

**Engage New York:**

http://engageny.org/

**SAANYS Website (Members only section):**

www.saanys.org

