

## **SPACKENKILL UFSD PRINCIPAL APPR AGREEMENT**

### **SECTION I: General Agreement**

#### **APPR Addendum to the collective bargaining agreement between the Spackenkill Administrators Union and the Spackenkill UFSD**

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.
  
- Should the law (3012-d) of 2015, 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.

After the first evaluation cycle, either party may request to re-open the negotiations to amend the plan.

2. The superintendent shall be the lead evaluator for principals. A certified district office administrator who is not in the principals' bargaining unit, shall be the external evaluator for principals. The lead evaluator's observations will constitute 85% of the weight; the external evaluator's 15%.
  
3. In accordance with 3012-d, only assessments that have been approved by the state will be allowed. Spackenkill has completed an RFQ, and many of our local assessments have been accepted for use by the state in a principal's SLO. The district agrees to be flexible in completing future necessary documents to add more assessments to that list.
  
4. The district shall utilize the LCI's Multidimensional Principal Performance Rubric for principal evaluation. This shall be according to the attached instrument. The evaluation shall be based on no less than 3 visits to the school while in session, to include one thirty-minute announced observation by the Superintendent and two fifteen-minute observations, one of which is unannounced, for both probationary and tenured principals. One of the fifteen minute observations shall be conducted by the external evaluator. Nothing prohibits a supervisor from entering a building without notice and conducting a visit. Visits are to be completed no later than June 1.
  
5. The following discussions and reviews, which shall be included in the observation(s) periods if applicable, shall be considered in assessing performance of the principal in leadership and management: 1.) The principal and superintendent shall conduct a joint critical analysis of the NYS School Report Card (or other similar NYS accountability report) in conjunction with the academic audit that is presented to the Board of Education, including identification of actions to be taken to address components and district resources to be made available to the principal and building. 2.) No later than June 15, the principal shall submit his/her self-analysis on the rubric to the Superintendent. No later than June 30, the Superintendent shall meet with the principal about his/her observations and self-assessment.
  
6. All available components of a principal's final evaluation shall be provided no later than July 15 annually. Within five days of receiving the State generated growth score, the Superintendent shall update the evaluation and get it to the principal.

7. 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 15 school days at the beginning of the year annually.
8. An appeal of a principal's evaluation shall be only as allowed by regulation. The reasons for appeal shall be those identified in 3012-d and accompanying regulations. 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.

\_\_\_\_\_ / \_\_\_\_\_      \_\_\_\_\_ / \_\_\_\_\_  
Association President                      Date                      Superintendent                      Date

## SECTION II: Observations

**Observations:** The district shall utilize the LCI’s Multidimensional Principal Performance Rubric for principal observations and evaluation. This shall be according to the attached instrument. The evaluation shall be based on no less than 3 visits to the school while in session, to include one thirty-minute announced observation by the Superintendent and two fifteen-minute observations, one of which is unannounced, for both probationary and tenured principals. One of the fifteen minute observations shall be conducted by the external evaluator. Nothing prohibits a supervisor from entering a building without notice and conducting a visit. Visits are to be completed no later than April 30.

For the thirty minute observation, a pre-observation meeting between the Superintendent and principal will be scheduled by the Superintendent and take place at least one day but no more than three days prior to the day of the observation. A post-observation meeting between the Superintendent and principal will be scheduled by the Superintendent and take place no later than 10 school days following the observation. The Superintendent must complete a draft form of the rubric and send it to the principal within 8 school days of the observation but at least 2 days prior to the post conference. The Superintendent and the principal will discuss the completed draft form, and the principal will have the opportunity to give further input or voice questions/concerns regarding the completed draft form before it becomes final. Once the Superintendent completes any discussed changes, a principal can choose to make comments that will become a permanent part of the form.

**Training in the Framework:** Any probationary or temporary principal new to the district will be offered session(s) designed to explain the Framework, its rubrics, and the observation process by October 1 of the principal’s first year in the district. A principal may be required to attend these sessions at a non-district site within a reasonable distance.

**Calculation of Overall Observation Category Score:** Once all observations and walkthroughs are complete, an overall Observation Category Score must be computed. NOTE: If a principal has earned a score of 1 on all rated components across all observations, the overall observation score assigned must be a 0.

All observations conducted by the lead evaluator will be averaged together for a final formal observation score and weighted as 85% of the total score. If applicable, all external evaluator observations will be averaged together for a final external evaluator observation score and weighted as 15%.

This overall observation score will be converted to an overall HEDI rating using the following table:

Overall Observation Category Score and Rating

	Min	Max
H	3.50	4.0
E	2.50	3.49
D	1.50	2.49
I	0	1.49

### **SECTION III: Student Performance Category for Principals**

No optional measures of student performance shall be used to determine the rating for the student performance category. State provided growth scores and/or required Student Learning Objectives shall be the measures used to calculate original scores and a rating for this category.

In any instance where SLOs are required in lieu of a state growth score, the principal shall develop such SLOs, consistent with any related NYSED requirements, for approval by the Superintendent. They shall be submitted to the Superintendent for review by November 1. The Superintendent shall notify the principal of the decision on approval within 5 days of the submission by the principal. Once the assessments are completed, the Superintendent may request that a principal assist in the final category calculation.

#### **Assessments Used**

In accordance with 3012-d, only assessments that have been approved by the state will be allowed. Spackenkill has completed an RFQ, and many of our local assessments have been accepted for use by the state in a principal's SLO. The district agrees to be flexible in completing future necessary documents to add more assessments to that list. Which allowable assessments are to be utilized shall be mutually agreed upon between the parties prior to the signing and submission to NYSED of any plans or forms which include provisions for such alternate SLOs.

For the 2016-2017, 2017-2018, and 2018-2019 school years, all principals for whom a state-provided growth score is calculated, or who must use the grades 3-8 state ELA and/or math assessments in a SLO, will create a SLO using an alternative, state approved assessment to be used in their transition score.

#### **Growth Target Setting Methods**

The SLO process determined by the Commissioner shall include a minimum growth target of one year of expected growth, or the length of the course if it is shorter. The goal setting methods for setting targets can be chosen from one of the following: individual growth target setting model, class-wide minimum rigor target setting model, or banded/range-based target setting model.

NOTE: The SLO will no longer read "85% of my students..." or any other percentage as it has in the past. A target will be set, and the percentage of students who achieve that target will convert to a score from 0 to 20 as shown in the table prescribed by the state on the SLO template. (See Appendix C)

Poverty, students with disabilities, English language learners status, and prior academic history may be taken into account through the use of targets.

**SECTION IV: Overall Evaluation Rating**

Prior to the end of the school year in June, a summative conference to review the overall rating for each category, and the overall rating for the year, will be scheduled by the Superintendent. For those principals who do not receive assessment results prior to the end of the school year, this conference will take place by September 15 of the following school year.

Based on the rating for each category, the overall evaluation rating will be determined by using the state required chart below.

		Observation			
		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

## **SECTION V: APPEAL PROCESS**

### **Spackenkill UFSD Principal APPR Appeal Process Description of Appeal**

A principal may challenge the determination of their APPR within 15 days of receipt pursuant to Section 3012-d of the Education Law and will be handled in a timely and expeditious manner.

1. Pursuant to Education Law section 3012-d, a principal may only challenge the following in an appeal:  
(a) The substance of the annual professional performance review, which shall include the instance of a principal rated Ineffective on the student performance category but rated Highly Effective on the observation category based on an anomaly, as determined locally; (b) The district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-d; (c) The adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law section 3012-d; and (d) District's issuance and/or implementation of the terms of the principal improvement plan under Education Law section 3012-d.
2. The Superintendent's designee (hearing officer) (who will be selected within 15 days from the following list: Tom Brooks, Andrew Manca, and Joseph Sciortino) shall respond to the appeal with a written answer. The designee shall have the right to grant or deny the appeal in whole or in part. Such decision shall be made within 30 calendar days of the receipt of the appeal. The decision of the Superintendent's designee, so long as the decision is made within the timeframe set forth in this paragraph, shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.
3. The appeal must articulate the substantive areas of disagreement over the performance review and must include any documents or materials relevant to the appeal.
4. The burden of proof shall rest with the principal.
5. The decision shall address the reasons and factual basis for the determinations found regarding the issues raised in the appeal. Copies shall be provided to the principal, the evaluator and anyone responsible for implementing an improvement plan.
6. The District shall bear the cost of the Hearing Officer (Superintendent's designee). If the appeal is sustained, the Superintendent will set aside the original rating, and will modify the rating according to the appeal.
7. Nothing herein shall be construed to alter or diminish the authority of the District to grant or deny tenure to or terminate probationary principals during the pendency of an appeal for the statutorily and constitutionally permissible reasons, including the principal's performance that is the subject of the appeal.
8. Nothing herein shall limit the right of a non-tenured principal to exercise his/her right pursuant to Education Law Section 3031 and bring a grievance charging a procedural violation of the provisions of the collective bargaining agreement and APPR procedures.

#### **Waiver**

Any issues not raised in the appeal shall be deemed waived. Failure to timely file such appeal shall be deemed a waiver of the right to appeal.

## **Exclusive Remedy**

The APPR shall not be subject to the grievance procedure.

### **SECTION VI: Improvement Plan**

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced as early as July, but no later than October 1<sup>st</sup>. The superintendent, in consultation 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 including interval meetings with the Superintendent.
5. Required and accessible resources to achieve goal, for example, frequent meetings with the supervisor, professional development, and/or mentoring.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least bi-monthly during the year, beginning in August. 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 by June 15<sup>th</sup>.
9. All costs associated with the implementation of a PIP including, but not limited to, tuition, fees, books, and travel shall be borne by the district in their entirety. Unless otherwise required under ED Law 3020-B, no disciplinary action predicated upon ineffective performance shall be taken by the district against a principal until a PIP has been fully implemented and its effectiveness in improving the principal's performance has been evaluated. Unless otherwise required under ED Law 3020-B, no disciplinary action for pedagogical incompetence shall be taken by the district against a principal predicated upon an ineffective rating who has met the performance expectations set by a PIP; however, nothing shall be construed to restrict or limit the district's right to deny tenure, or to otherwise terminate a probationary teacher, in compliance with law and the collective bargaining agreement.

**Spackenkill UFSD 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):

November:

January:

March:

May:

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 VIII:  
ADDITIONAL ATTACHMENTS**

List of district’s NYSED approved student achievement assessments for evaluation.

LCI Multidimensional Rubric, available as pdf from the following SED web site:

<http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/MultidimensionalPrincipalPerformanceRubric.pdf>

Calculation Composite Score Points

Calculation  
Composite  
Score for 60  
Points

Enter the value into the box to indicate the score

	H (4)	E (3)	D (2)	I (1)	Score	x Weight	=Points
<b>Domain 1: Shared Vision of Learning</b>							
1a) Culture					0	4	0
1b) Sustainability					0	2	0
<b>Domain 2: School Culture and Instructional Program</b>							
2a) Culture					0	4	0
2b) Instructional Program					0	8	0
2c) Capacity Building					0	6	0
2d) Sustainability					0	2	0
2e) Strategic Planning					0	2	0
<b>Domain 3: Safe, Efficient, Effective Learning Environment</b>							
3a) Capacity Building					0	2	0
3b) Culture					0	1	0
3c) Sustainability					0	1	0
3d) Instructional Program					0	1	0
<b>Domain 4: Community</b>							
4a) Strategic Planning					0	1	0
4b) Culture					0	1	0
4c) Sustainability					0	1	0

**Domain 5: Integrity, Fairness, Ethics**

5a) Sustainability	0	1	0
5b) Culture	0	1	0

**Domain 6: Political, Social, Economic, Legal and Cultural Context**

6a) Sustainability	0	1	0
6b) Culture	0	1	0

**Total Points for Domains 1-6 MPPR (out of 160 points)**

0

**Other: Goal Setting and Attainment – 2 Goals (based on an examination of data)**

H (4)      E (3)      D(2)      I(1)      Score      x Weight      =Points

Goal 1: Uncovering Goals	0	2.5	0
Goal 1: Strategic Planning	0	2.5	0
Goal 1: Taking Action	0	2.5	0
Goal 1: Evaluating Attainment	0	2.5	0
Goal 2: Uncovering Goals	0	2.5	0
Goal 2: Strategic Planning	0	2.5	0
Goal 2: Taking Action	0	2.5	0
Goal 2: Evaluating Attainment	0	2.5	0

**Total Points for 2 goals (out of 80 points)**

0

**Total Points for Domains 1-6 MPPR and 2 Goals (out of 240 points)**

0

**Conversion to 1-4 Score**

0

Total Average Rubric Score	Category	Conversion score for composite
<b>Ineffective 0-54</b>		
1		0
1.007		1
1.015		2
1.022		3
1.030		4
1.037		5
1.044		6
1.052		7
1.059		8
1.067		9
1.074		10
1.081		11
1.089		12
1.096		13
1.104		14
1.111		15
1.119		16
1.126		17
1.133		18
1.141		19
1.148		20

1.156		21
1.163		22
1.170		23
1.178		24
1.185		25
1.193		26
1.200		27
1.207		28
1.215		29
1.222		30
1.230		31
1.237		32
1.244		33
1.252		34
1.259		35
1.267		36
1.274		37
1.281		38
1.289		39
1.296		40
1.304		41
1.311		42
1.319		43
1.326		44
1.333		45
1.341		46

1.348		47
1.356		48
1.363		49
1.370		50
1.378		51
1.385		52
1.393		53
1.400		54
<b>Developing 55-56</b>		
1.5		55
1.6		55.2
1.7		55.4
1.8		55.6
1.9		55.8
2		56
2.1		56.2
2.2		56.4
2.3		56.6
2.4		56.8
<b>Effective 57-58</b>		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58

3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

40 of the 60 points assigned to this subcomponent shall be based on a broad assessment of the principal’s leadership and management actions by the superintendent. Domain 1-6 40 points – Supervisory visits and APPR Annual Conference. The remaining twenty (20) points shall be based on the results of the two (2) ambitious and measurable goals set by the principal as part of his/her building goal process with his/her site team. Principals are encouraged to use two of their building goals for this purpose, if feasible. At least one goal must address the principal’s contribution to improving teacher effectiveness. Any other goals shall address quantifiable and verifiable improvements in academic results or the school’s learning environment.

<b>Element</b>	<b>Description</b>
<b>Goal #1</b> Principal contribution to improving teacher effectiveness <b>10 Points</b>	Each principal will compose an annual SMART building strategy (goal) related to the principal’s contribution to improving teacher effectiveness. The goal will be based on an examination of data, and will include actions/strategies the principal will undertake to achieve the goal. Progress on the goal will be reviewed at the end-of-the year annual APPR conference.
<b>Goal #2</b> Quantifiable & verifiable improvements in academic results or the school’s learning environment <b>10 Points</b>	Each principal will compose an annual SMART building strategy (goal) related to quantifiable and verifiable improvements in academic results and/or improvement in the school’s learning environment. The goal will be based on an examination of data, and will include actions/strategies the principal will undertake to achieve the goal. Progress on the goal will be reviewed at the end-of-year annual APPR conference.

