

HUDSON CITY SCHOOL DISTRICT

**ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN
FOR PRINCIPALS SUBJECT TO EDUCATION LAW §3012-c**

Date of Adoption: August 22, 2011
Date of Amendment: _____, 2011

INTRODUCTION

- A. Any existing and previously-approved Annual Professional Performance Review (“APPR”) procedures pursuant to Section 100.2(o) of the Rules and Regulations of the Commissioner of Education (“Commissioner’s Regulations”) remain in effect for principals who are not subject to Section 3012-c of the New York State Education Law (the “Education Law”).

- B. For the 2011-12 school year, this APPR Plan (“Plan”) and the procedures and methods described herein shall apply to all building principals of schools in which classroom teachers of common branch subjects or English Language Arts or mathematics in grades 4 to 8 are employed, except as provided in paragraph “D” below.

- C. Nothing in this Plan shall be construed to affect the right of the Board of Education to terminate a probationary principal or restrict the discretion of the Superintendent and/or the Board of Education to make a determination on the status of a probationary principal and/or to deny tenure.

- D. Nothing in this Plan shall be construed to abrogate any conflicting provisions of any collective bargaining agreement in effect on July 1, 2010 during the term of such agreement and until entry into a successor collective bargaining agreement, provided that notwithstanding any other provision of law to the contrary, upon expiration of such term and the entry into a successor collective bargaining agreement, all the provisions of Education Law §3012-c and the Commissioner’s Regulations shall apply.

- E. This plan shall be in effect for the 2011-12 school year.

I. Availability of District's APPR Plan

A written copy of the APPR plan will be approved by the BOE at the Board of Education meeting on August 22, 2011. This document shall be included in the official published minutes of the Board of Education meeting, which is distributed throughout the school district.

The written copy of the plan will be published on the DISTRICT website no later than September 10, 2011.

II. Training of Lead Evaluators and Evaluators

- A. The duration and nature of the training the DISTRICT will provide to evaluators:

All Hudson evaluators will be trained as lead evaluators.

- B. The duration and nature of the training the DISTRICT will provide to lead evaluators:

1. Positions trained as lead evaluators: Superintendent, Assistant Superintendent, Director of Student Services, and all building Principals.

2. Questar III BOCES will provide training of lead evaluators in compliance with all state regulations.

3. The DISTRICT's process for certifying lead evaluators:

The Superintendent of Schools, upon receipt of proof of successful completion of the Questar III BOCES training of lead evaluators, will certify individual evaluators as lead evaluators.

- C. The DISTRICT's process for ensuring that lead evaluators maintain inter-rater reliability over time:

Inter-rater reliability of lead evaluators over time will be conducted by the Superintendent. The process will involve the maintenance of a database of evaluators on their respective assessments.

- D. The DISTRICT's process for periodically recertifying all lead evaluators:

Hudson will fully participate in the periodic recertification conducted by Questar III BOCES.

III. Principal Evaluations

Principals shall receive an annual composite effectiveness score out of 100 total points and shall receive one of the following annual ratings:

Highly Effective:	91-100
Effective:	75-90
Developing:	65-74
Ineffective:	0-64

A. Twenty points of the principal's composite effectiveness score shall be based upon the principal's student growth percentile score on State assessments in English language arts and/or mathematics in grades four to eight.

1. The DISTRICT's method of measuring student growth on state assessments:

a. The DISTRICT shall use the following scoring methodology for the assignment of points to the student growth subcomponent:

<u>Score on Student Growth Subcomponent</u>	<u>Rating</u>
18-20	Highly Effective
12-17	Effective
3-11	Developing
0-2	Ineffective

B. Twenty points of the principal's composite effectiveness score shall be based upon locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms.

1. The DISTRICT's method of measuring student achievement: The District shall use the state assessments for this component.

a. The DISTRICT shall use the following scoring methodology for the assignment of points to the student achievement subcomponent:

<u>Score on Student Growth Subcomponent</u>	<u>Rating</u>
18-20	Highly Effective
12-17	Effective
3-11	Developing
0-2	Ineffective

The procedures for use with the local measure must be negotiated and the Plan shall be amended once an agreement is reached on this component.

C. Sixty points of a principal's composite effectiveness score shall be based upon multiple measures aligned with Education Leadership standards, their related elements and performance indicators.

1. The DISTRICT's method of measuring principal effectiveness

a. The name of the approved principal practices rubric that the DISTRICT uses to measure principal effectiveness based upon multiple measures:

A principal's performance must be assessed based upon a principal practice rubric approved by SED. The rubric is Vanderbilt Assessment of Leadership in Education (VAL-ED).

b. The DISTRICT's method of measuring principal effectiveness based on ambitious and measurable goals:

i. At least 40 of the 60 points shall be based on a broad assessment of the principal's leadership and management actions by the principal's supervisor based on one or more visits by a supervisor and at least two other sources from the following: structured feedback from teachers, students, and/or families; school visits by other trained evaluators; review of school documents, records, state accountability processes and/or other locally-determined sources.

ii. The allocation of any remaining points is negotiable and shall be assigned based on the results of one or more ambitious and measurable goals set collaboratively with principals and the Superintendent or his/her designee as follows:

1. at least one goal must address the principal's contribution to improving teacher effectiveness, which may include, but need not be limited to: improved retention of high performing teachers, the correlation between student growth scores of teachers granted tenure as opposed to those denied tenure, quality of feedback provided to teachers throughout the year, facilitation of teacher participation in professional development opportunities made available by the District and/or the quality of effectiveness of teacher evaluations conducted under this section; and

2. any other goals shall address quantifiable and verifiable improvements in academic results or the school's learning environment resulting from the principal's leadership and management actions by the principal's supervisor

The Plan shall be amended once an agreement is reached on the procedures for this component.

VI. Principal Improvement Plans

Upon rating a principal as Developing or Ineffective through an annual professional performance review, the District shall develop and commence implementation of a Principal Improvement Plan (PIP) as soon as practicable but in no case later than 10 days after the date on which teachers are required to report prior to the opening of classes for the school year.

A PIP must include, but is not limited to, identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and where appropriate, differentiated activities to support a principal's improvement in those areas.

The procedures associated with PIPs are negotiable and the Plan shall be amended once an agreement is reached on this component.

VII. Appeal Procedure

In accordance with the law and regulations, a principal may only appeal the following in conjunction with his/her APPR:

- the substance of the APPR;
- the District's adherence to the standards and methodologies required for such reviews;
- the District's adherence to the regulations and compliance with any locally negotiated procedures, as well as the District's issuance and/or implementation of the terms of the PIP.

Appeal procedures shall provide for the timely and expeditious resolution of any appeal.

As the Appeal Procedure is negotiable, the Plan shall be amended once an agreement is reached on this component.

VIII. Other Requirements for the District's APPR Plan

- A. The process by which the DISTRICT will ensure that the State Education Department receives timely and accurate teacher, course and student "linkage" data.

The District will follow New York State Education Department (NYSED) developed procedures and timelines for extracting data from the student management system and reported to the Student Information Repository System (SIRS). The District Data Administrator will facilitate the data verification process.

- B. The process for teachers and principals to verify the courses and/or student rosters assigned to them.

The District will follow NYSED developed timelines for reporting student rosters to SIRS. As per NYSED, roster verification reports will be provided and the District will develop a process for teachers, principals, and superintendents to verify and validate the information. The District Data Administrator will facilitate the data verification process.

- C. The assessment development, security and scoring processes utilized by the DISTRICT to ensure the assessments are not disseminated to students before administration and that teachers or principals do not have a vested interest in the outcome of the assessment they score.

The District will follow NYSED Assessment Administration Guidelines when administering assessments. For the 3 – 8 Assessments, the District will continue to utilize Northeastern Regional Information Center and Questar III services to score student responses. For Regents Examinations, the District will follow NYSED grading procedures for the extended response questions. Student answer sheets will be electronically scanned then scored. The resulting, overall score will be electronically sent to SIRS. The District Data Administrator will facilitate the data verification process.

- D. The DISTRICT's method for reporting the individual subcomponent scores and total composite effectiveness score for each building principal to the State Education Department:

The District will follow New York State Education Department (NYSED) developed procedures and timelines for reporting composite effectiveness scores.