

District Plan – APPR Administrators

Principals Components/Criteria for Evaluation	District Plan	Attachments/Related Resources
<p>Administrator, Teacher and Student Data and Verification of rosters and course linkage data</p>	<p>Administrator, teacher and student data and verification of rosters and course linkage data will be conducted in accordance with NYSED regulations as outlined in resources from NYSED at: http://www.p12.nysed.gov/irs/sirs/</p> <ul style="list-style-type: none"> ▪ Administrators will ensure that teachers verify course rosters at the beginning of the school year and at 5 week intervals. ▪ Discrepancies in “linkage” data will be corrected by the district’s designated data manager/CIO across data systems including PowerSchool, Level 0 and other mandated NYSED databases. ▪ The data manager/CIO will meet with administrators on a quarterly basis to review Level 0 and nySTART reports. 	<p>http://www.p12.nysed.gov/irs/sirs/</p>

<p>Assessment Development and Security and Scoring Processes</p>		<p>The Director of Curriculum & Instruction will provide direct oversight of the construction and scoring of assessments.</p> <ul style="list-style-type: none"> ▪ Elementary, Middle and High School Principals are responsible for the securing of exams in accordance with regulations as outlined in resources from NYSED at: Http://www.p12.nysed.gov/apda/ ▪ The Director of Curriculum & Instruction will provide direct oversight of scoring teams both at the building and regional level for teachers that participate in team scoring. ▪ The Director of Curriculum & Instruction and Building Principals will provide assurances that scoring team members do not score their own student’s exams. ▪ The Director of Curriculum & Instruction will provide assurances that at no time do teachers have access to State assessments in advance of test date. The building principals are responsible for securing of exams prior to test administration date(s). 	
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<p>Principal Evaluation 60%</p>	<p>Principal Practice Rubric</p>	<p>Pioneer Central School will adopt one of the NYSED approved rubrics or modified rubric approved by NYSED. Rubrics are currently under review by building administrators.</p>	<p>http://usny.nysed.gov/rtt/teachers-leaders/practicrubrics/</p>
	<p>Site Visit</p>	<p>Evaluation of the principal will be comprised of one or more school visits by the District Superintendent.</p>	
	<p>Allocation of 60-points section</p>	<p>Evaluations of building principals are to be based on multiple measures, aligned with the Educational Leadership Policy Standards (ISLLC 2008). The principal’s performance will be assessed using a principal practice rubric approved by NYSED. Rubrics are under review for adoption during the 2011-2012 school year.</p> <ul style="list-style-type: none"> ▪ Any of the ISLLC (2008) Standards not addressed in the broad assessment must be assessed at least once a year. ▪ At least 40 out of the 60 points will be based on a broad assessment of the principal’s leadership and management actions by the principal’s supervisor. ▪ The assessment will incorporate one school visit by the principal’s supervisor and at least two other sources of evidence from the 	<p>See Appendix B: APPR scale</p>

<p>Principal Evaluation 60% (con't)</p>	<p>Allocation of 60-points section (con't)</p>	<p>following options: structured feedback from teachers, students and/or families; review of school documents, records, and/or state accountability processes; and/or other locally-determined sources.</p> <p>20 of the 60 points will be based on results of one or more ambitious and measurable goals set collaboratively between the principal and the superintendent.</p> <ul style="list-style-type: none"> ▪ At least one of the goals will address the principal's contribution to improving teacher effectiveness, including but not limited to: <ul style="list-style-type: none"> ✓ Improved retention of high performing teachers ✓ Correlation between student growth scores of teachers granted tenure vs. those denied tenure ✓ Quality feedback provided to teachers throughout the year ✓ Facilitation of teacher participation in professional development opportunities ✓ Quality and effectiveness of teacher evaluations <p>Other goals will address quantifiable and verifiable improvements in academic results or the school's learning</p>	
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		environment resulting from the principal's leadership and commitment to their own professional growth	
Local Measure (20%)	Locally selected measures	<p>The locally selected measures may include:</p> <ul style="list-style-type: none"> ▪ Student performance on assessments from a list of State-approved 3rd-party-developed, State or Regents-equivalent assessments ▪ District, regional or BOCES developed assessments whose rigor and comparability is verified by the district or BOCES ▪ School-wide, group, or team metrics using State assessments or a district, regional or BOCES-developed assessment ▪ Student achievement on State assessments, Regents examinations and/or Department approved alternative assessment (AP, IB, SAT II etc.) ▪ Student achievement levels on State assessments in ELA and/or math grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced) ▪ Student growth or achievement on State assessments in ELA and/or math in grades 4-8 for students 	http://usny.nysed.gov/rttt/teachers-leaders/assessments/
Local Measure (20%) (con't)	Locally selected		

	<p>measures (con't)</p>	<p>with disabilities</p> <ul style="list-style-type: none"> ▪ For building principals with high school grades assessments to include: ▪ 4,5 and/or 6 year high school graduation and/or drop out rates ▪ Percentage of students who earn a Regents diploma with advanced designation and/or honors ▪ Percentage of cohort or students that achieve specified scores on Regents examinations and/or department approved alternative examinations as described in section 100.2(F) ▪ Students progress toward graduation in the school using strong predictive indicators; including but not limited to 9th and/or 10th grade credit accumulations and/or the percentage of students that pass 9th and/or 10th grade subjects to include courses associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation <p>0-20 point for this subcomponent of evaluation is in the process of being finalized</p>	
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Growth (20%)	STATE PROVIDES FOR ELA/MATH 4-8		
Timely and Constructive Feedback		The district will conduct a minimum of one site visit each year in accordance with regulations. Administrators will be provided with written summaries of site visits. An end of the year APPR will be completed prior to the end of the school year.	See Appendix C:
Principal Improvement Plan		<p>A principal improvement plan will be implemented no later than 10 days after the start of the school year for administrators rated as developing or ineffective. The PIP plan is currently under review pending selection of state approved rubric(s) and will be consistent with agreed upon rubric.</p> <p>The plan includes:</p> <ul style="list-style-type: none"> ▪ Professional learning activities the educator must complete ▪ Identification of areas that need improvement ▪ Supporting data and related documents ▪ Manner in which improvement will be assessed including benchmarks of their improvement and as evidence for the final state of the improvement plan ▪ Additional supports/assistance to 	See Appendix D Draft PIP Draft

		<p>be provided</p> <ul style="list-style-type: none"> ▪ Timeframe for completion ▪ End of PIP review with final summative rating 	
Appeal Procedures		A comprehensive annual evaluation system has been developed that incorporates PIP plans. An appeal process for annual professional performance reviews will be agreed upon for reviews that are rated as ineffective.	See Appendix E: Appeal Process
Training of Evaluators		Evaluator(s) will be trained in accordance with NYSED regulations.	