

Chappaqua Central School District

Annual Professional Performance Review Plan
for Administrators

2011-12

– DRAFT PLAN –

August, 2011

Chappaqua Central School District
APPR for Administrators – DRAFT PLAN – THIRD DRAFT

1. ANNUAL EVALUATION – POINTS AND RATINGS

The Chappaqua Central School District's (CCSD) new Annual Professional Performance Review (APPR) for administrators shall consist of all parts mandated by the New York State Education Department in Section 3012-c of the Education Law. All mandated components have been developed within the context of our district's already high expectations for all students and staff. Our plan makes every effort to respect current research that speaks to the value of self-directed inquiry, while also insuring the annual completion of a broad assessment of each administrator's effectiveness by an appropriately trained supervisor. In addition, it incorporates both state and local assessments of student achievement to be used as measures of administrator effectiveness. A district developed template to be used annually to guide the process will be attached at the end of this plan (**Appendix A**).

As per the SED's requirements, all administrators will ultimately receive a rating (1 to 4) based on a 100 point scale detailed below. Our goal for all staff always has been and will remain that they model continual improvement each and every year. We have developed this plan in such a way that it will enhance and not inhibit our culture of continual improvement.

The 100 point scale breaks down as follows:

- A. 20 points will be determined by state assessments and a score for each administrator will be reported to the district by SED in June 2012. That score will then be incorporated into each administrator's total score, by the district, and reported back to SED.
- B. 20 points will be based on locally developed assessments of students. In the first year (2011-12), administrators will have the opportunity to earn points in this category through their leadership and supervision of the process by which these assessments are developed. Further information about the development of local assessments can be found later in this document.
- C. 60 points –

As per State requirement, 40 of the 60 points will be based on the supervisor's broad assessment of principal leadership. There will be at least two supervisory site visits to each school, each year. The supervisor and principal will make use of the Learner-Centered Initiatives' (LCI) Multidimensional Principal Performance Rubric approved by the State as the criteria for evaluation of the principal's work. The LCI rubric, which is attached to the end of this plan, is clearly linked to the Interstate School Leaders Licensure Consortium (ISSLC) standards. Its six domains are also incorporated into the template that will be used annually to guide each

administrator through the APPR process. Those domains will be used by both the supervisor and administrator for the purpose of goal setting and the development of relevant inquiry questions.

The remaining 20 points will be earned through a process of self-reflection, goal setting, inquiry, the gathering of artifacts and other evidence of principal effectiveness, and end-of-year summary, to be developed in conjunction with the appropriate supervisor.

The supervisor working with the principal shall, ultimately, determine the number of points earned by the principal both according to the LCI rubric and according to the principal's completion of those other steps (goal setting, etc.). Each of the six domains defined in the LCI rubric will receive equal weighting when it comes to assigning points. It will be incumbent upon the supervisor to keep the principal well informed as to his/her progress throughout the year and as to the likely numerical outcome. District supervisors will receive training through BOCES, through the SED, and through LCI, so as to insure consistent expectations and inter-rater reliability. Inter-rater reliability also will be assessed over time via data analysis to detect disparities, by the use of annual calibration sessions, and by a process for periodic recertification.

2. SUPERVISION

Both the Superintendent of Schools and the Assistant Superintendent for Curriculum and Instruction will receive training and will serve as supervisors for the districts' 22 administrators. The two supervisors will receive training through the organizations noted above, and as per State guidance, will operate under the training they have already received in order to obtain their current district level administrative certifications, until the additional, new training can be completed.

In addition, all administrators will receive training as evaluators, both so they can function in the role of peer observers for one another, and for the sake of their roles as evaluators of teachers. In addition to the training noted above, administrators will have access to specific training on the use of rubrics provided by Learner-Centered Initiatives (LCI), which will include webinars, annotated rubrics with hyperlinks, and facilitated online seminars.

3. RATING CATEGORIES IN RELATION TO EMPLOYMENT DECISIONS

All administrators in the CCSD currently go through a rigorous hiring, development and evaluation process. The new APPR plan and the resulting rating for each administrator will become part of that existing, rigorous process. It will be expected that new administrators receive ratings in the Effective or Highly Effective categories to continue making progress

towards tenure. Tenured administrators receiving lower ratings will be placed on Principal Improvement Plans, in accordance with SED directions.

4. RATING CATEGORIES IN RELATION TO ADMINISTRATOR DEVELOPMENT

The new APPR for principals has been developed to enhance our already strong continual improvement model. Through the development of inquiry questions, modeled on our effective Teacher Action Research Program, we expect that all administrators will further strengthen their abilities to make annual progress towards their goals and towards ever more effective leadership.

5. TIMELY FEEDBACK

It is already district practice for the Superintendent and Asst. Supt. for Curriculum and Instruction to hold monthly meetings with each building principal, in addition to goal setting meetings prior to the start of each year, and summary evaluation meetings at the conclusion of each year. All such meetings will continue and will now serve as the opportunity for supervisors to provide timely and constructive feedback to administrators regarding their work on their APPR's. Such meetings will provide the opportunity for supervisors and administrators to review the LCI rubric, to reflect on progress, as well as on areas for improvement. Both progress and need for improvement will be noted at these meetings.

6. APPEALS PROCESS

See APPENDIX B.

7. PRINCIPAL IMPROVEMENT PLAN

See APPENDIX C.

8. DATA REPORTING

Accuracy of data reporting is insured as follows:

The New York State Department of Education (SED) provides a unique identification number for each teacher in our district. Within our district, these unique identifiers are recorded in two local data systems: Finance Manager and Infinite Campus (our student management system). When teacher data is extracted from Infinite Campus the 'Teacher ID' provided by SED is included.

SED also provides course codes, which we assign to our local course names in Infinite Campus. The match between these codes and our local course names is reviewed by building level administrators, as appropriate. Student grades are connected to each course and the teacher(s) assigned to that course. A file is extracted from the New York State Data Warehouse and cross-checked with our rosters in Infinite Campus to ensure that the correct roster of students is matched accurately to each course and teacher. Additional reports from the data warehouse are also used to check for accuracy with locally created data reports.

The following student data will be submitted: Demographic; Enrollment; Program Services; Assessments; Grades; Special Education Snapshot; Special Ed Events

Demographic, enrollment, assessments, and grades are extracted from Infinite Campus. The Special Education data is extracted from IEP Direct, the program used locally to create and store special education data. Program Services data comes from both Infinite Campus and IEP Direct. This data is reported for all students enrolled in the district as well as students for whom our district has CPSE or CSE responsibility.

Staff and Course data will also be submitted and will be extracted from Infinite Campus.

9. **ASSESSMENT DEVELOPMENT, SCORING, AND TEST SECURITY**

Assessment Development

The Chappaqua Central School District Board of Education maintains a strategic question for teaching and learning that focuses on students' abilities to "think deeply, support their thinking, apply problem solving skills and actively participate in their learning as they acquire content knowledge." Educators in the district set specific professional goals aligned to this strategic question and work toward these goals through various collaborative professional development experiences. The development of local assessments will take place within the context of these already established district priorities.

Through a multi-year initiative we will meet the challenge of assessing the Districts' progress toward the Board's strategic question, meet the State's mandate and remain true to best practices in curriculum, instruction and assessment that have been proven to increase student learning. All Chappaqua faculty will deepen their understanding of quality assessment practice and deepen their skills at designing standards-based, meaningful, rigorous and valid assessments.

We will develop locally designed, quality, standards-based assessments that are meaningful for students and teachers (embedding diagnostic, formative and summative components), that are explicitly aligned to Chappaqua standards and the P-12 Common Core Standards (thus ensuring validity), and that can be implemented fairly and comparatively across classrooms.

Scoring and Security

Proper administration, as well as strict security of the New York State testing materials, is the responsibility of all of the members of our district community, therefore the following procedures are followed very carefully.

Arrival of Materials:

When the test materials arrive at the building, the building testing coordinator and principal carefully check, count and inventory the testing materials to ensure that the proper number of tests have been received. The contents of each box are checked against the shipping notice and

the school's copy of the order form. All shrink-wrapped materials remain intact until the day of testing. All test materials are stored in a locked safe or vault.

Prior to Testing:

Prior to the test administration time period, a review of the test administration procedures is conducted with all faculty and staff that will be involved in the test administration and scoring. A letter is sent home to parents informing them of the dates of testing and the purpose of the tests. Parents are asked to encourage their children to do their best on the test and to ensure that students are well rested on the days of testing. Classrooms are prepared for testing as described in the NYS Testing Administrator's Manual. Alternate locations and additional proctors are organized for students who require testing accommodations.

On the Day of the Testing:

Thirty minutes prior to the testing administration time, the teachers and proctors pick up, count and sign out the test materials. Tests are administered in a time frame consistent with state and local requirements, to insure test security and so that students can do their best. A class roster is completed on the day of testing to account for students who are absent and require a make-up test. When tests are complete, all testing materials are collected and counted by the classroom teacher. Completed testing materials are recounted, bound appropriately, and kept in a secure location.

Once All Testing is Complete:

Once the testing administration period is completed, all tests are securely inventoried and packed by the building administrator. Make-up sessions are conducted within the allotted time frame, and tests are kept in a secured, locked location. Once all testing is complete, the test boxes are sealed, returned to the district office for scoring if appropriate, and then properly organized for the return to the testing center.

10. PLAN REVIEW

This one year plan will be reviewed and may be amended at the conclusion of the 2011-12 school year.

APPENDIX A - TEMPLATE

Administrator Reflection and Self-Assessment Based on ISLLC Standards		
ISLLC Standards * Reference LCI Multidimensional Principal Performance Rubric, see Addendum	Administrator Strengths/ Questions	Evaluator Feedback
<p>1. <u>Promotes a vision of learning</u> (LCI Rubric, Domain 1)</p> <ul style="list-style-type: none"> • Promotes a culture of continual improvement for students and staff • Collaborates with appropriate stakeholders to address the BOE strategic question • Uses a variety of data to inform goal setting and implementation • Guides and supports the achievement of department and building goals <p>2. <u>Promotes school culture</u> (staff professional growth, instructional program - LCI Rubric, Domain 2)</p> <ul style="list-style-type: none"> • Nurtures and sustains a culture of collaboration and one that monitors student growth using multiple measures • Supports the ongoing development of a comprehensive, rigorous, engaging, and differentiated student learning environment • Develops instructional and leadership capacity of staff • Promotes effective use of technology to support teaching and learning <p>3. <u>Manages effectively</u> (operations and materials - LCI Rubric, Domain 3)</p> <ul style="list-style-type: none"> • Ensures that the use of time supports effective teaching and learning • Develops the capacity for distributed leadership • Protects the welfare and safety of students and staff • Effectively and efficiently matches resources to needs to ensure optimal student learning <p>4. <u>Collaborates with families and community members</u> (LCI Rubric, Domain 4)</p> <ul style="list-style-type: none"> • Builds and sustains positive relationships • Maintains an open and honest dialogue • Promotes understanding of the school/district mission • Promotes respect and appreciation for the community's diverse cultural, social, and intellectual resources <p>5. <u>Exhibits integrity and fairness</u> (LCI Rubric, Domain 5)</p> <ul style="list-style-type: none"> • Is reflective, transparent, ethical, equitable and fair. • Ensures that student needs inform all aspects of schooling. • Considers and evaluates the potential moral and legal consequences of decision making. <p>6. <u>Responds to larger political, social, economic, legal and cultural contexts</u> (LCI Rubric, Domain 6)</p> <ul style="list-style-type: none"> • Advocates broadly for children, families, and staff • Understands and is sensitive to the world outside of school. • Assesses, analyzes and anticipates emerging trends in order to adapt leadership strategies 		

Based on self-assessment and conversation with evaluator, what is your Inquiry Question to guide your year's work?

Administrator Signature:

Evaluator Signature:

APPENDIX A (CONT.)

PROCESS CHECK-LIST FOR COMPLETING INDIVIDUAL PLAN (See page 4)

Calendar	PROCESS STEPS*	Selected Resources	Completion																											
August/September	<ul style="list-style-type: none"> • Engage in self-reflection process • Determine tentative focus of inquiry • Discuss and agree upon plan with supervisor or designee • Establish Peer Group • Inquiry design and planning 		Date: Administrator Initials: Evaluator Initials:																											
October/January	<ul style="list-style-type: none"> • Meet periodically with peer group (i.e. to determine, gather, and analyze evidence) • Site visits with supervisor to view and discuss evidence, processes, and questions • Respond to feedback • Modify actions, as appropriate 		Date of Site Visit: Administrator Initials: Evaluator Initials:																											
February/May	<ul style="list-style-type: none"> • Meet periodically with peer group (i.e. to determine, gather, and analyze evidence) • Site visits with supervisor to view and discuss evidence, processes, and questions • Respond to feedback • Modify actions, as appropriate • Begin to draw conclusions from inquiry 		Date of Site Visit: Administrator Initials: Evaluator Initials:																											
June	<ul style="list-style-type: none"> • Summarize results • Share findings • Self-Reflection • Evaluator’s response to findings and reflection • Compile artifacts 		Date: Administrator Initials: Evaluator Initials:																											
<table style="width: 100%; border: none;"> <tr> <td style="border: 1px solid black; width: 40px; height: 30px; margin: 0 auto;"></td> <td style="font-size: 24px; margin: 0 10px;">+</td> <td style="border: 1px solid black; width: 40px; height: 30px; margin: 0 auto;"></td> <td style="font-size: 24px; margin: 0 10px;">+</td> <td style="border: 1px solid black; width: 40px; height: 30px; margin: 0 auto;"></td> <td style="font-size: 24px; margin: 0 10px;">+</td> <td style="border: 1px solid black; width: 40px; height: 30px; margin: 0 auto;"></td> <td style="font-size: 24px; margin: 0 10px;">=</td> <td style="border: 1px solid black; width: 40px; height: 30px; margin: 0 auto;"></td> </tr> <tr> <td style="text-align: center;"><u>Inquiry Design & Planning</u></td> <td></td> <td style="text-align: center;"><u>Inquiry Process & Site Visit*</u></td> <td></td> <td style="text-align: center;"><u>Inquiry Process & Site Visit*</u></td> <td></td> <td style="text-align: center;"><u>Artifacts & Summary</u></td> <td></td> <td style="text-align: center;"><u>Total</u></td> </tr> <tr> <td style="text-align: center;">10</td> <td></td> <td style="text-align: center;">20</td> <td></td> <td style="text-align: center;">20</td> <td></td> <td style="text-align: center;">10</td> <td></td> <td style="text-align: center;">60</td> </tr> </table>					+		+		+		=		<u>Inquiry Design & Planning</u>		<u>Inquiry Process & Site Visit*</u>		<u>Inquiry Process & Site Visit*</u>		<u>Artifacts & Summary</u>		<u>Total</u>	10		20		20		10		60
	+		+		+		=																							
<u>Inquiry Design & Planning</u>		<u>Inquiry Process & Site Visit*</u>		<u>Inquiry Process & Site Visit*</u>		<u>Artifacts & Summary</u>		<u>Total</u>																						
10		20		20		10		60																						

* Reference LCI Multidimensional Principal Performance Rubric, see Addendum

**INDIVIDUAL PLAN
(See Checklist)**

<p>Outline your plan here, and then fill out the “progress notations” below as you complete periodic evaluations throughout the year.</p> <ul style="list-style-type: none"> • What is your inquiry question? • What action steps will you take? (Please list) • What evidence will you gather? • What result did you see? (Complete in May/June) 	
August/ September	<p>What feedback did you receive on your plan?</p> <p>What are your next steps?</p>
October/ January	<p>What evidence have you gathered?</p> <p>What feedback did you receive from observation / peer group and what have you learned from evidence?</p> <p>What are your next steps?</p>
February / May	<p>What evidence have you gathered?</p> <p>What feedback did you receive from observation and new learning from evidence?</p> <p>What are your next steps?</p>
June	<p>What are your results / conclusions?</p> <p>How have you changed your practice? What are the implications for future work?</p>

APPENDIX B

Chappaqua Central School District

Principal/Administrator APPR Appeals Process

Appeals Process:

- A. A principal who receives an ineffective rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Central Office administrative designee of the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SDL Certification.
- B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.
- C. An appeal of an evaluation or a PIP must be commenced within ten (10) calendar days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards.
- D. The Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action or deny the appeal. Such decision shall be made within ten (10) calendar days of the receipt of the appeal. In the event that the principal is unsatisfied with the result of the appeal, a further appeal may be taken to the Superintendent of Schools within ten (10) calendar days of receipt of the Superintendent's designee's decision upon the appeal.
- E. The Superintendent shall make his or her decision in writing regarding the further appeal within ten (10) calendar days of receipt of that appeal. The decision of the Superintendent shall be final and binding in all regards and shall not be subject to review or arbitration, before any administrative agency or in any court of law.

APPENDIX C

Chappaqua Central School District Principal/Administrator Improvement Plan Process

Upon rating a principal or administrator as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) days before the start of a school year. The superintendent or designee, in cooperation with the principal or administrator, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that promulgated 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.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically throughout the year assess progress.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, written summative assessment delineating progress made.