

**MEMORANDUM OF AGREEMENT**  
**Between the**  
**ONONDAGA ADMINISTRATORS ASSOCIATION**  
**And the**  
**ONONDAGA CENTRAL SCHOOL DISTRICT**

This memorandum sets forth the Agreement between the Onondaga Administrators Association ("Association") and the Onondaga Central School District ("District").

**WHEREAS**, the Association and the District have agreed to work jointly for the purpose of compliance with the New York State Education Department's guidelines concerning the implementation of the new APPR requirements specified in §3012-d of the Laws of New York (Education) of the Regulations of the Commissioner of Education.

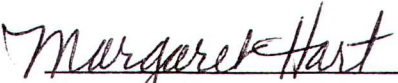
**WHEREAS**, the parties have agreed to continue negotiations concerning the Annual Professional Performance Review (APPR) requirements as required in § 3012-d of the Education Law and the Rules of the Board of Regents as contained within 8 NYCRR § 30-3;


**WHEREAS**, the attached APPR document is the result of those negotiations;

**NOW, THEREFORE**, the parties agree as follows:

1. The parties agree to implement the APPR plan as set forth in the attached document.
2. Should the provisions of Education Law §3012-d, its amendments and implementing rules and regulations be repealed or modified so that the APPR Plan is no longer required or is voluntary, the parties agree to discontinue the provisions of this Memorandum of Agreement and to revert to the language in Article 5 of the Collective Bargaining Agreement as that language existed prior to the companion Memorandum of Agreement dated 11/4/2011.
3. This Memorandum of Agreement supersedes the Memorandum of Agreement and APPR Plan approved by the Board of Education on 2/28/12.

**IN WITNESS WHEREOF**, the parties have signed this **MEMORANDUM OF AGREEMENT** as of the 8 day of June, 2016.

  
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Margaret Hart, President  
Onondaga Administrators Association

  
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Robin L. Price, Superintendent  
Onondaga Central School District

**Onondaga Central School District  
Annual Professional Performance Review Plan for Principals  
2016 – 2017**

**Introduction:**

On April 1, 2015, the Governor signed Chapter 56 of the Laws of 2015, which added a new section 3012-d to the Education Law, amending the comprehensive evaluation system for classroom teachers and building principals originally established under Education Law § 3012-c. The board of education shall adopt a plan which may be a multi-year plan, for the annual professional performance review of teachers providing instructional services and building principals.

The district and the collective bargaining units representing teachers and administrators have determined that a collaborative development process of the evaluation system best supports teacher and administrators in their work with students. A Planning Group comprised of the Superintendent of Schools, Assistant Superintendent for Curriculum, Instruction, Special Education, President of the Onondaga Central Schools Faculty Association and President of the Onondaga Administrators Association are leading the overall efforts. The building administrators provided recommendations in this plan for collective bargaining purposes.

The Board of Education of the Onondaga Central School District (the “District”), acting in public session, hereby adopts this Annual Professional Performance Plan (the “APPR Plan”) for those of its principals who will become covered by the annual professional performance review provisions of Chapter 56 of the Laws of 2015 during the 2016-2017 school year.

**Framework for the Annual Professional Performance Review (APPR) System**

Interstate School Leaders Licensure Consortium Standards (ISLLC): The ISLLC standards were adopted by NY State to provide the foundation for principal evaluation. There are six standards that are included in the principal’s summative evaluation annually:

- a) **Standard 1:** An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- b) **Standard 2:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- c) **Standard 3:** An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- d) **Standard 4:** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
- e) **Standard 5:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
- f) **Standard 6:** An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

**Distributed Point System**

1) Student Performance Category: Half of a principal’s evaluation is determined by student growth. If a principal is covered by a State-provided growth score, the NYS Education Department will determine the number of points out of the possible 20 and the rating that will be awarded.

If a principal is not covered by a State-provided growth score, the Superintendent in collaboration with the principal will set building-wide student growth goals (Student Learning Objectives) with results from the following assessment options: 1) State assessment if one exists (or Regents equivalent), 2) List of State-approved 3<sup>rd</sup> party assessments or 3) State approved District, regional or BOCES-developed assessments. The State Education Department has set the following scoring ranges for SLOs in the Student Performance Category.

Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

2) Principal School Visit Category: The other half of a principal's evaluation rating is based on observation by a trained administrator during school visits utilizing a State approved rubric.

The ISLLC standards will be measured based on multiple school visits, at least one unannounced. At least one school visit shall be conducted by the principal's supervisor and the other shall be based upon observation by an independent evaluator selected by the Superintendent, unless the independent evaluator requirement is waived by the State. Should the District receive a hardship waiver related to use of an independent evaluator, both School Visits may not be conducted by the same evaluator. Standards that are part of the approved rubric, but are not observable during the course of a school visit may be observed during pre-observation or post-observation review or other natural conversations between the principal and the evaluator and incorporated into the evaluation score.

The ISLLC Standards are divided into 6 areas for the purpose of evaluation; each of these Standards will be worth 10 points. The points received will then be converted to a 4-point scale. (For example, if a principal received 47 points out of 60, the converted score would be 3.13.) A principal's overall School Visit score will be based upon a weighted average with 90% of the score based upon an observation by the principal's supervisor and 10% of the score shall be based upon observation by the independent or other evaluator. The point ranges for the rating of the School Visit Category are as follows:

	Overall Observation Category Score and Rating	
	Minimum	Maximum
H	3.5	4.0
E	2.5	3.49
D	1.5	2.49
I	0	1.49

## Rating

		Teacher Observations			
		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

- NYSED has provided the above matrix to be used to determine an educator's overall effectiveness.
- Summative Evaluation: Under 3012-d, New York State will differentiate teacher effectiveness using four categories - Highly Effective, Effective, Developing and Ineffective. Education Law §3012-d requires annual professional performance reviews (APPR) to result in a single composite teacher effectiveness score that incorporates multiple measures of effectiveness.
- Each principal's overall HEDI score based on the Measure of Student Performance and the Principal School Visit Categories will be computed on the matrix and provided to the principal in writing as soon as practicable but, no later than September 1st, with the exception of educators waiting on growth scores that are provided by the New York State.

## **Component Details**

Definition of Covered Principal: This APPR Plan will apply only to a principal or vice-principal of a district school building

Rubric: The Multidimensional Principal Performance Rubric (MPPR) is identified as the rubric for use in the evaluation system.

Student Performance Category: It is expected that the NYS Education Department will provide building growth scores for all principals. Student growth is defined as the change in individual student achievement between two or more points in time. If the State does not provide a growth score, the principal will receive a score based upon an SLO as described above.

### Principal In Need of Improvement

A Principal Improvement Plan shall be developed and implemented for any principal determined by the herein evaluation system to be in the Developing or Ineffective classification.

Elements of the Plan: The plan will include identifying areas of needed improvement, a timeline for achieving improvement, the manner in which improvement will be assessed and, where appropriate, differentiated activities to support a principal's improvement in those areas. The PIP shall complete within 10 days of the writing evaluation.

### Appeals of Annual Professional Performance Reviews

The District and the Association are retaining the procedure for resolving appeals of annual professional performance reviews set forth in the Memorandum of Agreement signed November 8, 2011.

## **Additional Required Information**

### Ensuring Accurate Teacher and Student Data

The District will provide accurate data to the State Education Department (the "SED") in a format and timeline prescribed by the Commissioner. The District shall also provide an opportunity for every covered teacher to verify the subjects and/or student rosters assigned to him/her. The Superintendent of Schools functions as the Data Coordinator and is responsible for collecting the required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data. The Data Coordinator shall have the authority to assign tasks and deadlines, as required.

### Reporting Individual Subcomponent Scores

The Data Coordinator shall be responsible for reporting to the SED the individual subcomponent scores and the total composite effectiveness score for each covered classroom teacher and building principal in the District, and shall do so in a format and timeline prescribed by the Commissioner.

### Development, Security and Scoring of Assessments

The Data Coordinator shall be responsible for overseeing the assessment development, security, and scoring processes utilized by the District under this APPR Plan, and shall take steps to ensure that any assessments and/or measures used to evaluate teachers and principals are not disseminated to students before administration, and that teachers and principals do not have a vested interest in the outcome of the assessments they score.

### Duration and Nature of Training Provided to Evaluators and Lead Evaluators

(a) The "Lead Evaluator" is the administrator who is primarily responsible for a principal's evaluation under Education Law § 3012-d. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a principal.

(b) All evaluators shall successfully complete a training course that meets the minimum requirements prescribed Education Law § 3012-d and 8 N.Y.C.R.R. § 30-3.10. Such training shall include application and use of the State-approved principal practice rubric(s) selected by the District for use in evaluations. The OCM BOCES Network Team will provide training on designated days each school year.

(c) Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District as a "Lead Evaluator."

(d) Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a school administrator from conducting observations as part of an annual professional performance review under Education Law § 3012-d prior to completion of the training required by said law or the regulations thereunder, as long as such training is successfully completed prior to completion of the annual professional performance review.

#### Required Certificates

The District shall include with this APPR Plan any certifications required by the law or regulations upon the completion of collective negotiations with the bargaining agent of the covered principals.

This Agreement is designed to provide principals with a full understanding and meet the requirements of Education Law § 3012-d and Commissioner's Regulations, 8 N.Y.C.R.R. § 30-3.1 – 30-3.16 as they exist as of the date of the execution of this Agreement. The inclusion of clauses pertaining to non-mandatory or prohibited subjects of bargaining shall not invalidate the non-mandatory or prohibited nature of the subjects.

To the extent that changes to the Education Law or regulations conflict with this Agreement, the District shall comply with the law. The District understands its obligation to negotiate regarding any statutory or regulatory changes related to mandatory subjects of bargaining.