



2010 Principal Performance Review

Principal Information

Principal:		School Year:	
School:		Phone Number:	
Superintendent:		District:	
Cluster:			
Status	Interim Acting:	Probationer:	Tenured:

PRINCIPAL PERFORMANCE REVIEW

INTRODUCTION TO THE PRINCIPAL PERFORMANCE REVIEW

The Principal Performance Review (PPR) is one of the most important activities you will engage in this year. It offers you a critical opportunity to examine the progress your students are making and to identify the decisions and steps needed to help your school accomplish your goal of improved student outcomes.

In order to ensure coherence across the DOE's comprehensive accountability system, the PPR is designed as a core component of the ongoing process of continuous adult as well as student learning that includes the State Accountability Measures, the Progress Report, the Quality Review, the Comprehensive Education Plan (CEP), and the Children First Intensive capacity-building program.

The Annual Principal Performance Review will give you a Final Rating according to performance in the following areas of responsibility:

1. Accomplishing the goals and objectives that you set for yourself at the beginning of the year
2. Result of your school's Progress Report
3. Result of your school's last Quality Review score
4. Addressing the particular needs of English Language Learner populations and Special Education students
5. Adhering to legal requirements and other key DOE policies that apply to your school and are addressed in the Compliance Review that is conducted each year by the Office of Compliance Services

In setting your goals and objectives, the School Environment (including parent, teacher and student Learning Environment Surveys), Student Performance, and the Student Progress components of your school's most recent Progress Report, and the recommendations in your school's most recent Quality Review, provide important information on areas of need and possible improvement in your school. Other key sources of information are your school's most recent NCLB results, CEP, and any additional quantitative and qualitative data you have gathered, and assessment of your strengths and development areas according to the NYC DOE School Leadership Competencies. Your school's CEP can be especially useful in addressing programming, budgeting, and resource allocation. Using all of these supports, you are encouraged to focus particular attention on the students in your school who fall outside of the school's or the City's sphere of success. Addressing the needs of these students will help your school show significant progress in student learning and outcomes.

PRINCIPAL PERFORMANCE REVIEW THREE-STEP PROCESS

1. Goals and Objectives – In the summer you will receive a template for you to start working on your goals and objectives for the upcoming school year. Goals and objectives are due September 30, 2010. You will have an opportunity to revise the goals and objectives by the end of November after the high school Progress Reports are issued.
2. Mid-Year Principal Performance Review- In January 2011 you will receive an e-mail and a template from your Superintendent asking for a summary of the progress you have made toward meeting your goals and objectives for the year. The summary is due by February 1, 2011.
3. Annual Principal Performance Review- In June 2011 you will receive an e-mail and a template from the Superintendent for you to provide a summary and evidence of the progress you made toward meeting your goals and objectives for the year. The summary is due June 30, 2011

** Upon request, you may meet with your Superintendent to address issues during any step of the process.*

1. Your Goals and Objectives

Your goals and objectives are to be completed by you in consultation with the superintendent by September 30, 2011. If necessary, you will be able to revise the goals and objectives in November after issuance of the previous year's Progress Report, Quality Review, and Annual PPR evaluation. Using the template in Appendix A, please describe **a maximum of five** performance goals and objectives you have set for your school for the coming year. These goals and objectives should focus on improving student academic outcomes at your school and must be agreed upon mutually with your Community or High School Superintendent.

In defining your goals and objectives, please give careful attention to (1) your school's Progress Report target and outcomes across all measures, including parent, teacher and student Learning Environment Survey results; (2) Part 2 of your school's Quality Review Report ("What the school needs to improve") and the school's scores on Quality Statements 1-5 in the Quality Review; (3) your school's most recent CEP including the Language Allocation Policy (LAP) ; (4) your school's most recent NCLB outcomes; and (5) other available data. In the case of each goal, **please identify the measurable objective or target you have set for yourself, which reflects your best thinking about how to meet the demonstrated academic needs of your students.**

In narrative form, please describe your plan for meeting each goal, including your strategy for staffing, scheduling, and funding to meet the goal. Also describe the objective evidence (e.g., Periodic Assessment outcomes) you will use to track progress throughout the year towards meeting each goal. In drafting your plan, you should incorporate the NYC DOE School Leadership Competencies. Consider your strengths and development areas on the following five competencies that are critical to increasing student achievement and leading schools, and identify specific steps you can take to improve in these areas:

- a. Personal Leadership – Fosters a culture of excellence through personal leadership
- b. Data – Uses data to set high learning goals and increase student achievement
- c. Curriculum and Instruction – Leverages deep knowledge of curriculum, instruction and assessment to improve student learning
- d. Staff and Community – Develops staff, appropriately shares leadership, and builds strong school communities
- e. Resources and Operations – Manages resources and operations to improve student learning

In preparing your goals and objectives with your Superintendent, you may invite your Network Leader and other relevant advisors to support you in this process. The responsibilities of the network representatives and other relevant advisors include providing support to you improving Progress Report grades, Quality Review score, and developing strategies to improve student outcomes, and setting and meeting goals and objectives for enhanced student learning. You may also reach out to your network for possible training on developing goals and objectives over the summer, as well as referring to the Principal's Guide to Goals and Objectives. Goals and objectives are due to the Superintendent on September 30, 2010.

2. Mid-Year Principal Performance Review

At the end of January 2011 you will submit a summary of the progress being made toward meeting your goals and objectives for the year. You can find a template of the mid-year PPR in Appendix E. The Superintendent will review and provide feedback on your progress towards satisfying all of the goals and criteria in the PPR, as well as monitor important data for your school. The purposes of the mid-year review are to assess the progress made for each PPR goal and criterion as set forth below and to modify your goals, as necessary. This review will occur early in the spring semester. You may invite a network representative to support you in this review process.

3. Annual Principal Performance Review

In June you will receive a template for you to provide evidence and a narrative summary of the progress you made toward meeting your goals and objectives for the year. The annual PPR will occur during the summer or at the beginning of the school year, immediately after issuance of the previous year's Progress Report results. Principals will have at least five working days to review Progress Report outcomes and report data inaccuracies to the Office of Accountability before the annual PPR occurs. Prior to issuing a final rating to the principal, the Superintendent will review the school's Progress Report and any amendments by the Office of Accountability, Quality Review Report, NCLB and other state accountability outcomes, Comprehensive Education Plan including the Language Allocation Policy, Annual Compliance Review report, and other important data about the school, and will assess the principal's success in satisfying his/her goals and objectives, and the other PPR criteria set out below. You may invite a network representative to support you in this review process. You may also, upon request, meet with your Superintendent to discuss.

4. Evaluation Rubric

A. Academic Performance			
	Area	Activity	Final Evaluation
85%	Goals and Objectives (31%)	Did the principal meet his/her Goals and Objectives?	
	Progress Report (32%) ²	Results of the school's Progress Report:	
	Quality Review Score (22%) ³	Results of the school's Quality Review:	
Academic Performance Sub-Total			

B. Attention to Populations with Particular Needs			Points
5%	Special Education	Individualized Education Plan (IEP) mandated related and support services and SETSS were provided in a timely manner, and the first attend data was recorded into the computerized tracking system.	
		Special education evaluations are conducted within legally mandated timeframes: initial referrals are completed within sixty (60) calendar days of the receipt of parental consent; re-evaluations are completed within sixty (60) calendar days of receipt of the referral; annual reviews of special education students are conducted as required.	
		IEP teams made recommendations, to the extent appropriate, for services in the least restrictive environment, including maintaining the student in his or her current school	
	English Language Learners	The Language Assessment Battery-Revised (LAB-R) was administered to all students whose home language is not English?	
Population with Particular Needs Sub-Total			

C. Compliance with Legal Mandates/Key DOE Policies ⁴		Points
10%	Compliance with Legal Mandates/Key DOE Policies Sub-Total	

D. Computing the Overall Score	Goals and Objectives (31%) +	Progress Report (32%) +	Quality Review Score (22%) +	Populations with Particular Needs (5%) +	Compliance (10%) +	Overall Score = 100%
Scores	+	+	+	+	+	=
Using the columns to the right, convert the Overall Score to the Rating by aligning the Overall Score to the corresponding "Rating"	Overall Score Range		Rating			The Final Rating should be entered on page 6 subject to the considerations listed there
	91-100 %		4 = Substantially Exceeds ¹			
	71-90 %		3 = Exceeds			
	53-70 %		2 = Meets			
	31-52 %		1 = Partially Meets			
0-30 %		0 = Does Not Meet				

See Appendix G for scoring details

Notes to Evaluation Rubric

¹The “Substantially Exceeds” score is reserved for truly outstanding performance.

²Appendix B contains the Progress Report template and educator guide for your school.

³Appendix C contains the Principal’s Guide to the NYCDOE Quality Review.

⁴The Office of Compliance Services (OCS) will assess each school’s mid-year and year-end overall compliance with federal, state, and local laws, and Chancellor’s Regulations. As part of this process, OCS will examine each school’s success in addressing the important legal requirements for Special Education and English Language Learner students that are delineated in Part B of the Evaluation Rubric. OCS will issue a report and recommendation to the Superintendent covering compliance with federal, state, and local laws, Chancellor’s regulations, and key DOE policies. After reviewing the OCS report, consulting with the Principal, and the school’s Network representative, the Superintendent will award the principal a score for the school’s success in satisfying the legal requirements for populations with particular needs (Part B above) and for compliance with legal and key DOE policy mandates (Part C above). Note that OCS has designed a compliance program to assist and support principals in identifying risks to the effective performance of critical educational and business functions. Schools that are not able to meet their compliance obligations should request assistance from OCS.

Final Rating and Summary (to be filled out by the Superintendent)

Principal's Name: _____

School: _____

Final Rating: Please check one.

() **0** = Does Not Meet () **1** = Partially Meets () **2** = Meets () **3** = Exceeds () **4** = Substantially Exceeds

The Final Rating is the sum of the criteria as scored on the Evaluation Rubric on page four. The final rating is subject to the Superintendent's consideration of the following three guidelines which, as specifically set forth below, may result in a rating above or below the score on the Evaluation Rubric:

- Except in unusual circumstances, a principal's leadership of a school that was graded D or F on the most recent Progress Report and scored an "Underdeveloped" on the most recent Quality Review results in a Final Rating of "Does Not Meet". The Superintendent may change the Final Rating to "partially meets" or "meets" if the Superintendent identifies, and the Chancellor approves, specific, identifiable reasons beyond the principal's control for the school's failure. Acceptable reasons must relate to (1) the principal's short time as the school's leader (including due to illness during the preceding year), (2) the principal's recent appointment to turn around a previously failing school, (3) the principal's achievement or surpassing of his/her goals and objectives, (4) other circumstances of at least the same magnitude and effect.
- Except in unusual circumstances, a principal's leadership of a school graded D on the Progress Report for two years in a row, or of a school graded C on the progress report for four years in a row, results in a Final Rating of "Does Not Meet", if the principal has served for all or nearly all of the two or four year period and the school's most recent Quality Review Score was below "Proficient" on the most recent Quality Review. If a Final Rating other than "Does Not Meet" is given in this situation, the Superintendent must identify, and the Chancellor must approve, specific, identifiable reasons beyond the principal's control for the school's failure. Acceptable reasons must relate to (1) the principal's relatively short time as the school's leader (including due to illness during the preceding year), (2) the principal's achievement or surpassing of his/her goals and objectives; (3) other circumstances of at least the same magnitude and effect.
- A principal's leadership of a school that receives an overall score of "0" on any component of Part B or any category, e.g. "Business and Funding," listed in the compliance checklist or desk review, or who engaged in any misconduct or inappropriate conduct during the year, the Superintendent may decrease the Final Rating. Whether to decrease the rating and, if so, by how much depends, upon the number of components or categories that are rated "0", and/or the frequency and severity of the misconduct or inappropriate conduct as assessed by the Superintendent.

Principal's Name: _____

School: _____

Final Rating: Please check one.

() **0** = Does Not Meet () **1** = Partially Meets () **2** = Meets () **3** = Exceeds () **4** = Substantially Exceeds

Final Rating Summary:

Using additional pages as needed summarize the basis for the Principal's Final Rating, referring to all aspects of the Principal's performance. Identify strengths and priorities for next year.

Attendance:

	First Year				Second Year				Third Year				Days in Car	Or Borrowed Days	Substitute Service No. of Days
	Times No.	Time Lost			Times No.	Time Lost			Times No.	Time Lost					
		Days	Hrs	Min		Days	Hrs	Min		Days	Hrs	Min			
Lateness															
Absence (Exclude Non-Attendance)															

NOTE: For reports on probationers, complete 1 to 3 years as applicable. For all other personnel use First year to denote current year.

All ratings of 0 and 1 are appealable. If a principal is downgraded for one of the reasons set forth in the bulleted paragraphs at page 6 of the PPR, then that principal may appeal the resultant downgraded rating, even if the resultant rating is 2 or higher. All PPR appeals will be subject to the rules and procedures of the Office of Appeals and Reviews.

This report has been seen and discussed by Principal and Superintendent.

Date: _____ Principal's Signature: _____

Date: _____ Superintendent's Signature: _____

APPENDICES

Appendix A- Goals and Objective Template

Appendix B- Progress Report Guide

To access the Elementary/Middle School Progress Report Guide on the DOE website, please go to:

http://schools.nyc.gov/NR/ronlyres/DEFA8A3D-7BB8-4502-BEFC-F977FB206542/70754/EducatorGuide_EMS_080409.pdf

Appendix C- Quality Review Guide

To access the Principal's Guide to the NYCDOE Quality Review on the DOE website, please go to:

<http://schools.nyc.gov/NR/ronlyres/8DED4CFE-D87F-4715-AB2A-E5FC566BAEC8/80688/QRPrincipalsGuide2317.doc>

Appendix D- Mid-year PPR template

Appendix E- NYC DOE School Leadership Competencies on the Principals' Portal:

<http://intranet.nycboe.net/NR/ronlyres/6E9AA89C-2803-4AB3-A256-EC293FDD68C9/0/NYCDOESchoolLeadershipCompetencyContinuum.pdf>

Appendix F- Details for Principal Performance Review

Appendix G -Schools that do not get a Progress Report or Quality Review

Appendix H- Middle School Addendum

APPENDIX A



Principal Performance Review 2010-2011 Goals and Objectives Template

Principal's Name:

School Name:

District:

Superintendent:

Cluster:

Network Leader:

Date:

Goals and Objectives Template: Identify a maximum of 5 Goals and Objectives. Please use this template for each goal.

Goal Number 1	
Goal:	Describe your goal.
Measurable Objective	Set the measurable target that will define whether you have met your goal.
Action Plan	Describe your plan for meeting your goal, including staffing, scheduling, and funding.
Evidence	Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

Principal's Name:

School Name:

Superintendent:

Cluster:

Date:

District:

Network Leader:

Goal Number 2	
Goal	Describe your goal.
Measurable Objective	Set the measurable target that will define whether you have met your goal.
Action Plan	Describe your plan for meeting your goal, including staffing, scheduling, and funding.
Evidence	Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

Principal's Name:

School Name:

Superintendent:

Cluster:

Date:

District:

Network Leader:

Goal Number 3	
Goal	Describe your goal.
Measurable Objective	Set the measurable target that will define whether you have met your goal.
Action Plan	Describe your plan for meeting your goal, including staffing, scheduling, and funding.
Evidence	Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

Principal's Name:

School Name:

Superintendent:

Cluster:

Date:

District:

Network Leader:

Goal Number 4	
Goal	Describe your goal.
Measurable Objective	Set the measurable target that will define whether you have met your goal.
Action Plan	Describe your plan for meeting your goal, including staffing, scheduling, and funding.
Evidence	Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

Principal's Name:

School Name:

Superintendent:

Cluster:

Date:

District:

Network Leader:

Goal Number 5	
Goal	Describe your goal.
Measurable Objective	Set the measurable target that will define whether you have met your goal.
Action Plan	Describe your plan for meeting your goal, including staffing, scheduling, and funding.
Evidence	Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

Appendix D

Principal Performance Review 2010-2011 Mid-Year Summary

Principal's Name:

School Name:

District:

Superintendent:

Cluster:

Network Leader:

Date:

(To be completed by the Principal and submitted to the Superintendent, via DOE e-mail. If you need additional time to complete this summary, please reach out to your Superintendent.)

The table will expand as you type.

Goal 1:

Objective:

Summary:

Goal 2:

Objective:

Summary:

Goal 3: (If necessary)

Objective:

Summary:

Goal 4: (If necessary)

Objective:

Summary:

Goal 5: (If necessary)

Objective:

Summary:

Summary of the progress you have made in meeting the expectations for Part B: Attention to populations with special needs:

Summary of the progress you have made in meeting the expectations for Part C: Compliance with Legal Mandates/key DOE policies:

Appendix F

Details for Principal Performance Review

From Part 4- Evaluation Rubric: Scoring

A- Academic Performance

a. Goals and Objectives (31%): The principal gets between 0 and 31 points based on the evaluation of the superintendent as to whether the principal met his/her goals and objectives. Each goal will be equally weighted.

b. Progress Report (32%): The principal gets between 0 and 32 points based on the school's Progress Report grade. Details are in the table below:

The Progress Report grade will be converted to points using the conversion table below:	
A	32
B	24
C	18
D	10
F	0

c. Quality Review (22%): The principal gets between 0 and 22 points based on the school's Quality Review score. Details are in the table below:

The Quality Review score will be converted using the conversion table below:	
Well developed	22
Proficient	15
Developing	8
Underdeveloped	0

**Schools that scored "outstanding" during the 2007-08 school year will be awarded 22 points until their next Quality Review.*

B. Attention to populations with Particular Needs (5%)

The principal gets 0 to 5 points for this area. Each of the statements is weighted equally towards contributing to the overall score.

- Individualized Education Plan (IEP) mandated related and support services and SETSS were provided in a timely manner, and the first attend data was recorded into the computerized tracking system.
- Special education evaluations are conducted within legally mandated timeframes: initial referrals are completed within sixty (60) calendar days of the receipt of parental consent; re-evaluations are completed within sixty (60) calendar days of receipt of the referral; annual reviews of special education students are conducted as required.
- IEP teams made recommendations, to the extent appropriate, for services in the least restrictive environment, including maintaining the student in his or her current school.
- The Language Assessment Battery-Revised (LAB-R) was administered to all students whose home language is not English?

C. Compliance with Legal Mandates / Key DOE policies (10%)

The principal receives 0 to 15 points for their total score (Part B and Part C). For The set cut-scores for the school's final compliance grade will be based upon the following percentage ranges:

If the school is X % Total Awarded Points ...	Then the principal receives the following rating on the PPR	
	Part B	Part C
90- 100%	5	10
80 – 89.99%	4	8
70 – 79.99%	3	6
40 – 69.99%	2	4
20 – 39.99%	1	2
0 – 19.99%	0	0

i. Individual Questions

Determining LOC - The school's compliance level (LOC) for each question is established by awarding points based upon a schedule of percent compliance, set forth below:

If the school is X % Compliance ...	Then the principal receives the following rating on the PPR
	Part B & Part C
90- 100%	5
80 – 89.99%	4
70 – 79.99%	3
40 – 69.99%	2
20 – 39.99%	1
0 – 19.99%	0

Examples:

If a school has 200 students referred for related services and 100 students are receiving services (50%), 2 points will be assigned. If a school has 200 students referred for related services and 150 students are receiving services (75%), 3 points will be assigned. In other cases, certain questions are not applicable to all schools (e.g. the condom availability program question applies only to high schools). Once each question is scored a total score will be created by adding up the points for each question. A total possible score will be calculated by adding the maximum number of points that a school could have achieved on each question. If a question is "not applicable" to a particular school, then the school will receive "0" points for the score and possible score for that question, and the question will not be included in the overall calculation.

ii. Composite Questions

Once we have the total score and total possible score calculated, we will divide the total score by the total possible score to get the percent of total awarded points. This percentage can be anywhere from 0% to 100% and, again, will not be based on questions that are not applicable to a school.

D. Final Rating

The Overall Score for the PPR is the sum of parts A + B + C. The sum is then translated into a Final Rating for the principal.

Sum of Parts A + B + C	Rating
91-100 %	4 = Substantially exceeds
71-90 %	3 = Exceeds
53-70 %	2 = Meets
31-52 %	1 = Partially meets
0-30 %	0 = Does not meet

Appendix G

For schools that do not get a Progress Report or Quality Review, the PPR evaluation will be as follows:

- Phase out schools and new schools which do not receive a Progress Report, will have the 32% of the Progress Report score added to the goals and objectives part of the PPR, making the goals & objectives 63% of the overall PPR evaluation.
- Phase out schools not undergoing a Quality Review will have the 22% of the QR score added to the goals & objectives part of the PPR, making goals & objectives 53% of the overall PPR evaluation.
- If both of these scenarios are true, the goals and objectives will be weighted 85% of the total PPR evaluation.
- Secondary Schools that have both a middle school Progress Report and a high school Progress report, the sum of the points will be divided by two and the result will be used for the Progress Report part of the PPR. For example, if a school scores a C (18 points) in the MS PR and a B (24 points) in the HS PR, $(24 + 18 = 42 / 2 = 21)$ then the school will get a total of 21 points in the PR section of the PPR.
- Principals who are not assigned as “head of school” and who are alternately assigned as principals (excessed principals, principal assigned etc.) will be evaluated 100% on goals and objectives.

Appendix H

Middle Schools Addendum

For the 2009-2010 school year there will be an addendum to the PPR for the Middle Schools being funded through the Campaign for Middle School Success and the NYC Department of Education. During the Goals and Objective phase of the PPR, Superintendents will ask middle school SUCCESS INITIATIVE grant recipient schools if they have made adjustments to their implementation plans and action plans, respectively, and if those adjustments are aligned with their current C.E.P.

BELOW IS THE LANGUAGE FROM THE CITY COUNCIL AGREEMENT:

“During the mid year PPR process, Superintendents will ask middle school SUCCESS INITIATIVE grant recipient principals if they are on track towards meeting their goals as stated on their approved implementation plans and action plans, respectively. If so, schools will continue to progress accordingly. If not however, identified schools can receive targeted support from OCSAE and Network Leaders that will assist in providing services to align programs, policies and practices as stated in both their Implementation Plan and CEP. At the end of the year PPR Principals will be asked to present evidence that they met and/or made measurable progress towards meeting their implementation plan projections (e.g. stated goals).”

In defining your goals and objectives, please give careful attention to (1) your school's Progress Report target and outcomes across all measures, including parent, teacher and student Learning Environment Survey results; (2) Part 2 of your school's Quality Review Report (“What needs to improve”) and the school's scores on Quality Statements 1-5 in the Quality Review; (3) your school's most recent CEP including the Language Allocation Policy (LAP) ; (4) your school's most recent NCLB outcomes; and (5) other available data. In the case of each goal, **please identify the measurable objective or target you have set for yourself, which reflects your best thinking about how to meet the demonstrated academic needs of your students.**”

In addition, the following will be reviewed:

- “The Language Assessment Battery-Revised (LAB-R) was administered to all students whose home language is not English.”
- For the past 2008-09 school year, the Superintendents of middle schools receiving Campaign for Middle School Success funding will review all budgets that principals submitted.
- We have verified that all schools have submitted budgets and have used funds according to their budgets and action plans.