



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

Commissioner of Education
President of the University of the State of New York
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August 31, 2013

Revised

Kathy A. Ring, Superintendent
Dundee Central School District
55 Water Street
Dundee, NY 14837

Dear Superintendent Ring:

Congratulations. I am pleased to inform you that your multi-year (2012-2014) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-c, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the student growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results.

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Sincerely,

A handwritten signature in black ink that reads "John B. King, Jr." in a cursive style.

John B. King, Jr.
Commissioner

Attachment

c: Scott Bischooping

Dundee Central School

1. School District Information

Page 1

1.1) School District's BEDS Number : 680801040000

680801040000

1.2) School District Name: DUNDEE CSD

DUNDEE CSD

1.3) School Improvement Grant (SIG) Districts Only

This plan is for the entire SIG district

1.6) Is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan?

Submission of material changes to an approved APPR plan

1.7) Is this submission for an annual or multi-year plan?

Multi-year, please specify the years: 2012-2014

Dundee Central School

2. State Growth or Comparable Measures - Teachers

Page 1

2.2) Grades K-3 ELA

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	WFL BOCES Regionally Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	WFL BOCES Regionally Developed First Grade ELA Assessment
2	District, regional, or BOCES-developed assessment	WFL BOCES Regionally developed Second Grade ELA Assessment
	ELA	Assessment
3	State assessment	3rd Grade State Assessment

Use this box, if needed, to describe the general p...	Teachers in collaboration with principals will use pre-assessments to set class wide growth targets. Based on the % of students who meet the classwide growth targets corresponding 0-20 Hedi score will be assigned using the chart that has been uploaded.
Highly Effective (18 - 20 points) Results are well...	Evidence indicates exceptional student learning gains that are well above district expectations. Teachers receiving this designation will have 85% or more of their students reaching their target.
Effective (9 - 17 points) Results meet state avera...	Evidence indicates significant student learning gains that meet district expectations. Teachers receiving this designation will have 65-84% of their students reaching their target.
Developing (3 - 8 points) Results are below state ...	Evidence indicates that student learning is progressing but overall results are below district expectations. Teachers receiving this designation will have 55%-64% of their students reaching their target.

Ineffective (0 - 2 points) Results are well-below ...

Evidence indicates little to no student learning gains. Expectations are not met. Teachers receiving this designation will have fewer than 55% of their students reaching their target.

2.3) Grades K-3 Math

	Math	Assessment
K	District, regional, or BOCES-developed assessment	WFL BOCES Regionally developed Kindergarten math Assessment
1	District, regional, or BOCES-developed assessment	WFL BOCES regionally developed First Grade Math Assessment
2	District, regional, or BOCES-developed assessment	WFL BOCES Regionally developed 2nd Grade Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

Use this box, if needed, to describe the general p...

Teachers in collaboration with principals will use pre-assessments to set class wide growth targets. Based on the % of students who meet the classwide growth targets corresponding 0-20 Hedi score will be assigned using the chart that has been uploaded.

Highly Effective (18 - 20 points) Results are well...

Evidence indicates exceptional student learning gains that are well above district expectations. Teachers receiving this designation will have 85% or more of their students reaching their target.

Effective (9 - 17 points) Results meet state avera...

Evidence indicates significant student learning gains that meet district expectations. Teachers receiving this designation will have 65-84% of their students reaching their target.

Developing (3 - 8 points) Results are below state ...

Evidence indicates that student learning is progressing but overall results are below district expectations. Teachers receiving this designation will have 55%-64% of their students reaching their target.

Ineffective (0 - 2 points) Results are well-below ...

Evidence indicates little to no student learning gains. Expectations are not met. Teachers receiving this designation will have fewer than 55% of their students reaching their target.

2.4) Grades 6-8 Science

Science	Assessment
---------	------------

6	District, regional or BOCES-developed assessment	WFL BOCES Regionally developed 6th Grade Science Assessment
7	District, regional or BOCES-developed assessment	WFL BOCES Regionally developed 7th Grade Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

Use this box, if needed, to describe the general p...

For grade 6 teachers in collaboration with principals will use pre-assessments to set class wide growth targets. Based on the % of students who meet the classwide growth targets corresponding 0-20 Hedi score will be assigned using the chart that has been uploaded.

For grade 7 pre assessment data has been used to set a minimum rigor expectation for growth of 65 or higher on the BOCES developed assessment.

For grade 8 preassessment data has been used to set a minimum rigor expectation for growth of 3 or higher on the 8th grade state science assessment.

HEDI scores will be assigned for both 7th and 8th grade in 2.11.

Highly Effective (18 - 20 points) Results are well...

Evidence indicates exceptional student learning gains that are well above district expectations. Teachers receiving this designation will have 85% or more of their students reaching their target.

Effective (9 - 17 points) Results meet state avera...

Evidence indicates significant student learning gains that meet district expectations. Teachers receiving this designation will have 65%-84% of their students reaching their target.

Developing (3 - 8 points) Results are below state ...

Evidence indicates that student learning is progressing but overall results are below district expectations. Teachers receiving this designation will have 55%-64%% of their students reaching their target.

Ineffective (0 - 2 points) Results are well-below ...

Evidence indicates little to no student learning gains. Expectations are not met. Teachers receiving this designation will have fewer than 55% of their students reaching their target.

2.5) Grades 6-8 Social Studies

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	WFL BOCES Regionallt developed 6th Grade Social Studies Assessment

7	District, regional or BOCES-developed assessment	WFL BOCES Regionally developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	WFL BOCES Regionally developed 8th Grade Social Studies Assessment

Use this box, if needed, to describe the general p...

Grade 6 teachers in collaboration with principals will use pre-assessments to set class wide growth targets. Based on the % of students who meet the classwide growth targets corresponding 0-20 Hedi score will be assigned using the chart that has been uploaded. For grade 7 and 8 pre assessment data has been used to set a minimum rigor expectation for growth of 65 or higher on the BOCES developed assessment.

HEDI scores will be assigned for both 7th and 8th grade in 2.11.

Highly Effective (18 - 20 points) Results are well...

Evidence indicates exceptional student learning gains that are well above district expectations. Teachers receiving this designation will have 85% or more of their students reaching their target.

Effective (9 - 17 points) Results meet District go...

Evidence indicates significant student learning gains that meet district expectations. Teachers receiving this designation will have 65%-84% of their students reaching their target.

Developing (3 - 8 points) Results are below Distri...

Evidence indicates that student learning is progressing but overall results are below district expectations. Teachers receiving this designation will have 55%-64% of their students reaching their target.

Ineffective (0 - 2 points) Results are well-below ...

Evidence indicates little to no student learning gains. Expectations are not met. Teachers receiving this designation will have fewer than 55% of their students reaching their target.

2.6) High School Social Studies Regents Courses

		Assessment
Global 1	District, regional, or BOCES-developed assessment	WFL BOCES Regionally developed 9th Global Studies 1 Assessment
	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

Use this box, if needed, to describe the general p...

For Global 1 preassessment data has been used to set a minimum rigor expectation for growth on the BOCES developed assessment of 65 or higher. A 0-20 HEDI score will be determined using the uploaded conversion chart.

For Global 2 and American History teachers using pre assessment data a minimum rigor expectation of growth of 65 or higher on the applicable regents assessment has been set. Corresponding 0-20 HEDI score will be assigned using the uploaded conversion chart.

Highly Effective (18 - 20 points) Results are well...

Evidence indicates exceptional student learning gains that are well above district expectations. Teachers receiving this designation will have 85% or more of their students reaching their target.

Effective (9 - 17 points) Results meet District go...

Evidence indicates significant student learning gains that meet district expectations. Teachers receiving this designation will have 65%-84% of their students reaching their target.

Developing (3 - 8 points) Results are below Distri...

Evidence indicates that student learning is progressing but overall results are below district expectations. Teachers receiving this designation will have 55%-64% of their students reaching their target.

Ineffective (0 - 2 points) Results are well-below ...

Evidence indicates little to no student learning gains. Expectations are not met. Teachers receiving this designation will have fewer than 55% of their students reaching their target.

2.7) High School Science Regents Courses

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

Use this box, if needed, to describe the general p...

For Science courses teachers in collaboration with administrators using pre assessment data a minimum rigor expectation of growth of 65 or higher on the applicable regents assessment has been set. Corresponding 0-20 HEDI score will be assigned using the uploaded conversion chart.

Highly Effective (18 - 20 points) Results are well...

Evidence indicates exceptional student learning gains that are well above district expectations. Teachers receiving this designation will have 85% or more of their students reaching their target.

Effective (9 - 17 points) Results meet District go...	Evidence indicates significant student learning gains that meet district expectations. Teachers receiving this designation will have 65%-84% of their students reaching their target.
Developing (3 - 8 points) Results are below Distri...	Evidence indicates that student learning is progressing but overall results are below district expectations. Teachers receiving this designation will have 55%-64% of their students reaching their target.
Ineffective (0 - 2 points) Results are well-below ...	Evidence indicates little to no student learning gains. Expectations are not met. Teachers receiving this designation will have fewer than 55% of their students reaching their target.

2.8) High School Math Regents Courses

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment
Use this box, if needed, to describe the general p...	<p>For all math courses teachers in collaboration with administrators using pre assessment data a minimum rigor expectation for growth of 65 or higher on the applicable regents assessments has been set. Corresponding 0-20 HEDI score will be assigned using the uploaded conversion chart.</p> <p>For the 2012-2013 school year the NYS Integrated Algebra Regent will be administered. For 2013-2014 and there after our district will administer both the NYS Integrated Algebra Regenst in addition to the NYS Common Core Algebra regents and teachers will use the higher of the 2 assessment scores.</p>	
Highly Effective (18 - 20 points) Results are well...	Evidence indicates exceptional student learning gains that are well above district expectations. Teachers receiving this designation will have 85% or more of their students reaching their target.	
Effective (9 - 17 points) Results meet District go...	Evidence indicates significant student learning gains that meet district expectations. Teachers receiving this designation will have 65%-84% of their students reaching their target.	
Developing (3 - 8 points) Results are below Distri...	Evidence indicates that student learning is progressing but overall results are below district expectations. Teachers receiving this designation will have 55%-64% of their students reaching their target.	

Ineffective (0 - 2 points) Results are well-below ... Evidence indicates little to no student learning gains. Expectations are not met. Teachers receiving this designation will have fewer than 55% of their students reaching their target.

2.9) High School English Language Arts

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	WFL BOCES Regionally developed 9th Grade English Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	WFL BOCES Regionally developed 10th Grade English Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents and NYS Common Core English Regents

Use this box, if needed, to describe the general p... For grades 9 and 10 preassessment data has been used to set a minimum rigor expectation for growth of 65 or higher on the BOCES developed Assessment. Corresponding 0-20 HEDI score will be determined using the uploaded chart. For grade 11 pre assessment data has been used to set a minimum rigor expectaion for growth of 65 or higher on the applicable regenst assessment. Corresponding 0-20 HEDI score will be determined using the uploaded chart.

For 2012-2013 the NYS Comprehensive English Regents will be administered. For 2013-2014 ^{our district} ~~and there after our district~~ will administer both the NYS Comprehensive English in addition to the NYS Common Core English Regents and teachers will use the higher of the 2 assessment scores.

Highly Effective (18 - 20 points) Results are well... Evidence indicates exceptional student learning gains that are well above district expectations. Teachers receiving this designation will have 85% or more of their students reaching their target.

Effective (9 - 17 points) Results meet District go... Evidence indicates significant student learning gains that meet district expectations. Teachers receiving this designation will have 65%-84% of their students reaching their target.

Developing (3 - 8 points) Results are below Distri... Evidence indicates that student learning is progressing but overall results are below district expectations. Teachers receiving this designation will have 55%-64% of their students reaching their target.

Ineffective (0 - 2 points) Results are well-below ... Evidence indicates little to no student learning gains. Expectations are not met. Teachers receiving this designation will have fewer than 55% of their students reaching their target.

2.10) All Other Courses

Course(s) or Subject(s)	Option	Assessment
For all other teachers not listed above	District, Regional or BOCES-developed	WFL BOCES Regionally developed course specific assessments
All other teachers with students who take the 4-8 ELA State Assessments	State Assessment	NYS Grade Specific ELA Assessment
All other teachers with students who take the 4-8 Math State Assessments	State Assessment	NYS Grade Specific Math Assessments
For 9-12 special education	State Assessment	All Regents assessments

Use this box, if needed, to describe the general p...

For all K-6 courses the teachers in collaboration with principals will use pre assessment data to set class wide growth targets based on the % of students who meet or exceed the classwide growth target to cooresponding 0-20 HEDI score will be determined using the uploaded conversion chart.

For grades 7-12 teachers in collaboration with principals have used preassessment data to set a minimum rigor expectation for growth of 65 or higher on the BOCES developed and Regents assessments. For grades 7 and 8 using the state assessments the minimum rigor expectation for growth will be a 3 or higher. A corresponding 0-20 HEDI score will be determined using the uploaded conversion chart.

Highly Effective
(18 - 20 points)
Results are well...

Evidence indicates exceptional student learning gains that are well above district expectations. Teachers receiving this designation will have 85% or more of their students reaching their target.

Effective (9 - 17 points) Results meet District go...	Evidence indicates significant student learning gains that meet district expectations. Teachers receiving this designation will have 65%-84% of their students reaching their target.
Developing (3 - 8 points) Results are below Distri...	Evidence indicates that student learning is progressing but overall results are below district expectations. Teachers receiving this designation will have 55%-64% of their students reaching their target.
Ineffective (0 - 2 points) Results are well-below ...	Evidence indicates little to no student learning gains. Expectations are not met. Teachers receiving this designation will have fewer than 55% of their students reaching their target.

2.11) HEDI Tables or Graphics

<http://nysed->

appr.myreviewroom.com/forms/5364/responses/125627/TXEtx9bQW/7369600d4dc5785a231fdc7692237561/20-Point HEDI Scoring_1.docx

2.12) Locally Developed Controls

No Controls

Dundee Central School

3. Locally Selected Measures - Teachers

Page 1

3.1) Grades 4-8 ELA

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(i) School-wide measure based on State-provided measure	Grades 4-6 NYS Assessment ELA & Math,
5	6(i) School-wide measure based on State-provided measure	Grades 4-6 NYS Assessments ELA & Math
6	6(i) School-wide measure based on State-provided measure	Grades 4-6 NYS Assessment ELA & Math,
7	6(ii) School wide measure computed locally	NYS 7- 8 ELA &, Math Assessment, and NYS 8th Grade Science, NYS Regents: Comprehensive English, Common Core English Integrated Algebra, Common Core Algebra Global Studies, US history, Living Environment
8	6(ii) School wide measure computed locally	NYS 7-8 ELA &, Math Assessment NYS 8th Grade Science Assessment, NYS Regents: Comprehensive English, Common Core English, Integrated Algebra, Common Core Algebra Global Studies, US history, Living Environment

Use this box, if needed, to describe the general p...

For grades 4-6 the school-wide average of all 4-6 ELA and Math teacher state provided growth scores will be used as the local growth measure.

For 7-8 our district has established an achievement of 65 or higher for regents assessments and a 3 or higher for state ELA, math and Science assessments. Based on a weighted average of the %s of students meeting the achievement benchmarks a corresponding 0-15 HEDI score will be determined. Until the value added measure is added a 0-20 HEDI score will be assigned. (20 point chart can be found in 3.13) The chart for assigning HEDI points has been attached in 3.3 measuring student achievement.

Where both Algebra and English regents are administered teachers will use the higher of the two assessment scores.

<p>Highly Effective (14 - 15 points) Results are well...</p>	<p>Evidence indicates exceptional student learning gains that are well above district expectations. Teachers receiving this designation will have 85% or more of students school wide reaching their target. For grades 4-6, the state provided growth score will be used.</p>
<p>Effective (8- 13 points) Results meet District-or...</p>	<p>Evidence indicates significant student learning gains that meet district expectations. Teachers receiving this designation will have 65%-84% of students school wide reaching their target. For grades 4-6, the state provided growth score will be used.</p>
<p>Developing (3 - 7 points) Results are below Distri...</p>	<p>Evidence indicates that student learning is progressing but overall results are below district expectations. Teachers receiving this designation will have 55%-64% of students school wide reaching their target. For grades 4-6, the state provided growth score will be used.</p>
<p>Ineffective (0 - 2 points) Results are well below ...</p>	<p>Evidence indicates little to no student learning gains. Expectations are not met. Teachers receiving this designation will have fewer than 55% of students school wide reaching their target. For grades 4-6 th state provided growth score will be used.</p>

3.2) Grades 4-8 Math

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(i) School-wide measure based on State-provided measure	Grades 4-6 NYS Assessment ELA & Math,
5	6(i) School-wide measure based on State-provided measure	Grades 4-6 NYS Assessment ELA & Math,
6	6(i) School-wide measure based on State-provided measure	Grades 4-6 NYS Assessment ELA & Math,

6(ii) School wide measure computed locally	NYS Assessment 7, 8 ELA, Math and NYS 8th Grade Science Assessment, NYS Regents: Comprehensive English, Common Core English Integrated Algebra, Common Core Algebra Global Studies, US history, Living Environment
8 6(ii) School wide measure computed locally	NYS Assessment 7, 8 ELA, Math, and NYS 8th Grade Science Assessment, NYS Regents: Comprehensive English, Common Core English Integrated Algebra, Common Core Algebra Global Studies, US history, Living Environment

Use this box, if needed, to describe the general p...

For grades 4-6 the school-wide average of all 4-6 ELA and Math teacher state provided growth scores will be used as the local growth measure.

For 7-8 our district has established an achievement of 65 or higher for regents assessments and a 3 or higher for state ELA, math and Science assessments. Based on a weighted average of the %s of students meeting the achievement benchmarks a corresponding 0-15 HEDI score will be determined. Until the value added measure is added a 0-20 HEDI score will be assigned. (The 20 point chart can be found in 3.13.) The chart for assigning HEDI points has been attached in 3.3 measuring student achievement. The chart for assigning HEDI points has been attached in 3.3 measuring student achievement.

Where both Algebra and English regents are administered teachers will use the higher of the two assessment scores.

Highly Effective (14 - 15 points)
Results are well...

Evidence indicates exceptional student learning gains that are well above district expectations. Teachers receiving this designation will have 85% or more of students school wide reaching their target.

For grades 4-6 the average of the state provided growth scores will be used.

Effective (8- 13 points) Results meet District-or...

Evidence indicates significant student learning gains that meet district expectations. Teachers receiving this designation will have 65%-84% of students school wide reaching their target.

For grades 4-6, the average of the state provided growth scores will be used.

Developing (3 - 7 points)
Results are below Distri...

Evidence indicates that student learning is progressing but overall results are below district expectations. Teachers receiving this designation will have 55%-64% of students school wide reaching their target.

For grades 4-6 the average of the state provided growth scores will be used.

Ineffective (0 - 2 points)
Results are well below ...

Evidence indicates little to no student learning gains. Expectations are not met. Teachers receiving this designation will have fewer than 55% of students school wide reaching their target.

For grades 4-6 the average of the state provided growth scores will be used.

3.3) HEDI Tables or Graphics

<http://nysed-appr.myreviewroom.com/forms/5139/responses/125629/rhJdBgDruP/074cd72dd7056606f4840511f3fc3181/APPR 25-20-15.docx>

3.4) Grades K-3 ELA

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(i) School-wide measure based on State-provided measure	Grades 4-6 NYS Assessment ELA & Math,
1	6(i) School-wide measure based on State-provided measure	Grades 4-6 NYS Assessment ELA & Math,
2	6(i) School-wide measure based on State-provided measure	Grades 4-6 NYS Assessment ELA & Math,
3	6(i) School-wide measure based on State-provided measure	Grades 4-6 NYS Assessment ELA & Math

Use this box, if needed, to describe the general p...

For grades K-3 the school-wide average of all 4-6 ELA and Math teacher state provided growth scores will be used as the local growth measure.

Highly Effective (18-20 points) Results are well a...

Evidence indicates exceptional student learning gains that are well above district expectations. The average of the state provided growth scores will be used.

Effective (9-17 points) Results meet District- or ...

Evidence indicates significant student learning gains that meet district expectations. The average of the state wprovided growth scores will be used.

Developing (3 - 8 points) Results are below Distri...

Evidence indicates that student learning is progressing but overall results are below district expectations. The average of the state provided growth scores will be used.

Ineffective (0 - 2 points) Results are well below ...

Evidence indicates little to no student learning gains. Expectations are not met. The average of the state provided growth scores will be used.

3.5) Grades K-3 Math

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(i) School-wide measure based on State-provided measure	Grades 4-6 NYS ELA & Math Assessment,
1	6(i) School-wide measure based on State-provided measure	Grades 4-6 NYS Assessment ELA & Math,
2	6(i) School-wide measure based on State-provided measure	Grades 4-6 NYS Assessment ELA & Math,
3	6(i) School-wide measure based on State-provided measure	Grades 4-6 NYS Assessment ELA & Math,

Use this box, if needed, to describe the general p...

For grades K-3 the school-wide average of all 4-6 ELA and Math teacher state provided growth scores will be used as the local growth measure.

Highly Effective (18-20 points) Results are well a...	Evidence indicates exceptional student learning gains that are well above district expectations. The average of the state provided growth score will be used.
Effective (9-17 points) Results meet District- or ...	Evidence indicates significant student learning gains that meet district expectations. The average of the state provided growth score will be used.
Developing (3 - 8 points) Results are below Distri...	Evidence indicates that student learning is progressing but overall results are below district expectations. The average of the state provided growth score will be used.
Ineffective (0 - 2 points) Results are well below ...	Evidence indicates little to no student learning gains. Expectations are not met. The average of the state provided growth score will be used.

3.6) Grades 6-8 Science

Locally-Selected Measure from List of Approved Measures	Assessment
6 6(i) School-wide measure based on State-provided measure	Grades 4-6 NYS Assessment ELA & Math,
7 6(ii) School wide measure computed locally	NYS Assessment 7, & ELA, Math, NYS 8th Grade Science, Assessment NYS Regents: Comprehensive English, Common Core English Integrated Algebra, Common Core Algebra, Global Studies, US history, Living Environment
8 6(ii) School wide measure computed locally	NYS Assessment 7 & 8 ELA, Math, NYS 8th Grade Science Assessment, NYS Regents: Comprehensive English, Common Core English, Integrated Algebra, Common Core Algebra, Global Studies, US history, Living Environment
Use this box, if needed, to describe the general p...	<p>For grade 6 the school-wide average of all 4-6 ELA and Math teacher state provided growth scores will be used as the local growth measure.</p> <p>For 7-8 our district has established an achievement of 65 or higher for regents assessments and a 3 or higher for state ELA, math and Science assessments. Based on a weighted average of the %s of students school wide meeting the achievement benchmarks a corresponding 0-20 HEDI score will be found in 3.13.)</p> <p>Where both Algebra and English regents are administered teachers will use the higher of the two assessment scores.</p>
Highly Effective (18 - 20 points) Results are well...	<p>Evidence indicates exceptional student learning gains that are well above district expectations. Teachers receiving this designation will have 85% or more of students school wide reaching their target.</p> <p>For grade 6 we are using the average of the state provided growth score.</p>

Effective (9 - 17 points) Results meet District- o...	<p>Evidence indicates significant student learning gains that meet district expectations. Teachers receiving this designation will have 65%-84% of students school wide reaching their target.</p> <p>For grade 6 we will be using the average of the state provided growth score.</p>
Developing (3 - 8 points) Results are below Distri...	<p>Evidence indicates that student learning is progressing but overall results are below district expectations. Teachers receiving this designation will have 55%-64% of students school wide reaching their target.</p> <p>Fro grade 6 we will be using the state provided growth score.</p>
Ineffective (0 - 2 points) Results are well below ...	<p>Evidence indicates little to no student learning gains. Expectations are not met. Teachers receiving this designation will have fewer than 55% of students school wide reaching their target.</p> <p>For grade 6 we will be using the state rprovided growth score.</p>

3.7) Grades 6-8 Social Studies

Locally-Selected Measure from List of Approved Measures	Assessment
6 6(i) School-wide measure based on State-provided measure	Grades 4-6 NYS Assessment ELA & Math,
7 6(ii) School wide measure computed locally	NYS Assessment 7, 8 ELA, Math, NYS 8th Grade Science Assessment, NYS Regents: Comprehensive English, Common Core English, Integrated Algebra, Common Core Algebra, Global Studies, US history, Living Environment
8 6(ii) School wide measure computed locally	NYS Assessments 7, 8 ELA, Math, NYS 8th Grade Science Assessmente, NYS Regents: Comprehensive English, Common Core Englis, Integrated Algebra, Common Core Algebra, Global Studies, US history, Living Environment
Use this box, if needed, to describe the general p...	<p>For grade 6 the school-wide average of all 4-6 ELA and Math teacher state provided growth scores will be used as the local growth measure.</p> <p>For 7-8 our district has established an achievement of 65 or higher for regents assessments and a 3 or higher for state ELA, math and Science assessments. Based on a weighted average of the %s of students school wide meeting the achievement benchmarks a corresponding 0-20 HEDI score will be found in 3.13.)</p> <p>Where both Algebra and English regents are administered teachers will use the higher of the two assessment scores.</p>

Highly Effective (18 - 20 points) Results are well...	Evidence indicates exceptional student learning gains that are well above district expectations. Teachers receiving this designation will have 85% or more of students school wide reaching their target. For grade 6 we will be using the average of the state provided growth score.
Effective (9 - 17 points) Results meet District- o...	Evidence indicates significant student learning gains that meet district expectations. Teachers receiving this designation will have 65%-84% of students school wide reaching their target. For grade 6 we will be using the average of the sate provided growth score.
Developing (3 - 8 points) Results are below Distri...	Evidence indicates that student learning is progressing but overall results are below district expectations. Teachers receiving this designation will have 55%-64% of students school widereaching their target. For grade 6 we will be using the state provided growth score.
Ineffective (0 - 2 points) Results are well below ...	Evidence indicates little to no student learning gains. Expectations are not met. Teachers receiving this designation will have fewer than 55% of students school wide reaching their target. For grade 6 we will be using the state provided growth score.

3.8) High School Social Studies

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Assessment 7 - 8 ELA & Math, NYS 8th Grade Science, NYS Regents: Comprehensive English, Common Core English, Integrated Algebra, Common Core Algebra Global Studies, US history, Living Environment
Global 2	6(ii) School wide measure computed locally	NYS Assessment 7, 8 ELA, Math, NYS 8th Grade Science, NYS Regents: Comprehensive English, Common Core English, Integrated Algebra, Common Core Algebra, Global Studies, US history, Living Environment
American History	6(ii) School wide measure computed locally	NYS Assessment 7, 8 ELA, Math, NYS 8th Grade Science, NYS Regents: Comprehensive English, Common Core English, Integrated Algebra, Common Core Algebra, Global Studies, US history, Living Environment
Use this box, if needed, to describe the general p...	For all high school courses, our district has established an achievement of 65 or higher for regents assessments and a 3 or higher for state ELA, math and Science assessments. Based on a weighted average of the %s of students meeting the achievement benchmarks a corresponding 0-20 HEDI score will be found in 3.13.)	

Where both Algebra and English regents are administered teachers will use the higher of the two assessment scores.

Highly Effective (18 - 20 points) Results are well...	Evidence indicates exceptional student learning gains that are well above district expectations. Teachers receiving this designation will have 85% or more of students school wide reaching their target.
Effective (9 - 17 points) Results meet District- o...	Evidence indicates significant student learning gains that meet district expectations. Teachers receiving this designation will have 65%-84% of student school wide reaching their target.
Developing (3 - 8 points) Results are below Distri...	Evidence indicates that student learning is progressing but overall results are below district expectations. Teachers receiving this designation will have 55%-64% of students school wide reaching their target.
Ineffective (0 - 2 points) Results are well below ...	Evidence indicates little to no student learning gains. Expectations are not met. Teachers receiving this designation will have fewer than 55% of student school wide reaching their target.

3.9) High School Science

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Assessments 7, 8 ELA, Math ,NYS 8th Grade Science, NYS Regents: Comprehensive English, Common Core English, Integrated Algebra, Common Core Algebra, Global Studies, US history, Living Environment
Earth Science	6(ii) School wide measure computed locally	NYS Assessments 7, 8 ELA, Math, NYS 8th Science Assessment, NYS Regents: Comprehensive English, Common Core English, Integrated Algebra, Common Core Algebra, Global Studies, US history, Living Environment
Chemistry	6(ii) School wide measure computed locally	NYS Assessments 7, 8 ELA, Math, NYS 8th Science Assessment, NYS Regents: Comprehensive English, Common Core English, Integrated Algebra, Common Core Algebra, Global Studies, US history, Living Environment
Physics	6(ii) School wide measure computed locally	NYS 7, 8 ELA, Math, NY 8th Grade Science Assessment, Regents: Comprehensive English, Integrated Algebra, Global Studies, US history, Living Environment

Use this box, if needed, to describe the general p...	<p>For all high school courses, our district has established an achievement of 65 or higher for regents assessments and a 3 or higher for state ELA, math and Science assessments.</p> <p>Based on a weighted average of the %s of students meeting the achievement benchmarks a corresponding 0-20 HEDI score will be found in 3.13.)</p> <p>Where both Algebra and English regents are administered teachers will use the higher of the two assessment scores.</p>
Highly Effective (18-20 points) Results are well a...	Evidence indicates exceptional student learning gains that are well above district expectations. Teachers receiving this designation will have 85% or more of students school wide reaching their target.
Developing (3 - 8 points) Results are below Distri...	Evidence indicates significant student learning gains that meet district expectations. Teachers receiving this designation will have 65%-84% of students school wide reaching their target.
Effective (9 - 17points) Results meet District- or...	Evidence indicates that student learning is progressing but overall results are below district expectations. Teachers receiving this designation will have 55%-64% of students school wide reaching their target.
Ineffective (0 - 2 points) Results are well below ...	Evidence indicates little to no student learning gains. Expectations are not met. Teachers receiving this designation will have fewer than 55% of students school wide reaching their target.

3.10) High School Math

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Assessments 7, 8 ELA, Math, NYS 8th Grade Science, NYS Regents: Comprehensive English, Common Core English, Integrated Algebra, Common Core Algebra, Global Studies, US history, Living Environment
Geometry	6(ii) School wide measure computed locally	NYS Assessments 7, 8 ELA, Math, NYS 8th Grade Science Assessment, NYS Regents: Comprehensive English, Common Core English, Integrated Algebra, Common Core Algebra, Global Studies, US history, Living Environment
Algebra 2	6(ii) School wide measure computed locally	NYS Assessments 7, 8 ELA, Math, NYS 8th Grade Science Assessment, NYS Regents: Comprehensive English, Common Core English, Integrated Algebra, Common Core Algebra, Global Studies, US history, Living Environment

Use this box, if needed, to describe the general p...	For all high school courses, our district has established an achievement of 65 or higher for regents assessments and a 3 or higher for state ELA, math and Science assessments. Based on a weighted average of the %s of students meeting the achievement benchmarks a corresponding 0-20 HEDI score will be found in 3.13.) Where both Algebra and English regents are administered teachers will use the higher of the two assessment scores.
Highly Effective (18 - 20 points) Results are well...	Evidence indicates exceptional student learning gains that are well above district expectations. Teachers receiving this designation will have 85% or more of students school wide reaching their target.
Effective (9 - 17 points) Results meet District- o...	Evidence indicates significant student learning gains that meet district expectations. Teachers receiving this designation will have 65%-84% of students school wide reaching their target.
Developing (3 - 8 points) Results are below Distri...	Evidence indicates that student learning is progressing but overall results are below district expectations. Teachers receiving this designation will have 55%-64% of students school wide reaching their target.
Ineffective (0 - 2 points) Results are well below ...	Evidence indicates little to no student learning gains. Expectations are not met. Teachers receiving this designation will have fewer than 55% of students school wide reaching their target.

3.11) High School English Language Arts

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Assessments 7, 8 ELA, Math, NYS 8th Grade Science Assessment, NYS Regents: Comprehensive English, Common Core English, Integrated Algebra, Common Core Algebra, Global Studies, US history, Living Environment
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Assessments 7, 8 ELA, Math, NYS 8th Grade Science Assessment, NYS Regents: Comprehensive English, Common Core English, Integrated Algebra, Common Core Algebra, Global Studies, US history, Living Environment
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Assessments 7, 8 ELA, Math, NYS 8th Grade, Science assessment, NYS Regents: Comprehensive English, Common Core English, Integrated Algebra, Common Core Algebra, Global Studies, US history, Living Environment

Use this box, if needed, to describe the general p...	For all high school courses, our district has established an achievement of 65 or higher for regents assessments and a 3 or higher for state ELA, math and Science assessments. Based on a weighted average of the %s of students meeting the achievement benchmarks a corresponding 0-20 HEDI score will be found in 3.13.) Where both Algebra and English regents are administered teachers will use the higher of the two assessment scores.
Highly Effective (18 - 20 points) Results are well...	Evidence indicates exceptional student learning gains that are well above district expectations. Teachers receiving this designation will have 85% or more of students school wide reaching their target.
Effective (9 - 17 points) Results meet District- o...	Evidence indicates significant student learning gains that meet district expectations. Teachers receiving this designation will have 65%-84% of students school wide reaching their target.
Developing (3 - 8 points) Results are below Distri...	Evidence indicates that student learning is progressing but overall results are below district expectations. Teachers receiving this designation will have 55%-64% of students school wide reaching their target.
Ineffective (0 - 2 points) Results are well below ...	Evidence indicates little to no student learning gains. Expectations are not met. Teachers receiving this designation will have fewer than 55% of students school wide school reaching their target.

3.12) All Other Courses

Course(s) or Subject (s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other K-6 courses	6(i) School-wide measure based on State-provided measure	NYS Assessments 4-6 ELA and Math
All other 7-12 courses	6(ii) School wide measure computed locally	NYS Assessments 7, 8 ELA, Math, NYS 8th Grade Science, NYS Regents: Comprehensive English, Common Core English, Integrated Algebra, Common Core Algebra, Global Studies, US history, Living Environment

<p>Use this box, if needed, to describe the general p...</p>	<p>For grades K-6 the school-wide average of all 4-6 ELA and Math teacher state provided growth scores will be used as the local growth measure.</p> <p>For all high school courses our district has established an achievement of 65 or higher for regents assessments and a 3 or higher for state ELA, math and Science assessments. Based on a weighted average of the %s of students meeting the achievement benchmarks a corresponding 0-20 HEDI score will be found in 3.13.)</p> <p>Where both Algebra and English regents are administered teachers will use the higher of the two assessment scores.</p>
<p>Highly Effective (18 - 20 points) Results are well...</p>	<p>Evidence indicates exceptional student learning gains that are well above district expectations. Teachers receiving this designation will have 85% or more of students school wide reaching their target.</p> <p>For K-6 course the average of teh state provided growth score will be used.</p>
<p>Effective (9 - 17 points) Results meet District- o...</p>	<p>Evidence indicates significant student learning gains that meet district expectations. Teachers receiving this designation will have 65%-84% of students school wide reaching their target.</p> <p>For K-6, we will use the average of the state provided growth score.</p>
<p>Developing (3 - 8 points) Results are below Distri...</p>	<p>Evidence indicates that student learning is progressing but overall results are below district expectations. Teachers receiving this designation will have 55%-64% of students school wide reaching their target.</p> <p>For K-6 we will be using the average of the state provided growth score.</p>
<p>Ineffective (0 - 2 points) Results are well below ...</p>	<p>Evidence indicates little to no student learning gains. Expectations are not met. Teachers receiving this designation will have fewer than 55% of students school wide reaching their target.</p> <p>For K-6 we will be using the average of the state provided growth score.</p>

3.13) HEDI Tables or Graphics

<http://nysed->

appr.myreviewroom.com/forms/5139/responses/125629/y92vNseFa4/0baa7c452f21045d47516d9c041eca76/APPR25-20-15.docx

3.14) Locally Developed Controls

No Locally Developed Controls

3.15) Teachers with More Than One Locally Selected Measure

For all K-6 teachers there will only be one measure.

For all 7-12 School-wide measure will be a weighted average of the applicable State ELA, Math and Science Assessments, in addition to the regents assessments which will be weighted twice.

Normal rounding rules will apply, and in no event will rounding allow for a teacher's HEDI rating to change.

Dundee Central School

4. Other Measures of Effectiveness- Teachers

Page 1

4.1) Teacher Practice Rubric

Danielson's Framework for Teaching (2011 Revised Edition)

None

4.2) Points Within Other Measures

Yes

Multiple (at least two) classroom observations by ...	60
One or more observation(s) by trained independent ...	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey...	0
Feedback from parents/caregivers using State-appro...	0
Structured reviews of lesson plans, student portfo...	0

4.5) Process for Assigning Points and Determining HEDI Ratings

The rubric will be scored at the domain level and the final 0-60 score will be a summative score based on all of the evidence collected and observed over multiple classroom observations. Danielson's Framework For Teachers 2011 Revised Edition is the tool that will be used when conducting classroom observations for the purpose of evaluation. This framework is designed to differentiate teacher effectiveness using four categories-Highly Effective, Effective, Developing, and Ineffective. Multiple measures are incorporated within each domain of the framework. Each of the four domains will be worth 15 point a piece. Within Domain I emphasis will be on the thoroughness of completing the lesson plan template and the discussion of this plan at the pre-evaluation conference. Within Domain IV emphasis will be placed on a teacher's ability to self-reflect with a critical eye for how a lesson could be improved, and the ability to develop a prototype; collect pertinent data regarding the progress of the prototype; analyze the data; determine what is working/what is not; and what needs to be done differently for the students within the prototype to succeed; making the identified changes; and continuing the cycle repeatedly until progress is made toward achieving the desired outcome/target.

Normal rounding rules will apply. In no event will rounding rules allow for a teacher's HEDI rating to change.

http://nysed-
 appr.myreviewroom.com/forms/5091/responses/125631/eka9yMJ855/52e152cbcd6f314c8e90236c7523c98b/APPR -
 Classroom Point Values_1.docx

Highly Effective: Overall performance and results ...	Within each Domain, a score of 13.5-15 points will be the equivalent of Highly Effective. This indicates that the level of performance during the observation exceeds standards.
Effective: Overall performance and results meet NY...	Within each Domain a score of 12-13.4 points will be the equivalent of Effective. This indicates that the level of performance during the observation meets standards.
Developing: Overall performance and results need i...	Within each Domain a score of 10.5-11.9 points will be the equivalent of Developing . This indicates that the level of performance during the observation needs improvement in order to meet the standards.
Ineffective: Overall performance and results do no...	Within each Domain a score 0-10.4 is the equivalent of Ineffective. This indicates that the level of performance during the observation does not meet the standards.

Highly Effective	54-60
Effective	48-53
Developing	42-47
Ineffective	0-41

Formal/Long	2
Informal/Short	0
Enter Total	2
Formal/Long	0
Informal/Short	0
Formal/Long	0
Informal/Short	0

In Person

Not Applicable

Formal/Long

2

Informal/Short

0

Total

2

Formal/Long

0

Informal/Short

0

Formal/Long

0

Informal/Short

0

In Person

Not Applicable

Dundee Central School

5. Composite Scoring - Teachers

Page 1

Highly Effective	54-60
Effective	48-53
Developing	42-47
Ineffective	0-41

Dundee Central School

6. Additional Requirements - Teachers

Page 1

6.2) Attachment: Teacher Improvement Plan Forms

<http://nysed->

[appr.myreviewroom.com/forms/5265/responses/125634/Df0w3Xx5v6/a828537bdb6b75b15389cae41597dc47/Plan for Success \(TIP\).doc](http://appr.myreviewroom.com/forms/5265/responses/125634/Df0w3Xx5v6/a828537bdb6b75b15389cae41597dc47/Plan%20for%20Success%20(TIP).doc)

6.3) Appeals Process

PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW

The following procedures are the exclusive means for initiating and resolving any and all challenges and appeals related to a tenured teacher's annual professional performance review. The procedures contained herein are not available to probationary teachers.

The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured teacher's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms of this procedure shall prevail and be applied.

This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law 3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

Ineffective rating:

1. A tenured teacher who receives a composite score rating of "Ineffective" may appeal his or her performance review.
2. Within ten school days of the receipt of an annual evaluation providing a composite score rating of "Ineffective", a teacher may appeal the annual evaluation to the Superintendent of Schools or his/her designee. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:
 - a) The substance of the annual professional performance review;
 - b) The school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012© of the Education law;
 - c) The school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures;
3. Any issue not raised in the written appeal shall be deemed waived
4. Under this appeals process, the teacher has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by the preponderance of the credible evidence.
5. Within ten school days of receipt of the appeal, the Superintendent of Schools or his/her designee shall render a written determination with respect thereto.
6. The decision of the Superintendent of Schools or the Superintendent's designee shall be final and an appeal shall

be deemed completed upon the issuance of that decision. The decision of the Superintendent or designee shall not be subject to any further appeal.

7. If the appeal is sustained, the original performance review shall be expunged and replaced with the performance review drafted by the Superintendent or Superintendent's designee. This performance review may not be reviewed or appealed under this procedure.

Developing rating:

1. The first year a tenured teacher receives a composite score rating of "Developing" s/he not appeal the review.
2. A tenured teacher who receives a composite score rating of "Developing" for the second consecutive year may appeal his/her performance review. The above procedures outlined in #2-7 would apply.
3. A tenured teacher receiving a "developing" composite score rating for the third consecutive year may appeal his/her performance review. Within ten school days of the receipt of this annual evaluation, a teacher may appeal the annual evaluation to a neutral third party, trained in the rubric and mutually agreed upon by the DTA Executive Committee and the Superintendent. All efforts will be made by the parties to try to ensure an expedited review of the annual evaluation by the neutral third party. With this being the only exception, the above procedures outlined in # 2-7 would apply."
4. All efforts will be made by the parties to try to ensure an expedited review of the annual evaluation by the neutral third party consistent with Education Law 3012C.
5. The appeals process will always be timely and expeditious.

6.4) Training and Certification of Lead Evaluators and Evaluators

The administrative team will be trained by turn-key trainers who attended the network training workshops in Albany. These include an individual from our district, as well as Wayne-Finger lakes BOCES staff. All training will address the nine required elements found in 30-2.9B of the Commissioner's Regulations, in addition to a process for maintaining inter-rater reliability over time. All training is provided on an on-going as needed basis. The Board of Education will deem the administrators as certified. Recertification of lead evaluators will be ongoing and conducted on an annual basis.

Dundee Central School

7. State Growth or Comparable Measures - Principals

Page 1

K-6th grade

7-12th grade

School or Program Type	SLO with Assessment Option	Name of the Assessment
------------------------	----------------------------	------------------------

NA

NA

Highly Effective (18 - 20 points) Results are well...

Not applicable

Effective (9 - 17 points) Results meet state avera...

Not applicable

Developing (3 - 8 points) Results are below state ...

Not applicable

Ineffective (0 - 2 points) Results are well below ...

Not applicable

Dundee Central School

8. Locally Selected Measures - Principals

Page 1

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	NYS Assessments 3-6 ELA and Math and 4th grade Science
7-12	(d) measures used by district for teacher evaluation	NYS Assessments 7th & 8th ELA, and Math, 8th Grade Science , NYS Regents: Comprehensive ELA, Common Core English, Integrated Algebra, Common Core Algebra, Global Studies, US History and Living Environment
7-12	(h) students' progress toward graduation	% of students passing all courses in grades 7-12 -WFL BOCES developed course specific assessments, 7-8 NYS Assessments, all NYS Regents assessments

Use this box, if needed, to describe the process f...

For the K-6 principal, the district has set a proficiency benchmark o 2 higher on the 4-6 ELA , Math and Science state assessments. The average % of students scoring a 2 or higher on the assessments will be converted to a 0-15 HEDI score using the uploaded conversion chart. A 20 point chart will be used until the value-added measure is implemented.

For the 7- 12 principal, the NYS 7-8 ELA and Math Assessment and the 8th Grade state science assessment proficiency benchmark of 2 or higher, for Regents assessments proficiency benchmark is a 65 or higher, and the building-wide % of students passing all subjects.The weighted average (regents weighted times 2) will correspond to a 0-15 HEDI score using the uploaded conversion chart. A 20 point chart will be used until the value added measure is implemented.

Highly Effective (14 - 15 points) Results are well...	Evidence indicates exceptional student learning gains that are well above district expectations. To receive this designation, the principal would have 85% or more of students reaching their target.
Effective (8- 13 points) Results meet District- or...	Evidence indicates significant student learning gains that meet district expectations. A principal receiving this designation would have 65%-84% of students reaching their target.
Developing (3 - 7 points) Results are below Distri...	Evidence indicates that student learning is progressing but overall results are below district expectations. A principal receiving this designation would have between 55%-64% reaching their target.
Ineffective (0 - 2 points) Results are well below ...	Evidence indicates little to no student learning gains. Expectations are not met. A principal receiving this designation will have fewer than 55% of students reaching their target.

[http://nysed-appr.myreviewroom.com/forms/5366/responses/125638/8o9AH60arN/24326d73aee470a3480e2d5575193e07/APPRcorected local measures.docx](http://nysed-appr.myreviewroom.com/forms/5366/responses/125638/8o9AH60arN/24326d73aee470a3480e2d5575193e07/APPRcorected%20local%20measures.docx)

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
NA		NA

Highly Effective (18 - 20 points) Results are well...	Not applicable
Effective (9- 17 points) Results meet District- or...	Not applicable
Developing (3 - 8 points) Results are below Distri...	Not applicable
Ineffective (0 - 2 points) Results are well below ...	Not applicable

8.3) Locally Developed Controls

No controls

8.4) Principals with More Than One Locally Selected Measure

K-6 Principal there is only 1 measure.

7-12 Principal multiple measures will be combined using the a weighted average where regents are weighted twice.

Normal rounding rules will apply and in no event a rounding allow for a principal's HEDI rating to change.

Assure that the application of locally developed c...	Check
Assure that use of locally developed controls will...	Check
Assure that enrolled students are included in acco...	Check
Assure that procedures for ensuring data accuracy ...	Check
Assure that the process for assigning points for l...	Check
Assure that it is possible for a principal to earn...	Check
Assure that locally-selected measures are rigorous...	Check
If more than one type of locally-selected measure ...	Check
Assure that all locally-selected measures for a pr...	Check

Dundee Central School

9. Other Measures of Effectiveness - Principals

Page 1

9.1) Principal Practice Rubric

Multidimensional Principal Performance Rubric

None

9.2) Points Within Other Measures

Yes

Broad assessment of principal leadership and manag...	60
Any remaining points shall be assigned based on re...	0

9.7) Process for Assigning Points and Determining HEDI Ratings

Normal rounding rules will apply and in no event a principal's HEDI rating change as a result of rounding.

The Dundee Central School District and the Dundee Administrative Association has agreed to use the Multidimensional Principal Performance Rubric to determine the 60 points in the "Other Measures" subcomponent. We will use the Principal Performance Observation Form Score to determine the 60% rating in this "Other measure of Effectiveness" category. The 0-60 HEDI score will be a summative score based on evidence collected and observed throughout the year over the course of multiple school visits.

Table Attached below.

[http://nysed-appr.myreviewroom.com/forms/5143/responses/125639/pMADJ4gk6R/6bd3f2b9b5cc7addf598cdc7ed0dd5b3/Principal Professional Performance Observation Summary kr_1.xlsx](http://nysed-appr.myreviewroom.com/forms/5143/responses/125639/pMADJ4gk6R/6bd3f2b9b5cc7addf598cdc7ed0dd5b3/Principal%20Professional%20Performance%20Observation%20Summary%20kr_1.xlsx)

Highly Effective: Overall performance and results ...	Overall performance and results are indicative of truly outstanding leadership.
Effective: Overall performance and results meet st...	Overall performance and results are indicative of solid, expected professional performance.
Developing: Overall performance and results need i...	Overall performance and results are indicative of deficiencies that will be targeted for improvement.
Ineffective: Overall performance and results do no...	Overall performance and results are indicative of performance well below the standard.

Highly Effective	54-60	
Effective	48-53	
Developing	42-47	
Ineffective	0-41	
By supervisor		4
By trained administrator		0
By trained independent evaluator		0
Enter Total		4
By supervisor		2
By trained administrator		0
By trained independent evaluator		0
Enter Total		2

Dundee Central School

10. Composite Scoring - Principals

Page 1

Highly Effective	54-60
Effective	48-53
Developing	42-47
Ineffective	0-41

Dundee Central School

11. Additional Requirements - Principals

Page 1

11.2) Attachment: Principal Improvement Plan Forms

<http://nysed->

[appr.myreviewroom.com/forms/5276/responses/125642/Df0w3Xx5v6/1ae231248ee2509ddb2d7dd172c9f0c3/Principal Plan for Success \(PIP\)_1.docx](http://appr.myreviewroom.com/forms/5276/responses/125642/Df0w3Xx5v6/1ae231248ee2509ddb2d7dd172c9f0c3/Principal%20Plan%20for%20Success%20(PIP)_1.docx)

11.3) Appeals Process

APPR APPEALS PROCEDURE

The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured principal's Annual Professional Performance Review (APPR). The procedures contained herein are not available to probationary principals.

The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured principal's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.

This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

(1) Only principals who receive a rating of "Ineffective" may appeal his or her performance review. Any principals that receive a rating of "Developing", "Effective" or "Highly Effective" cannot appeal, however, have the right to submit a written professional response to their APPR.

(2) A principal may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the Commissioner of Education, and compliance with the procedures for the conduct of performance reviews set forth in the Annual Professional Performance Review plan.

(3) A principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

(4) Appeals concerning a principal's performance review must be received in the office of the Superintendent of Schools no later than 5 school days after he/she receives his/her APPR composite score. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the principal's right to appeal that performance review.

(5) Probationary principals can only pursue procedural appeals. Tenured principals can pursue procedural and/or substantive appeals. Process appeals and substantive appeals by tenured principals shall be heard by a mutually agreed upon administrator. The designee will be assigned to review and render a decision on the appeal.

(6) A principal wishing to initiate an appeal must submit a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal, to the Superintendent, with a copy to the DAA President (or DAA Designee). The appeal must be submitted in writing. E-mail or other electronic submissions are not permitted. Any additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

(7) Under this appeals process the principal is expected to provide an explanation of relief requested. The principal is required to provide facts and evidence upon which he/she seeks relief.

(8) The designee, shall consider the evidence, perform any investigation, and render a written decision to the Superintendent, Principal and the DAA President (or DAA Designee) within 30 calendar days of receipt of the appeal.

(9) The decision of the designee shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the designee shall not be subject to any further appeal. The designee will be collaboratively agreed upon by Superintendent and DAA President (or DAA Designee).

(10) If the appeal is sustained, the original performance review shall be revised accordingly. The revised performance review may not be reviewed or appealed under this procedure. If the appeal is rejected, the original APPR and Composite Score shall remain unchanged.

The principal's failure to comply with the requirements of this Appeals Procedure shall result in a denial of the appeal.

11.4) Training and Certification of Lead Evaluators and Evaluators

The Superintendent will ensure that he has been trained certified in accordance with regulation. The District will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes training will be provided on an on-going basis. Lead evaluator training will include training on:

(1) The ISLLC Leadership Standards and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;

(2) Evidence-based observation techniques that are grounded in research;

(3) Application and use of the student growth percentile model and the value-added growth model;

(4) Application and use of the principal rubric, including training on the effective application of such rubric to observe a principal's practice;

(5) Application and use of any assessment tools that the school district utilizes to evaluate its building principals, including but not limited to, professional growth goals and school improvement goals, etc.;

(6) Application and use of any locally selected measures of student achievement used by the district to evaluate its principals;

(7) Use of the Statewide Instructional Reporting System;

(8) The scoring methodology, including how scores are generated for each subcomponent and the composite effectiveness score, and application and use of the scoring ranges prescribed by the Commissioner ; and

(9) Specific considerations in evaluating principals of English language learners and students with disabilities.

10) Maintaining inter-rater reliability.

The Superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

Dundee Central School

12. Joint Certification of APPR Plan

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12.1) Upload the Joint Certification of the APPR Plan

<http://nysed->

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