



New York State Education Department

APPR Monitoring

Summary Report

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District Description

These data were collected from the 2012-13 School Report Card

Student Demographics

Number of Students	Eligible for Free Lunch	Eligible for Reduced Lunch	Limited English Proficient
19,763	14,115 (71%)	1,146 (6%)	2,678 (14%)

Racial/Ethnic Origin

American Indian or Alaskan Native	Black or African American	Hispanic or Latino	Asian/Native Hawaiian/Other Pacific Islander	White	Multiracial
275 (1%)	9,934 (50%)	2,500 (13%)	1,377 (7%)	4,967 (25%)	710 (4%)

Attendance/Suspension Rates

Annual Attendance Rate	Student Suspensions
92%	3,886 (20%)

Teacher Qualifications

Percent No Valid Teaching Certificate	Percent Teaching Out of Certification	Turnover Rate for Teachers under 5 Years Experience	Turnover Rate all Teachers
0%	1%	28%	21%

Teacher Evaluation (2013-14 School Year)*				
Presented as % by rating category	Composite Rating	State Growth or Other Comparable Measures	Locally-Selected Measures of Student Achievement	Other Measures of Educator Effectiveness
Highly-Effective	34%	13%	87%	37%
Effective	63%	57%	10%	60%
Developing	--	15%	3%	3%
Ineffective	--	16%	1%	0%

Teacher Evaluation (2012-13 School Year)*				
Presented as % by rating category	Composite Rating	State Growth or Other Comparable Measures	Locally-Selected Measures of Student Achievement	Other Measures of Educator Effectiveness
Highly-Effective	2%	24%	0%	35%
Effective	58%	42%	21%	63%
Developing	33%	21%	56%	2%
Ineffective	6%	14%	23%	0%

Principal Evaluation (2013-14 School Year)*				
Presented as % by rating category	Composite Rating	State Growth or Other Comparable Measures	Locally-Selected Measures of Student Achievement	Other Measures of Educator Effectiveness
Highly-Effective	--	--	--	36%
Effective	82%	68%	--	64%
Developing	--	--	--	0%
Ineffective	--	--	--	0%

Principal Evaluation (2012-13 School Year)*				
Presented as % by rating category	Composite Rating	State Growth or Other Comparable Measures	Locally-Selected Measures of Student Achievement	Other Measures of Educator Effectiveness
Highly-Effective	0%	--	0%	--
Effective	59%	74%	19%	81%
Developing	19%	--	56%	--
Ineffective	22%	--	26%	--

* Data provided here are consistent with publicly reported data, available at <http://data.nysed.gov>. Dashes indicate data that have been suppressed in order to protect personally identifiable information.

Analysis

Based on the staff evaluation data submitted to the Department for the 2012-13 school year, as well as communications between Department staff and the district and information contained in public reports, the New York State Education Department (NYSED, the Department) had serious concerns that the Syracuse City School District did not implement its approved APPR plan with fidelity in the 2012-13 school year. As a result of these concerns, NYSED initiated an enhanced monitoring cycle for the 2013-14 and 2014-15 school years. The purpose of this monitoring was to determine the status of implementation in the 2013-14 school year, ensure that the problems that developed in the 2012-13 school year were not carrying over into the 2013-14 school year and beyond, and assist the district in identifying any issues that would prevent the full implementation of the APPR plan.

The information contained in this report is based on the formal submission of documentation to the Department on October 1, 2014, communications between district staff and staff from the Office of Teacher and Leader Effectiveness, data that were submitted to the Department by the district for the October 17th deadline, and information collected during the November 19, 2014 site visit.

The report is divided into four overall areas related to proper implementation of the district's APPR plan:

- 1) processes for developing and completing Student Learning Objectives (SLOs);
- 2) communicating APPR to stakeholders;
- 3) processes for conducting and completing the Other Measures of Effectiveness subcomponent; and
- 4) monitoring of APPR processes

These overall areas are divided into smaller components intended to assess both the completeness and quality of implementation. Each component is assigned one of three color ratings:

- green, which indicates a high likelihood that the district is implementing its APPR plan with fidelity;
- yellow, which indicates that the district is undertaking promising practices, but where the Department has concerns and feels that continued monitoring and adjustment may be necessary to ensure full implementation; or
- red, which indicates that the Department has serious concerns that the district either is not currently implementing a component of its APPR plan or where evidence shows there are clear barriers that will impact the district's ability to implement its APPR plan with fidelity.

Processes for Developing and Completing SLOs

Developing High Quality SLOs	
Standard	The district should have a process in place to ensure that SLOs are appropriately rigorous and used to drive student improvement. Training and guidance should be provided to educators on the selection and development of assessments used for the SLO and SLO growth targets. Further, these efforts should be tailored to support college and career ready standards.
Technical Assistance Resources	<ul style="list-style-type: none"> • SLO Field Samples from Year 2 Implementation (2013-14) provide annotated examples of high quality SLOs that use multiple sources of baseline data and illustrate the interdependent nature of learning content, assessment, and instructional practice through their rationale statements. • The Draft Multi-State SLO Rubric can be used to measure the quality of the information provided by educators on the NYS SLO Template. • The Student Learning Objectives Landing Page on EngageNY contains a number of resources on developing high quality SLOs that can be used to drive student improvement.
<p>Highlights</p> <ul style="list-style-type: none"> • Beginning in the 2013-14 school year, the district indicates that they have switched from traditional standardized assessments to performance tasks for all grades and subjects that do not end in a State or Regents assessment. • The district indicates that administrators developed, identified and/or adapted hundreds of assessments and performance tasks to create a bank of available assessments. • For the 2014-15 school year, the district indicates that they have implemented a new process for completing SLOs near the start of courses to try to ensure that they can be used to drive instruction. • <p>Areas of Concern</p> <ul style="list-style-type: none"> • Although the district provides guidance to educators and evaluators on developing SLOs, selecting assessments for SLOs, and setting SLO targets, there have been no professional development sessions around developing high quality SLOs since the fall of 2013. The district indicates that principals provide this professional development to their teachers, but did not provide us with any related documentation. • Most SLO samples do not have performance targets that are defined based on multiple forms of baseline data. • SLO samples do not articulate how learning standards are aligned to the Common Core or State standards. • Certain SLO samples do not illustrate that targets are ambitious, measure growth, and/or help ensure that students are prepared to advance in future coursework (e.g., require students to exceed past performance, demonstrate a year’s worth of growth, or achieve 	

some other significant outcome).

- It is unclear if the district has processes in place to monitor the rigor of SLOs.
- The centralized platform that the district utilizes to complete SLOs does not contain all of the State's required SLO components (e.g., learning content, rationale, evidence) and therefore teachers are not developing SLOs that are in compliance with Department requirements around SLOs.

The Syracuse City School District utilizes SLOs in both the State Growth or Other Comparable Measures and Locally-Selected Measures subcomponents for all teachers excluding those who teach grades 4-8 English Language Arts (ELA) and math. Based on the information provided to us ahead of our site visit, the district has provided some evidence to indicate that it has taken steps to try to ensure that there is greater consistency in its SLOs and that SLOs meet district expectations. These practices include:

- For the State Growth or Other Comparable Measures subcomponent, target-setting is done at the district level;
- For the Locally-Selected Measures subcomponent, the district has developed a guidebook with information on setting targets; and
- For all grades and subjects that do not end in a State or Regents assessment, the district has switched from traditional standardized assessments to performance tasks.

Despite these practices, the SLOs that were submitted to the Department for review (Appendix A) raised a number of concerns, including:

- In some cases, growth targets that were set did not seem to be properly informed by the baseline data that had been collected. In fact, certain records show growth targets lower than students' baseline performance levels, and so these targets do not appear to measure growth, which is required for all SLOs and therefore the SLOs provided are not all in compliance.
- None of the samples that were provided included an explanation of the learning standards that the SLO was intended to cover. The inclusion of the Learning Content (standards) are a required component of all SLOs and therefore the SLOs provided are not in compliance.¹
- None of the samples that were provided included a rationale, and so it was unclear how the learning content, evidence, and targets that were set would be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness. The inclusion of the Rationale is a required component of all SLOs and therefore the SLOs provided are not in compliance.²
- SLOs samples consistently indicate that teachers do not expect all of their students to meet growth targets.

¹ See pages 6 and 7 of the Student Learning Objective (SLO) Guidance document, available at: <https://www.engageny.org/resource/student-learning-objectives-guidance-document>.

² See id.

According to the district, because the SLO process has been centralized, no professional development has been provided to teachers by district administration on developing high quality SLOs since the early part of the 2013-14 school year. Additionally, the district has not directly provided professional development to teachers on developing SLOs. Rather, the district indicates that it relies on principals to train their teachers and provides guidance in the form of handbooks and other resources that are intended to assist teachers in developing their SLOs. Further, the district noted that teachers' most significant task related to SLOs is setting growth targets. Because the sample SLOs that were provided to us contained neither an explanation of the learning standards that the SLO was intended to address, nor a rationale that linked those standards to assessments and growth targets, it was not possible to determine how these SLOs would be used to guide instruction throughout the school year or drive improved student achievement outcomes. Also, all of the samples include a section which asks teachers to indicate what percentage of their class they anticipate will meet the set growth targets. None of the samples indicated that all students would meet their growth targets, and SLOs were approved with as little as one student anticipated to meet the growth target. In a follow-up conversation with the district's Executive Director of Talent Management, it was confirmed that the district does not require teachers to include learning standards or a rationale in their SLOs; therefore, all SLOs developed by teachers in the Syracuse City School District are out of compliance with State requirements for SLOs. Specific to SLOs used in the Locally-Selected Measures subcomponent, the district's currently approved APPR plan indicates that the responsibility for determining the appropriateness of SLO targets belongs to principals. According to the district, their collective bargaining agreement indicates that teachers must set SLO targets that are both ambitious and feasible, based on professional judgment, and that school leaders may only approve targets that they consider to be both ambitious and feasible, based on their professional judgment. Further, the district noted that it does not review SLOs for the Locally-Selected Measures subcomponent after they are developed to ensure that targets are rigorous or leading to student outcomes that are aligned with the district's vision. Based on the sample SLOs that we received, the district needs to provide additional training to its principals on minimum guidelines and expectations for approving SLO targets.

Another area of concern relates to the use of performance tasks for those grades and subjects that do not end in a State or Regents assessment. According to district staff responsible for the development of the performance tasks, as well as the district's Executive Director of Talent Management, the use of performance tasks was intended to eliminate unnecessary traditional standardized assessments, especially given the concern around students being over-tested. Further, the district felt that performance tasks would be a more authentic measure of student learning. To that end, the district also sought to align these assessments to the Common Core Learning Standards as much as possible. In order to develop these tasks, the district first consulted with external sources (e.g., NYCDOE, Syracuse University) that were already using performance-based assessments. District administrators then worked with content area supervisors to develop tasks based on priority content areas for specific courses. According to the district's Executive Director of Teaching and Learning, beginning in the 2014-15 school year, the second year for these tasks, the district is working to refine the administration and scoring of these assessments as the assessments were given very late in the 2013-14 school year, and so teachers did not get score reports until the end of the year. While all of this is promising practice, when questioned about the alignment of these assessments to State or Regents

assessments, district staff indicated that they have not taken any steps to analyze the correlation between results on the performance tasks and proficiency on State or Regents assessments. While they acknowledged that doing so would be valuable to assess the rigor of the assessments and their ability to provide useful information about whether a student was on track for college and career readiness, it was unclear if the district intends to do so in future years.

Implementing SLOs with Fidelity	
Standard	The district should be able to articulate the exact number of SLOs that are required in a particular school year. A process should be in place that ensures all required SLOs are completed near the beginning of a teacher’s course. This process should address SLOs that, for any reason, were not completed near the beginning of a teacher’s course. Sample SLOs provided to the Department should be complete, with appropriate information entered for all sections of the SLO.
Technical Assistance Resources	<ul style="list-style-type: none"> • The Student Learning Objective Guidance Document provides resources and guidance on creating and implementing SLOs consistent with statutory and regulatory requirements. • Section D of the APPR Guidance Document also provides guidance from the Department on SLO rules for teachers and principals. • The Student Learning Objectives Landing Page on EngageNY contains a number of resources on developing high quality SLOs that can be used to drive student improvement.
<p>Highlights</p> <ul style="list-style-type: none"> • The district has a centralized process for developing SLOs that ensures that some form of targets are set for all students on a teacher’s course roster. • In the 2013-14 and 2014-15 school years, the district indicates that it has been able to ensure that all educators it identified as requiring SLOs completed them. • In the 2014-15 school year, the district indicates that all SLO pre-assessments were administered in the first several weeks of the school year. <p>Areas of Concern</p> <ul style="list-style-type: none"> • For the 2013-14 school years, the district was not able to ensure that all educators who required SLOs developed them near the start of their courses. According to the district, the pre-assessment scoring process took too long and delayed the development of SLOs. • It is unclear if the district has processes in place to properly identify all educators who actually require SLOs. • The centralized platform that the district utilizes to complete SLOs does not contain all of the components of the State’s required SLO template (e.g., learning content, rationale, evidence) and therefore teachers are not developing SLOs that are in compliance with Department requirements around SLOs. 	

Based on the information provided to us by the district, the district has data systems and processes in place to determine educators who are subject to APPR and ensure that SLOs are developed for those educators. According to the district's Executive Director of Talent Management, beginning this school year, the district was also able to ensure that SLOs for full year courses were completed in October, consistent with guidance from the Department. He further noted that the SLO process has been centralized into an electronic platform, which helps the district track the completion of SLOs.

While it is commendable that the district appears to be taking steps to ensure that all educators subject to evaluation developed SLOs, the documentation submitted by the district and communications with district administrators have raised considerable concerns – and have demonstrated – that SLOs are not being completed consistent with State requirements. SLOs developed in the Syracuse City School District for both the Growth and Local subcomponents using the centralized platform do not include a section for learning content, evidence, HEDI scoring, or rationale. The Department has consistently provided guidance to districts on the required elements of SLOs in New York State and has published a template for districts to use that includes all of the required elements. While districts are not obligated to use the physical template, they are required to use all of the elements contained within that template when developing their SLOs. In speaking with the district's Executive Director of Talent Management, it was acknowledged that best practice could include all of the components that are provided in the NYS template; however, the district does not feel that they are out of compliance with the law because the components of the SLO are not explicitly referenced in Education Law §3012-c or Subpart 30-2 of the Rules of the Board of Regents. In response, the district was informed that under its authority under §§30-2.5(b)(1)(iii) and (iv) of the Rules of the Board Regents, SLOs are the State-determined district- or BOCES-wide student growth goal-setting process for the State Growth or Other Comparable Measures subcomponent, and that the SLO requirements found in the SLO guidance document and the State's SLO template must be adhered to by districts and BOCES.³

Another area of concern relates to the targets in the sample SLOs that the district provided. In certain cases, there were a number of students on teachers' course rosters that had targets set that were lower than baseline performance levels. Accordingly, it does not appear that the growth is being measured for these students. When questioned about the target-setting process and the low rigor of some growth targets, the district's Executive Director of Talent Management noted that there is a misperception in the district that setting rigorous targets will result in negative employment consequences for teachers. While the district is working to better message APPR as a system for providing feedback to teachers and improving their practice, the district's Executive Director noted that there are currently no district-level processes for overriding growth targets that are not rigorous for SLOs developed in the Locally-Selected Measures subcomponent. Rather, the district has delegated the decision of accepting or rejecting growth targets to principals. This is consistent with the district's approved APPR plan, which gives administrators

³ See pages 6 and 7 of the SLO Guidance Document, available at: <https://www.engageny.org/resource/student-learning-objectives-guidance-document> and the State's SLO template, available at: <https://www.engageny.org/resource/new-york-state-student-learning-objective-template>.

the authority to approve SLO targets in the Locally-Selected Measures subcomponent. When speaking with principals and their lead evaluators about the mismatch between the district's low student achievement outcomes and relatively high staff evaluation ratings, some evaluators noted that "this [misalignment] is happening everywhere." Based on these conversations and the sample SLOs we were provided, it appears that the district needs to provide additional training to principals on its minimum guidelines and expectations for approving SLO targets and for ensuring all targets are rigorous and ambitious.

Concerning SLOs developed specifically for the State Growth or Other Comparable Measures subcomponent, the district's Executive Director of Talent Management noted that a significant factor in the district's decision to set growth targets at the district level in that subcomponent was to try to maintain rigor similar to that of the State growth model. Based on the samples that we were provided from the Growth subcomponent, it does appear that the targets set at the district level by district administrators are measuring growth for all students as the growth targets consistently appear to be higher than baseline performance levels. Importantly, the distribution of teachers' HEDI ratings for the 2013-14 school year in the Growth subcomponent (13% Highly Effective, 57% Effective, 15% Developing, and 16% Ineffective) is similar to that of State-provided growth scores (3% Highly Effective, 70% Effective, 17% Developing, and 9% Ineffective). This suggests that the district has been able to maintain rigor in the Growth subcomponent where targets are being set by district administrators.

Communicating APPR to Stakeholders

Providing Data to Educators	
Standard	Data systems should be able to provide educators (both teachers and principals) with data on student performance, teacher performance (e.g., observation/SLO results), and principal performance (e.g., school visit/SLO results) as needed/allowable under the law. This information should be available in a timely and easy to use manner and should be able to be disaggregated at multiple levels. Concerning observations and school visits, the district should have a process that promotes timely and constructive feedback from evaluators to educators. The district should provide educators with resources that demonstrate instructional expectations and highly effective practice (e.g., a video library, training on best practices, etc.) Where applicable, differentiated resources should be provided to educators on TIPS/PIPs/PPDPs.
Technical Assistance Resources	<ul style="list-style-type: none"> • The Data Quality Campaign’s 10 Essential Elements of Statewide Longitudinal Data Systems provides an overview of key elements necessary to successfully implement statewide evaluation systems. The recommendations here can be tailored to support implementation at the district level. • The MET Project report on Gathering Feedback for Teaching discusses the need for LEAs to collect accurate and reliable data related to observations, student achievement, and student growth and to share that data with educators in a timely manner in order to inform teacher practice that drives improved student achievement outcomes. • The Carnegie Foundation’s report on Enhancing the Impact of Post-Observation Feedback discusses the importance of collecting data on teacher observations and using that data as part of a cycle of targeted feedback to help improve educator practice. • The Professional Development Turnkey Kit on Data Driven Instruction on EngageNY contains a number of resources that districts can use to train educators and administrators on using DDI to adjust and tailor their practice throughout the year to ensure that students are meeting their goals.
Highlights	
<ul style="list-style-type: none"> • The district indicates that educators have access to SLO pre-assessment data for their students through electronic platforms in October. • The district indicates that educators have access to data related to their observations throughout the school year in real time. • The district indicates that it provides professional development to evaluators on using observation results to provide feedback to educators and make professional development decisions. • The district indicates that it has processes to ensure evaluators provide targeted feedback based on observation results throughout the school year in a timely manner. 	

Areas of Concern

- Aside from SLO pre-assessment data, it is unclear if educators have access to formative and diagnostic assessment data for their students.
- Educators on improvement plans were not consistently able to identify specific areas of professional growth they were working on based on feedback they had received, nor were they able to articulate the strategies they would adopt and what their improved practice would like post-development.
- Aside from initial training, the district does not appear to have any formal processes to provide support to peer observers.
- The district has not clearly established the roles and responsibilities of its peer observers, nor has it created a cohesive process for coordinating observations by lead evaluators and peer observers.

According to the documentation submitted by the district and conversations with the district's Executive Director of Talent Management, the Syracuse City School District has taken a number of steps to ensure that data related to student performance on assessments and teacher performance on the practice rubric are available to educators and their respective evaluators in a consistent, easy to use manner, throughout the school year. Prior to the 2014-15 school year, this information was available to educators but was not housed in a single platform. However, according to district administrators and principals, beginning in the 2014-15 school year the district has started to use a single platform to provide teachers and evaluators with information related to their APPRs that can be filtered and disaggregated at multiple levels. While the district indicates that most data related to observations and school visits are recorded and available to teachers and principals in real time, the same does not appear to be true for student performance data. Based on the information provided by the district, the only information related to student performance that is provided to teachers is pre-assessment results that are to be used when setting SLO targets. Additionally, the district specifically noted that State assessment data is not provided as the current year data is not available until late in the school year. It was unclear why State assessment data from prior years was not being used, where available, as baseline data to inform SLO targets.

Specific to teacher and principal performance on the Other Measures subcomponent, the district's Executive Director of Talent Management indicated that the district has started to link the evaluation information available in the online portal to district resources and professional development opportunities related to specific instructional and leadership practices. Accordingly, when evaluators enter their ratings on the practice rubric into the online platform, they can see specific resources and professional development opportunities provided by the district that are aligned with those components of the rubric. As the district's Executive Director noted, the goal of this process is to allow evaluators to provide targeted feedback to teachers and principals on their practice throughout the year, and to make targeted professional development recommendations. Similarly, for teachers or principals who are on improvement plans, this system allows evaluators to provide differentiated resources and activities aligned with the areas that were identified as needing improvement. Principals confirmed that the new system is in place for the current school year and has been helpful in their role as evaluators.

Despite the work that has been done by the district to align its professional development offerings and resources to specific components of the teacher and principal practice rubrics, it is unclear if these efforts are having a significant impact on educator practice. While teachers and principals with whom we spoke indicated that they felt like the culture in the district was shifting toward one where professional development is targeted and available for many different areas of practice, they were consistently unable to describe how their evaluators identified areas for professional growth or what those areas are. Additionally, specific to educators on improvement plans, no one with whom we spoke was able to explain how they were working to address areas that needed improvement or what they hoped the outcome of their improvement plan would be. Additionally, teachers on improvement plans consistently noted that they felt like the only reason they were on an improvement plan was because they had high populations of English language learners or students with disabilities, and could not articulate the differentiated instructional strategies that they applied with those students to ensure growth for all students. Further, based on our interviews, it was unclear if the district was providing sufficient training to evaluators on developing improvement plans. Teachers whom we interviewed stated that the supports for their improvement plans only consisted of one or two required professional development sessions and some informal feedback. Though additional opportunities for professional development were offered by the district, evaluators did not suggest or require them as part of the improvement plan. Rather, teachers noted that they took the initiative to attend those sessions. Related, one teacher on an improvement plan with whom we spoke noted that curriculum and classroom materials were provided to her as part of her improvement plan, but she did not understand the rationale or reasoning for these supports and was unable to articulate how they would assist her in improving her practice..

A final area of concern centers on the implementation of the peer observer program across the district. While research shows that peer observations can be a beneficial part of a comprehensive evaluation and support system for teachers, these systems are most beneficial when districts have carefully defined the roles and responsibilities of peer observers, and purposefully selected, trained, and provided guidance to these observers on their role in the evaluation system.⁴ Based on the documentation submitted to the Department and evidence collected during the site visit, we had the following concerns surrounding the peer observation program in the Syracuse City School District:

- District administrators and peer observers noted that the district provides training to peer observers on using the practice rubrics and has dedicated staff to facilitate this work. This includes several days of cognitive coaching training, training and certification on the district's instructional practice rubric(s), and regular calibration sessions with administrators. Additionally, the district notes that teachers selected for the peer observer program take part in a highly competitive application process that seeks to identify teachers who already have “an understanding of great instruction.” However, there does not appear to be specific training on serving as a peer observer or providing feedback to peers on their practice. Additionally, the district does not require any follow-up training

⁴ See, e.g., “Leveraging Teacher Talent: Peer Observation in Educator Evaluation,” Center on Great Teachers and Leaders at American Institutes for Research, May 2013, available at: http://www.gtcenter.org/sites/default/files/docs/GTL_AskTeam_LeveragingTeacherTalent.pdf.

or professional development throughout the school year to assist peer observers as questions arise. The teachers with whom we spoke noted that there are helpful people in the district administration who have served as a support system, but that this is not required or facilitated by the district.

- Based on our interviews with district administrators, principals, and peer observers, there are no formal mechanisms or processes for peer observers to share the results of observations or provide feedback to the teachers whom they observe. Rather, peer observers are expected to enter their notes and ratings into the online platform where teachers and evaluators can access them, but no formal conferencing or in person feedback occurs. One peer observer noted that certain teachers seek her out, informally, to debrief and discuss their observations, but that by and large, feedback defaults to administrators. Peer observers noted that in certain buildings their ratings for particular teachers did not match those of the lead evaluator, but lead evaluators did not consult with them to discuss the discrepancies or the feedback that would be provided to the teacher.
- Based on our interviews with principals and peer observers, it does not appear that the district has developed any processes to coordinate or assist lead evaluators and peer observers in coordinating their observations to ensure that there is sufficient time between observations. In speaking with peer observers and principals, it was noted that because schedules vary from building to building and observation schedules are not coordinated at the district level, there have been a number of instances where observations by a peer observer and an evaluator have either occurred on the same day or within only a few days of one another. Some principals with whom we spoke indicated that they make a point of developing their observation calendar and then sharing it with their peer observer to ensure that observations are scheduled at least one month apart. However, this was not a standard practice. Based on our conversations with peer observers, it appears that efforts are rarely coordinated, as this was one of the major complaints raised during our conversations. Further, peer observers noted that they did not feel like principals respected their role as they often required observations to be rescheduled or ignored the feedback that they received from the peer observer.

Communicating with Stakeholders	
Standard	There should be a systematic approach for allowing educators (both teachers and principals) to raise concerns about their district’s approved APPR plan as well as the implementation of their own APPRs. Further, the district should have a process in place to address and/or consider these concerns. In some cases, the district may have taken formal steps (e.g., submitted a material change request to NYSED) to address large scale issues. Additionally, district administration should have processes in place for communicating the status of APPR implementation to the Board of Education.
Technical Assistance Resources	<ul style="list-style-type: none"> • The Teacher and Leader Evaluation Roadmap from Education Counsel provides case studies on using stakeholder feedback to make continuous improvements to evaluation systems. • The Reform Support Network Communications Toolkit includes

	guidance and resource on communicating with stakeholders about the evaluation system.
<p>Highlights</p> <ul style="list-style-type: none"> • The district indicates that it has made adjustments to the implementation of its APPR plan, including material changes, in response to educator feedback. • According to the district, beginning in the 2014-15 school year, APPR implementation is a standing agenda item for weekly Leadership Team meetings. • According to the district, the Superintendent provides weekly updates to the Board of Education via a bulletin, which can be used to provide APPR-related updates. • According to the district, the Superintendent and other district administrators formally report on APPR implementation and results at public board meetings. <p>Areas of concern</p> <ul style="list-style-type: none"> • Certain adjustments to the district’s approved APPR plan that were implemented as a result of educator feedback resulted in less rigorous measures. • Based on our site visit, it is unclear if the district is effectively communicating with educators and their evaluators about the district goals for the evaluation system. 	

Based on the documentation submitted to the Department, it appears that the district has a number of processes in place to ensure that the Board of Education is kept up to date on the implementation of the approved APPR plan throughout the school year. Based on the documentation we received, regular updates are provided to the Board of Education through a weekly bulletin. Additionally, there are specific presentations to the Board on APPR implementation and results during the school year. According to district administrators, the integration of APPR data platforms into a single online system has made tracking and reporting on the status of implementation easier.

While there appear to be a number of formal processes in place for the district to report on APPR and raise concerns to the Board of Education, the processes that exist for the district administration to communicate with its staff and educators about the implementation of APPR raised some concerns. During our site visit, we attended a portion of a meeting of the Superintendent’s Teacher Advisory Council (TAC). According to the district’s Executive Director of Talent Management, this council is composed of approximately 100 teachers with 2-4 teachers selected from each school. These teachers are selected by the regional executive directors with input from building principals and are intended to be “ambassadors for the district’s message.” The district’s Executive Director further noted that these meetings are an opportunity for the teachers to dialogue with district administration, “dispel myths,” and serve as a communication tool for the district. Similarly, in the documentation submitted to the Department as well as in conversations with district administrators, including the district’s Executive Director of Talent Management, the district has consistently articulated a vision for using APPR to inform talent management decisions, helping the district to recruit and retain the best educators, while at the same time developing all of its educators with the goal of improving student achievement outcomes. However, during our visit to the TAC meeting, it appeared that while the district acknowledged that APPR is a step in the right direction and that the goal of the system is to provide feedback, an emphasis was placed on the problematic aspects of APPR

without addressing any of the previously articulated vision around using APPR to support talent management.

It appears that the district's actions in response to feedback from educators have ultimately resulted in a less rigorous evaluation system. Specifically, the district noted that their material change request in the 2013-14 school year was partially made in response to feedback from educators who felt that they were unfairly penalized by the school-wide measures they had negotiated in the Locally-Selected Measures subcomponent for the 2012-13 school year. As the district noted, they received feedback from educators complaining that their HEDI distributions were "drastically different from almost every other district in the State in 2012-13" and contained "goals that were not reasonable or did not distinguish between teachers at varying performance levels." The measure negotiated for the 2012-13 school year linked teachers' Local subcomponent scores to the school-wide percentage decrease in the number of students scoring at Level 1 on State assessments and increase in the number of student scoring at Level 3 and 4 on those assessments. This measure appears to be aligned with the district's goal of ensuring improved student achievement outcomes. In its place, the district negotiated the use of SLOs that utilize performance tasks as the summative assessment. Targets for SLOs in the Local subcomponent are set by teachers and approved by administrators. While using performance tasks can be an authentic measure of student performance, and so can also be aligned with improving student achievement, it was unclear if this was happening based on the sample SLOs that we received. As previously noted, those targets often did not seem connected to baseline performance levels, were not ambitious and rigorous, were not connected to instructional practice, and sometimes allowed for negative student growth.

Processes for Conducting and Completing the Other Measures of Effectiveness Subcomponent

Ensuring Timely Completion of the Other Measures Subcomponent

<p>Standard</p>	<p>The district should have policies and procedures in place to ensure that all teacher and principal observations/school visits, and any additional measures utilized to derive subcomponent scores, occur in the manner specified in the approved APPR plan. Correspondingly, there should be a system in place to monitor the completion of all necessary activities by the end of the school year. Further, the district should be able to describe the training that is received by all evaluators and lead evaluators to address the nine areas specified in §30-2.9(b) of the Rules of the Board of Regents, how those trainings specifically align with the local determinations made for completing the Other Measures subcomponent, and how often those training are offered to ensure that new evaluators can be trained and certified as needed and existing evaluators can remain calibrated and re-certified as needed.</p>
<p>Technical Assistance Resources</p>	<ul style="list-style-type: none"> • The MET Project’s brief on Foundations of Observation discusses the need for evaluation systems that consistently and accurately score teachers during classroom observations. It also provides information on developing processes for training, certifying, and calibrating evaluators. • The MET Project’s brief on Building Trust in Observations provides additional information around the need to properly train and calibrate evaluators in order to improve evaluation systems. • TNTP’s report on Fixing Classroom Observations includes recommendations for using teacher practice rubrics as part of a system of continuous improvement and how to align those rubrics to Common Core Learning Standards.

Highlights

- According to the district, there are formal processes in place to try to ensure that all observations and school visits are completed by the end of the school year.
- The district has an observation calendar that specifies the overall timeframes by which each required observation should be completed throughout the school year (Appendix B).
- According to the district, there are formal processes in place to monitor observations and school visits to ensure that they are completed by the end of the year.
- According to the district, there are formal processes for certifying, calibrating, and re-certifying its evaluators.

Areas of Concern

- In the 2013-14 school year, observations were not completed for certain educators by the end of the school year.
- The district does not require buildings to develop calendars or other processes to ensure that each building is on track to meet required deadlines.
- The district has not coordinated the observation and feedback processes between its lead evaluators and peer observers, which has resulted in back-to-back observations and/or short periods of time in between multiple observations.

Based on the documentation we received and interviews with members of the district's APPR leadership team, over the past three school years, APPR implementation efforts have been focused on ensuring that the district is in full compliance with the requirements of the law, regulations, and approved APPR plan. To that end, district administrators noted that there are processes in place to help identify educators subject to evaluation under Education Law §3012-c and ensure that observations are completed for those teachers in the manner specified in the district's approved APPR plan by the end of the school year. This work is facilitated by the district's online platform, which tracks observation completion throughout the school year. According to the district's Executive Director of Talent Management, this report can be accessed by district administrators in real time and the district also shares this report at weekly Leadership Team meetings. Additionally, the district has developed a district-wide calendar specifying dates by which each required observation should be completed by peer observers and evaluators (Appendix B). According to the district APPR leadership team, the district has worked closely with its training providers to develop processes for certifying, re-certifying and calibrating evaluators. While these are promising practices, the documentation submitted by the district as well as evidence collected during the site visit raised the following concerns:

- Despite using its data platform to track observation completion, the district noted that in certain circumstances, such as long term leaves of absence, all required observations were not completed for a particular teacher. Thus, it was unclear if the district was providing complete evaluations to teachers in these situations.
- Despite creating a district-wide calendar for completing all observations, the district does not require building principals, peer observers, or executive directors (principals' lead evaluators) to develop their own calendars for completing observations and school visits. This is especially problematic for principals and peer observers who must coordinate teacher observations to ensure that there is sufficient time in between observations for teachers to implement new strategies and show evidence of improved practice. Indeed, as

noted earlier, this is a significant source of frustration for peer observers who often have to reschedule their observations or conduct them within a few days of a principal's observation.

- Given the issues with coordinating observations between peer observers and lead evaluators, the workload of 100 observations per school year for peer observers appears problematic. Peer observers with whom we spoke indicated that rescheduling observations because of conflicts creates a significant burden on their ability to complete all observations by the end of the school year.
- Although the district indicates that they have processes for training and calibrating evaluators on the teacher and principal practice rubrics, scores and ratings on those rubrics are not differentiated across the four HEDI rating categories. In both the 2012-13 and 2013-14 school years, almost all educators in the Syracuse City School District were rated Highly Effective or Effective in the Other Measures subcomponent. These high scores on the practice rubrics are not justified by an equally high level of student achievement on NYS grade 3-8 ELA and math assessments. In 2012-13, only 9% of students were proficient in ELA and 7% in math. In 2013-14, only 8% of students were proficient in both ELA and math. While the district's APPR leadership team noted that they were aware of the misalignment, there was not a clear plan to address this concern. As previously noted, some peer observers are also aware of the inflation of scores and ratings on the Other Measures subcomponent that are being assigned by teachers' lead evaluators. However, according to principals and peer observers, there are no processes in place for reconciling differences between peer ratings and lead evaluator ratings.

Monitoring of APPR Processes

Monitoring Fidelity of Implementation

Standard	<p>The district should have a monitoring process in place to ensure that the evaluation system complies with the law and regulations. This process should cover all facets of evaluation and should be overseen by staff members who are dedicated to this work. These individuals should receive training on the requirements of their district’s APPR plan. Further, data systems should be in place for collecting and reporting evaluation data. The district must be able to provide all educators with their composite scores and ratings by September 1 and should be able to ensure that all educators who require a TIP/PIP receive one within 10 days of the start of the school year. Additionally, the district should be able to clearly articulate how APPR is used as a “significant factor” in employment-related decisions.</p>
Technical Assistance Resources	<ul style="list-style-type: none"> • The APPR Guidance Document is a comprehensive resource for districts on the statutory and regulatory requirements of the APPR system. • Harvard University’s Strategic Data Project has developed a comprehensive toolkit on Effective Data Use that provides guidance on using evaluation data to support human capital decisions related to professional development, hiring, retention, and tenure. • AIR’s Center on Great Teachers and Leaders has developed a series of Professional Learning Modules intended to help build district capacity in developing and implementing evaluation systems.
<p>Highlights</p> <ul style="list-style-type: none"> • According to the district, there are a number of individuals at both the central office and regional levels that are charged with overseeing APPR implementation. • The district indicates that staff responsible for APPR implementation receive training related to the approved APPR plan. • According to the district, beginning in the 2014-15 school year data collection related to APPR is being centralized through an online platform. • According to the district, there are processes in place for ensuring that all educators receive composite scores and ratings by the statutory deadline. • According to the district, there are formal processes in place for ensuring that APPRs are a significant factor in employment decisions. <p>Areas of Concern</p> <ul style="list-style-type: none"> • The district indicates that it has few processes for monitoring the quality of APPR implementation. • It is unclear if the district has processes in place to ensure that all educators who require TIPs/PIPs receive them within 10 days of the start of the school year. • It is unclear if the district has processes in place for ensuring that APPRs are a significant 	

factor in professional development decisions.

Based on the documentation submitted to the Department and interviews with the district APPR leadership team, there appear to be a number of processes in place to monitor the implementation of the approved APPR plan. At the central office level, the district employs an Executive Director of Talent Management, Chief Academic Officer, Director of Educator Effectiveness, and Talent Management Coordinator to oversee various aspects of APPR implementation. Additionally, there is a team of regional executive directors who serve as principal lead evaluators and also oversee APPR implementation for the buildings which they evaluate. According to the district's Executive Director of Talent Management, these individuals have received training on all aspects of the approved APPR plan. This was confirmed by those staff whom we interviewed. Further, the district indicates that it has data systems that collect, track, and provide timely information related to the different components of the approved APPR plan. The district's Executive Director also noted that beginning in 2014-15, the district is using a central online portal for collecting most of this data, which it hopes will make oversight an easier task. Aside from documented issues in the 2012-13 school year with providing scores and ratings to educators by September 1, the district has been able to provide nearly complete staff evaluation records for all educators subject to APPR. Additionally, the district has been proactive in auditing different areas of APPR implementation and has been very communicative with the Department when concerns have arisen. Finally, based on the documentation provided to us by the district and our interviews with building principals and district administrators, the district appears to have processes for using APPR when making employment-based decisions. While these are promising practices, there are also some areas where the Department has concerns:

- The district does not consistently appear to have processes in place for monitoring the quality of the work that is being done. As previously noted, the district does not have any processes in place for monitoring the quality of SLO targets that are set in the Locally-Selected Measures subcomponent. When questioned about the low rigor of targets in the sample SLOs that were provided to the Department, the district's Executive Director of Talent Management noted that the district does not review, audit, or provide follow-up support to principals or teachers around these targets. Rather, they leave it up to principals, who are teachers' lead evaluators, to determine whether targets are appropriately ambitious and rigorous.
- Although the district indicates that it uses its online platform to collect and track the completion of documentation related to the Other Measures subcomponent (e.g., observation reports, feedback, etc.), the district's Executive Director of Talent Management noted that the district does not review this documentation to ensure that it is being completed consistent with district standards. As he noted, this aspect of the APPR plan is "most subject to school by school variation" and so the district has devoted much of its training and support to this part of the work. However, it is equally important that the district audit the work that is being done for the future in order to ensure that it is meeting district expectations.
- Concerning TIPs and PIPs, it is unclear if the district has processes in place to ensure that all teachers and principals who require a TIP or PIP receive one within 10 days of the start of the school year. While the district noted that it has an online template for evaluators to use when completing TIPs and PIPs, it was unclear if there is any district-

level oversight of the completion of the improvement plan documents or implementation of the various components of the plan during the school year.

- Concerning the use of APPR data for making professional development decisions, members of the APPR leadership team informed us that steps have been taken to align the different components of the various practice rubrics with professional development offerings that are available during the school year. The purpose of this alignment, according to the district's Executive Director of Talent Management, is to enable evaluators to provide targeted recommendations for professional development to teachers and principals that are related to areas for professional growth. However, here again, the district appears to leave the implementation of this process completely up to the discretion of principals and regional executive directors, with no formal oversight or processes for using this crosswalk at the district level. As previously noted, when speaking with teachers on improvement plans, they were often unable to clearly articulate the areas for professional growth that they were working on or what they hoped their improved practice would look like post-improvement plan.

Office of Teacher and Leader Effectiveness Recommendations

Although the district has taken a number of steps to try to ensure that it is in compliance with the law, regulations, and approved APPR plan, there are still significant, system-wide issues that have led to the concerns identified in this report. The issues we have identified are multidimensional and stretch across all facets of APPR implementation. There is no easy fix, and a number of actions must be taken to try to create a pathway for the district to successfully implement its APPR plan.

1. The Superintendent should appoint independent validators to help monitor ratings on the Danielson rubric and Teaching and Learning Framework and provide elbow coaching to principals. Validators must come from outside of the district and must be selected based on their expertise.

While a number of members of the district's APPR leadership team noted that the district devotes much of its evaluator training and support to rater accuracy and calibration on the practice rubrics, the scores and ratings that teachers are receiving on the Other Measures subcomponent are not differentiated among the four HEDI categories. Instead, nearly all teachers in the district are rated Effective or Highly Effective on this subcomponent. Further, these scores and ratings do not appear to be justified by student achievement outcomes, as proficiency on State assessments was below 10% for both ELA and math in 2012-13 and 2013-14. It was noted by a peer observer that principals seem to consistently rate teachers higher on the practice rubric than what is justified by the observed practice. It appears that evaluators are inflating scores and ratings on the practice rubrics when they conduct their evaluative observations and there is a lack of district-level oversight or corrective action occurring to rectify these issues.

Research consistently shows that in order for observations to be effective, they must be accurate and part of a system of continuous feedback and improvement. The principals that we interviewed by and large understood the value of using the rubric and providing feedback to educators. Indeed, they noted that the culture in the district around professional development and improving teacher practice has shifted a lot over the last two years. However, when questioned about the misalignment between ratings on the practice rubric and student growth and achievement results, the tone of the conversation became more defensive and less focused on improving instructional outcomes and impacting student achievement. If teachers are not being rated accurately on the practice rubric, then principals will be unable to provide targeted feedback and professional development necessary to improve teaching and learning.

By bringing in independent validators who are experts in the work of using rubrics and providing feedback to educators, and enabling them to provide one-on-one coaching and support to principals as they conduct their observations and provide feedback, the district will be able to ensure that observation results are accurate and aligned with the practice rubric. This will also help to reconcile conflicting ratings between lead evaluators and peer observers. Additionally, principals will receive the necessary training to conduct observations accurately and provide effective feedback to teachers – particularly in cases where there are areas in need of improvement. This, in turn, will enable them to be instructional leaders in their buildings. All of this work is necessary to ensuring that students are on a trajectory to be college and career ready

when they leave the Syracuse City School District.

2. Revise the district's processes for developing and approving SLOs.

The current processes for developing and approving SLOs have reduced SLOs to a compliance exercise. Even so, the SLOs that are being developed do not meet the minimum requirements set forth by the Department as the district's template excludes a number of necessary and required components, including learning content, evidence, HEDI scoring, and a rationale. Thus, SLOs are not in compliance with State requirements. Further, in the SLO samples that were provided for the Locally-Selected Measures subcomponent, targets were set that provided for negative growth and teachers included statements indicating that they anticipated as few as one student on their course roster to meet their targets.

In order to ensure that SLOs are appropriately rigorous and useful in guiding a teacher's instruction throughout the school year, we recommend:

- The district's SLO template must be updated to include all of the components found in the State's template as these are required components for SLOs in New York State.⁵
- All SLO targets must be set with a minimum rigor expectation of one year's grade level growth. Because students must be able to succeed in future coursework, it is essential that growth targets encompass a year's worth of growth. Otherwise, students will fall further behind and will not be able to meet college and career ready standards.
- The district should provide comprehensive training to all principals on the SLO process and their role as the approver of SLO targets and should set minimum expectations for this process. In the approved APPR plan, the district sets targets for the Growth subcomponent. In speaking with district administrators, the goal of centralizing target-setting is to ensure rigor similar to that of the State growth model. In the Local subcomponent, the APPR plan indicates that teachers will set SLO targets, which principals are responsible for approving. In the samples that were provided to the Department for the Local subcomponent, there were a number of cases where SLO targets were set lower than baseline performance levels. When questioned about this, the district's Executive Director of Talent Management noted that teachers do not want to be penalized and so are often unwilling to set rigorous targets. It is, however, the principal's responsibility to review those targets and reject them when they are not appropriate and for the district to ensure proper oversight of the principal's approval process. Based on the samples we received, it does not appear that principals are consistently ensuring rigorous targets. Accordingly, the district should set minimum standards for SLO targets to ensure that rigor is maintained and should provide additional training and guidance to principals on how

⁵ See pages 6 and 7 of the Student Learning Objective (SLO) Guidance document, available at: <https://www.engageny.org/resource/student-learning-objectives-guidance-document> and the State's SLO template, available at: <https://www.engageny.org/resource/new-york-state-student-learning-objective-template>.

to review and, where necessary, reject SLO targets.

3. Revise the district's processes for peer observations.

The peer observers with whom we spoke were thoughtful about their work, took the initiative to obtain support when needed, and tried, as much as possible, to work with lead evaluators to discuss teacher performance and feedback. However, the current district processes for utilizing peer observers leaves most of this up to the discretion of the peer observer and, in some cases, seems to be negatively impacting the effectiveness of having peer observers. Our recommendations include:

- The district should create formal processes to provide support and additional training to peer observers throughout the school year. Aside from initial training on the use of the rubric, there is not a systematic process for providing peer observers with follow-up training and support. While peer observers noted that the Director of Professional Development was helpful in providing technical assistance and continuing support to peer observers, it appears from our interviews that this is not a required part of being a peer observer. Additionally, there is no district-level oversight of the work that is being done by peer observers and so it is unclear how the district provides support to peer observers when issues arise.
- The district should create formal mechanisms for peer observers to share their observation notes and feedback with lead evaluators. A consistent source of frustration that we heard from peer observers was a feeling that lead evaluators did not always value their role in the process of evaluating teachers and did not make any time to dialogue about teacher performance. Currently, lead evaluators are able to see the observation reports and notes that peer observers enter into the online portal. However, it is up to the lead evaluator to incorporate these notes into the feedback that is provided to the teacher. Principals also acknowledged that the processes for coordinating with peer observers have been very lax across the district. While a number of principals with whom we spoke indicated that they valued their peer observers' feedback and tried to make time to meet with them, this was not standard practice.
- The district should create formal processes for peer observers to share their feedback with teachers. Here again, peer observers are not empowered to provide teachers with feedback on their practice through post-observation conferences or other mechanisms. As indicated above, it is the expectation that lead evaluators will provide feedback to teachers on their practice, which should presumably incorporate the notes that they receive from the peer observer. While peer observers noted that teachers often seek them out to discuss their performance, which allows them to provide feedback, this is not a required part of the process.
- The district should require lead evaluators to develop observation calendars for their buildings in conjunction with peer observers. While some principals noted that they already work with peer observers to do this because of past scheduling issues, it is not a required or expected practice. In some cases, this has led to observations being conducted back-to-back or within just a few days of one another, thereby impacting the ability for teachers to take the feedback they receive and use it to improve their practice prior to receiving another observation.

4. Better align the district's performance tasks to ensure that outcomes from these tasks are aligned across subcomponents and are accurately measuring student achievement and advancement toward college and career ready standards.

In speaking with district staff about the movement from traditional standardized assessments to performance tasks for those grades and subjects that do not end in a State assessment, it was consistently noted that the district felt that this was a more authentic measure of student learning and would be a better way of measuring student growth. Relatedly, the district has done significant work to align these performance tasks to priority content and standards for courses and has attempted to align the tasks with college and career readiness standards. Further, in response to teacher feedback, the district has worked to provide a more thorough explanation of the scoring of these assessments. While all of this is promising, it is unclear if these performance tasks are presenting an accurate measure of student achievement and advancement toward college and career ready standards that is consistent with the district's goal of improving its performance relative to other large city school districts. In 2013-14, the first year that these performance tasks were used, approximately 87% of teachers were rated Highly Effective in the Local subcomponent which relies on these tasks. While we cannot say whether this is due to the rigor of the assessment or the target that was set for the SLO, this bears further inquiry. When questioned about the alignment of these tasks to State and Regents assessments or other rigorous measures of student achievement, the district noted that it has not done any analysis on the correlation between scores on performance tasks and scores on other assessments. As previously noted, less than 10% of the district's students were proficient in ELA and mathematics in the 2012-13 and 2013-14 school years and approximately 70% received a score of 1. For Regents assessments, only 55% of students were proficient on the Comprehensive English Exam, with 53% proficient on the Algebra 1 Exam. When these results are compared to the high percentage of teachers who received a Highly Effective and Effective rating on the Locally-Selected Measures subcomponent (97% combined), there appears to be a significant misalignment between the rigor of performance tasks as compared to student results on the State and Regents assessments. Additionally, there is significant misalignment between the performance of teachers in the Locally-Selected Measures subcomponent where performance tasks are used and the State Growth or Other Comparable Measures subcomponent. In the Growth subcomponent, 13% of teachers were rated Highly Effective, 57% were rated Effective, 15% were rated Developing, and 16% were rated Ineffective.

5. The district should provide additional training and support to lead evaluators on the development and implementation of teacher and principal improvement plans.

As previously noted, the district has started to link the evaluation information available in the online portal to district resources and professional development opportunities related to specific instructional and leadership practices. Accordingly, when evaluators enter their ratings on the practice rubric into the online platform, they can see specific resources and professional development opportunities provided by the district that are aligned with those components of the rubric. In speaking with the district's Executive Director of Talent Management, the alignment of the district's professional development offerings with the different components of the practice rubric was also intended to help lead evaluators in developing and implementing improvement

plans for those teachers who were identified as needing improvement.

While this is a promising step towards ensuring that evaluators are able to develop improvement plans that contain targeted, differentiated activities to support areas identified as needing improvement, it was unclear from our interviews with teachers on improvement plans and principals if evaluators are fully taking advantage of all available resources that the district provides when developing improvement plans. In speaking with teachers on improvement plans, no one with whom we spoke was able to explain how they were working to address areas that needed improvement or what they hoped the outcome of their improvement plan would be.

Relatedly, when speaking with principals, they consistently noted that they felt like the culture in the district was shifting toward one where professional development is targeted and available for many different areas of practice; however, this appears to be a new practice in the district and principals indicated that this is a significant shift in their role. This is encouraging as research consistently shows that targeted feedback directly related to teacher practice and coupled with coaching and mentoring can help teachers improve their instruction. Accordingly, the district must train and support evaluators as they become more familiar in their role of providing targeted feedback and coaching to teachers. This will enable them to more effectively develop improvement plans, recommend professional development to their teachers, and ensure that they are able to effectively communicate with teachers about their professional needs.

Appendix A

SCSD OSA APPR Central

Logout

Welcome [Redacted] Staff ID: [Redacted]
Title: Systems Analyst-Designer E-MAIL: [Redacted]

Professional Practice (60) State Growth (20) Local Achievement (20)

Primary Job Location: Institute of Technology
Classes: 4

- Welcome
- Helpful Resources
- 51033-2 - Language Arts (gr. 5) - Hurl
- 52035-2 - Mathematics (gr. 5) - Hurl
- 53235-2 - Science (gr. 5) - Hurl
- 54435-2 - Social Studies (gr. 5) - Hurl

52035-2 - Mathematics (gr. 5) - Hurlbut W. Smith Elementary School

[Redacted]	[Redacted]	[Redacted]	[Redacted]
✓	✓	-	-
[Redacted]	[Redacted]	[Redacted]	[Redacted]

Assigned as Primary teacher on this section.

Your target should reflect how you feel your students will perform on the **2015 NYS Math Scale Score**.

You currently have students eligible for APPR calculation in this class.

Class-wide goal:

Please choose a goal percentage of students you feel will meet your set targets:

Goal %: Goal Students:

- Verified!
- Discrepancies
- Target Setting

Discrepancies:

Date	Discrepancy	OSA Rep	OSA Comment	OSA Date

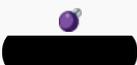
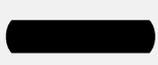
Date(s) assigned to this course:

Start	End	Assignment Type
2014-09-02		Primary

Search:

Student Information					NYS Math Assessment Information					
Student ID#	Student Name (Last, First)	Enrolled	Left	APPR Eligible	2014 Scale	2014 PL	Target Score	2015 Scale	2015 PL	Met Target
[Redacted]	[Redacted]	2014-09-02		Y	255	1	<input type="text" value="2"/>			
[Redacted]	[Redacted]	2014-09-02		Y	344	4	<input type="text" value="2"/>			
[Redacted]	[Redacted]	2014-09-		Y	320	3	<input type="text" value="2"/>			

		02					
		2014-09-02	Y	269	1	2 ▼	
		2014-09-02	Y	285	2	2 ▼	
		2014-09-02	Y	280	1	2 ▼	
		2014-09-02	Y	341	4	2 ▼	
		2014-09-02	Y	167	1	2 ▼	
		2014-09-23	N				
		2014-09-02	Y	243	1	2 ▼	
		2014-09-02	Y	278	1	2 ▼	
		2014-09-02	Y	294	2	2 ▼	
		2014-09-02	Y	224	1	2 ▼	
		2014-09-02	Y	302	2	2 ▼	
		2014-09-02	Y	337	3	2 ▼	
		2014-09-02	Y	285	2	2 ▼	
		2014-09-02	Y	273	1	2 ▼	
		2014-09-02	Y	243	1	2 ▼	
		2014-09-02	Y	247	1	2 ▼	
		2014-09-02	Y	311	2	2 ▼	

		2014-09-02		Y	285	2	2 ▼
		2014-09-02		Y	306	2	2 ▼
		2014-12-09		N			
		2014-09-02	2015-01-07	N			
		2014-09-02		Y	296	2	2 ▼
		2014-09-02		N			
		2014-09-02		N			
		2014-09-02		Y	269	1	2 ▼

Showing 1 to 28 of 28 entries

[REDACTED]	[REDACTED]	2014-09-02	Y	2	2 ▾	23
[REDACTED]	[REDACTED]	2014-09-02	Y	3	2 ▾	58
[REDACTED]	[REDACTED]	2014-09-02	Y	1	2 ▾	9
[REDACTED]	[REDACTED]	2014-09-02	Y	2	2 ▾	31
[REDACTED]	[REDACTED]	2014-09-02	Y	3	2 ▾	57
[REDACTED]	[REDACTED]	2014-09-02	Y	1	2 ▾	17
[REDACTED]	[REDACTED]	2014-09-02	Y	2	2 ▾	16
[REDACTED]	[REDACTED]	2014-09-02	Y	1	2 ▾	24
[REDACTED]	[REDACTED]	2014-09-02	Y	2	2 ▾	24
[REDACTED]	[REDACTED]	2014-09-02	Y	2	2 ▾	19
[REDACTED]	[REDACTED]	2014-09-02	Y	1	2 ▾	11
[REDACTED]	[REDACTED]	2014-09-02	Y	3	2 ▾	54
[REDACTED]	[REDACTED]	2014-09-02	Y	2	2 ▾	33
[REDACTED]	[REDACTED]	2014-09-02	Y	1	2 ▾	
[REDACTED]	[REDACTED]	2014-09-02	Y	1	2 ▾	12
[REDACTED]	[REDACTED]	2014-09-02	Y	1	2 ▾	18
[REDACTED]	[REDACTED]	2014-09-02	Y	2	2 ▾	19
[REDACTED]	[REDACTED]	2014-09-02	Y	1	2 ▾	29
[REDACTED]	[REDACTED]	2014-09-02	Y	3	2 ▾	40
[REDACTED]	[REDACTED]	2014-09-02	Y	3	2 ▾	28
[REDACTED]	[REDACTED]	2014-09-02	Y	3	2 ▾	50
[REDACTED]	[REDACTED]	2014-09-02	Y	1	2 ▾	6

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SCSD OSA APPR Central

Logout

Welcome [Redacted] Staff ID: [Redacted]
Title: Systems Analyst-Designer E-MAIL: [Redacted]

Professional Practice (60) State Growth (20) Local Achievement (20)

Primary Job Location: Institute of Technology
Classes: 22

Welcome	Helpful Resources	58030-1 - Physical Education (gr. K) - Dr.	58030-2 - Physical Education (gr. K) - Dr.	58031-1 - Physical Education (gr. 1) - Dr.
58031-2 - Physical Education (gr. 1) - Dr.	58031-5 - Physical Education (gr. 1) - Dr.	58031-6 - Physical Education (gr. 1) - Dr.	58032-1 - Physical Education (gr. 2) - Dr.	58032-2 - Physical Education (gr. 2) - Dr.
58032-5 - Physical Education (gr. 1) - Dr.	58032-6 - Physical Education (gr. 2) - Dr.	58033-1 - Physical Education (gr. 3) - Dr.	58033-2 - Physical Education (gr. 3) - Dr.	58033-5 - Physical Education (gr. 3) - Dr.
58033-6 - Physical Education (gr. 3) - Dr.	58034-1 - Physical Education (gr. 4) - Dr.	58034-2 - Physical Education (gr. 4) - Dr.	58034-5 - Physical Education (gr. 4) - Dr.	58034-6 - Physical Education (gr. 4) - Dr.
58035-1 - Physical Education (gr. 5) - Dr.	58035-2 - Physical Education (gr. 5) - Dr.	58035-4 - Physical Education (gr. 5) - Dr.	58035-5 - Physical Education (gr. 5) - Dr.	

58035-5 - Physical Education (gr. 5) - Dr. King Elementary School

[Redacted]	[Redacted]	[Redacted]	[Redacted]
✓	✓	-	-
[Redacted]	[Redacted]	[Redacted]	[Redacted]

Assigned as Primary teacher on this section.

You currently have students eligible for APPR calculation in this class.

Class-wide goal:

Please choose a goal percentage of students you feel will meet your set targets:

Goal %: Goal Students:

Discrepancies:

Date	Discrepancy	OSA Rep	OSA Comment	OSA Date
------	-------------	---------	-------------	----------

Date(s) assigned to this course:

Start	End	Assignment Type
2014-09-02	2015-01-16	Primary

Search:

Student Information					Performance Task Information			
Student ID#	Student Name (Last, First)	Enrolled	Left	APPR Eligible	Pre Score	Target Score	Post Score	Met Target
[Redacted]	[Redacted]	2014-09-02	2014-09-18	N	2			
[Redacted]	[Redacted]	2014-09-02		Y	2	<input type="text" value="3"/>		

██████████	██████████	2014-09-02		Y	2	3 ▾
██████████	██████████	2014-09-02		Y	2	3 ▾
██████████	██████████	2014-09-02		Y	3	4 ▾
██████████	██████████	2014-09-02		Y	2	2 ▾
██████████	██████████	2014-09-02		Y	2	3 ▾
██████████	██████████	2014-09-02		Y	2	3 ▾
██████████	██████████	2014-09-02		Y	2	3 ▾
██████████	██████████	2014-09-10		N		
██████████	██████████	2014-09-02		Y	2	3 ▾
██████████	██████████	2014-09-02		Y	3	4 ▾
██████████	██████████	2014-09-02		Y	3	4 ▾
██████████	██████████	2014-09-02		Y	4	4 ▾
██████████	██████████	2014-09-02		Y	1	2 ▾
██████████	██████████	2014-09-02		Y	1	2 ▾
██████████	██████████	2014-09-02		Y	1	2 ▾
██████████	██████████	2014-09-02		Y	2	3 ▾
██████████	██████████	2014-09-02		Y	1	2 ▾
██████████	██████████	2014-09-02		Y	2	3 ▾
██████████	██████████	2014-09-02		Y	1	2 ▾
██████████	██████████	2014-09-02		Y	2	3 ▾
██████████	██████████	2014-09-02	2014-10-19	N		

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Appendix B

APPR Observations – 2014-2015 Timeline

NON-TENURED TEACHERS

- October 1 – November 30
 - School Leaders and Peer Observers complete Observation 1 for all non-tenured teachers
 - ½ by School Leaders; ½ by Peer Observers
- December 1 – January 31
 - Peer Observers and School Leaders complete Observation 2 for all non-tenured teachers
 - ½ by Peer Observers; ½ by School Leaders
- February 1 – March 31
 - School Leaders and Peer Observers complete Observation 3 for all non-tenured teachers
 - ½ by School Leaders; ½ by Peer Observers
- April 1 – May 31
 - Peer Observers and School Leaders complete Observation 4 for all non-tenured teachers
 - ½ by Peer Observers; ½ by School Leaders

TENURED TEACHERS

- October 1 – December 30
 - School Leaders complete Observation 1 for all tenured teachers
- January 1 – March 15
 - School Leaders and Peer Observers completed Observation 2 for all tenured teachers
 - ½ by School Leaders; ½ by Peer Observers
- March 16 – May 31
 - Peer Observers and School Leaders complete Observation 3 for all tenured teachers
 - ½ by Peer Observers; ½ by School Leaders

PRINCIPALS

- November 1 – December 31
 - Executive Directors complete Observation 1 for all principals
- January 1 – February 28
 - Executive Directors complete Observation 2 for all principals*
- March 1 – April 30
 - Other assigned observers complete Observation 3 for all non-tenured principals*

*As directed by the Executive Director, for non-tenured principals, the other assigned observer may complete Observation 2 and the Executive Director may complete Observation 3.