

**North Tonawanda City School District
&
North Tonawanda United Teachers**

Teacher Annual Professional Performance Review Plan

Ratified by NTUT:

Approved by Board of Education: (insert date here)

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Pursuant to Section 2012-c of the Education Law, the North Tonawanda City School District and the North Tonawanda Teachers' Union have established a comprehensive evaluation system for classroom teachers. The District and Union will continuously evaluate this new system. Changes to this agreement may be effected with the mutual agreement of the parties.

Teachers will receive training on Student learning Objectives, the D2007 Danielson rubric, observation tools, the lesson segments and design questions, artifact collections and other APPR related systems at the start of the 2012 – 2013 school year and thereafter as necessary to achieve complete understanding. The District and the NTUT shall discuss the schedule of training opportunities and seek feedback from Covered Unit employees and administrators about additional training needs and other APPR related systems.

TEACHER & STUDENT DATA ELEMENTS

The District shall provide accurate data to the State Education Department in a format and timeline prescribed by the Commissioner. The District shall also provide an opportunity for every covered teacher to verify the subjects and/or student rosters assigned to him/her prior to the administration of State assessments on the form attached hereto as **Appendix A** (see *March 2012 memorandum from Ken Wagner at SED: Updated Guidance on Reporting and Verifying Teacher-Student Data Linkages (TSDL) in the Student Information Repository System (SIRS)*).

The Director of Curriculum or her designee shall be designated as the Data Coordinator who shall be in charge of collecting the required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data. The Data Coordinator shall have the authority to assign tasks and deadlines, as required.

A “teacher of record” is defined as an individual (or individuals, such as in co-teaching assignments) who has been assigned responsibility for a student’s learning in a subject/course with aligned performance measures.

Students are reported as linked to a teacher in two ways (i.e., “enrollment” linkage and “attendance” linkage):

- “Enrollment linkage” is defined as the amount of time (prior to the administration of the assessment to be used for evaluation purposes) that a teacher is assigned to the class and a student is enrolled in that class.
- “Attendance linkage” is defined as the amount of time (prior to the administration of the assessment to be used for evaluation purposes) that a teacher is assigned to a class, the student is enrolled in the class, and the student attends the class.

More particularly, the district is a component of the Regional Information Center (RIC) at the Erie 1 BOCES, known as WNYRIC. The WNYRIC establishes timelines for the uploading of student, teacher, building, course, and attendance data from the district’s student information system (PowerSchool). The district’s Data Coordinator is responsible for the accuracy, timeliness, and correction of errors for the information that is uploaded by the WNYRIC. For

assessments, the WNYRIC then pre-codes student answer sheets with necessary information to comply with this Subpart. After the NYS 3-8 assessments are completed, completed student answer sheets are electronically scanned by the staff at the WNYRIC and the data is uploaded to the State's Data Portal. For NYS Regents assessments, answer sheets are scanned locally. The district uploads the data to the WNYRIC site; from there it is uploaded to the data portal.

REPORTING SUBCOMPONENT AND COMPOSITE SCORES

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

ASSESSMENT DEVELOPMENT, SECURITY & SCORING PROCEDURES

The district's Director of Curriculum or her designee is responsible for ensuring that all security requirements set forth in the SED Administrative Manuals are strictly followed for NYS Assessments administered in the district. The established protocols for storage, distribution, and administration of the assessments prohibit the possible dissemination to students before administration of the assessments.

The district's Director of Curriculum or her designee is also responsible for organizing scoring procedures in order to ensure that district scorers are trained to score the assessments and that they have no vested interest in the outcome of the assessments they score and to ensure that students have no knowledge of assessment tasks.

Assessments will be developed in accordance with guidance provided by the Commissioner and New York State Education Department.

The Commissioner's Regulations prohibit teachers and principals from distributing any test items to students that will later contribute to the teacher's/principal's annual performance evaluation. As such, a district can release sample items and sample test forms that will help familiarize students with the testing format; however, districts cannot release actual operational test items, including performance tasks and writing prompts to students, ahead of time.

Commissioner's Regulations prohibit teachers and principals from scoring assessments where they have a vested interest in the outcome, even in cases where the teacher is the only one in the district with the specific content expertise. Teachers should not score their own students' assessments, and a principal should not score the assessments that are part of their own evaluations. Teachers and principals may only view students' assessments after the assessment scores have been finalized.

Commissioner's Regulations prohibit teachers and principals from distributing any test items to students that will later contribute to the teacher's/principal's annual performance evaluation. As such, a district can release sample items and sample test forms that will help

familiarize students with the testing format; however, districts cannot release actual operational test items, including performance tasks and writing prompts to students, ahead of time.

Any assessments or measures, including those used for performance-based or performance task assessments that are used to establish a baseline for student growth are not disseminated to students before administration and that teachers and principals do not have a vested interest in the outcome of the assessments they score.

The district’s Director of Curriculum or her designee will create security processes for ensuring that any assessments and/or measures used to evaluate teachers and principals are not disseminated to students before administration.

TEACHER EVALUATION PROCESS

Composite Effectiveness Score

APPRs conducted under this plan shall differentiate teacher effectiveness using a composite effectiveness score which takes into account multiple measures of effectiveness. The Composite Effectiveness Score is the sum score of the required three subparts set forth below.

Based on such Composite Effectiveness Score, a classroom teacher shall be rated as Highly Effective, Effective, Developing or Ineffective as defined by the following scoring bands:

	Composite Effectiveness Score
Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

State Assessment Subcomponent

(A) Unless there is a Value-Added measure of student growth, 20% of a classroom teacher’s score shall come from an assessment as required in §30-2.5(b)(1) of the Commissioner’s regulations as set forth in the following scoring bands:

	Growth or Comparable Measures
Highly Effective	18-20
Effective	9-17
Developing	3-8
Ineffective	0-2

(B) For classroom teachers for whom there is an approved Value-Added measure for student growth 25% of his or her score shall come from an assessment as required in §30-2.5(b)(1) of the Commissioner’s regulations as set forth in the following scoring bands:

	Growth or Comparable Measures
Highly Effective	22-25
Effective	10-21
Developing	3-9
Ineffective	0-2

State-Provided Measures Of Student Growth (25 points with an approved value-added measure)

For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a value-added growth score. That score will incorporate students' academic history compared to similarly academically achieving students and will use special considerations for students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses in addition where there is no state-provided measure. Teachers with 50 - 100% of students covered by State-provided growth measures and teachers with 0 - 49% of students covered by State-provided growth measures. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 - 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See guidance for more detail on teachers with State-provided measures AND SLOs.)

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

Student Learning Objectives As Comparable Growth Measures (20 Points)

Student Learning Objectives will be the other comparable growth measures for teachers in the following grades and subjects. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.) Unless there is a Value Added measure of student growth or Student Growth Percentile Score provided by the State, (currently this only encompasses those teachers of grades 4-8 ELA and Math) the District is required to provide all other classroom teachers' State subcomponent scores based on the following groupings:

Group 1 — Core Subjects

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams

or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:

State assessments (or Regents or Regent equivalents), required if one exists

If no State assessment or Regents exam exists:

- District-determined assessments from list of State-approved 3rd party assessments; or
- District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms (See §30-2.5(b)(1)(iii)).

Group 2 – Special Subjects

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- State assessments, required if one exists
- List of State-approved 3rd party assessments
- District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
- School- or BOCES-wide, group or team results based on State assessments

SLO Committee

A committee made up of 4 teachers selected by the NTUT, and others as necessary, jointly determined by the NTUT and the District, and administrators, chaired by the Director of Curriculum shall be convened to consider the options that may be used as evidence of student learning within SLOs as well as the types of assessments that will be used as baseline data for each course specific SLO. Committee members will seek input from grade level, department, and course teams.

The committee shall determine the final assessment option as well as the baseline data evidence used for each course after all committee members have considered input. The Director of Curriculum shall make the final decision on all matters of SLOs in the event the Committee fails to reach consensus.

SLO Template

Student Learning Objectives (SLO) shall be constructed in accordance with guidelines from the Commissioner and New York State Education Department. The template for creating SLOs is attached hereto as **Appendix B**. SLO writers will identify the information needed in order to develop the baseline, rationale and targets on each SLO. Completed SLOs will be submitted to the building principal and analyzed using the NYSED SLO rubric. **If such analysis results in the need to change an SLO, the building principal and affected teacher(s) will work collaboratively to improve the SLO and student targets. In addition those staff members that do not use a score**

based on 100 will submit student targets that a agreed to conversion can be placed in their SLO.

HEDI Scoring Bands for Growth SLO

Targets for SLOs shall be determined by teachers in the same grade level/subject or course and approved by building principals. Targets will conform with detailed scoring rubric below unless the teachers and principal agree to an alternative target. Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring band listed below will be utilized to determine the number of points assigned to teachers:

0 – 40%		41 – 60%		61 – 80%		81 – 100%	
INEFFECTIVE Results are well below state average for similar students (or District goals if no state test)		DEVELOPING Results are below state average for similar students (or District goals if no state test)		EFFECTIVE Results meet state average for similar students (or District goals if no state test)		HIGHLY EFFECTIVE Results are well-above state average for similar students (or District goals if no state test)	
0	≤18%	3	26%-31%	9	65%-66%	18	85%-89%
1	18%-21%	4	32%-37%	10	67%-68%	19	90%-94%
2	22%-25%	5	38%-43%	11	69%-70%	20	>94%
		6	44%-50%	12	71%-72%		
		7	51%-57%	13	73%-74%		
		8	58%-64%	14	75%-76%		
				15	77%-78%		
				16	79%-81%		
				17	82%-84%		

The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered “Effective” at 82%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered “Effective” at 65%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 65% to 84%.

Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of 0% of students who met the target and a high of 25% of students who met the target. Point values for the rating of “Developing” range from 3-8 with a low of 26% of students who met the target and a high of 64% of students who met the target. Point values for the rating of “Highly Effective” range from 18-20 with a low of 85% of students who met the target and a high of >94% of students who met the target.

Individual student scoring bands listed below will establish pre-determined targets.

Target Level	Pre-Assessment Score	Target Score
Above Grade Level	≥56	85
	46-55	75
At Grade Level	36-45	70
Below Grade Level	0-35	65

Detailed Scoring Rubric

Pre-Test Score	Summative Score								
0	65>	36	70>	46	75>	56	85>	66	85>
1	65>	37	70>	47	75>	57	85>	67	85>
2	65>	38	70>	48	75>	58	85>	68	85>
3	65>	39	70>	49	75>	59	85>	69	85>
4	65>	40	70>	50	75>	60	85>	70	85>
5	65>	41	70>	51	75>	61	85>	71	85>
6	65>	42	70>	52	75>	62	85>	72	85>
7	65>	43	70>	53	75>	63	85>	73	85>
8	65>	44	70>	54	75>	64	85>	74	85>
9	65>	45	70>	55	75>	65	85>	75	85>
10	65>						76	85>	
11	65>						77	85>	
12	65>						78	85>	
13	65>						79	85>	
14	65>						80	85>	
15	65>						81	85>	
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28	65>						94	85>	
29	65>						95	85>	
30	65>						96	85>	
31	65>						97	85>	
32	65>						98	85>	
33	65>						99	85>	
34	65>						100	85>	
35	65>								

Translating Results of Multiple SLOs Into One Overall Rating for Growth Component

The evaluator will assess the results of Each SLO separately, arriving at a HEDI rating and point value between 0-20 points. Each SLO must then be weighted proportionately based on the number of students included in all SLOs. This will provide one overall growth component score between 0-20 points. The rating always rounds to the nearest whole number; ≤ 5 rounds up and ≤ 5.5 rounds down.

Sample Teacher with Three SLOs	SLO 1: (30 students)	SLO 2 (25 students)	SLO 3: (20 Students)
Step 1: Assess results of each SLO separately	17/20 points Effective	15/20 points Effective	19/20 points Highly Effective
Step 2: Weight each SLO proportionately	30 students/75 TOTAL students = 40% of overall	25 students/75 TOTAL students = 33% of overall	20 students/75 TOTAL students = 27 % of overall
Step 3: Calculate proportional points for each SLO	17 points x 40% = 7 points	15 points x 33 % = 5 points	19 points x 27% = 5 points
Overall Growth Component Score (Round to nearest whole number): 17 points, Effective			

2.2) Grades K-3 ELA

Assessments used in the construction of student learning objectives for grades K-3 ELA must be specified from among the following options:

- State-approved 3rd party assessment
- District, regional, or BOCES-developed assessment
- School-or BOCES-wide, group or team results based on State assessments

The specific assessment must be identified, listing the full name of the assessment. State assessments must be used where applicable.

Grade	ELA – Assessment Option	Assessment Detail
K	State-Approved 3 rd Party Assessment	STAR Early Literacy
1	State-Approved 3 rd Party Assessment	STAR Early Literacy
2	State-Approved 3 rd Party Assessment	STAR Reading
3	State Assessment	NYS Assessment ELA

2.3) Grades K-3 Math

Assessments used in the construction of student learning objectives for grades K-3 Math must be specified from among the following options:

- State-approved 3rd party assessment
- District, regional, or BOCES-developed assessment
- School-or BOCES-wide, group or team results based on State assessments

The specific assessment must be identified, listing the full name of the assessment. State assessments must be used where applicable.

Grade	ELA – Assessment Option	Assessment Detail
K	State-Approved 3 rd Party Assessment	STAR Early Literacy/Numeracy
1	State-Approved 3 rd Party Assessment	STAR Early Literacy/Numeracy
2	State-Approved 3 rd Party Assessment	STAR Math
3	State Assessment	NYS Assessment Math

2.4) Grades 6-8 Science

Assessments used in the construction of student learning objectives for grades 6-8 science must be specified from among the following options:

- State-approved 3rd party assessment
- District, regional, or BOCES-developed assessment

The specific assessment must be identified, listing the full name of the assessment. State assessments must be used where applicable.

Grade	ELA – Assessment Option	Assessment Detail
6	District, regional, or BOCES-developed assessment	eDoctrina – 6 th Grade District-developed assessment
7	District, regional, or BOCES-developed assessment	eDoctrina – 7 th Grade District-developed assessment
8	State Assessment	NYS Science Assessment

2.5) Grades 6-8 Social Studies

Assessments used in the construction of student learning objectives for grades 6-8 Social Studies must be specified from among the following options:

- State-approved 3rd party assessment
- District, regional, or BOCES-developed assessment

The specific assessment must be identified, listing the full name of the assessment. State assessments must be used where applicable.

Grade	Science – Assessment Option	Assessment Detail
6	District, regional, or BOCES-developed assessment	eDoctrina 6 th Grade District-developed assessment
7	District, regional, or BOCES-developed assessment	eDoctrina 7 th Grade District-developed assessment

8	District, regional, or BOCES-developed assessment	eDoctrina 8 th Grade District-developed assessment
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2.6) High School Social Studies Regents Courses

Assessments used in the construction of student learning objectives for high school social studies Regents courses must be specified from among the following options:

- Regents Assessment (must be used if one exists)
- State-approved 3rd party assessment
- District, regional, or BOCES-developed assessment

	High School Studies Regents Assessment Option	Assessment Detail
Global 1	District, regional, or BOCES-developed assessment	eDoctrina – District-developed assessment
Global 2	Regents assessment	NYS Regents
American History	Regents assessment	NYS Regents

2.7) High School Science Regents Courses

Assessments used in the construction of student learning objectives for high school science Regents courses must use the Regents Assessments.

	High School Science Regents Assessment Option	Assessment Detail
Living Environ.	Regents assessment	NYS Regents
Earth Science	Regents assessment	NYS Regents
Chemistry	Regents assessment	NYS Regents
Physics	Regents assessment	NYS Regents

2.8) High School Math Regents Courses

Assessments used in the construction of student learning objectives for high school mathematics Regents courses must use the Regents Assessments.

	High School Math Regents Assessment Option	Assessment Detail
Algebra 1	Regents assessment	NYS Regents
Geometry	Regents assessment	NYS Regents
Algebra 2	Regents assessment	NYS Regents

2.9) High School English Language Arts Courses

Assessments used in the construction of student learning objectives for high school social studies Regents courses must be specified from among the following options:

- Regents Assessment (must be used if one exists)
- State-approved 3rd party assessment
- District, regional, or BOCES-developed assessment

	High School Science Regents Assessment Option	Assessment Detail
Grade 9 ELA	District, regional, or BOCES-developed assessment	eDoctrina – District-developed assessment
Grade 1- ELA	District, regional, or BOCES-developed assessment	eDoctrina – District-developed assessment
Grade 11 ELA	Regents assessment	NYS Regents

2.10) All Other Courses

Assessments must be selected from the list below for all other teachers in additional grades/subjects that have Student Learning Objectives.

- State Assessment
- State-approved 3rd party assessment
- District, Regional or BOCES-Developed
- School/BOCES-wide/group/team results based on State assessments

Course or Subject	Option	Assessment Detail
Elementary Art, Music, Library, Physical Education	District, regional or BOCES-developed assessment	eDoctrina; District-developed assessment
FACS	District, regional or BOCES-developed assessment	eDoctrina; District-developed assessment
Technology	District, regional or BOCES-developed assessment	eDoctrina; District-developed assessment
Reading/Math Support	State-approved 3 rd Party Assessment	STAR Reading/Math
Health	District, regional or BOCES-developed assessment	eDoctrina; District-developed assessment
Orchestra, Band, Chorus	District, regional or BOCES-developed assessment	NYSMMA
General Music	District, regional or BOCES-developed assessment	eDoctrina; District-developed assessment
ESL	State Approved 3 rd Party Assessment	STAR Reading/Math
English 12	State Approved 3 rd Party Assessment	STAR Reading
English Electives	State Approved 3 rd Party Assessment	STAR Reading
Science Electives	District, regional or BOCES-developed assessments	eDoctrina; District-developed assessment
Social Studies Electives	District, regional or BOCES-developed assessments	eDoctrina; District-developed assessment
Career & Technology	District, regional or BOCES-developed assessments	eDoctrina; District-developed assessment
Business	District, regional or BOCES-developed assessments	eDoctrina; District-developed assessment
LMS	District, regional or BOCES-developed assessments	eDoctrina; District-developed assessment
Remedial	District, regional or BOCES-developed assessments	eDoctrina; District-developed assessment
LOTE	District, regional or BOCES-developed assessments	Regionally-developed assessment

Locally Developed Controls For Comparable Growth Measures

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

If SLO targets for students with disabilities, English Language Learners, or poverty students are adjusted in particular courses, the SLO must cite the rationale for including such factors and the process for mitigating potentially problematic incentives.

Locally Selected Measures Subcomponent

“Comparable across classrooms” means that the same locally-selected measures of student achievement or growth must be used across all classrooms in the same grade/subject in the district or BOCES.

A) Unless there is a Value-Added measure of student growth, 20% of a classroom teacher’s score shall come from this subcomponent as follows:

	Growth or Comparable Measures
Highly Effective	18-20
Effective	9-17
Developing	3-8
Ineffective	0-2

(B) For classroom teachers for whom there is an approved Value-Added measure for student growth in the State Assessment 15% of his or her score shall come from this subcomponent as follows:

	Growth or Comparable Measures
Highly Effective	14-15
Effective	8-13
Developing	3-7
Ineffective	0-2

For the teacher APPR, these options include both those which utilize a state assessment, and those which do not. Regulatory standards and scoring bands must be utilized.

The following options are available for the Locally Selected Measures Subcomponent:

1. State assessments, Regents examination and/or Regent-equivalent assessments provided that they are **different than** the measure used for the Growth subcomponent above. These include:

- Teacher-specific change in percentage of students who achieve a specified level of performance on State assessments
- Teacher-specific growth measure computed by the State based on percentage of students who achieve a State-determined level of growth
- Other teacher-specific growth or achievement measure using State assessments, Regents examinations and/or department approved alternative examinations computed in a manner determined locally

2. State-approved list of 3rd party assessments

3. District, regional or BOCES developed assessments provided that the District or BOCES verifies comparability and rigor vs. Testing Standards to the extent practicable.

4. School-wide growth or achievement results based on:

- State-provided school-wide growth score for all students in a school taking the State ELA or Math assessment in grades 4-8.
- Locally-computed measure based on State assessment or a District, regional or BOCES-developed assessment for which the district or BOCES verifies comparability and rigor.

5. Student Learning Objectives (if teachers do not have State-provided growth or Value-Added measures for Growth subcomponent):

- Used with any State, State-approved, or District, regional, or BOCES-developed assessment provided that the District or BOCES verifies comparability and rigor.
- These measures must be **different than** the measures used with Student Learning Objectives as a Comparable Growth measure in the Growth Subcomponent.
- This would include, but not be limited to, measuring results from different courses or students, using different assessments and/or using a different measure on the same assessment (achievement instead of growth or a subgroup of students, for example).

• **LOCAL MEASURE - APPR**

- The North Tonawanda School District has opted to use a school-wide measure of student achievement based on a state-provided student growth score.
- **Performance Index:** A performance Index (PI) is a value from 0 to 200 that is assigned to an accountability group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4.
- *At the elementary/middle level, the PI is calculated using the following equation:*
- $100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ count\ at\ Levels\ 3\ and\ 4) / Count\ of\ All\ Cohort\ Members]$
- *At the secondary level, the PI is calculated using the following equation:*
- $100 \times [(Count\ of\ Cohort\ Members\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) / Count\ of\ All\ Cohort\ Members]$

Performance Index APPR Calculation: Locally selected measure of student achievement for teachers in grades in which there is NOT an approved value added measure for the state growth component (20 points)

School	Performance Index			ELA + Math + Science	Divide by 600	Multiply By 20	HEDI Score
	ELA	Math	Science				

NTHS	182.93	173.77		356.7	.89	17.84	18
NTMS	140.33	155.59	141.64	437.56	.73	14.59	15
Elem.	143.68	160.67	184.23	488.58	.81	16.29	16

Performance Index APPR Calculation: Locally selected measure of student achievement for teachers in grades in which there is an approved value added measure for the state growth component (15 points)

School	Performance Index			ELA + Math + Science	Divide by 600	Multiply By 15	HEDI Score
	ELA	Math	Science				
NTMS	140.33	155.59	141.64	437.56	.73	10.95	11
Elem.	143.68	160.67	184.23	488.58	.81	12.15	12

The locally selected measure will be evaluated annually by the district and the union. For any course or grade level where the group score is not used, assessments shall be selected using the following procedure:

A locally selected assessment committee(s) made up of teachers and administrators and chaired by the Director of Curriculum or her designee will be convened and charged with identifying the specific local assessment option to be used with each course or grade level subject area. Committee members will seek input from grade level, department, and course teams.

The final local assessment selection shall be determined by the Committee after input has been considered by all committee members. The Director of Curriculum or her designee shall make the final decision on local assessment selection in the event the Committee fails to reach consensus.

The identified locally selected measure shall be the same for all sections of the course that are taught regardless of building.

A matrix will be developed that details by grade level, subject and course the selected options for locally-selected measures of student achievement.

State assessments, Regents exams or Regent equivalents used for the locally-selected measure(s) must use the following options:

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State

assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments).

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally.
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause.

3.1) Grades 4-8 ELA

Assessments used as locally selected measures for grades 4-8 ELA must be specified from among the following options:

- Change in percentage of student performance level on State assessments
- Teacher specific growth computed by NYSED
- Teacher specific achievement or growth score computed locally
- State-approved 3rd party assessment
- District, regional, or BOCES-developed assessment
- School-wide measure based on State assessments
- School-wide measure computed locally

The specific assessment must be identified, listing the full name of the assessment. State assessments must be used where applicable.

Grade	Grade 4-8 ELA – Assessment Option
4	School-wide measure based on State assessments
5	School-wide measure based on State assessments
6	School-wide measure based on State assessments
7	School-wide measure based on State assessments
8	School-wide measure based on State assessments

3.2) Grades 4-8 Math

Assessments used as locally selected measures for grades 4-8 Math must be specified from among the following options:

- Change in percentage of student performance level on State assessments
- Teacher specific growth computed by NYSED
- Teacher specific achievement or growth score computed locally

- State-approved 3rd party assessment
- District, regional, or BOCES-developed assessment
- School-wide measure based on State assessments
- School-wide measure computed locally

The specific assessment must be identified, listing the full name of the assessment. State assessments must be used where applicable.

Grade	Grade 4-8 Math – Assessment Option
4	School-wide measure based on State assessments
5	School-wide measure based on State assessments
6	School-wide measure based on State assessments
7	School-wide measure based on State assessments
8	School-wide measure based on State assessments

3.4) Grades K-3 ELA

Assessments used as locally selected measures for grades K-3 ELA must be specified from among the following options:

- Change in percentage of student performance level on State assessments
- Teacher specific growth computed by NYSED
- Teacher specific achievement or growth score computed locally
- State-approved 3rd party assessment
- District, regional, or BOCES-developed assessment
- School-wide measure based on State assessments
- School-wide measure computed locally

The specific assessment must be identified, listing the full name of the assessment. State assessments must be used where applicable.

Grade	Grades K-3 — Assessment Option
K	School-wide measure based on State assessments
1	School-wide measure based on State assessments
2	School-wide measure based on State assessments
3	School-wide measure based on State assessments

3.5) Grades K-3 Math

Assessments used as locally selected measures for grades K-3 Math must be specified from among the following options:

- Change in percentage of student performance level on State assessments
- Teacher specific growth computed by NYSED
- Teacher specific achievement or growth score computed locally
- State-approved 3rd party assessment

- District, regional, or BOCES-developed assessment
- School-wide measure based on State assessments
- School-wide measure computed locally
- Student Learning Objectives

The specific assessment must be identified, listing the full name of the assessment. State assessments must be used where applicable.

Grade	Grade K-3 Math – Assessment Option
K	School-wide measure based on State assessments
1	School-wide measure based on State assessments
2	School-wide measure based on State assessments
3	School-wide measure based on State assessments

3.6) Grades 6-8 Science

Assessments used as locally selected measures for grades 6-8 Science must be specified from among the following options:

- Change in percentage of student performance level on State assessments
- Teacher specific growth computed by NYSED
- Teacher specific achievement or growth score computed locally
- State-approved 3rd party assessment
- District, regional, or BOCES-developed assessment School-wide measure based on State assessments
- School-wide measure computed locally
- Student Learning Objectives

Grade	Grade 6-8 Science – Assessment Option
6	School-wide measure based on State assessments
7	School-wide measure based on State assessments
8	School-wide measure based on State assessments

The specific assessment must be identified, listing the full name of the assessment. State assessments must be used where applicable.

3.7) Grades 6-8 Social Studies

Assessments used as locally selected measures for grades 6-8 Social Studies must be specified from among the following options:

- Change in percentage of student performance level on State assessments
- Teacher specific growth computed by NYSED
- Teacher specific achievement or growth score computed locally
- State-approved 3rd party assessment
- District, regional, or BOCES-developed assessment

- Teacher APPR Template — 05/24/12
- School-wide measure based on State assessments
- School-wide measure computed locally
- Student Learning Objectives

Grade	Grade 6-8 Science – Assessment Option
6	School-wide measure based on State assessments
7	School-wide measure based on State assessments
8	School-wide measure based on State assessments

The specific assessment must be identified, listing the full name of the assessment. State assessments must be used where applicable.

3.8) High School Social Studies

Assessments used as locally selected measures for high school Social Studies must be specified from among the following options:

- Change in percentage of student performance level on State assessments
- Teacher specific growth computed by NYSED
- Teacher specific achievement or growth score computed locally
- State-approved 3rd party assessment
- District, regional, or BOCES-developed assessment
- School-wide measure based on State assessments
- School-wide measure computed locally
- Student Learning Objectives

The specific assessment must be identified, listing the full name of the assessment. State assessments must be used where applicable.

Grade	High School Social Studies – Assessment Option
Global 1	School-wide measure based on State assessments
Global 2	School-wide measure based on State assessments
Global 3	School-wide measure based on State assessments
American History	School-wide measure based on State assessments

3.9) High School Science

Assessments used as locally selected measures for high school Science must be specified from among the following options:

- Change in percentage of student performance level on State assessments
- Teacher specific growth computed by NYSED
- Teacher specific achievement or growth score computed locally
- State-approved 3rd party assessment

- District, regional, or BOCES-developed assessment
- School-wide measure based on State assessments
- School-wide measure computed locally
- Student Learning Objectives

The specific assessment must be identified, listing the full name of the assessment. State assessments must be used where applicable.

Grade	High School Social Studies – Assessment Option
Living Environment	School-wide measure based on State assessments
Earth Science	School-wide measure based on State assessments
Chemistry	School-wide measure based on State assessments
Physics	School-wide measure based on State assessments

3.10) High School Math

Assessments used as locally selected measures for high school math must be specified from among the following options:

- Change in percentage of student performance level on State assessments
- Teacher specific growth computed by NYSED
- Teacher specific achievement or growth score computed locally
- State-approved 3rd party assessment
- District, regional, or BOCES-developed assessment
- School-wide measure based on State assessments
- School-wide measure computed locally
- Student Learning Objectives

The specific assessment must be identified, listing the full name of the assessment. State assessments must be used where applicable.

Grade	High School Social Studies – Assessment Option
Algebra 1	School-wide measure based on State assessments
Geometry	School-wide measure based on State assessments
Algebra 2	School-wide measure based on State assessments

3.11) High School ELA

Assessments used as locally selected measures for high school ELA must be specified from among the following options:

- Change in percentage of student performance level on State assessments
- Teacher specific growth computed by NYSED
- Teacher specific achievement or growth score computed locally

- State-approved 3rd party assessment
- District, regional, or BOCES-developed assessment
- School-wide measure based on State assessments
- School-wide measure computed locally
- Student Learning Objectives

The specific assessment must be identified, listing the full name of the assessment. State assessments must be used where applicable.

Course	High School ELA – Assessment Option
Grade 9 ELA	School-wide measure based on State assessments
Grade 10 ELA	School-wide measure based on State assessments
Grade 11 EIA	School-wide measure based on State assessments

3.12) All Other Courses

Assessments used as locally selected measures for all other courses must be specified from among the following options:

- Change in percentage of student performance level on State assessments
- Teacher specific growth computed by NYSED
- Teacher specific achievement or growth score computed locally
- State-approved 3rd party assessment
- District, regional, or BOCES-developed assessment
- School-wide measure based on State assessments
- School-wide measure computed locally
- Student Learning Objectives

The specific assessment must be identified, listing the full name of the assessment. State assessments must be used where applicable.

Course	Assessment Option
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Elementary Art, Music, Library, Physical Education	School-wide measure based on State assessments
FACS	School-wide measure based on State assessments
Technology	School-wide measure based on State assessments
Reading/Math Support	School-wide measure based on State assessments
Health	School-wide measure based on State assessments
Orchestra, Band, Chorus	School-wide measure based on State assessments
General Music	School-wide measure based on State assessments
ESL	School-wide measure based on State assessments
English 12	School-wide measure based on State assessments
English Electives	School-wide measure based on State assessments
Science Electives	School-wide measure based on State assessments
Social Studies Electives	School-wide measure based on State assessments
Career & Technology	School-wide measure based on State assessments
Business	School-wide measure based on State assessments
LMS	School-wide measure based on State assessments
Remedial	School-wide measure based on State assessments
LOTE	School-wide measure based on State assessments

The process by which the points are assigned to this subcomponent are to be determined based on the Commissioner’s standards for the HEDI rating criteria and must ensure that it is possible for an educator to earn each point, including a 0, in the subcomponent scoring range, and that it is possible for an educator to earn any of the four rating categories (HEIDI) for a subcomponent.

Locally Selected Measures of Achievement will be determined utilizing Building Level Performance Indicators for ELA, mathematics, and science. The combination total of the three Performance Indexes divided by 600, multiplied by 20 (rounded to the nearest whole number) will determine the teacher’s locally selected measure of achievement.

HEDI Scoring Bands for Locally Selected Measures of Achievement

Performance Index APPR Calculation – 20 Pt. Scale

School	Performance Index			ELA + Math + Science	Divide by 600	Multiply By 20	HEDI Score
	ELA	Math	Science				
NTHS	182.93	173.77		356.7	.89	17.84	18
NTMS	140.33	155.59	141.64	437.56	.73	14.59	15
Elem.	143.68	160.67	184.23	488.58	.81	16.29	16

HEDI Rating Scale:

Highly Effective	Effective	Developing	Ineffective
20	17	8	2
19	16	7	1
18	15	6	0
	14	5	
	13	4	
	12	3	
	11		
	10		
	9		

For those with a value-added state growth score, the Locally Selected Measures of Achievement will be determined utilizing Building Level Performance Indicators for ELA, mathematics, and science. The combination total of the three Performance Indexes divided by 600, multiplied by 15 (rounded to the nearest whole number) will determine the teacher's locally selected measure of achievement.

Performance Index APPR Calculation – 15 Pt. Scale

School	Performance Index			ELA + Math + Science	Divide by 600	Multiply By 15	HEDI Score
	ELA	Math	Science				
NTMS	140.33	155.59	141.64	437.56	.73	10.95	11
Elem.	143.68	160.67	184.23	488.58	.81	12.15	12

HEDI Rating Scale:

Highly Effective	Effective	Developing	Ineffective
15	13	7	2
14	12	6	1
	11	5	0
	10	4	
	9	3	
	8		

Other Measures of Teacher Effectiveness

(A) The District shall assess teachers under this subcomponent as required under §30-2.5(d) of the Commissioner's regulations. This subcomponent score shall be based on multiple measures and aligned with the New York State Teaching standards.

(B) The District shall use the approved teacher rubric entitled **Danielson 2007** (see **Appendix C**).

(C) Multiple observations shall account for 40 of the 60 points under this subpart.

- A minimum of one announced formal observation accounting for 20 of the 60 points (includes pre- & post- conference). The pre-observation conference shall occur within the five (5) work days preceding the observation.
- A minimum of one unannounced observation accounting for 20 of the 60 points (either a whole lesson period or series of 2-3 walk-through observations of 15-20 minute length). No unannounced observation shall be carried out during the first week or the last week of any semester or on the two (2) days prior to Thanksgiving, winter, or spring breaks, or on the day following these breaks. Teachers shall be advised of the month in which his/her unannounced observation shall occur. At the start of one unannounced observation each year the teacher may notify the observer that conducting an observation of that lesson./class would be inappropriate and the observer shall not include that observation as part of the teacher's APPR but shall conduct a separate unannounced observation in compliance with this agreement.
- Any certified administrator, regularly employed by the District, with the exception of the superintendent, can conduct observations of teachers. In all cases, the teacher's building principal or assistant principal shall be designated as the lead evaluator.
- Annually, preferably within the first two weeks of school, teachers shall be notified in writing of the name of his/her lead evaluator and the name of the administrator who may complete his/her announced or unannounced observations.
- In any building with multiple administrators, the District will whenever practicable, ensure that a teacher's observation is rotated annually among the building principal/assistant principal(s).
- Teachers shall receive the rubric scores and any narrative feedback within ten (10) working days of the actual observation. In the case of formal, announced observations, a post-observation conference will be conducted within ten (10) working days whenever possible.
- If an evaluator utilizes the rubric to make a judgment at level 1 (ineffective or level 2 (developing)), it is understood that narrative written feedback shall accompany the rubric score, that includes, but is not limited to, feedback which explains the rubric judgment and which offers suggestions for more effective practice.
- If an observer utilizes the rubric to make a judgment at level 1 (ineffective) or level 2 (developing), it is understood that a meeting with the evaluator and the teacher shall

be held within twelve (12) working days to explain the narrative feedback and engage in a dialogue regarding the observation.

The observer will utilize the Danielson 2007 rubrics to make judgments during the observation sessions. Scores are calculated by lesson segment. Lesson segments are subdivided by essential design questions. Each design question has primary trait rubrics for the critical elements of the evaluation model that imply best practices associated with the design question.

Elements which are not observed are not rated during the observation.

4.6) Observations of Probationary Teachers

Enter the minimum number of observations of each type, making sure that the number of observations “by building principal or other trained administrators” totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators	
Formal/Long	1
Informal/Short	1
Enter Total	2

By trained in-school peer teachers or other trained reviewers	
Formal/Long	0
Informal/Short	0

Independent evaluators	
Formal/Long	0
Informal/Short	0

Will formal/long observations of probationary teachers be done in person, by video, or both?
In person

Will informal/short observations of probationary teachers be done in person, by video, or both? In person

4.7) Observations of Tenured Teachers

Enter the minimum number of observations of each type, making sure that the number of observations “by building principal or other trained administrators” totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators	
Formal/Long	1
Informal/Short	1
Enter Total	2

By trained in-school peer teachers or other trained reviewers	
Formal/Long	0
Informal/Short	0

Independent evaluators	0
Formal/Long	0
Informal/Short	0

Will formal/long observations of probationary teachers be done in person, by video, or both?
 In person

Structured Review of Teacher Artifact Evidence:

(D) The District shall use a structured review of teacher artifact evidence to evaluate a teacher’s performance for the remaining twenty (20) points (see Appendix D for detail on structured review of teacher artifact evidence – portfolio). Teachers will compile evidence (artifacts) that demonstrate understanding, knowledge and skill for each of the seven New York State Teaching Standards listed below and those encompassed in Domain 4 of Danielson, 2007:

1. Knowledge of Students and Student Learning
2. Knowledge of Content and Instructional Planning
3. Instructional Practice
4. Learning Environment
5. Assessment for Student Learning
6. Professional Responsibilities and Collaboration
7. Professional Growth

On an annual basis, each teacher will meet with his/her lead evaluator in structured review of the artifact evidence conference. The conference represents an opportunity for the teacher and administrator to engage in reflection and dialogue around the teacher’s professional growth as measure by the indicators in NYS Teaching Standards and as outlined in Domain 4, Danielson, 2007.

The lead administrator will prompt the teacher to discuss how the artifacts chosen by the teacher are representative of his/her professional growth, understanding, and skill development in each category of the NYS Teaching Standards. It is recommended that a teacher compile seven (7) to ten (10) artifacts indicative of understanding and skill development as outlined above (see Appendix D for detail on structured review of teacher artifact evidence – portfolio).

Material submitted as artifacts shall be retained by the principal until the scoring is complete at which time items will be returned to the teacher. Such materials will not be copied, disseminated, or otherwise made public without the teacher’s written agreement.

The building administrator may schedule the APPR conference for tenured teachers at any point in the second half of the school year. Probationary teachers will be scheduled for their APPR conference during the final three months of the school year. The APPR conference can only occur after the teacher’s observations (both announced and unannounced) have been completed. Teachers shall be given at least two weeks notice of the date of the APPR conference, or sooner, if approved by the teacher.

The teacher’s understanding, knowledge, and skill development for each of the NYS Teaching Standards, and Domain 4 of Danielson, as evidenced by selected artifacts in the teacher portfolio and dialogue between the teacher and lead administrator, will be judged using the Danielson rubric. A single rubric score (four-point scale) will be calculated for each Domain from the average of rubric scores utilized in judgment of portfolio artifacts and conference dialogue.

The scoring methodology for the assignment of points to this subcomponent shall be as follows:

The following conversion scale will be used to translate the overall average rubric scores for each domain to the 60 point distribution for the composite teacher score.

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for that sub-component.

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42

1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

LEVEL	Overall Rubric Average Score	60 Point Distribution for Composite Score
Ineffective	1.0 – 1.4	0 – 49
Developing	1.5 – 2.4	50 – 56
Effective	2.5 – 3.4	57 – 58
Highly Effective	3.5 – 4.0	59 - 60

Composite Scoring (Teachers)

For guidance on Composite Scoring, see NYSED APPR Guidance section I. NYSED APPR Guidance is posted on [EngageNY.org](http://engageNY.org) at <http://engageNY.org/effective-practice/>.

Standards for Rating Categories	Growth or Comparable Measures	Locally-selected Measures of Growth or Achievement	Other Measures for Effectiveness (Teacher and Leader standards)
Highly Effective	Results are well above state average for similar students (or District goals if no state test).	Results are well above District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results exceed NYS Teaching Standards.
Effective	Results meet state average for similar students (or District goals if no state test).	Results meet District- or BOCES adopted expectations for student growth or achievement for grade/subject.	Overall performance and results meet NYS Teaching Standards.
Developing	Results are below state average for similar students (or District goals if no state test).	Results are below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results need improvement in order to meet NYS Teaching Standards.
Ineffective	Results are well below state average for similar students (or District goals if no state test).	Results are well below District- or BOCES-adopted expectations or student growth or achievement for grade/subject.	Overall performance and results do not meet NYS Teaching Standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

The 2012.13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added Measure	Growth or Comparable Measures	Locally-selected Measures of Growth or Achievement	Other Measures for Effectiveness (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	59-60	91-100

Effective	9-17	9-17	57-58		75-90
Developing	3-8	3-8	50-56		65-74
Ineffective	0-2	0-2	0-49		0-64

The scoring ranges for educators with approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added Measure	Growth or Comparable Measures	Locally-selected Measures of Growth or Achievement	Other Measures for Effectiveness (60 points)		Overall Composite Score
Highly Effective	22-25	14-15	59-60		91-100
Effective	10-21	8-13	57-58		75-90
Developing	3-9	3-7	50-56		65-74
Ineffective	0-2	0-2	0-49		0-64

TEACHER IMPROVEMENT PLAN (TIP)

The District shall provide timely and constructive feedback to classroom teachers on their APPR by providing each teacher with his or her scores on the attached form within 30 days of the District receiving the teacher’s State subcomponent score.

For those classroom teachers with a composite score of Developing or Ineffective the District shall develop and implement a Teacher Improvement Plan (TIP) as required under §30-2.10. The District shall formulate and commence implementation of a TIP for such teacher as soon as practicable but in no case later than 10 school days after the opening of classes in the school year following the school year for which such teacher’s performance is being measured.

Upon receiving a rating of “developing” or “ineffective” a teacher shall be provided with a TIP. The TIP shall be provided as soon as practicable, but in no case later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year. The Parties understand and agree that the sole and exclusive purpose of the TIP is the improvement of teaching practice and that issuance of a TIP is not a disciplinary action. The TIP shall be developed in consultation with the teacher. A union representation and shall be afforded at the teacher’s request. The Association president shall be timely informed whenever a teacher is placed on a TIP and, with the agreement of the teacher, shall be provided with a copy of the TIP.

A TIP shall clearly specify: (i) the area(s) in need of improvement; (ii) the performance goals, expectations, benchmarks, standards and timelines the teacher must meet in order to achieve an effective rating; (iii) how improvement will be measured and monitored, an provide for periodic reviews of progress; and (iv) the appropriate differentiated professional development opportunities, materials, resources and supports the district will make available to assist the teacher including, where appropriate, the assignment of a mentor teacher.

The teacher, administrator, mentor (if one has been assigned) and an Association representative (if requested by the teacher) shall meet, according to the scheduled identified in the TIP, to assess the effectiveness and appropriateness of the TIP, for the purpose of assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

A teacher who believes that the terms of a TIP are arbitrary, unreasonable, inappropriate or defective, or that the District has failed to meet its obligation to properly implement the terms of the TIP, may seek relief through an appeal to the Superintendent. The decision of the Superintendent on the merits of the TIP shall be final.

All costs associated with the implementation of a TIP including, but not limited to, tuition, fees, books, and travel, shall be borne by the District in their entirety.

APPEALS PROCESS

The new APPR law provides that a teacher or principal is not authorized to trigger the appeal process until he or she receives a composite score. For teachers and principals receiving State-generated scores based on student growth or value-added measures, this means that a composite score will not be available until the state assessment subcomponent score is generated by the State. Teachers and principals must receive their composite scores no later than September 1 of the school year next following the school year for which they are being evaluated. Therefore, the appeal process will be triggered on or before September 1, when the teacher or principal receives his or her composite score.

Only a unit member who is covered by N.Y. Education Law § 3012c (“Covered Unit Member” or “teacher”) may appeal the result of a performance review and/or an improvement plan pursuant to the following procedure:

a. A Covered Unit Member may challenge only the substance of an APPR, the District’s adherence to the statutory standards and methodologies required for such review, the District’s compliance with its own procedures and timelines for conducting the APPR and the Regulations of the Commissioner of Education and/or the issuance or implementation of a teacher improvement plan (“TIP”). Such challenge must be submitted in writing to the Administrator performing the review, together with any supporting documentation. The challenge must explain in detail the specific reason(s) why the matter identified is the subject of the challenge. A teacher may not file multiple appeals regarding the same APPR or TIP. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived. All supporting information must also be submitted at the time the appeal is filed. Any information

not submitted at the time the appeal is filed shall not be considered. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief. The challenge must be submitted within fifteen calendar days of the receipt of the APPR and/or TIP which is the subject of the challenge, or other act complained of, or it is deemed waived. For purposes of this Memorandum of Agreement, calendar days shall exclude the periods of the Winter, February and April recesses. The Administrator involved will schedule a meeting to discuss the challenge. A Covered Unit Member may select an Association representative to participate in the meeting. Within fifteen calendar days of the meeting, the Administrator who issued the APPR and/or TIP shall submit to the teacher a detailed written response to the Appeal. The response must include any additional documents or written materials specific to the point(s) of disagreement that support the response and are relevant to the resolution of the appeal. For a tenured teacher who received a rating of “highly effective”, “effective” or “developing”, or a non-tenured teacher who received any rating, including “ineffective”, the Administrator’s determination shall be final. If that teacher disagrees with the response, the teacher may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed Annual Professional Performance Review.

b. If a tenured Covered Unit Member received a rating of “ineffective” and disagrees with the Administrator’s response to the challenge, the teacher may submit the challenge, the Administrator’s response, and a written statement explaining in detail the reason(s) for disagreement with the response to the Superintendent of Schools within seven calendar days of receipt of the Administrator’s response. A meeting will be scheduled to discuss the appeal. The tenured Covered Unit Member may select an Association representative to participate in the meeting. The Superintendent shall render a final determination on the challenge within ten calendar days thereafter.

c. A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to any such challenge or determination. The teacher, of course, retains any defenses he or she may have in the event the APPR or TIP is utilized in a subsequent 3020-a proceeding. Nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District’s non-reviewable authority to terminate the appointment of or deny tenure to a probationary teacher at any time including during the pendency of an appeal hereunder, and any such termination or denial shall not in any way be subject to the grievance and arbitration process of the Collective Negotiations Agreement.

ASSURANCES AND ADDITIONAL REQUIREMENTS

Assurances — Improvement Plans

Assure that teachers who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan (TIP) within 10 school days from the opening of classes in the school year following the performance year.

Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and,

where appropriate, differentiated activities to support a teacher's improvement in those areas.

Assurances — Appeals Process

Pursuant to Education Law section 3012-c, a teacher may only challenge the following in an appeal:

The substance of the annual professional performance review

The school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

The adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

Assurances — Evaluators

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations on in the following nine elements:

1. NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions;
2. Evidence-based observation techniques grounded in research;
3. Application and use of the student growth percentile model and the value-added growth model;
4. Application and use of approved teacher or principal practice rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher's or principal's practice;
5. Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but

not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.;

6. Application and use of any State-approved locally-selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals;
7. Use of the Statewide Instructional Reporting System;
8. Scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, 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 for the four designated rating categories used for the teacher's or principals' overall rating and their subcomponent ratings; and
9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

Under the law if the District creates its own assessments then the Superintendent must certify that the assessment is rigorous and comparable across classrooms. i.e. §30-25(c)(3)(c).

DISTRICT CERTIFICATION FORM:

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.

The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development.
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent

- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

Legal Reference(s): Education Law §3012-c; 8 N.Y.C.R.R. Part 30-2 and Section 100.2(f).

APPENDIX A:

Teacher-Student Data Linkage

Section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871) requires that the New York State Education Department (NYSED) establish a longitudinal data system that includes for its local education agencies (LEAs; i.e., school districts, BOCES, and charter schools), among other things:

- (1) A teacher identifier system with the ability to match teachers to students; and
- (2) Student-level transcript information, including information on courses completed and grades earned.

In addition, the American Recovery and Reinvestment Act of 2009 (ARRA) requires a State that receives State Fiscal Stabilization Fund funds (which includes, but is not limited to, the competitive Race to the Top program) to provide assurances using the following indicators and descriptors for Education Reform Area (A) – Achieving Equity in Teacher Distribution:

Indicator (a)(3) – New York must indicate that the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion; and

Indicator (a)(6) – New York must indicate that the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.

Education Law §3012-c requires that, beginning with the 2011-12 school year, classroom teachers in grades 4-8 of common branch subjects or English language arts (ELA) or mathematics who are employed by school districts have forty percent of their composite score of effectiveness be based on student achievement measures as follows: (i) twenty percent based upon student growth data on State assessments or other comparable measures of student growth; and (ii) twenty percent based on locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms. These percentages are adjusted to twenty-five and fifteen, respectively, in the first school year for which the Board of Regents has approved use of a value-added growth model. Beginning with the 2012-13 school year, these evaluation requirements will apply to all classroom teachers and principals in school districts and BOCES.

Finally, the data elements described in this memorandum are necessary to support the policy development and reform agenda of the Board of Regents. These initiatives include the implementation of the statewide instructional reporting system and professional development network required by the State's Race to the Top award.

Teacher of Record Determinations

In order for New York to meet its federal and State requirements, as well as to ensure that the policies on teacher/principal evaluation system are fair and understandable, NYSED needs to implement clear procedures for determining the teachers and principals who are responsible for student instruction for evaluation purposes.

A Teacher of Record is defined for the 2011-12 school year as those teachers who are primarily and directly responsible for a student's learning activities that are aligned to the performance measures of a course, consistent with guidelines prescribed by the Commissioner. Making teacher of record determinations is complicated by the fact that effective instruction is often the outcome of a complex set of instructional relationships among multiple teachers and students that change over time. Local school district data systems were not originally designed for these purposes.

In addition to the student demographic, enrollment, program service, and assessment information already collected for school/district accountability purposes, it is necessary to collect additional data elements to support Teacher of Record determinations for teacher and principal evaluations under Education Law §3012-c. These

new data elements include information about the multiple teachers who may be assigned to a course section, as well as changes in teacher assignment, student enrollment, and student attendance over the duration of a course.

Strategies for Data Verification

As with all reported school year data, superintendents and charter school principals must establish school and district verification processes to ensure that complete and accurate TSDL information, as summarized in the table above, are submitted to NYSED prior to the verification deadlines. RIC or Big 5 City School District data center staff with whom the school district or charter school has contracted can assist with these efforts.

Because of the complexity and importance of TSDL information, regulations require that teachers be involved in data verification efforts. In order to make this process more manageable, it is highly recommended that data be reviewed and verified throughout the school year, rather than immediately prior to the verification deadline.

In order to ensure the accuracy of the TSDL, two types of information, described in more detail in Appendix B of this memorandum, must be reviewed and verified by teachers and other relevant school and district personnel:

- **Basic roster information**, including which students are linked to which teachers with what beginning and end dates.
- **Linkage Durations** (to be used for research purposes for the 2011-12 school year), or the total course time, prior to the administration of the assessment or the end of the school year, that each student was linked to a teacher.

Daily Verification of Rosters

Teachers review and verify student rosters in their local student management system each time they take class attendance or, if class attendance is not taken, each time they take daily attendance. If rosters are verified in the local student management system on a class and/or daily basis, the task of verification will be much more manageable.

NYSED Teacher-Student Roster Verification Reports (with weekly data refreshes)

In addition to daily verification, teachers, principals, and school/district data coordinators will have access to Teacher-Student Roster Verification Reports that are updated at least weekly

Teacher-Student Roster Verification Reports for school and district data coordinators can be found within the Level 2 reporting environment through links provided by the local RIC or Big 4 City School District data center. These school- and district-wide reports may be displayed for specific teachers or courses or for all teachers and courses that have been submitted to the SIRS.

Teacher-Student Roster Verification Reports for teachers are available at the single sign-on location for our Education Data Portal (EDP) at <http://edp.nysed.gov>. Reports will be refreshed at least weekly to reflect updates or corrections made prior to the verification deadline. Please see <http://www.p12.nysed.gov/irs/teacher> and Appendix C

Data Certification

Consistent with the reporting of all other school year data, superintendents and charter school principals will be responsible for certifying the completeness and accuracy of all TSDL information. To do so, and consistent with other data collection and reporting initiatives, superintendents and charter school principals will need to create internal processes to gather assurances from teachers and principals that they (1) have reviewed the information prior to the verification deadline and determined it to be complete and accurate, and (2) understand that the data will be used for evaluation and other analytic purposes.

Please note that existing Level 2 verification reports, including school and district accountability reports, may be used by school/district data coordinators to assist with the verification of student demographic, enrollment, program service, other special education, and assessment information prior to the verification deadlines listed above.

Verification Strategies

The accuracy of TSDL information depends on correct data being stored in the school or district student management system and correct data being exported from those systems for reporting to NYSED. If the data contained in the verification reports are inaccurate, please check that the information described below is correct in your student management system.

The accuracy of basic roster information, including teacher-student linkage start and end dates, is dependent upon:

- The creation of an accurate master schedule that includes all teachers assigned to courses and all students enrolled in those courses;
- The ongoing maintenance of both the master and student schedules, including accurate entry of start and end dates when students drop or add courses or teacher assignments change.

The accuracy of linkage duration information (to be used for research purposes for the 2011-12 school year) requires accurate basic roster information, as well as the following additional information to be correct in the student management system (see Appendix B for more information):

- The amount of time that a course meets daily or, if the course schedule fluctuates daily, the weekly average for the course;
- Instructional calendars, or the total number of days that a course is scheduled to meet;
- Duration adjustments, to be used if a particular student or teacher participates in a course for only a portion of the course's schedule;
- and Student course attendance.

Since linkage duration calculations are created by the school's or district's student management system consistent with State rules and not directly by NYSED, LEAs, in coordination with their RIC or Big 5 City School District data centers, are strongly encouraged to request evidence from student management system vendors that the duration calculations are accurate. If your vendor product is meeting State requirements, linkage duration information will accurately reflect the course and roster information contained in your school's master schedule.

Data Correction

As with all other school year data, if the information displayed in the Teacher-Student Roster Verification Reports is incomplete or inaccurate, the data should be corrected in the local source system (e.g., the student management system) and submitted again to NYSED. Schools and districts are responsible for creating and communicating clear processes and identifying contact people for identifying data inaccuracies and correcting this information prior to the verification deadline.



Appendix C: SLO Template NTCSD

STUDENT LEARNING OBJECTIVE [SLO] – North Tonawanda City School District

TEACHER NAME: [Comments]		YEAR: [Comments]
Population	<i>These are the students assigned to the course section(s) in this SLO – all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i> Course sections: [Comments]	
Learning Content	<i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i> Course: [Comments] Source of Standards: [Comments] Standards, Performance Indicators, etc.: [Comments]	
Interval of Instructional Time	<i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i> [Comments]	
Evidence	<i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i> <u>Pre-assessment:</u> [Comments] <u>Summative assessment:</u> [Comments] <i>Offers accommodations as legally required and appropriate?</i> [Comments] <i>Ensures that those with vested interest are not scoring summative assessments?</i> [Comments]	
Baseline	<i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i> <u>1. Baseline Data from Pre-Assessment:</u> [Comments] <u>2. Other Sources of Data:</u> [Comments]	

Target(s)	<p><i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i></p> <p>[Comments]</p> <p>Note: [Comments]</p>																																
	<table border="1"> <thead> <tr> <th>Target Level</th> <th>Pre-Assessment Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Above Grade Level</td> <td>≥ 56</td> <td>85</td> </tr> <tr> <td>46 – 55</td> <td>75</td> </tr> <tr> <td>At Grade Level</td> <td>36 – 45</td> <td>70</td> </tr> <tr> <td>Below Grade Level</td> <td>0 – 35</td> <td>65</td> </tr> </tbody> </table>																				Target Level	Pre-Assessment Score	Target Score	Above Grade Level	≥ 56	85	46 – 55	75	At Grade Level	36 – 45	70	Below Grade Level	0 – 35
Target Level	Pre-Assessment Score	Target Score																															
Above Grade Level	≥ 56	85																															
	46 – 55	75																															
At Grade Level	36 – 45	70																															
Below Grade Level	0 – 35	65																															
H.E.D.I.	<p><i>How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), “well-above” (highly effective)?</i></p> <p>Highly effective = The teacher made above average gains in student academic growth beyond the expectations (targets) set by the district at the beginning of the academic year.</p> <p>Effective = The teacher made acceptable and appropriate gains in student academic growth aligned to the expectations (targets) set by the district at the beginning of the academic year.</p> <p>Developing= The teacher made gains in student academic growth but it did not meet the expectations (targets) set by the district at the beginning of the academic year.</p> <p>Ineffective= The teacher did not any or little gains in student academic growth, and failed to meet expectations (targets) set by the district at the beginning of the academic year.</p>																																
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE															
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0												
	>94%	90-94%	85-89%	82-84%	79-81%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	58-64%	51-57%	44-50%	38-43%	32-37%	26-31%	22-25%	18-21%	< 18%												
Rationale	<p><i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i></p> <p><u>1. Learning Content</u></p> <p>[Comments]</p> <p><u>2. Baseline Data</u></p> <p>[Comments]</p> <p><u>3. Targets</u> [Comments]</p>																																

APPENDIX D: Examples for Review of Artifact Evidence



