New York State Teacher and Principal Evaluation
2012-13 and beyond
Summary of Revised APPR Provisions

With Anticipated Changes from Enactment of Amendments to Education Law §3012-c Proposed in February 2012 with the Executive Budget and Settlement of Litigation

Student Achievement Measures: Teachers 2012-13 and beyond		
	ELA/Math 4-8	**All Other Classroom Teachers**
Growth on State Assessments 20 points (25 points with approved Value-Added measure)	• State-provided student scores comparing student growth to those with similar past test scores and which may include consideration of poverty, ELL, SWD status • Value-Added measure with additional controls when approved, which can be no earlier than 2012-2013 • Policies on Teacher of Record and linked students	• Additional grades/subjects covered by growth/Value-Added scores, as measures become available, based on existing and new (if resources are available) State assessments: o All Math Regents o PARCC as available o If approved: 6-8 science, social studies, 9-10 ELA and related Regents o If approved: progress monitoring in K-3 English Language Arts, Math
Growth Using Comparable Measure 20 points (when there is no State assessment with an approved growth/Value-Added measure)	N/A	**For all applicable grades/subjects:** State-determined district-wide student growth goal-setting process (Student Learning Objectives) used with: **For core subjects: 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:** • State assessment if one exists (or Regent equivalents) *If no State assessment exists:* • District-determined assessment from list of State-approved 3rd party assessments; or • District, regional or BOCES-developed assessments provided that the District or BOCES verifies comparability and rigor **For other grades/subjects: District-determined assessments from options below:** • State assessment (or Regent equivalents) • List of State-approved 3rd party assessments • District, regional, or BOCES-developed assessments provided that the District or BOCES verifies comparability and rigor • School- or BOCES-wide, group or team results based on State assessments

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Student Achievement Measures: Teachers *(Continued)*	
Locally Selected Measures of Student Achievement 20 points (15 points with approved Value-Added measure)	**Locally comparable means:** The same locally selected measures of student achievement or growth across all classrooms in same grade/subject in District or BOCES. Districts may use more than one type of locally selected measure for different groups of teachers within a grade/subject if districts/BOCES prove comparability based on standards of Educational and Psychological Testing. **Growth or achievement measure(s) from these options.** ***Locally-selected and points assigned to teachers in manner determined locally, through collective bargaining, using regulatory standards and scoring bands.*** Measures based on: • State assessments, Regents examination and/or Regent-equivalent assessments provided that they are **<u>different than</u>** the measure used for the Growth subcomponent above. These include: o Teacher-specific change in percentage of students who achieve a specified level of performance on State assessments *(e.g. 3% point increase in number of students earning the proficient level 3 or better on the 7th grade State Math test compared to those same students' performance on the 6th grade State Math test)* o Teacher-specific growth measure computed by the State based on percentage of students who achieve a State-determined level of growth (*e.g. percentage of students whose growth is at least average for similar students)* o Other teacher-specific growth or achievement measure using State assessments, Regents examinations and/or department approved alternative examinations computed in a manner determined locally • State-approved list of 3rd party assessments • District, regional or BOCES-developed assessments provided that the District or BOCES verifies comparability and rigor vs. Testing Standards to the extent practicable. • School-wide growth or achievement results based on: o State-provided school-wide growth score for all students in a school taking the State ELA or Math assessment in grades 4-8. o 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. • Student Learning Objectives *(if teachers do not have State-provided growth or Value-Added measures for Growth subcomponent):* o Used with any State, State-approved, or District, regional, or BOCES-developed assessment provided that the District or BOCES verifies comparability and rigor. o These measures must be **<u>different than</u>** the measures used with Student Learning Objectives as a Comparable Growth measure in the Growth Subcomponent.

<table>
<tr><th colspan="3">Student Achievement Measures
Principals 2012-13 and beyond</th></tr>
<tr><td rowspan="2">Growth on State Assessments

20 points

(25 points with approved Value-Added measure)</td><td>Elementary/Middle</td><td>High Schools</td></tr>
<tr><td>• Result of student growth/Value-Added measure as applied to State assessments in 4-8, ELA/Math
• Add grades and/or subjects as growth/Value-Added measure applies</td><td>• Result of principal student growth percentile/Value-Added measure as applied to State assessments and/or graduation rates
• Add subjects as growth/Value-Added measure applies</td></tr>
<tr><td>Other Comparable measures

If principal is not covered by a State-provided growth or Value-Added measure</td><td colspan="2">State-determined district-wide student growth goal setting process (Student Learning Objectives) with school-level results from the following assessment option :
• State assessment if one exists (or Regent equivalents)
• List of State-approved 3rd party assessments
• District, regional, or BOCES-developed assessments provided that the District or BOCES verifies comparability and rigor</td></tr>
<tr><td rowspan="2">Locally-Selected measures of Student Achievement

20 points

(15 points after Value-Added measure is approved)</td><td colspan="2">Comparable means the same locally selected measures used for all principals in same or similar programs or grade configuration across District or BOCES.

Locally-selected and points assigned to principals in manner determined locally, through collective bargaining, using regulatory standards and scoring bands.</td></tr>
<tr><td>Growth or achievement measures from these options (must be different than measures used for growth subcomponent):

• Achievement levels on state tests (% proficient or advanced) in ELA and math grades 4 to 8
• Growth or achievement for student subgroups (SWD, ELL on State Assessments in ELA and math grades 4 to 8
• Growth or Achievement of, students in ELA and math grades 4 to 8 starting at specific performance levels (e.g. level 1, level 2) on State or other assessments
• Student learning objectives (if principals do not have State-provided growth or VA measures for growth subcomponent)
• Student performance on any District-wide locally-selected assessments approved for use in teacher evaluations</td><td>Growth or achievement measures from these options (must be different than measures used for growth subcomponent):

• Percent of cohort achieving specified scores on Regents exams, AP, IB or other Regents-equivalents
• Graduation rates (4,5,6 years) and/or drop-out rates
• Graduation % with Advanced Regents designation and/or honors
• Credit accumulation (e.g. 9th and 10th grade) or other strong predictor of progress toward graduation
• Student learning objectives (if principals do not have State-provided growth or VA measures for growth subcomponent)
• Student performance on any District-wide locally-selected assessments approved for use in teacher evaluations</td></tr>
</table>

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<table>
<tr><th>OTHER 60 POINTS</th><th>TEACHER</th><th>PRINCIPAL (BOTH 2012-13)</th></tr>
<tr><td>Standards</td><td>NYS Teaching Standards</td><td>ISLLC 2008</td></tr>
<tr><td>Choice of Rubrics (through collective bargaining)</td><td colspan="2">Menu of state-approved rubrics to assess performance based on standards.

Also district variance process available for district or BOCES that seeks to use a rubric not on State-approved list.</td></tr>
<tr><td colspan="3">Requirements and Options: Options selected locally, and points assigned based on standards in regulation in a manner determined locally, through collective bargaining.</td></tr>
<tr><td colspan="2">Requirements:
Multiple measures
At least a majority (31) of the 60 points shall be based on multiple (at least 2) classroom observations by principal, or other trained administrator, at least one of which must be unannounced:
Observations may be conducted in-person or using video
Any remaining points shall be allocated to one or more of the following and assessed using the practice rubric:
Observation(s) by trained evaluators independent of school
Observations by trained in-school peer teachers
Feedback from students and/or parents using State-approved survey tools
Structured review of lesson plans, student portfolios and/or other teacher artifacts
Any remaining teaching standards not addressed in classroom observation must be assessed at least once a year</td><td>Requirements:
Multiple measures
At least a majority (31) of the 60 points shall be based on supervisor's broad assessment of principal leadership and management actions based on the practice rubric:
Must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced
Must include at least two other sources of evidence from the following options: structured feedback from constituencies including: teachers, students, and/or families using a State-approved tool; review of school documents, records, and/or State accountability processes
Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with supervisors:
At least one goal must address the principal's contribution to improving teacher effectiveness, based on one of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric
Any other goals shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance)
Any remaining leadership standards not addressed in the assessment of the principal's leadership and management actions must be assessed at least once a year</td></tr>
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Teacher and Principal: Subcomponent and Composite Scoring and Ratings

What is State-determined:

- Scoring bands for Growth and Local subcomponents, and for Composite Score to determine an educator's rating category of Highly Effective, Effective, Developing and Ineffective (HEDI).
- Process for assigning points to educators for the State Growth or Other Comparable Measures Subcomponent. (Districts will determine the points assigned to educators with Student Learning Objectives in this subcomponent, following State guidance).

What is Locally-established through negotiations:

- Scoring bands for the "Other measures of Effectiveness" (60 point) subcomponent
- The process for assigning points in the Locally-selected Measures and the "Other Measures" subcomponents.

- The process by which points are assigned in subcomponents and the scoring ranges for the subcomponents must be transparent and available to those being rated before the beginning of each school year.
- The assignment of points in each subcomponent must ensure it is possible for an educator to obtain any of the available points (including 0) in the subcomponents and composite ratings and to obtain any of the four rating categories.
- Districts and collective bargaining units must certify that the process for assigning points will use the narrative descriptions below to effectively differentiate educators' performance in ways that improve student learning and instruction.

Standards for Rating Categories	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of 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 growth or achievement of student learning standards for grade/subject.	Overall performance and results exceed standards.
Effective	Results meet state average for similar students (or District goals if no state test).	Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results meet 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 growth or achievement of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet 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 for growth or achievement of student learning standards for grade/subject.	Overall performance and results do not meet standards.

Commissioner will review specific scoring ranges annually before the start of each school year and recommend any changes to the Board of Regents.

For 2012-13 for educators for whom there is <u>no approved Value-Added measure of student growth</u> the scoring ranges will be:

2012-13 where there is no Value-Added measure	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)		Overall Composite Score
Highly Effective	**18-20**	**18-20**	**Ranges determined locally**		**91-100**
Effective	**9-17**	**9-17**			**75-90**
Developing	**3-8**	**3-8**			**65-74**
Ineffective	**0-2**	**0-2**			**0-64**

For 2012-13 for educators for whom there is an <u>approved Value-Added measure for student growth</u>, the scoring ranges will be:

2012-13 where **Value-Added growth measure** applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)		Overall Composite Score
Highly Effective	**22-25**	**14-15**	**Ranges determined locally**		**91-100**
Effective	**10-21**	**8-13**			**75-90**
Developing	**3-9**	**3-7**			**65-74**
Ineffective	**0-2**	**0-2**			**0-64**

<u>State Approval Required for District Annual Professional Performance Review Plan</u>

Each district must submit a complete APPR plan, using a State-prescribed form, for Commissioner approval. The new system is intended to ensure evaluation plans that are rigorous, transparent and fair. The Commissioner may reject a plan that does not meet these criteria through rigorous adherence to the law and/or the APPR regulations. The APPR plan must describe the following:

- The process for ensuring that SED receives timely and accurate teacher, course and student "linkage" data, and the process for teachers and principals to verify the courses and/or student rosters assigned to them.

- Process for reporting to SED the individual subcomponent scores and the total composite effectiveness score for each applicable educator.

- The assessment development, security, and scoring processes utilized by district or BOCES, including ensuring that assessments 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 details of the evaluation system, including options selected for the locally-selected measures of student achievement for each grade and subject.

- Decisions about teacher and principal practice rubrics; survey tools, if any, to be used in the "other measures" category. How many observations or school visits will be conducted by whom, how many unannounced, and what other procedures have been agreed to for "other measures" subcomponent.

- Descriptions of the process used in the district for assigning points based on results to educators for each subcomponent (including Student Learning Objectives where applicable in the Growth subcomponent; the locally-selected measures subcomponent; and the "other measures" subcomponent). This process must be 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 0, in the subcomponent scoring range, and that it is possible for an educator to earn any of the four rating categories (HEDI) for a subcomponent. This section must include the locally-negotiated HEDI scoring bands for the "other measures" subcomponent.

- How educators will receive timely and constructive feedback as part of the evaluation process.

- Description of the Teacher or Principal Improvement plan and process for developing and monitoring an individual educator's TIP or PIP, which must be in place for educators with a D or I rating within 10 school days from the opening of classes in the school year following the performance year.

- How appeals of annual performance evaluations will be handled in a timely, expeditious way.

- How District or BOCES will ensure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations, consistent with Regulations. Evaluator training must address specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

- How District or BOCES will ensure that lead evaluators maintain inter-rater reliability over time, and how they will periodically recertify lead evaluators.

Other Requirements in Regulations

- Annual professional performance reviews for each educator must be completed and results provided to the educator by **September 1** of the school year following the evaluation year. The rating on the "other measures" subcomponent and any of the other two subcomponents for which the evaluation rating is available shall be computed and provided to the educator before the end of the school year for which the performance is being measured.

- SED will conduct ongoing monitoring and may require corrective action around evaluation implementation including requiring additional professional development or in-service training, and/or utilizing independent trained evaluators to review the efficacy of the evaluation system.

- Nothing in the statute or regulations shall be construed to affect the statutory right of a school district or BOCES to terminate a probationary teacher or principal for statutorily and constitutionally permissible reasons other than the performance of the teacher or principal in the classroom or school, including but not limited to misconduct.

- Nothing in the statute or regulations shall be construed to alter or diminish the authority of the governing body of a school district or BOCES to grant or deny tenure to or terminate probationary teachers or probationary building principals during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons other than the teacher's or principal's performance that is the subject of the appeal.