



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

Annual Professional Performance Review (APPR) Update

May 6, 2019

Background – APPR Bill

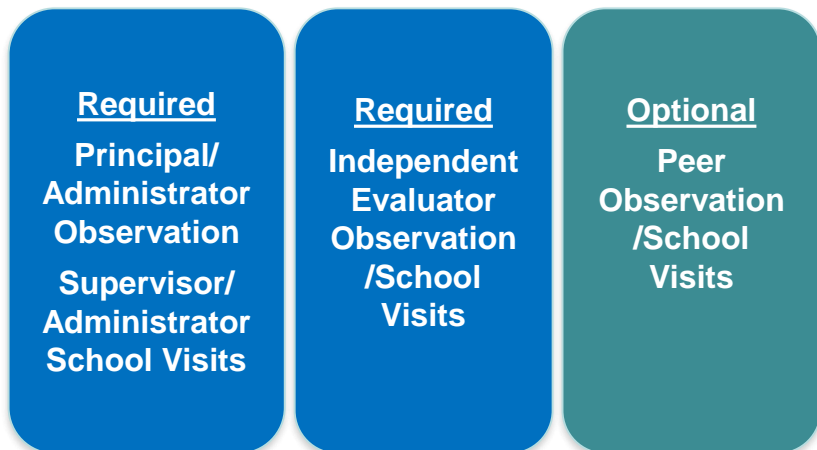
- On April 12, 2019, the Governor signed into law Chapter 59 of the Laws of 2019, which makes several amendments to Education Law §3012-d.
- Although the §3012-d framework and most existing requirements remain in place, Chapter 59 amends the Student Performance Category requirements for teacher and principal evaluations and makes some minor technical changes to the statute.

Education Law §3012-d

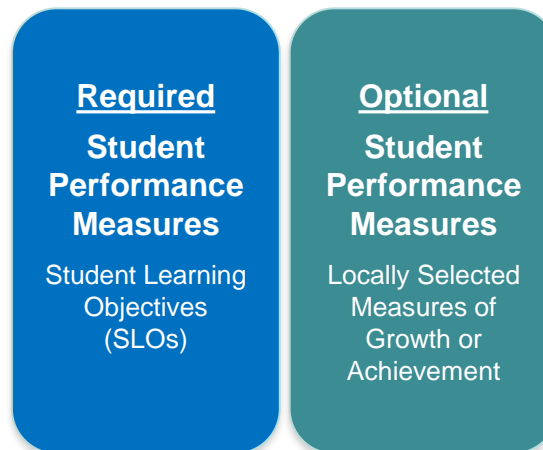
Components of the APPR Evaluation System

Evaluations include educator practice and student learning measures, which are combined for an overall educator effectiveness rating

Educator Practice



Student Learning



Overall APPR Rating

Overall annual evaluation HEDI rating based on both category ratings, as applied to the evaluation matrix

Teacher Observation/Principal School Visit Category Rating

Evidence-based observations/school visits.
Combined required and optional subcomponents, per weighting indicated in approved APPR plan.

Student Performance Category Rating

Combined required and optional subcomponents, per weighting indicated in approved APPR plan.

&



Education Law §3012-d

Overall Rating Calculation

		<u>Observation/School Visit</u>			
		<u>Highly Effective (H)</u>	<u>Effective (E)</u>	<u>Developing (D)</u>	<u>Ineffective (I)</u>
<u>Student Performance</u>	<u>Highly Effective (H)</u>	H	H	E	D
	<u>Effective (E)</u>	H	E	E	D
	<u>Developing (D)</u>	E	E	D	I
	<u>Ineffective (I)</u>	D	D	I	I

Areas that Remain Unchanged

Teacher Observations/Principal School Visits

Remains the same, including requirements for independent evaluators.

Overall Ratings Based on the Matrix

Remains the same.

Teacher and Principal Improvement Plans

Remains the same.

Use of APPR for Employment-Related Decisions

Remains the same.

Changes As A Result of Legislation

Required Student Performance Measures

- 1. The use of State assessments is optional instead of mandatory.**
 - This includes the grades 3-8 English language arts and mathematics State assessments, grades 4 and 8 science State assessments, high school Regents examinations, NYSAA, and NYSESLAT.
- 2. The State Growth Model for teachers of grades 4-8, building principals covering those grade levels, and high school principals (all of grades 9-12) is no longer required to be used.**

Changes As A Result of Legislation

Required Student Performance Measures - Continued

3. All educators would now have Student Learning Objectives (SLOs), which are instructional planning documents developed at the start of a course that include expectations for student growth.
4. The selection of assessments for student learning objectives (SLOs) are now subject to collective bargaining.
 - Prior to the statutory amendments, this was district-determined and not a mandatory subject of collective bargaining.
 - Districts must still administer State tests for federal accountability (ELA and math in grades 3-8, elementary and middle grades science, and ELA and math once in high school) and/or graduation purposes.

Changes As A Result of Legislation

Optional Student Performance Measures

1. The statutory amendments maintain optional student performance measures, the selection and use of which are collectively bargained, but eliminate the requirement that the optional measure be determined using a statistical growth model.
 - Instead, the Department will define options for measures of student performance based on State-created, administered, or approved assessments, which districts may then collectively bargain to use.
2. The statutory amendments eliminate the requirement that an educator receive an overall rating of Ineffective if their evaluation includes optional student performance measures and their Student Performance Category rating is Ineffective.

Next Steps

- **The Department will work with the field to develop a regulatory proposal to implement the requirements of Education Law §3012-d, as amended.**
- **We will re-convene the members of the Assessment and Evaluation Workgroups for a working session to explain the statutory amendments and seek their input on opportunities for change.**
- **A regulatory proposal, informed by our work with stakeholders, will be presented to the Board and additional feedback will be collected through the public comment period.**
- **Revisions will be made and additional public comment periods will occur as necessary.**



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

Questions?