New York State
EDUCATION DEPARTMENT

Knowledge › Skill › Opportunity

Annual Professional Performance Review (APPR) Update

June 3, 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

Required
Principal/ Administrator Observation
Supervisor/ Administrator School Visits

Required
Independent Evaluator Observation /School Visits

Optional
Peer Observation /School Visits

Student Learning

Required
Student Performance Measures
Student Learning Objectives (SLOs)

Optional
Student Performance Measures
Locally Selected Measures of Growth or Achievement

Teacher Observation/Principal School Visit Category Rating

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

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Student Performance Category Rating

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

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Overall APPR Rating

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

Education Law §3012-d

Overall Rating Calculation

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

What is a Student Learning Objective (SLO)?

- An SLO is an instructional planning document developed at the start of a course that includes expectations for student growth.

- Student growth is defined as the change in a student's achievement between two or more points in time, which means that one or more assessments must be used as the underlying evidence for SLOs.

- Educators' scores are based upon the degree to which the goals were attained, as evidenced by student academic performance at the end of the course.

What are the different types of SLOs?

- Under existing regulations, the evidence portion of an educator's SLO may be either individually attributed or based on school- or district-wide group, team, or linked results.

- Individually attributed results rely only on the growth of students enrolled in the teacher's course or the principal's building covered by the SLO.

- School or district-wide results rely on the growth of all students enrolled in a course/grade-level across the school or district, regardless of subject or whether those students have any contact time with the teacher who is being evaluated.

What are existing SLO requirements?

- Group or team results rely on the growth of students in a group/team of teachers' courses in the current school year.

- Linked results rely on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

Benefits and areas for consideration related to school/district-wide measures

- **Benefits**
  - **If the assessment is related to the content that teachers included in the measure are teaching (i.e., grade-level or instructional team measures, shared results on course-specific final exams), these measures may encourage collaboration among teachers, which can result in higher quality assessments, consistent expectations for student growth across classrooms, and shared discussions related to instructional practices.**
  - **May solve an immediate problem for those districts that do not already have high quality locally developed or third-party assessments and measures for every grade and subject.**
  - **May help to reduce over-testing if districts were planning to add new assessments solely for evaluation purposes, which the statute does not require.**

Benefits and areas for consideration related to school/district-wide measures

- **Areas for Consideration**
  - **Teachers whose evaluations are based on school/district-wide measures may question the validity of being evaluated based on students and/or content they do not teach.**
    - This is particularly true where the relationship between the assessments used and the teacher's own content area are less clear (e.g., K-5 teachers being evaluated based on Regents exam results; science teachers being evaluated based on ELA and math tests; high school teachers being evaluated based on elementary and middle level assessments).
  - **If the assessments used for evaluation are not related to the teacher's own content and/or students, the results of the measure cannot be used to inform the teacher's own instructional practice.**

What do we hear from the field about SLOs?

Target-setting process

- Setting targets at the beginning of the interval of instruction does not allow for refinement once you understand your students better.

Evidence of growth

- Having a single summative assessment as the measure of growth in a SLO does not always capture the progress students have made and does not place value on formative and/or periodic assessment.

General

- The SLO template/process as it currently exists does not contribute to improving instructional practice and is seen as compliance paperwork.
- Teachers of courses/subjects where a school/district-wide SLO is currently used for evaluation often state that they do not want to be evaluated based on students and/or content they do not teach.

Next Steps

- At the end of May, the Department held two final meetings of the Assessment and Evaluation Workgroups.
- The input from these meetings will help to inform additional field engagement over the summer.
- NYSED will hold meetings with all key stakeholder groups, and the feedback from each meeting will be incorporated into our regulatory proposal.
- Regulations will be brought to the Board of Regents in the fall, after which a period of public comment will occur.
- Additional revisions and/or public comment periods will apply pursuant to the State Administrative Procedure Act (SAPA).

Tentative Timeline

Summer/Fall 2019

- Department will collect feedback from stakeholder organizations
- Department will develop a regulatory proposal that reflects feedback from the field

Fall/Winter 2019

- Regulatory proposal will be presented to Board of Regents
- Public comment period will be held
- Possible revisions to regulatory proposal based on public comments will be presented to Board
- Additional public comment period will be held, if needed

Winter 2019/Spring 2020

- Board will adopt final regulations
- Department will conduct field training, develop template for submission of APPR plans, and districts will begin to submit new evaluation systems where necessary or desired*

2020-2021 School Year

- First cohort of LEAs will implement new evaluation systems

*School districts are only required to move to the new evaluation requirements upon expiration of their existing collective bargaining agreements.

Questions?