



Our Students. Their Moment.

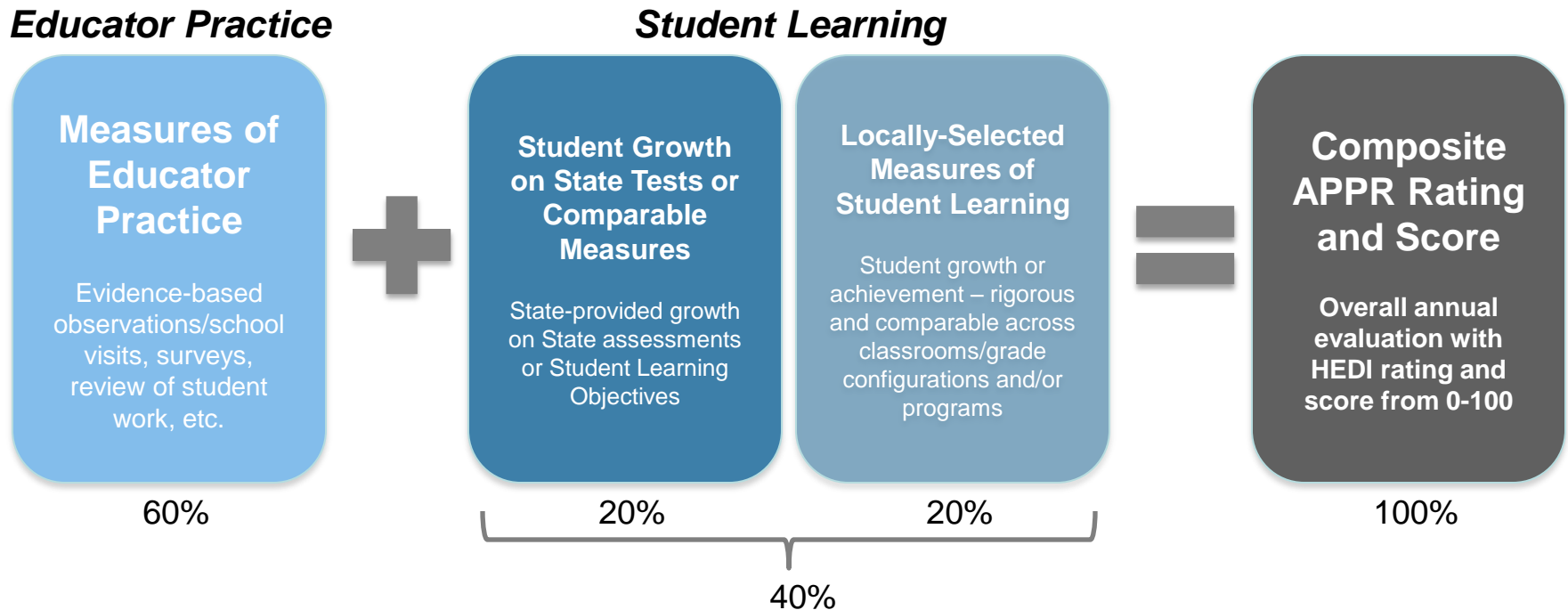
2014 STATEWIDE EVALUATION RESULTS

State-Imposed NYC System Differs from State Distribution

Preliminary Results

Components of the APPR Evaluation System

- Evaluations include educator practice and student learning measures
- Measures result in a single composite educator effectiveness score



Timeline Related to New York State's Evaluation System

2010:

- Governor signed Chapter 103 of the Laws of 2010, which added a new section 3012-c to the Education Law, establishing a comprehensive evaluation system for teachers and principals, effective July 1, 2010.
- USDE announced that New York is selected for a RTTT award of approximately \$700M.

2011-12:

- First year of State-provided growth score results for all 4-8 ELA and math teachers and their building principals.
- Evaluations for teachers and principals are done in some NYS districts (e.g., School Improvement Grant and Teacher Incentive Fund).
- Evaluation Law is revised. The Governor signed the bill into law on March 27, 2012 (Chapter 21 of the Laws of 2012). The Board of Regents adopted emergency regulations to conform to the major 2012 legislative changes.
- First year of state-wide evaluation using State-test based growth measures in TN.

2012-13:

- All NYS districts must have an approved APPR plan by January 17, 2013 or risk state aid increases.
- Evaluations for teachers and principals are done in all districts except for NYC. NYC is required by law to have a State-imposed evaluation plan.
- The Legislature further amends the Evaluation Law (Part A of Chapter 57 of the Laws of 2013).
- Across the country, districts and states broadly implemented evaluation systems that used State-test based growth measures (e.g., DE, IN, KY, LA, FL). Second full year of implementation in TN.

2013-14:

- Second year of evaluations for all districts in NYS, except NYC. First year for NYC.
- The Legislature further amends the Evaluation Law (Chapter 56 of the Laws of 2014).
- NYC's state-imposed plan yields greater differentiation than systems in place in other states.

APPR Trends through November 2014

- **543 – Total number of material changes in evaluation plans submitted since their original approval**
 - **68 out of 726 (9%) – Total number of districts/BOCES that have made multiple changes to their plans since their original approval**
 - **469 out of 726 (65%) – Total number of unique districts/BOCES that have submitted changes to their plans since their original approval**
- **46 – Total number of expedited material changes submitted since the Board of Regents made this process available to the field on February 11, 2014**
- **465 out of 726 (64%) – Total number of plans using school-wide measures**
- **70% (101 out of 144) – Total percentage of material change requests that have reduced local testing since the release of the Testing Transparency Reports on July 1, 2014**

The above numbers are current through November 25, 2014.

Preliminary State-Provided Growth Results: Teachers

The distribution of State-provided growth ratings remains similar from year to year for teachers.

Growth Ratings	2011-12 Percent of Teachers*	2012-13 Percent of Teachers*	2013-14 Percent of Teachers*
Highly Effective	7%	7%	8%
Effective	77%	76%	77%
Developing	10%	11%	10%
Ineffective	6%	6%	6%

*33,129 ratings provided in 2011-12; 38,384 ratings provided in 2012-13; 37,937 ratings provided in 2013-14.

Preliminary State-Provided Growth Results: Principals

The distribution of State-provided growth ratings also remains similar for principals of schools including any of the grades from 4 to 8.*

Growth Ratings	2011-12 Percent of 4-8 Principals**	2012-13 Percent of 4-8 Principals**	2013-14 Percent of 4-8 Principals**
Highly Effective	6%	9%	6%
Effective	79%	75%	77%
Developing	8%	9%	10%
Ineffective	7%	7%	7%

*Some of the principals in this chart also have grades 9-12, so their growth rating for grades 4-8 is not the final result for APPR purposes. **3,556 ratings provided in 2011-12; 3,460 ratings provided in 2012-13; 3,537 ratings provided in 2013-14.

Preliminary Statewide Composite HEDI Results: Teachers

- There are more teachers rated Effective in 2013-14 as compared to 2012-13.
- The number of Developing and Ineffective teachers is slightly lower for 2013-14 as compared to 2012-13.

HEDI Rating	2012-2013 Percent of Teachers	2013-2014 Percent of Teachers
Highly Effective	51.2%	41.9%
Effective	43.3%	53.7%
Developing	4.5%	3.7%
Ineffective	1.0%	0.7%
Total	100.0%	100.0%

Note: Brackets in the original image indicate that the sum of Highly Effective and Effective ratings is 94.5% for 2012-2013 and 95.6% for 2013-2014.

Note: This summary reflects the data that were reported to the Department by districts, BOCES, and charter schools with approved 2013-14 APPR plans as of the 10/17/2014 deadline. 186,877 teachers were reported with 3 complete subcomponents and an overall composite rating. New York City was not included in 2012-13, but is included in 2013-14.

Preliminary Statewide Composite HEDI Results: Principals

The distribution of Overall Composite ratings remains similar for principals.

HEDI Rating	2012-2013 Percent of Principals	2013-2014 Percent of Principals
Highly Effective	28.2%	27.9%
Effective	64.4%	65.6%
Developing	5.8%	5.3%
Ineffective	1.7%	1.2%
Total	100.1%*	100.0%

Note: Brackets in the original image group 'Highly Effective' and 'Effective' ratings for both years, showing totals of 92.6% for 2012-2013 and 93.5% for 2013-2014.

Note: This summary reflects the data that were reported to the Department by districts, BOCES, and charter schools with approved 2013-14 APPR plans as of the 10/17/2014 deadline. 4,463 principals were reported with 3 complete subcomponents and an overall composite rating. New York City was not included in 2012-13, but is included in 2013-14. *Due to rounding, aggregate data may total greater than 100%.

New York City (State Imposed) Versus Rest of State: Teachers, 2013-14

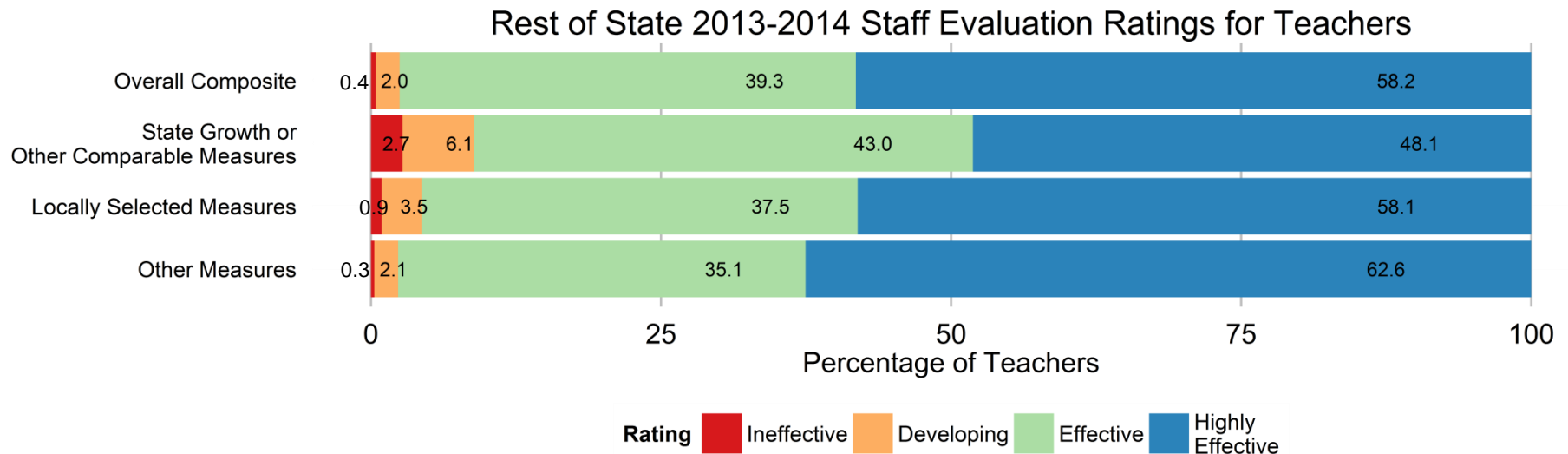
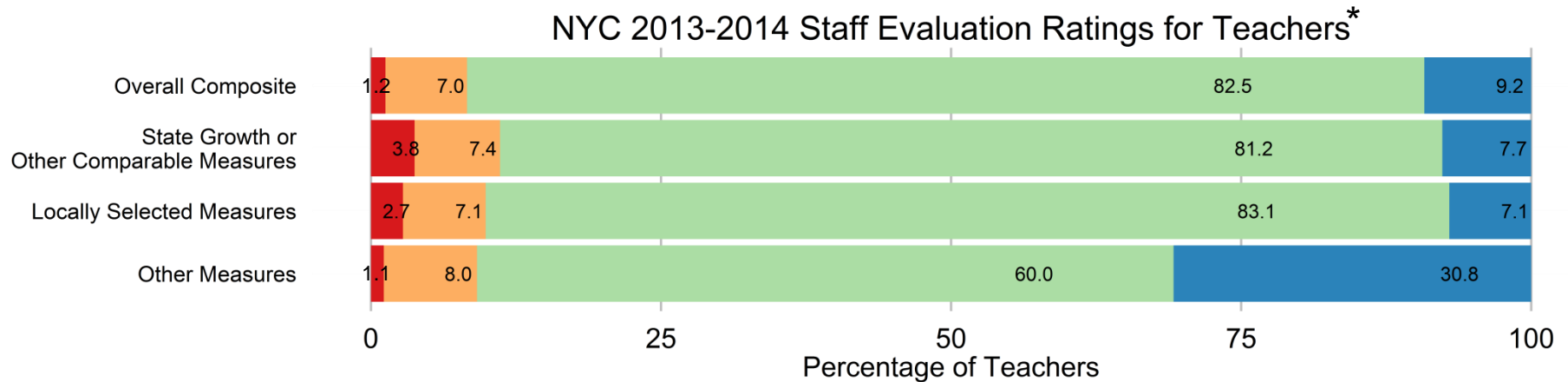
NYC: 62,184 Teachers Reported*

Rest of State: 124,693 Teachers Reported*

HEDI Rating	New York City**	Rest of State
Highly Effective	9.2%	58.2%
Effective	82.5%	39.3%
Developing	7.0%	2.0%
Ineffective	1.2%	0.4%
Total	99.9%***	99.9%***

*This summary reflects the data that were reported to the Department by districts, BOCES, and charter schools with approved 2013-14 APPR plans as of the 10/17/2014 deadline. NYC: 62,184 teachers were reported with 3 complete subcomponents and an overall composite rating. Rest of State: 124,693 teachers were reported with 3 complete subcomponents and an overall composite rating. **NYC implemented a State-imposed evaluation system in 2013-14. ***Due to rounding, aggregate data may total less than 100%.

New York City (State Imposed) Versus Rest of State: Teachers, 2013-14



*NYC implemented a State-imposed evaluation system in 2013-14.

New York City Versus Rest of State: Principals, 2013-14

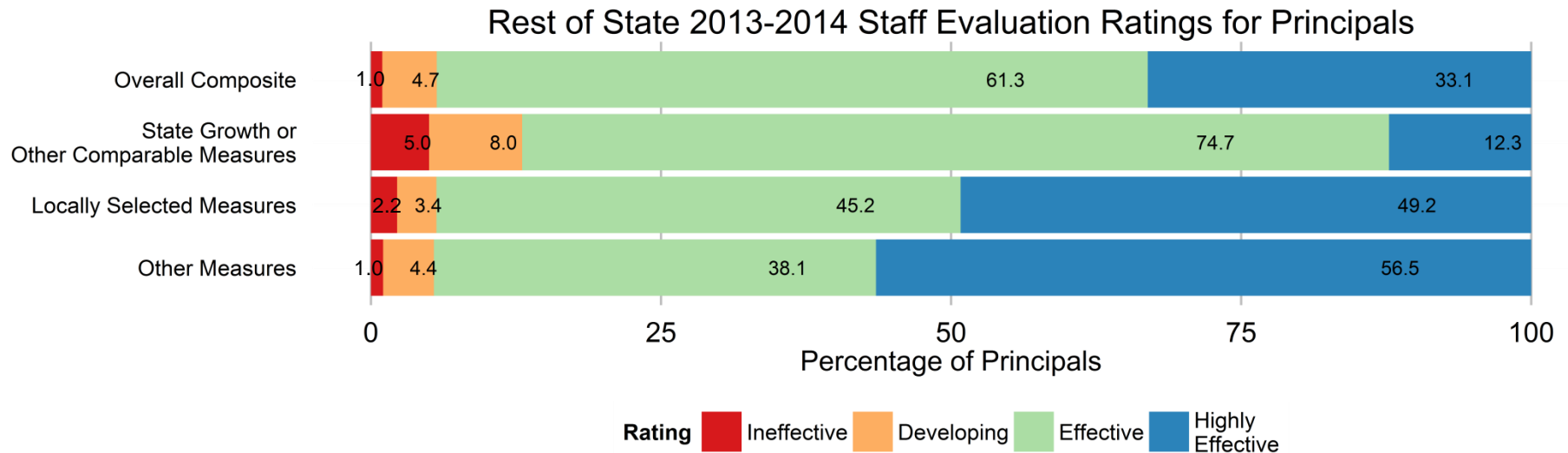
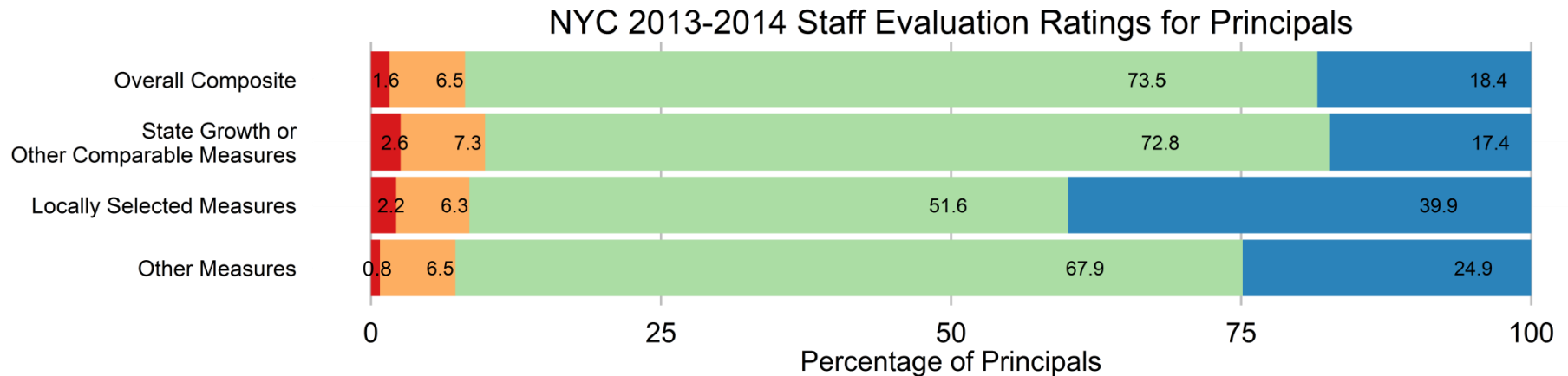
NYC: 1,568 Principals Reported*

Rest of State: 2,895 Principals Reported*

HEDI Rating	New York City	Rest of State
Highly Effective	18.4%	33.1%
Effective	73.5%	61.3%
Developing	6.5%	4.7%
Ineffective	1.6%	1.0%
Total	100.0%	100.1%**

*This summary reflects the data that were reported to the Department by districts, BOCES, and charter schools with approved 2013-14 APPR plans as of the 10/17/2014 deadline. NYC: 1,568 principals were reported with 3 complete subcomponents and an overall composite rating. Rest of State: 2,895 principals were reported with 3 complete subcomponents and an overall composite rating. **Due to rounding, aggregate data may total greater than 100%.

New York City Versus Rest of State: Principals, 2013-14



Consistency of Ratings from 2012-13 to 2013-14: Teachers

- 113,066 teachers received ratings in both 2012-13 and 2013-14.*
- 65% received the same rating, 22% received a higher rating, and 13% received a lower rating.
- 5,485 teachers were first year teachers in 2013-14.**

		2013-14 Rating				
		H	E	D	I	Total
2012-13 Rating	H	40.3%	11.2%	0.3%	0.1%	51.9%
	E	17.4%	24.4%	1.1%	0.1%	43.0%
	D	1.1%	2.7%	0.4%	0.1%	4.3%
	I	0.3%	0.4%	0.1%	0.1%	0.9%
	Total	59.1%	38.7%	1.9%	0.4%	100.1%***

Note: New York City was not included in 2012-13, but is included in 2013-14. *This summary reflects the data that were reported to the Department by districts, BOCES, and charter schools with approved 2012-13 and 2013-14 APPR plans for teachers reported with 3 complete subcomponents and an overall composite rating.

Experience data is unavailable for 8,494 teachers. *Due to rounding, aggregate data may total greater than 100%.

Consistency of Ratings from 2012-13 to 2013-14: Principals

- 2,495 principals received ratings in both 2012-13 and 2013-14.*
- 64% received the same rating, 21% received a higher rating, and 16% received a lower rating.
- 284 principals were first year principals in 2013-14.**

		2013-14 Rating				
		H	E	D	I	Total
2012-13 Rating	H	17.7%	11.7%	0.3%	0.0%	29.7%
	E	15.6%	44.9%	3.0%	0.3%	63.8%
	D	0.7%	3.6%	0.9%	0.3%	5.5%
	I	0.1%	0.5%	0.3%	0.2%	1.1%
	Total	34.1%	60.7%	4.5%	0.8%	100.1%***

Note: New York City was not included in 2012-13, but is included in 2013-14. *This summary reflects the data that were reported to the Department by districts, BOCES, and charter schools with approved 2012-13 and 2013-14 APPR plans for principals reported with 3 complete subcomponents and an overall composite rating.

Experience data is unavailable for 1,885 principals. *Due to rounding, aggregate data may total greater than 100%.

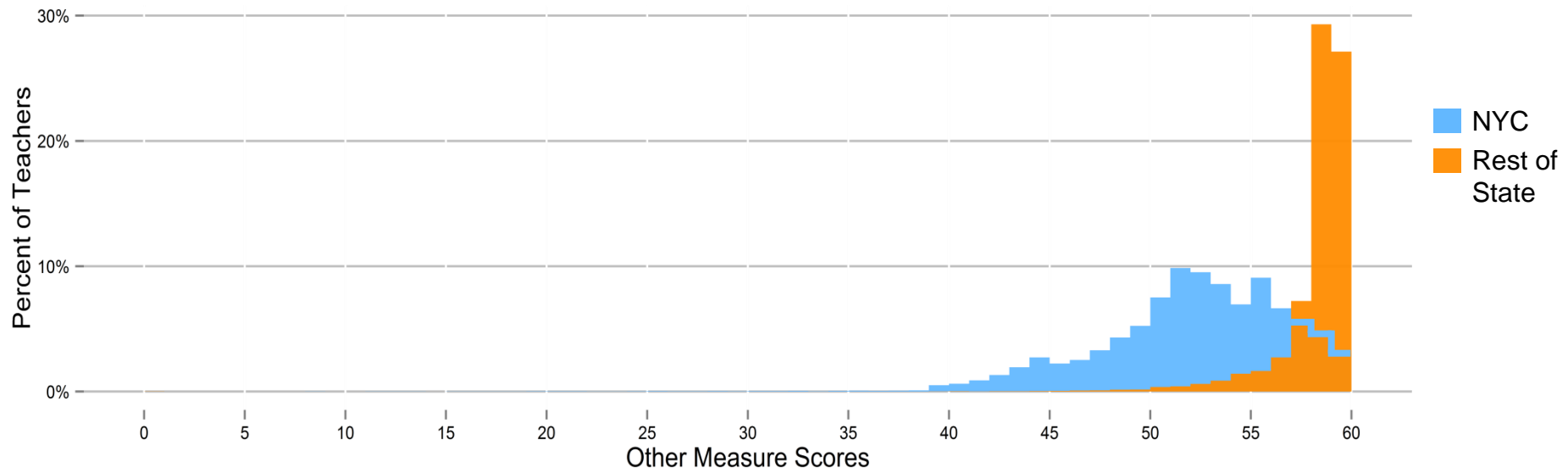
Other Measures Scoring Bands and Score Distributions: Teachers

Scoring Bands for NYC (State Imposed) vs. Most Widely Used (Locally Determined) Scoring Bands (61% of Rest of State)*

	Ineffective	Developing	Effective	Highly Effective
New York City	0-38	39-44	45-54	55-60
Most Widely Used	0-49	50-56	57-58	59-60

Score Distributions for NYC vs. Rest of State (All Locally Determined Scoring Bands)

	Ineffective	Developing	Effective	Highly Effective
New York City	1.1%	8.0%	60.0%	30.8%
Rest of State	0.3%	2.1%	35.1%	62.6%



*The other measures scoring bands are locally determined. 61% of districts use NYSUT scoring bands and the other 39% use a variety of scoring bands.

Other Measures Distributions for New York City (State Imposed) vs. Rest of State (Locally Determined) Districts: Teachers

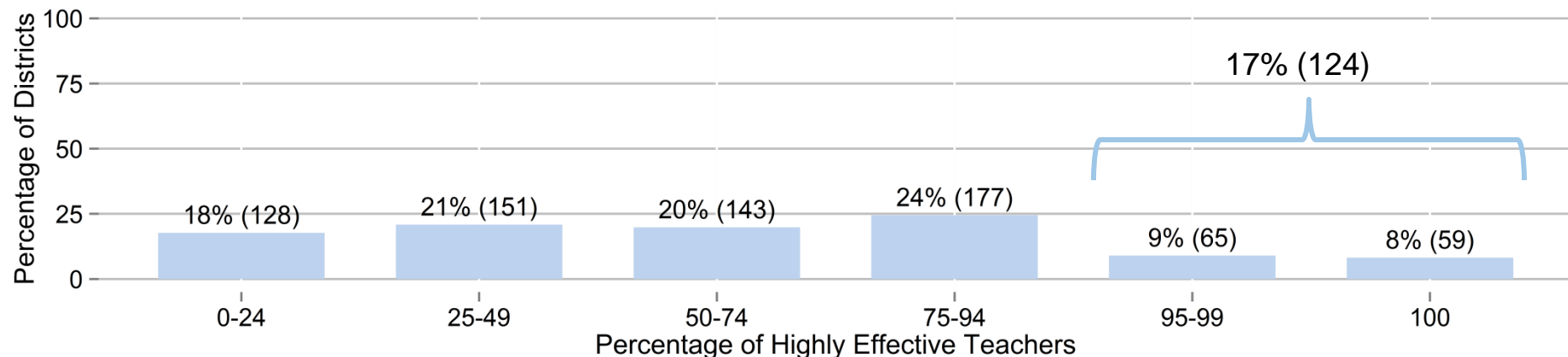
- The distribution of the Other Measures subcomponent ratings for teachers varies considerably across districts in New York State.

	Ineffective	Developing	Effective	Highly Effective
New York City	1.1%	8.0%	60.0%	30.8%
A Lower Hudson District	0.0%	0.0%	11.3%	88.7%
A Central NY District	0.9%	32.7%	34.9%	31.4%

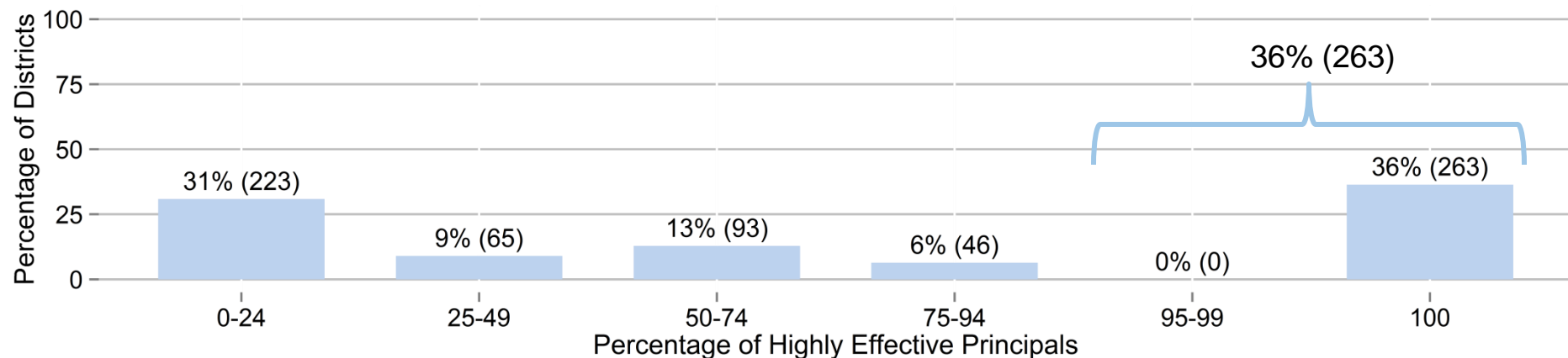
For more than 50% of the LEAs across NYS, over half of their workforce is rated Highly Effective in the Other Measures subcomponent. Non-differentiating observers are giving similar scores on every domain. This means they are likely not giving educators strong feedback about their relative strengths and weaknesses, which in turn limits educators' ability to identify areas to prioritize for development.

Percent of Districts with Educators with a Highly Effective Other Measures Rating in 2013-14

Teachers



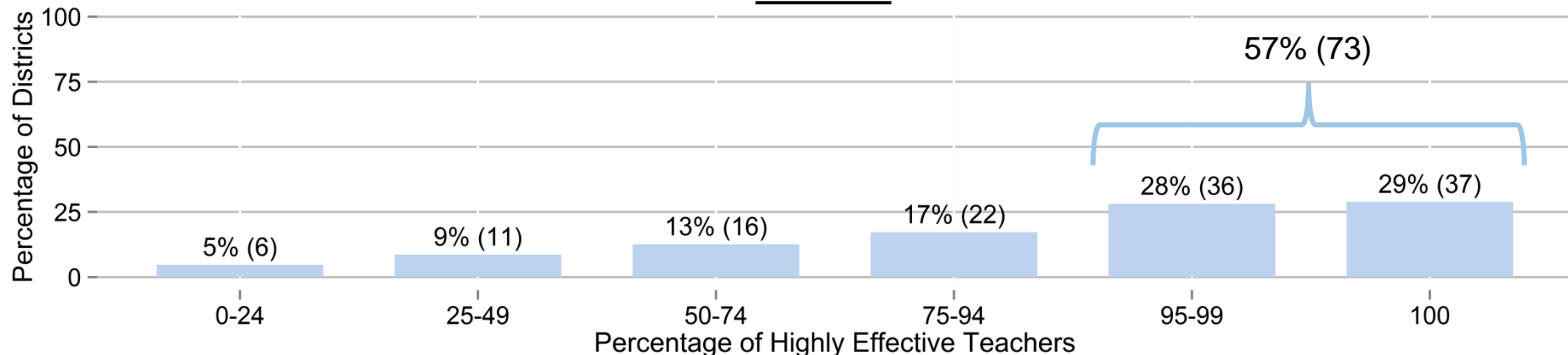
Principals



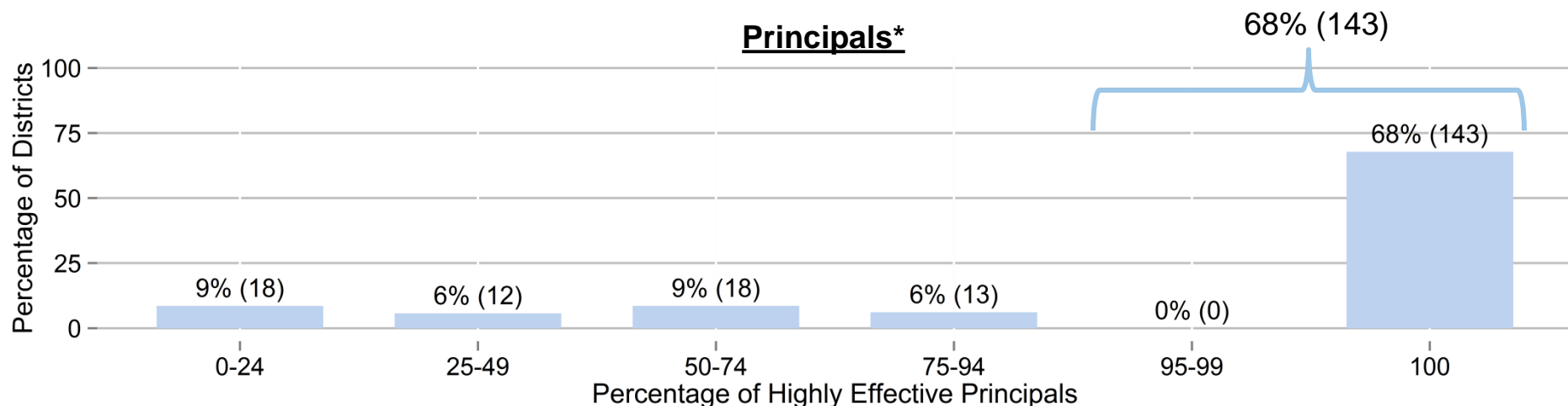
In 2012-13, 95-100% of Teachers were rated Highly Effective in 128 Districts and 95-100% of Principals were rated Highly Effective in 211 Districts. These trends continued in 2013-14 in 57% of the 128 Districts for Teachers and 68% of the 211 Districts for Principals. These districts have persistently non-differentiating observers.

Percent of Districts with 95-100% Highly Effective Educators for Other Measures in 2013-14 [Of the districts with 95-100% of Educators with Highly Effective Other Measures Ratings in 2012-13]

Teachers

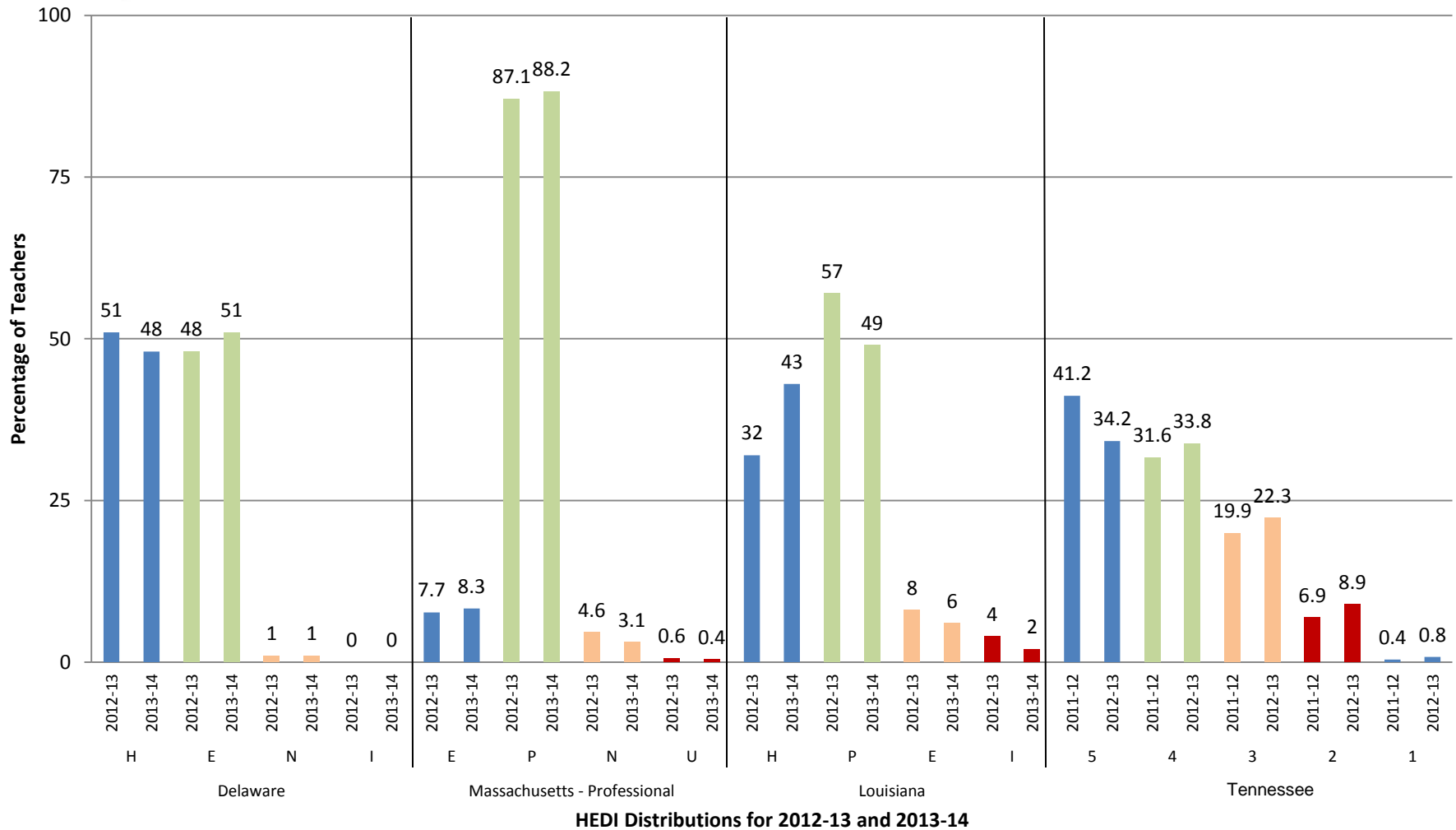


Principals*

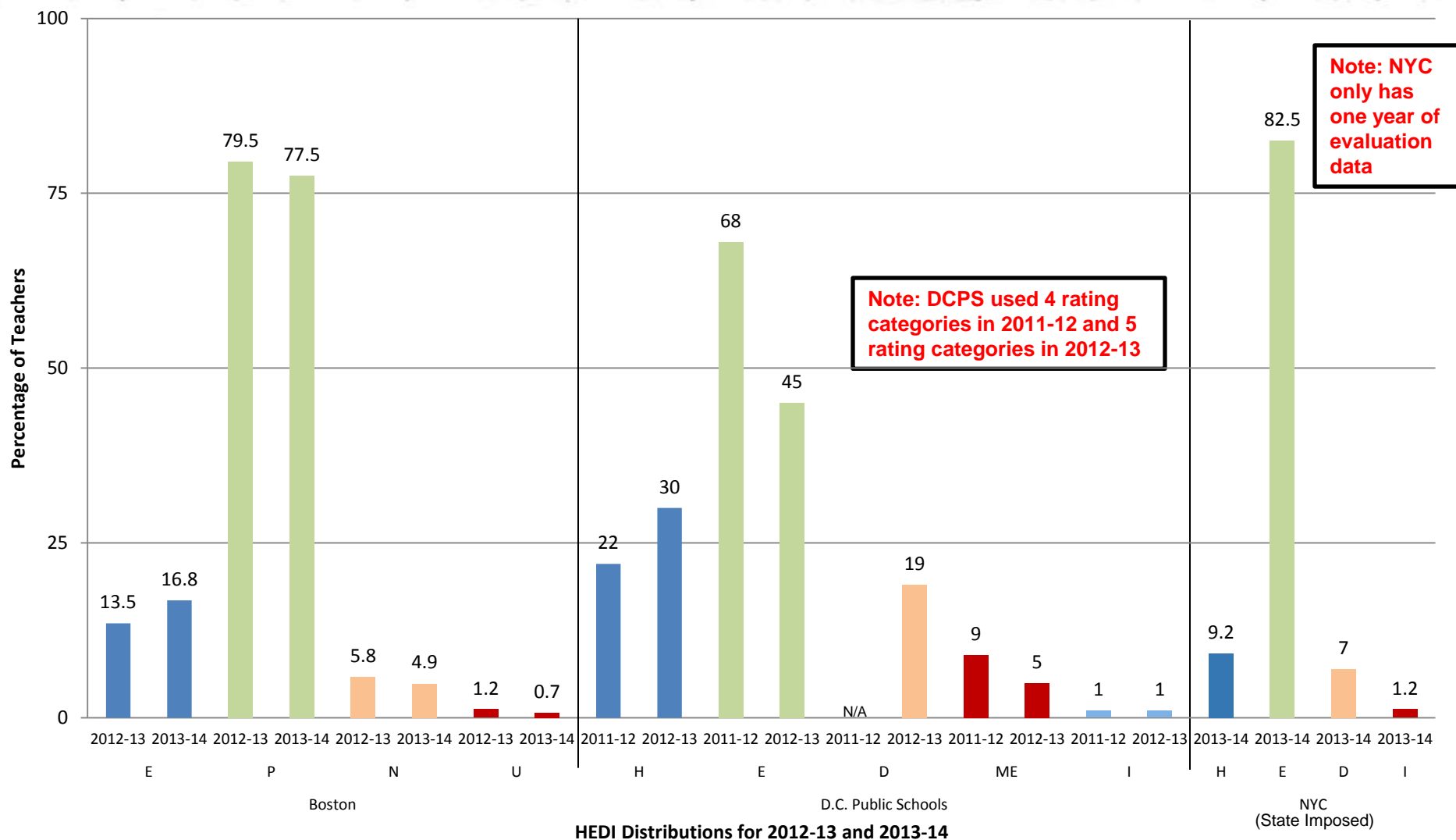


*Note: Of the 211 districts with 95-100% of principals rated Highly Effective in 2012-13, 5 did not submit complete data for principals in 2013-14, 1 is no longer a district, and 1 did not submit complete data for any educator in 2013-14.

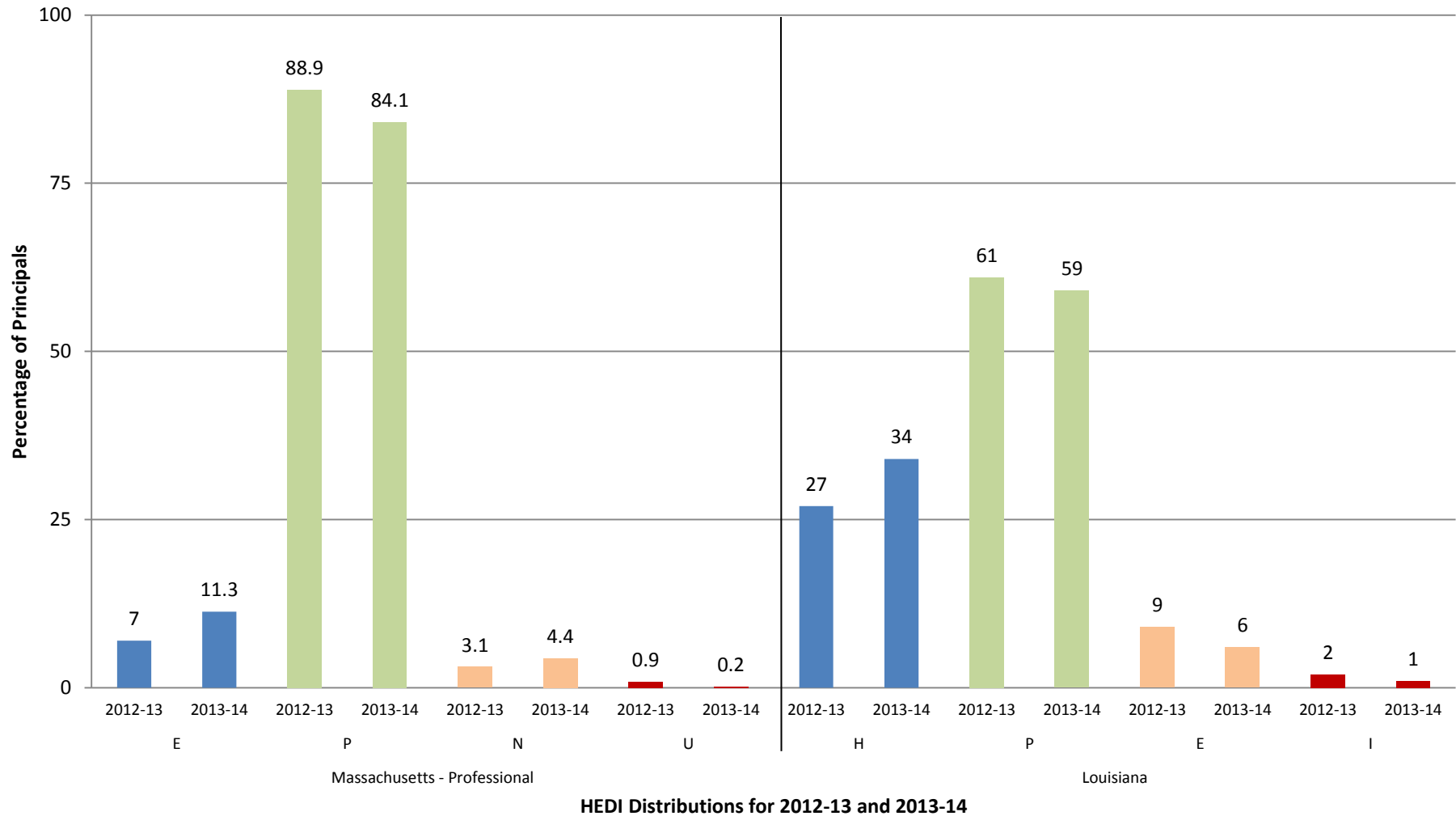
Across the country, there are similar patterns in the distribution of effectiveness scores for educators. Over multiple years, the percentage of teachers who received the two highest rating categories remains constant or increases, with a corresponding decrease in the percentage of educators who receive the lowest rating categories.



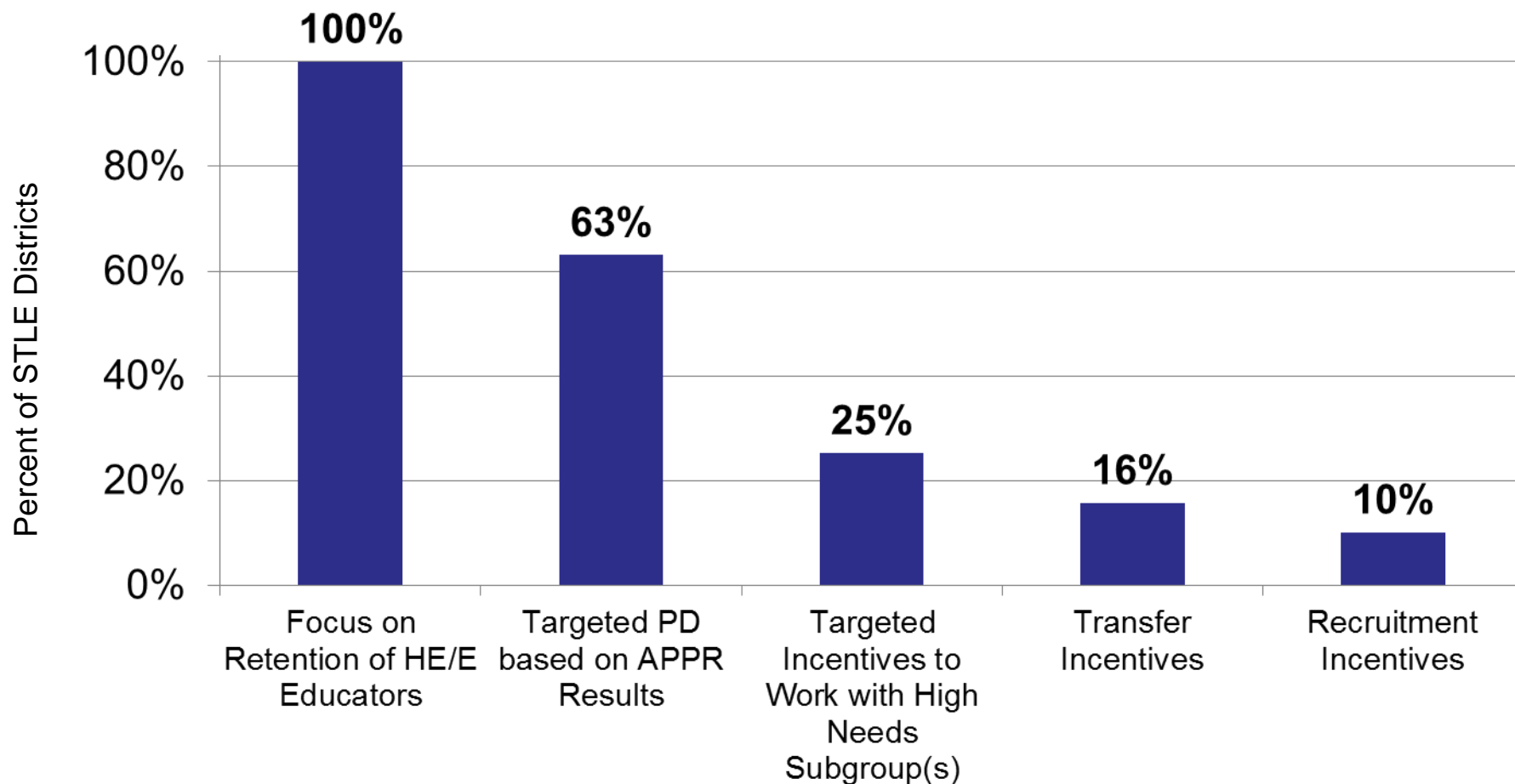
Across large urban school districts, we see similar trends to those at the State level. In DCPS, a decision was made to break up the “Effective” range by moving from 4 categories to 5. NYC shows fewer teachers in the top rating category and more educators in the middle rating categories than BPS and DCPS.



Principal evaluation systems across the country show similar patterns in the distribution of effectiveness scores. Over multiple years, the percentage of principals who received the highest rating category increases, with a corresponding decrease in the percentage of principals who receive the lowest rating category.



Our Strengthening Teacher and Leader Effectiveness (STLE) grantees use their evaluation systems to support promising approaches to increase student access to the most effective educators. These LEAs use evidence from evaluations and student results to inform professional development and to recognize, reward, and retain top talent. When done right, evaluations contribute to a strong instructional culture.



Section 30-2.12 of the Rules of the Board of Regents

The department must monitor and analyze evaluation data:

The department will annually monitor and analyze trends and patterns in teacher and principal evaluation results and data to identify districts, BOCES and/or schools where evidence suggests that a more rigorous evaluation system is needed to improve educator effectiveness and student learning outcomes. The department will analyze data submitted pursuant to this Subpart to identify:

(1) ... unacceptably low correlation results between student growth on the State assessment or other comparable measures subcomponent and any other measures of teacher and principal effectiveness used by the district or BOCES to evaluate its teachers and principals; and/or

(2) ... teacher and principal composite scores and/or subcomponent scores and/or ratings [that] show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results.

The Commissioner may order a corrective action plan:

A school district or BOCES identified by the department in one of the categories enumerated above may be highlighted in public reports and/or the commissioner may order a corrective action plan, which may include, but not be limited to, requirements that the district or BOCES arrange for additional professional development, provide additional in-service training and/or utilize independent trained evaluators to review the efficacy of the evaluation system, provided that the plan shall be consistent with law and not in conflict with any applicable collective bargaining agreement.

Possible Next Steps

Possible Next Step 1: Amend Section 30-2.5 of the Rules of the Board of Regents

- For the purposes of the State Growth or Other Comparable Measures subcomponent for teachers and building principals, section 30-2.5 will be amended with a new subdivision that includes “a minimum growth target of one year’s grade level of growth” for the targets under the State determined goal-setting process (SLOs).
- This minimum growth target shall be determined by the Superintendent or his/her designee.
- This shall apply for all students except those with IEPs, wherein the district specifies an alternative growth target.
- This requirement shall impact any APPR plan that is approved or determined by the Commissioner on or after April 1, 2015.

Possible Next Step 2: Issue Corrective Action

- The Commissioner will issue a corrective action plan if the following factors are present and are not justified by equivalently consistent student achievement results, using a methodology to be developed by the Commissioner:
 - 75% to 100% of a district's/BOCES' educators are rated Highly Effective in the Other Measures of Teacher and Principal Effectiveness subcomponent, and/or
 - 0% to 5% of a district's/BOCES' educators are rated Ineffective in the Other Measures of Teacher and Principal Effectiveness subcomponent.
- The corrective action plan may require:
 - 1) Re-certification of all lead evaluators and retraining of all evaluators (with evidence of such);
 - 2) The submission of all evaluator calibration levels to the Department; and
 - 3) An independent audit of the efficacy of the district's/BOCES' evaluation system through the utilization of independent trained evaluators (who cannot be current employees of the district/BOCES being monitored).

APPENDIX

Consistency of State-Provided Growth Ratings from 2012-13 to 2013-14: Teachers

- 28,875 teachers received State-provided Growth ratings in both 2012-13 and 2013-14.
- 67% received the same rating, 18% received a higher rating, and 15% received a lower rating.
- 1,302 teachers were first year teachers in 2013-14.*

		2013-14 Rating				
		H	E	D	I	Total
2012-13 Rating	H	2.2%	4.5%	0.1%	0.0%	6.8%
	E	5.5%	61.3%	6.2%	3.1%	76.1%
	D	0.2%	7.6%	1.9%	1.3%	11.0%
	I	0.1%	3.4%	1.1%	1.3%	5.9%
	Total	8.0%	76.8%	9.3%	5.7%	99.8%**

*Experience data is unavailable for 869 teachers. **Due to rounding, aggregate data may total less than 100%.

Consistency of State-Provided Growth Ratings from 2012-13 to 2013-14: Principals

- 2,968 principals received ratings in both 2012-13 and 2013-14.*
- 66% received the same rating, 16% received a higher rating, and 18% received a lower rating.
- 226 principals were first year principals in 2013-14.**

		2013-14 Rating				
		H	E	D	I	Total
2012-13 Rating	H	1.5%	5.8%	0.2%	0.1%	7.6%
	E	4.6%	62.1%	6.8%	4.1%	77.6%
	D	0.2%	5.8%	1.2%	1.3%	8.5%
	I	0.1%	3.6%	1.1%	1.3%	6.1%
	Total	6.4%	77.3%	9.3%	6.8%	99.8%***

*In 2012-13 State-provided Growth scores were distributed at the building level; in 2013-14 they were distributed at the principal level. **Experience data is unavailable for 1,535 principals. ***Due to rounding, aggregate data may total less than 100%.

Sources of Data for Other States and Large Urban School Districts

Delaware

“A Report on “Year Two” of the revised DPAS-II Educator Evaluation System,” Delaware Department of Education: Teacher and Leader Effectiveness Unit. October 2014. Available at: <http://www.doe.k12.de.us/Page/224>

“A Report on “Year One” of the revised DPAS-II Educator Evaluation System,” Delaware Department of Education: Teacher and Leader Effectiveness Unit. November 2013. Available at: <http://www.doe.k12.de.us/Page/224>

Massachusetts

“Second Year of Educator Evaluation Ratings Shows Majority of Massachusetts Teachers Performing at High Levels,” Massachusetts Department of Elementary and Secondary Education. Available at: <http://www.doe.mass.edu/news/news.aspx?id=14597>

“First Year of Educator Evaluation Ratings Show Majority of Teachers in Massachusetts Performing at High Levels,” Massachusetts Department of Elementary and Secondary Education. Available at: <http://www.doe.mass.edu/news/news.aspx?id=7867>

Boston

“2013-14 - Educator Evaluation Performance Rating for Boston,” Massachusetts Department of Elementary and Secondary Education. Available at: <http://profiles.doe.mass.edu/profiles/teacher.aspx?leftNavId=12505&&orgtypecode=5&orgcode=00350000&fycode=2014>

“2012-13 - Educator Evaluation Performance Rating for Boston,” Massachusetts Department of Elementary and Secondary Education. Available at: <http://profiles.doe.mass.edu/profiles/teacher.aspx?leftNavId=12505&&orgtypecode=5&orgcode=00350000&fycode=2013>

Louisiana

“2013-14 Compass Annual Report,” Louisiana Department of Education. Available at: <http://www.louisianabelieves.com/teaching/compass-final-report>

Tennessee

Information on Tennessee’s evaluation results were provided by the Tennessee Department of Education.

Please also see <http://www.tn.gov/education/teaching/evaluation.shtml> for annual reports concerning their evaluation system.

D.C. Public Schools

Information on DCPS’ evaluation results were provided by DCPS.

“Key Changes to IMPACT for 2012-13,” District of Columbia Public Schools. Available at: http://www.nctq.org/docs/IMPACT_2012-2013_Key_Changes.pdf

“2012-13 Annual Performance Report,” United States Department of Education. Available at: <https://www.rtt-apr.us/state/district-of-columbia/2012-2013/intro>