



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

2016-2017 STATEWIDE 3012-D EVALUATION RESULTS

April 2018

Education Law §3012-d

Components of the APPR Evaluation System

- Evaluations include educator practice and student learning measures
- Measures result in a single 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
State-provided
growth on State
assessments or
Student Learning
Objectives

Optional
Student
Performance
Measures
Student growth –
rigorous and
comparable
across
classrooms/grad
e configurations
and/or programs

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.

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Timeline

New York State's Evaluation System

2010:

- Governor signs Chapter 103 of the Laws of 2010; adding §3012-c, which establishes a comprehensive evaluation system for teachers and principals, effective July 1, 2010.
- USDE announces 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 conducted in some NYS districts (e.g., School Improvement Grant and Teacher Incentive Fund recipients).
- Evaluation Law is revised. Governor signs the bill into law on March 27, 2012 (Chapter 21 of the Laws of 2012). Board of Regents adopts emergency regulations to conform to the major 2012 legislative changes.

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.
- Legislature further amends the Evaluation Law (Part A of Chapter 57 of the Laws of 2013).

2013-14:

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

Timeline

New York State's Evaluation System (cont.)

2014-15:

- At its September meeting, the Board of Regents establishes a process for teachers to appeal State-provided growth scores in certain, limited circumstances.
- Governor signs Chapter 56 of the Laws of 2015, establishing a revised evaluation system for teachers and principals (Education Law §3012-d).
- All districts are required to have an approved APPR plan under the new statute by November 15, 2015 or to have an approved Hardship Waiver.

2015-16:

- 18% (n=122) of districts have approved plans under Education Law §3012-d; 82% (n=567) remain under Education Law §3012-c with an approved Hardship Waiver.
- All districts must have an approved APPR plan under Education Law §3012-d by December 31, 2016.
- At its December meeting, the Board of Regents adopts a transition period, through 2018-19, during which time the results of the grades 3-8 ELA/math State assessments and any State-provided growth scores are to be used for advisory purposes only. Separate transition evaluations that exclude these measures will be provided to affected educators.

2016-17:

- First full year of implementation of Education Law §3012-d.

State-Provided Growth*

Results

Statewide



* This measure is to be used for advisory purposes only for APPRs completed through the 2018-19 school year

TEACHERS, Statewide

State-Provided Growth Results

- State-provided growth scores are the measure used for grades 4-8 ELA/math teachers for the Required subcomponent of the Student Performance category.*

State-Provided Growth Rating	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Highly Effective	7%	7%	8%	7%	8%	8%
Effective	77%	76%	77%	77%	76%	77%
Developing	10%	11%	10%	11%	11%	10%
Ineffective	6%	6%	6%	5%	5%	5%

33,129 ratings provided in 2011-12; 38,384 ratings provided in 2012-13; 37,937 ratings provided in 2013-14; 35,752 ratings provided in 2014-15; 34,375 ratings provided in 2015-16 ; 35,041 ratings provided in 2016-17.

PRINCIPALS, Statewide

State-Provided Growth Results

- *State-provided growth scores are the measure used for principals of grades 4-8 and 9-12 for the Required subcomponent of the Student Performance category.*

State-Provided Growth Rating	2011-12*†	2012-13†	2013-14	2014-15	2015-16	2016-17
Highly Effective	6%	7%	5%	6%	6%	5%
Effective	79%	78%	79%	80%	80%	81%
Developing	8%	9%	10%	10%	10%	9%
Ineffective	7%	5%	5%	4%	5%	4%

* State-provided growth scores in 2011-12 were only provided to principals of schools including any of the grades from 4-8; in subsequent years, principals of schools including any of the grades from 4-8 and 9-12 received State-provided growth scores. † In 2011-12 and 2012-13 State-provided growth scores were given at the building level, beginning in 2013-14 State-provided growth scores were distributed at the principal level. 3,556 ratings provided in 2011-12; 4,188 ratings provided in 2012-13; 4,324 ratings provided in 2013-14; 4,247 ratings provided in 2014-15; 4,429 ratings provided in 2015-16 ; 4,455 ratings provided in 2016-17.

Overall APPR Ratings *Statewide*

- *Original scores and ratings include measures based on the NYS grades 3-8 ELA/math assessments and State-provided growth scores.*
- *Measures based on the NYS grades 3-8 ELA/math assessments and State-provided growth scores are excluded from transition scores and ratings.*

TEACHERS, Statewide

Overall APPR Results

Education Law §3012-c

HEDI Rating	2012-13	2013-14	2014-15	2015-16	
				<i>Original</i>	<i>Transition</i>
Highly Effective	51%	42%	44%	46%	61%
Effective	43%	54%	52%	51%	36%
Developing	5%	4%	3%	3%	3%
Ineffective	1%	1%	1%	1%	<1%

Education Law §3012-d

HEDI Rating	2015-16		2016-17	
	<i>Original</i>	<i>Transition</i>	<i>Original</i>	<i>Transition</i>
Highly Effective	59%	56%	56%	61%
Effective	38%	43%	42%	38%
Developing	3%	1%	2%	2%
Ineffective	<1%	<1%	<1%	<1%

Note: This summary reflects the data that were reported to the Department as of the 10/27/2017 deadline by districts and BOCES with an approved 2016-17 APPR plan. 190,058 teachers were reported with 4 complete original subcomponents, 2 complete original category ratings and an original overall rating; 59,615 teachers were reported with at least 1 transition student performance subcomponent, a transition student performance category rating, a transition required teacher observation/principal school visit subcomponent, a transition teacher observation/principal school visit category rating and a transition overall rating. New York City was not included in 2012-13, but is included in subsequent years.

PRINCIPALS, Statewide Overall APPR Results

Education Law §3012-c

HEDI Rating	2012-13	2013-14	2014-15	2015-16	
				<i>Original</i>	<i>Transition</i>
Highly Effective	28%	28%	29%	30%	55%
Effective	64%	66%	65%	64%	41%
Developing	6%	5%	5%	5%	3%
Ineffective	2%	1%	1%	1%	<1%

Education Law §3012-d

HEDI Rating	2015-16		2016-17	
	<i>Original</i>	<i>Transition</i>	<i>Original</i>	<i>Transition</i>
Highly Effective	51%	57%	49%	58%
Effective	45%	41%	47%	42%
Developing	4%	2%	4%	1%
Ineffective	0%	<1%	<1%	<1%

Note: This summary reflects the data that were reported to the Department as of the 10/27/2017 deadline by districts and BOCES with an approved 2016-17 APPR plan. 4518 principals were reported with 4 complete original subcomponents, 2 complete original category ratings and an original overall rating; 3947 principals were reported with at least 1 transition student performance subcomponent, a transition student performance category rating, at least a transition required teacher observation/principal school visit subcomponent, a transition teacher observation/principal school visit category rating and a transition overall rating. New York City was not included in 2012-13, but is included in subsequent years.

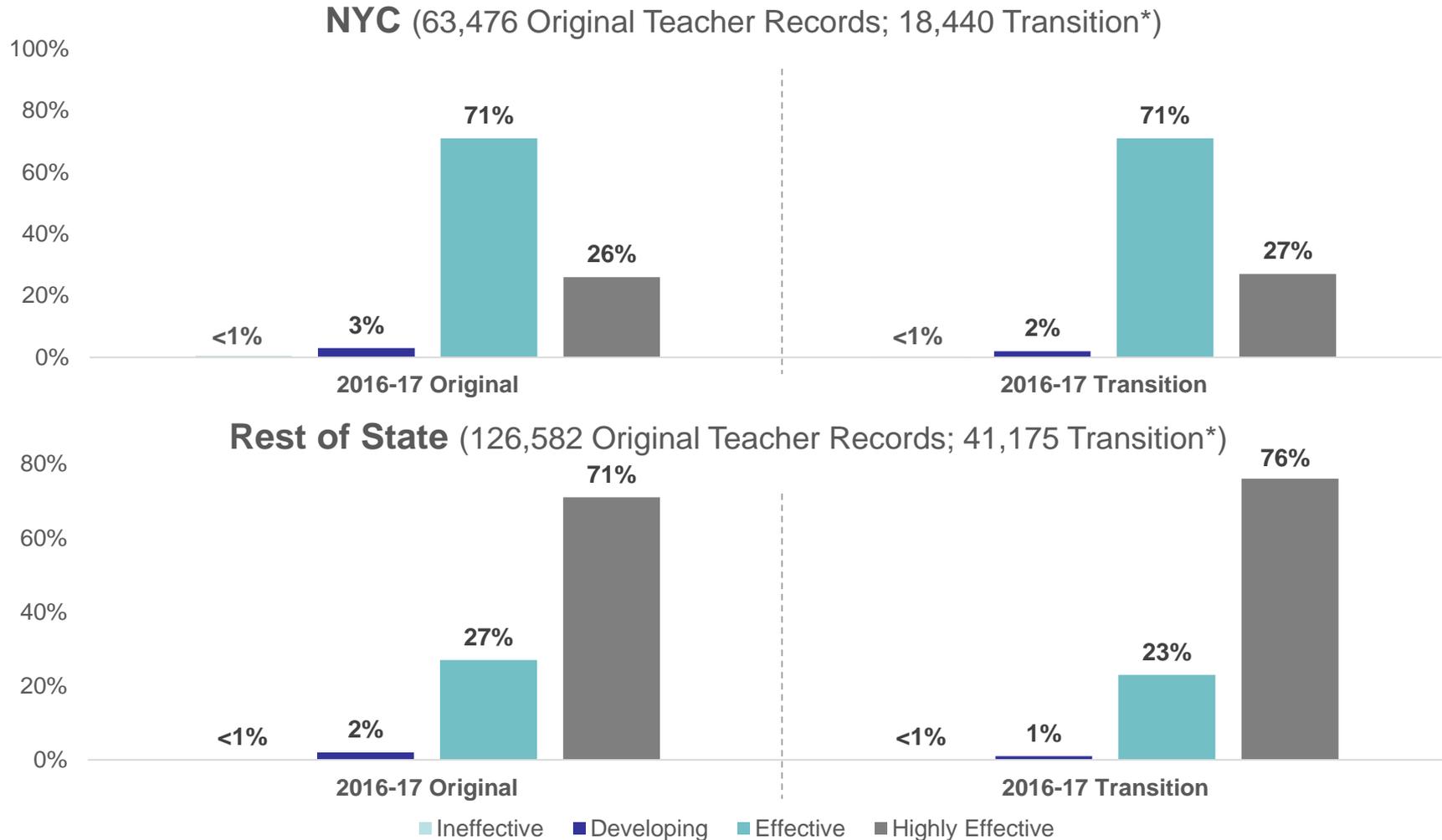
Overall APPR Ratings

NYC versus Rest of State

- *Original scores and ratings include measures based on the NYS grades 3-8 ELA/math assessments and State-provided growth scores.*
- *Measures based on the NYS grades 3-8 ELA/math assessments and State-provided growth scores are excluded from transition scores and ratings.*

TEACHERS, New York City versus Rest of State

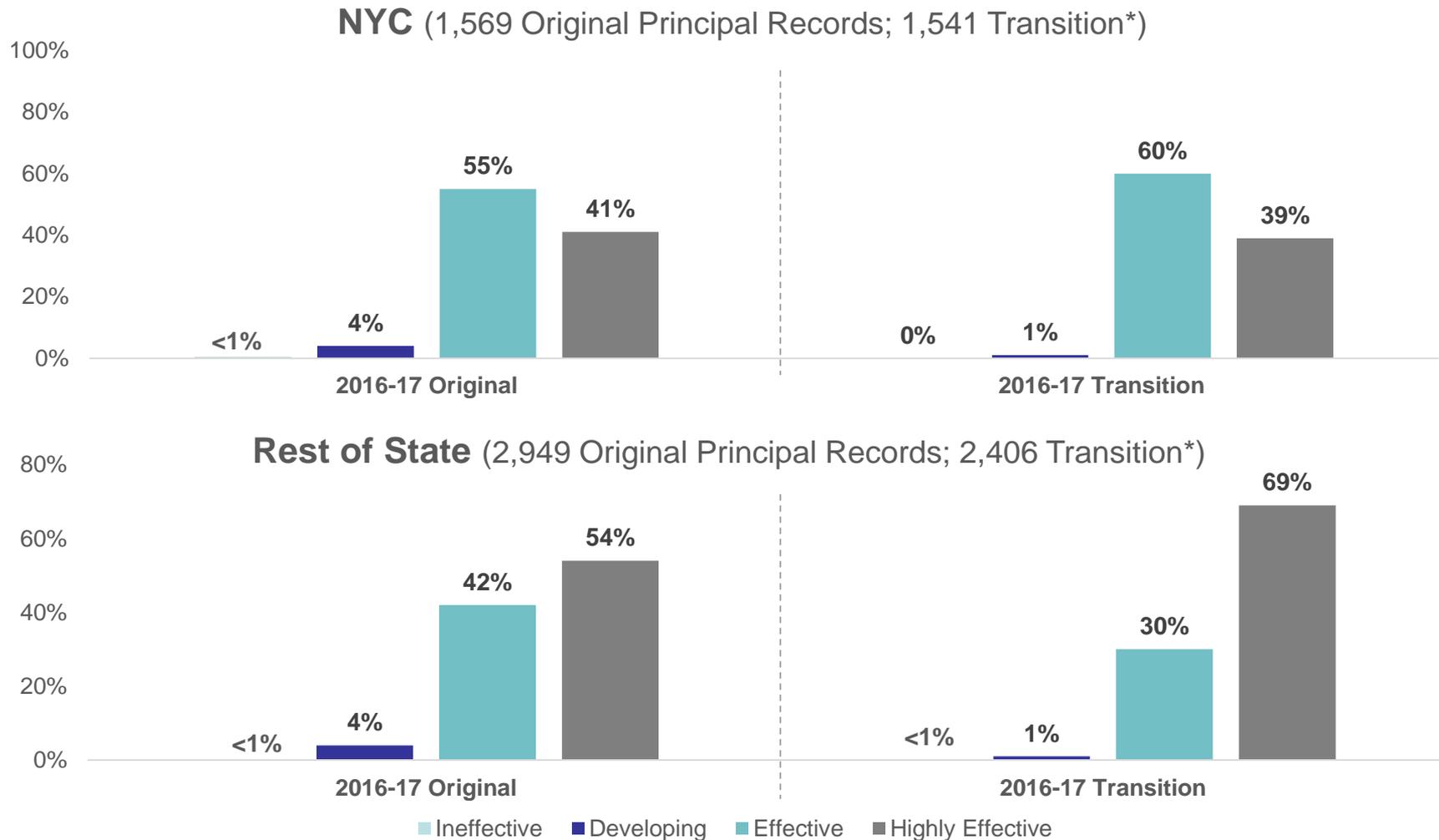
Overall APPR Results



*Note: This summary reflects the data that were reported to the Department as of the 10/27/2017 deadline by districts and BOCES with an approved 2016-17 APPR plan. 63,476 NYC and 126,582 rest of state teachers were reported with 4 complete original subcomponents, 2 complete original category ratings and an original overall rating; 18,440 NYC and 41,175 rest of state teachers were reported with at least 1 transition student performance subcomponent, a transition student performance category rating, at least a transition required teacher observation/principal school visit subcomponent, a transition teacher observation/principal school visit category rating and a transition overall rating. ** NYC implemented a State-imposed evaluation system in 2013-14.

PRINCIPALS, New York City versus Rest of State

Overall APPR Results



*Note: This summary reflects the data that were reported to the Department as of the 10/27/2017 deadline by districts and BOCES with an approved 2016-17 APPR plan. 1,569 NYC and 2,949 rest of state principals were reported with 4 complete original subcomponents, 2 complete original category ratings and an original overall rating; 1,541 NYC and 2,406 rest of state principals were reported with at least 1 transition student performance subcomponent, a transition student performance category rating, at least a transition required teacher observation/principal school visit subcomponent, a transition teacher observation/principal school visit category rating and a transition overall rating.
 ** NYC implemented a State-imposed evaluation system in 2013-14.

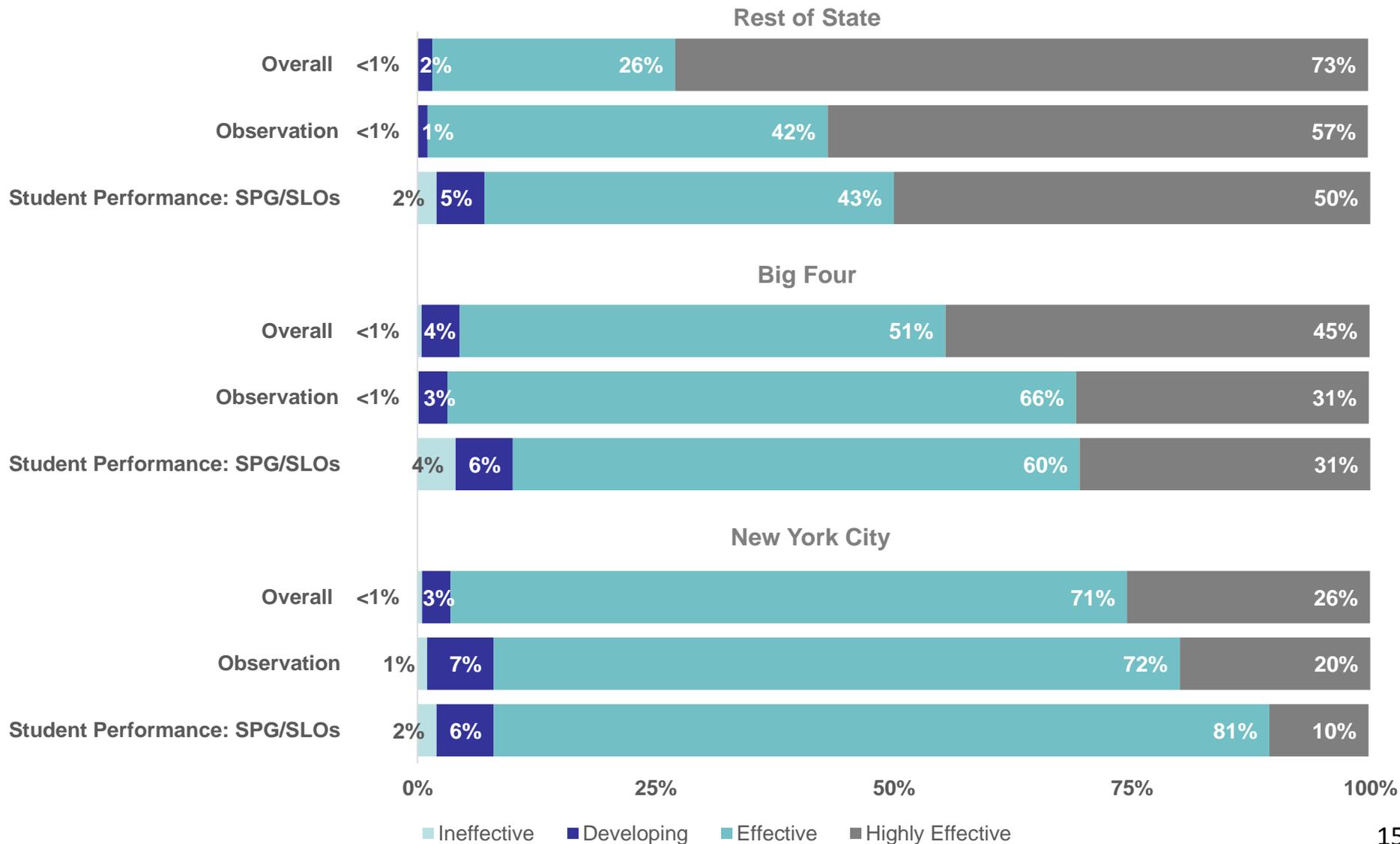
Overall and Subcomponent Ratings

NYC versus the Big Four versus Rest of State

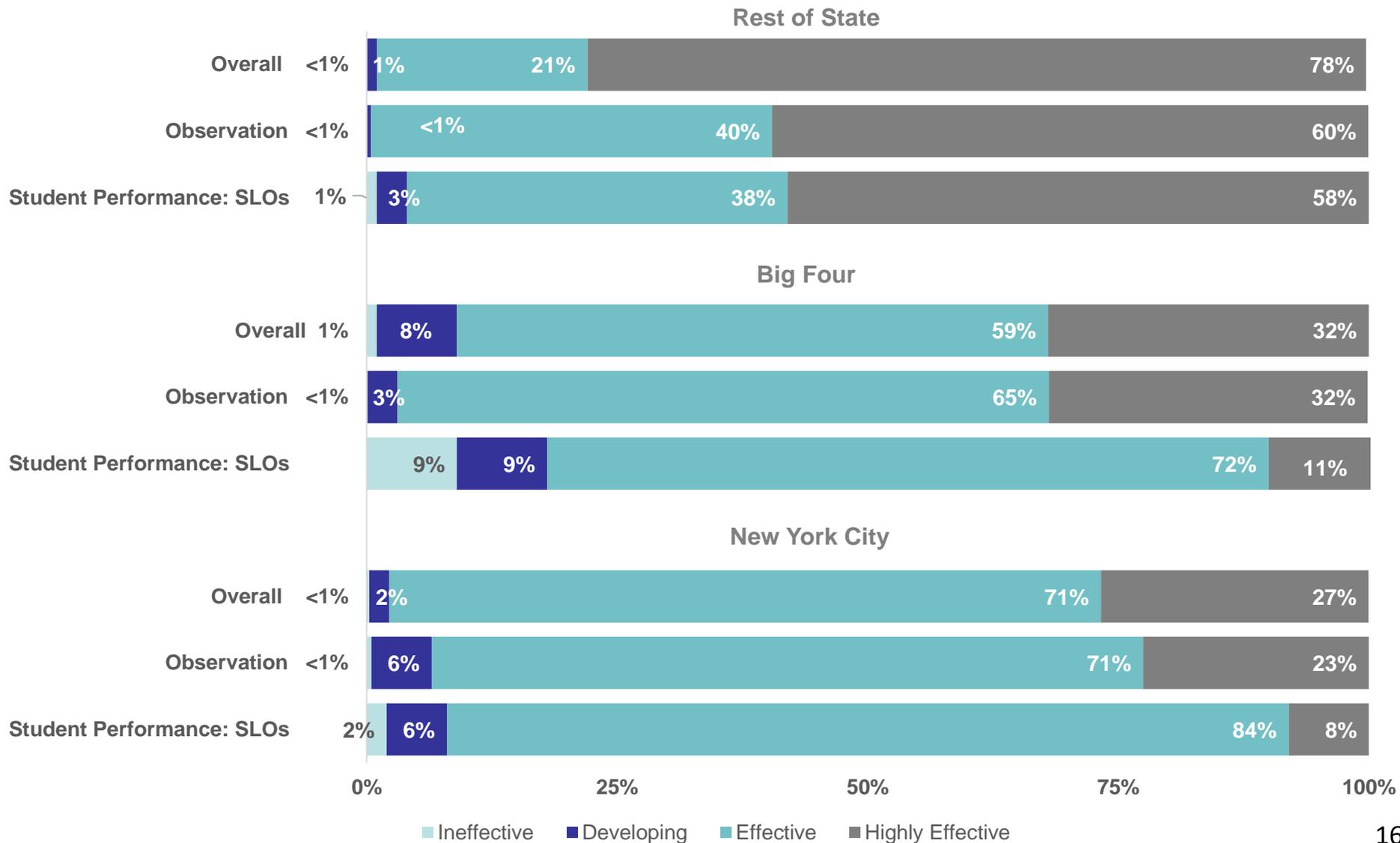
- *Original scores and ratings include measures based on the NYS grades 3-8 ELA/math assessments and State-provided growth scores*
- *Measures based on the NYS grades 3-8 ELA/math assessments and State-provided growth scores are excluded from transition scores and ratings.*

TEACHERS, NYC vs. Big Four vs. Rest of State

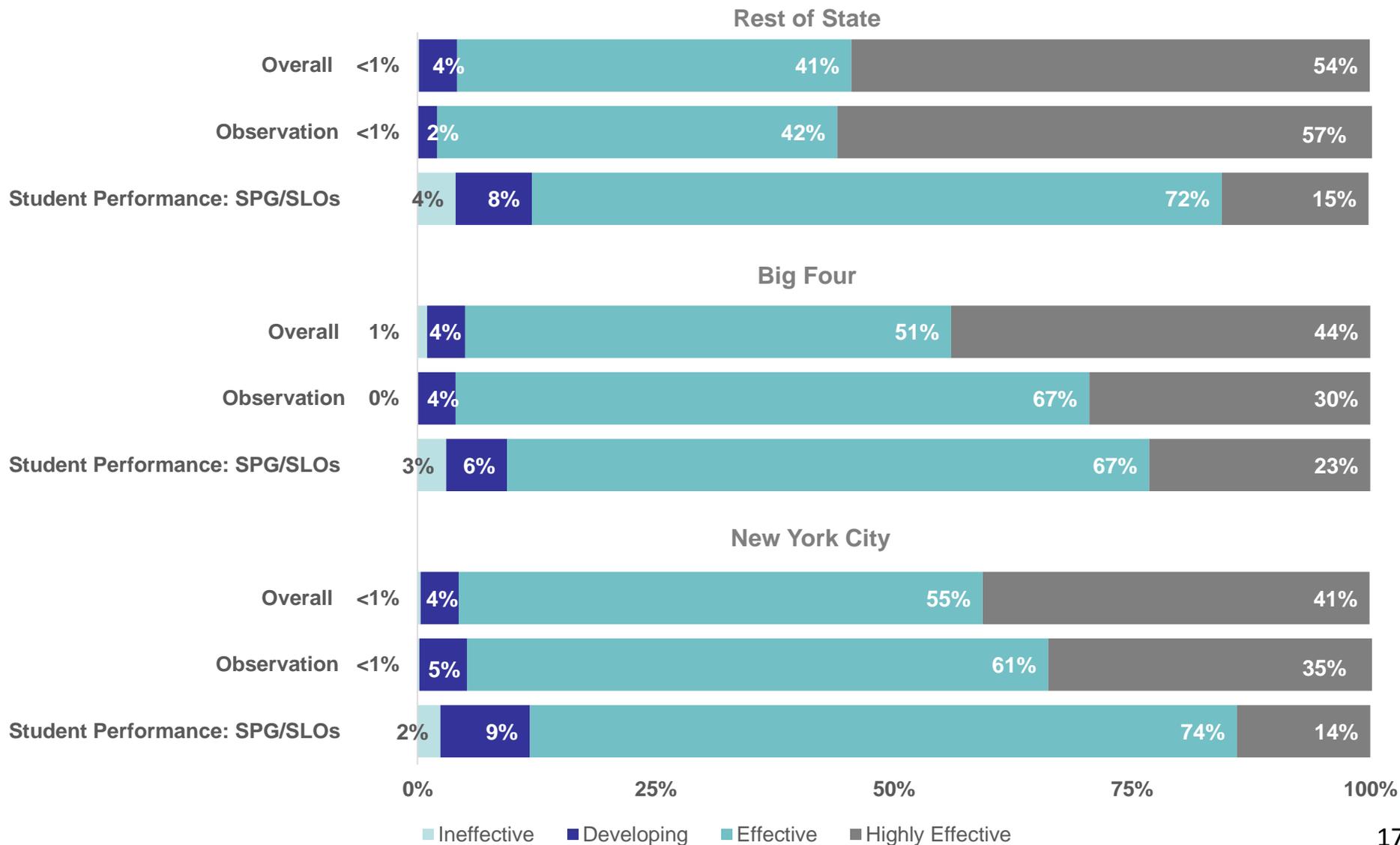
Original Category Results



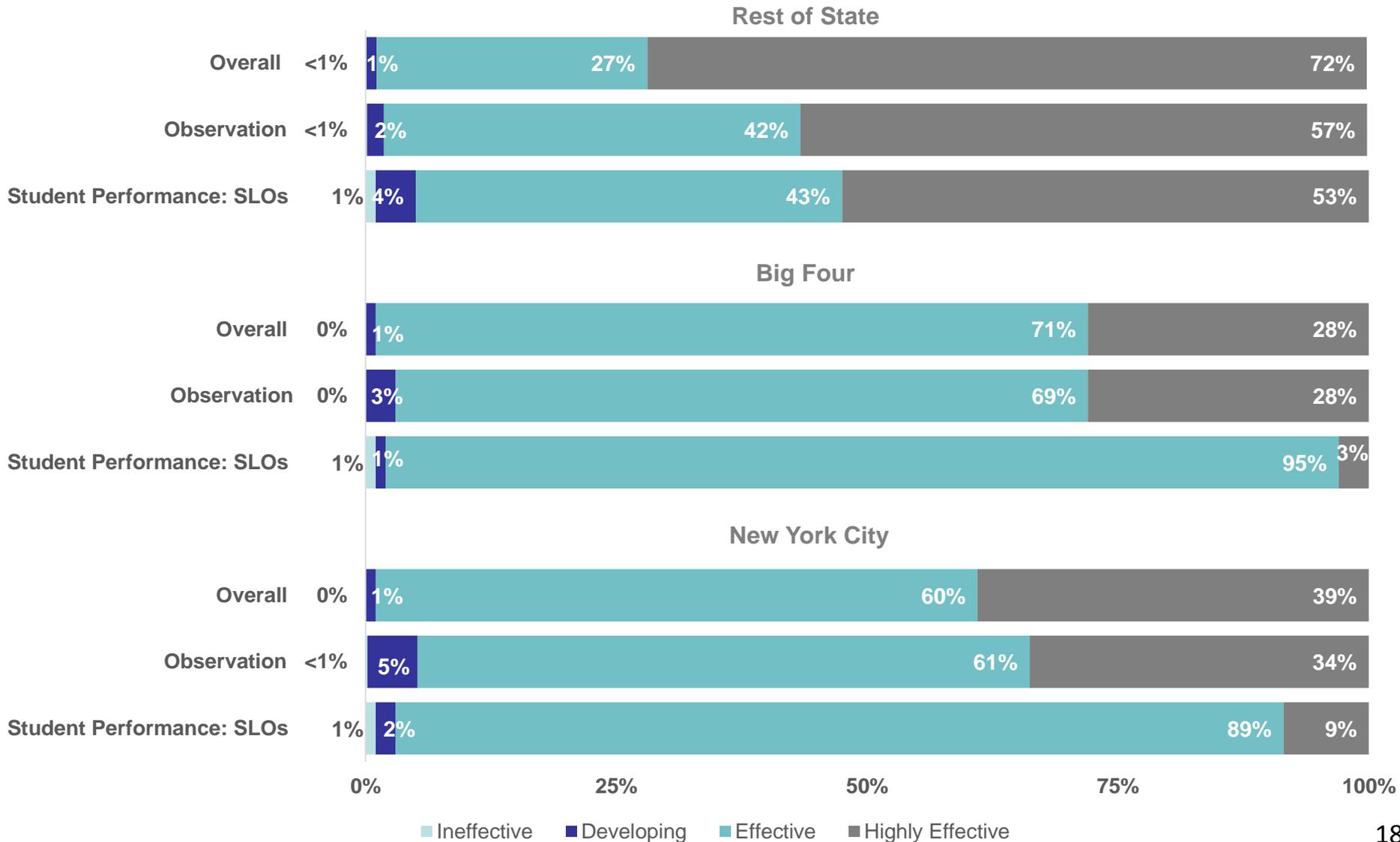
TEACHERS, NYC vs. Big Four vs. Rest of State Transition Category Results



PRINCIPALS, NYC vs. Big Four vs. Rest of State Original Category Results



PRINCIPALS, NYC vs. Big Four vs. Rest of State Transition Category Results



Consistency of Overall APPR Ratings from Year to Year

TEACHERS

Consistency of Overall APPR Ratings, §3012-c

Under §3012-c, teacher's Overall ratings demonstrated increased consistency over time:

- in 2013-14, 65% of ratings were the **same**, 22% were **higher**, and 13% were **lower**;
- in 2014-15, 74% of ratings were the **same**, 14% were **higher**, and 11% were **lower**;
- in 2015-16, 76% of ratings were the **same**, 13% were **higher**, and 10% were **lower**.

		2013-14 Rating				Total
		H	E	D	I	
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%** (n=113,048)

		2014-15 Rating				Total
		H	E	D	I	
2013-14 Rating	H	33.4%	9.2%	0.1%	0.0%	42.7%
	E	11.5%	40.0%	1.8%	0.2%	53.5%
	D	0.3%	2.1%	0.7%	0.1%	3.2%
	I	0.1%	0.2%	0.1%	0.1%	0.5%
	Total	45.3%	51.5%	2.7%	0.4%	99.9%** (n=171,062)

		2015-16 Rating				Total
		H	E	D	I	
2014-15 Rating	H	36.0%	8.3%	0.2%	0.0%	44.5%
	E	11.0%	39.4%	1.6%	0.2%	52.2%
	D	0.2%	1.9%	0.7%	0.1%	2.9%
	I	0.0%	0.2%	0.1%	0.1%	0.4%
	Total	47.2%	49.8%	2.6%	0.4%	100.0% (n=158,271)

Green = higher rating in 2nd year

Blue = same rating from year to year

Orange = lower rating in 2nd year

Note: NYC was not included in 2012-13, but is included in subsequent years. This summary reflects the data that were reported to the Department by districts, BOCES, and charter schools with approved APPR plans under Education Law § 3012-c for teachers reported with 3 complete subcomponents and an overall composite.
 ** Due to rounding, aggregate data may total less than or greater than 100%.

TEACHERS

Consistency of Overall APPR Ratings (cont.)

- With the transition from Education Law §3012-c in 2015-16 to Education Law §3012-d in 2016-17, 68% of teachers received the **same rating**, 21% received a **higher rating**, and 11% received a **lower rating**.
- Under §3012-d, more teachers moved to a **higher rating** than in prior years under §3012-c.

Green =
higher rating
in 2nd year

Blue = same
rating from
year to year

Orange =
lower rating
in 2nd year

		2016-17 Rating				Total
		H	E	D	I	
2015-16 Rating	H	37.8%	8.5%	0.4%	0.0%	46.7%
	E	19.0%	29.9%	1.4%	0.1%	50.4%
	D	0.5%	1.8%	0.3%	0.1%	2.7%
	I	0.1%	0.2%	0.0%	0.0%	0.3%
	Total	57.4%	40.4%	2.1%	0.2%	100.1%* (n=156,879)

Note: This summary reflects the data that were reported to the Department by districts, BOCES, and charter schools with approved APPR plans in under Education Law § 3012-c in 2015-16 for teachers reported with 3 complete subcomponents and an overall composite and under Education Law § 3012-d in 2016-17 with 4 complete subcomponents, 2 category ratings and an overall rating.

* Due to rounding, aggregate data may total less than or greater than 100%.

PRINCIPALS

Consistency of Overall APPR Ratings, §3012-c

Under §3012-c, principal's Overall ratings also demonstrated consistency over time:

- In 2013-14, 64% ratings were the **same**, 21% were **higher**, and 16% were **lower**;
- In 2014-15, 73% ratings were the **same**, 14% were **higher**, and 13% were **lower**;
- In 2015-16, 72% ratings were the **same**, 14% were **higher**, and 13% were **lower**.

		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%* (n=2,495)

		2014-15 Rating				
		H	E	D	I	Total
2013-14 Rating	H	18.9%	9.6%	0.1%	0.0%	28.6%
	E	10.8%	51.9%	2.6%	0.4%	65.7%
	D	0.2%	2.6%	1.7%	0.3%	4.8%
	I	0.0%	0.5%	0.2%	0.2%	0.9%
	Total	29.9%	64.6%	4.6%	0.9%	100.0% (n=3,947)

		2015-16 Rating				
		H	E	D	I	Total
2014-15 Rating	H	20.1%	10.0%	0.2%	0.0%	30.3%
	E	11.3%	50.8%	2.3%	0.3%	64.7%
	D	0.1%	2.4%	1.4%	0.4%	4.3%
	I	0.0%	0.3%	0.2%	0.1%	0.6%
	Total	31.5%	63.5%	4.1%	0.8%	99.9%* (n=3,604)

Green = higher rating in 2nd year

Blue = same rating from year to year

Orange = lower rating in 2nd year

Note: NYC was not included in 2012-13, but is included in subsequent years. This summary reflects the data that were reported to the Department by districts, BOCES, and charter schools with approved APPR plans under Education Law § 3012-c for principals reported with 3 complete subcomponents and an overall composite.
 ** Due to rounding, aggregate data may total less than or greater than 100%.

PRINCIPALS

Consistency of Overall APPR Ratings (cont.)

- With the transition from Education Law §3012-c in 2015-16 to Education Law §3012-d in 2016-17, 58% received the **same rating**, 32% received a **higher rating**, and 10% received a **lower rating**.
- Like teachers, under §3012-d, more principals moved to a **higher rating** than in prior years under §3012-c.

Green =
higher rating
in 2nd year

Blue = same
rating from
year to year

Orange =
lower rating
in 2nd year

		2016-17 Rating				
		H	E	D	I	Total
2015-16 Rating	H	22.9%	7.1%	0.4%	0.0%	30.4%
	E	27.8%	34.1%	2.7%	0.1%	64.7%
	D	1.1%	2.4%	0.6%	0.0%	4.1%
	I	0.2%	0.5%	0.1%	0.0%	0.8%
	Total	52.0%	44.1%	3.8%	0.1%	100.0%* (n=3,638)

Note: This summary reflects the data that were reported to the Department by districts, BOCES, and charter schools with approved APPR plans in under Education Law § 3012-c in 2015-16 for principals reported with 3 complete subcomponents and an overall composite and under Education Law § 3012-d in 2016-17 with 4 complete subcomponents, 2 category ratings and an overall rating.

* Due to rounding, aggregate data may total less than or greater than 100%.

Variation between State- Provided Growth and Observation* Ratings

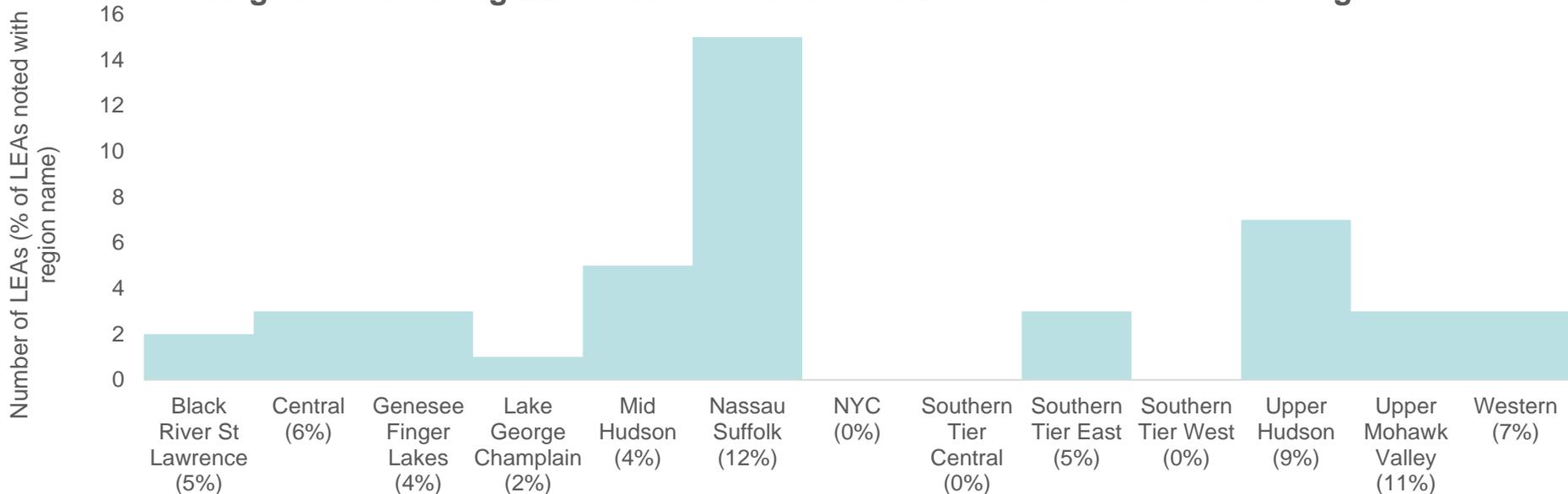
The Observation rating is more than one category greater or less than the State-provided growth rating*

ALL EDUCATORS

Variation between State-Provided Growth and Observation* Ratings

- 9 LEAs have 50% or more of educators with an Observation* rating that is more than one category greater or less than their State-provided growth rating
- 16 LEAs have 40% or more of educators with this variation
- **45 LEAs have 30% or more of educators with this variation**
- 75 LEAs have 25% or more of educators with this variation

Regions Containing LEAs with 30% or More of Educators with Varied Ratings



* The Teacher Observation/Principal School Visit category

Differentiation of Observation* Ratings

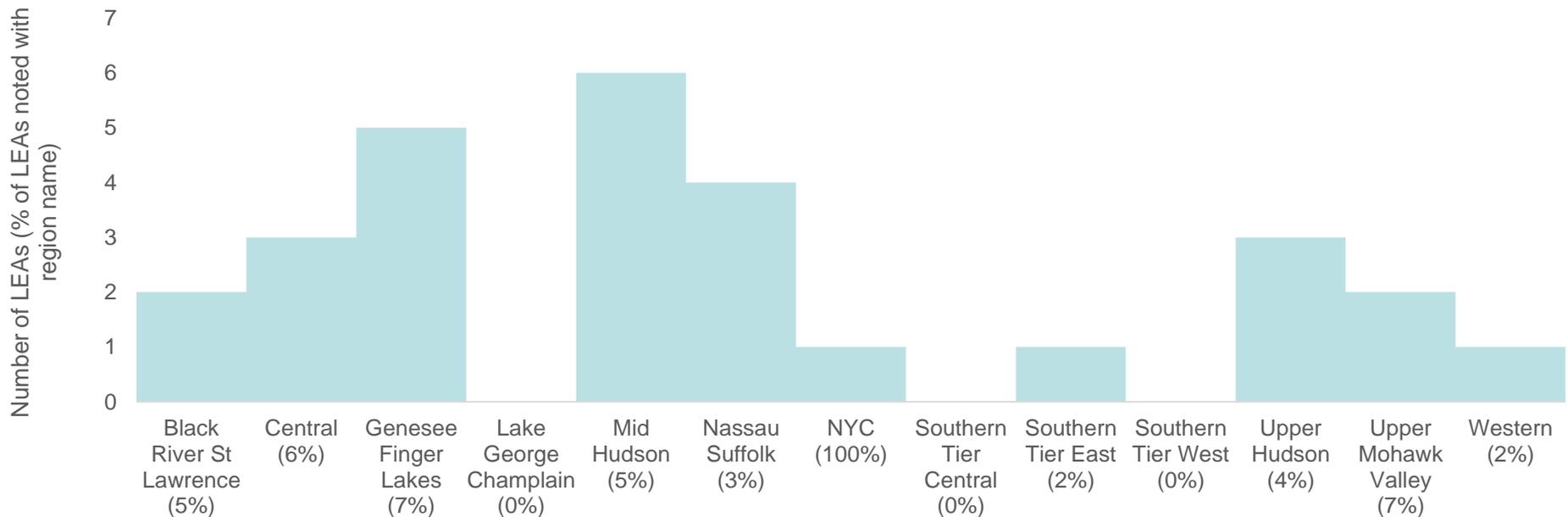
At least one educator in an LEA has an observation rating of Highly Effective, at least one has an observation* rating of Effective, at least one has an observation* rating of Developing, and at least one has an observation* rating of Ineffective*

ALL EDUCATORS

Differentiation of Observation* Ratings

- 28 LEAs have at least one educator rated in each of the four rating categories – Highly Effective, Effective, Developing, Ineffective – on the Teacher Observation/Principal School Visit category (Education Law §3012-d).

Regions Containing LEAs with at Least One Educator in Each Observation Rating Category



* The Teacher Observation/Principal School Visit category

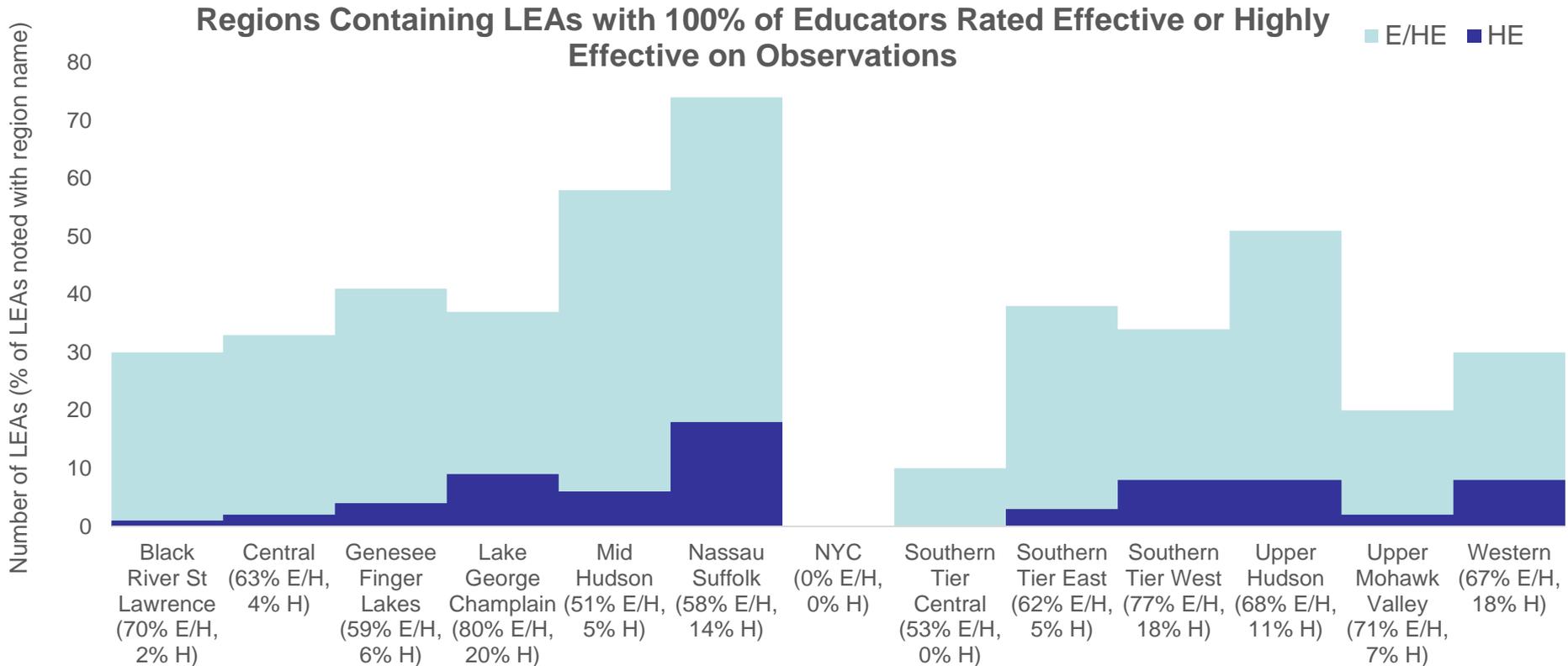
Lack of Differentiation of Observation* Ratings

A high percentage of educators with Effective and Highly Effective Observation ratings*

ALL EDUCATORS

Lack of Differentiation of Observation* Ratings

- 63% of LEAs have 100% of their educators rated Effective or Highly Effective on observations.
- 10% of LEAs have 95% or more of their educators with a Highly Effective Observation rating.



* The Teacher Observation/Principal School Visit category

Lack of Differentiation of Overall APPR Ratings

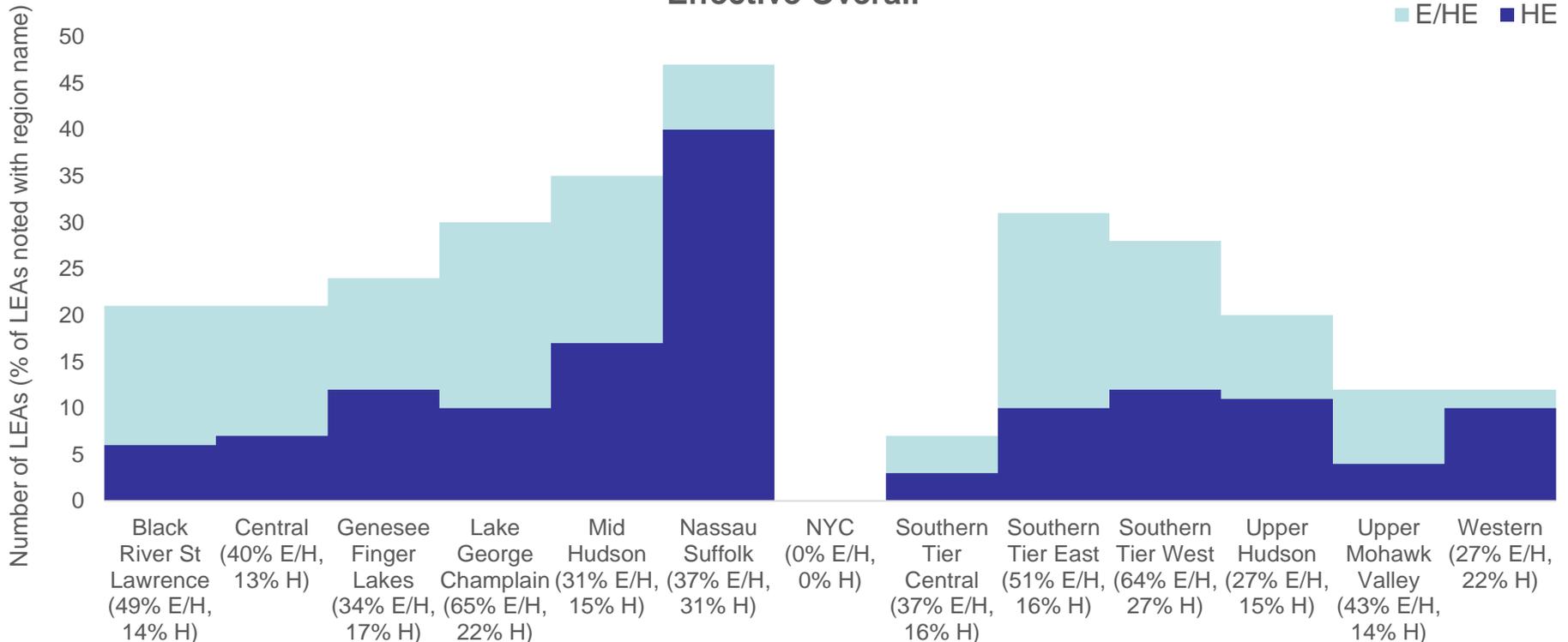
A high percentage of educators with Effective and Highly Effective Overall APPR ratings

ALL EDUCATORS

Lack of Differentiation of Overall APPR Ratings

- 40% of LEAs have 100% of their educators rated Effective or Highly Effective overall.
- 20% of LEAs have 95% or more of their educators with a Highly Effective Overall rating.

Regions Containing LEAs with 100% of Educators Rated Effective or Highly Effective Overall



Staff Evaluation Ratings and Tenure Status

- Of the 6,823 educators with overall ratings who were eligible for tenure in the 2016-17 school year, 98% were granted tenure.

Tenure Status by Overall Rating

