



New York State
EDUCATION DEPARTMENT

Knowledge › Skill › Opportunity

2015-2016 STATEWIDE 3012-C AND 3012-D EVALUATION RESULTS

March 2017

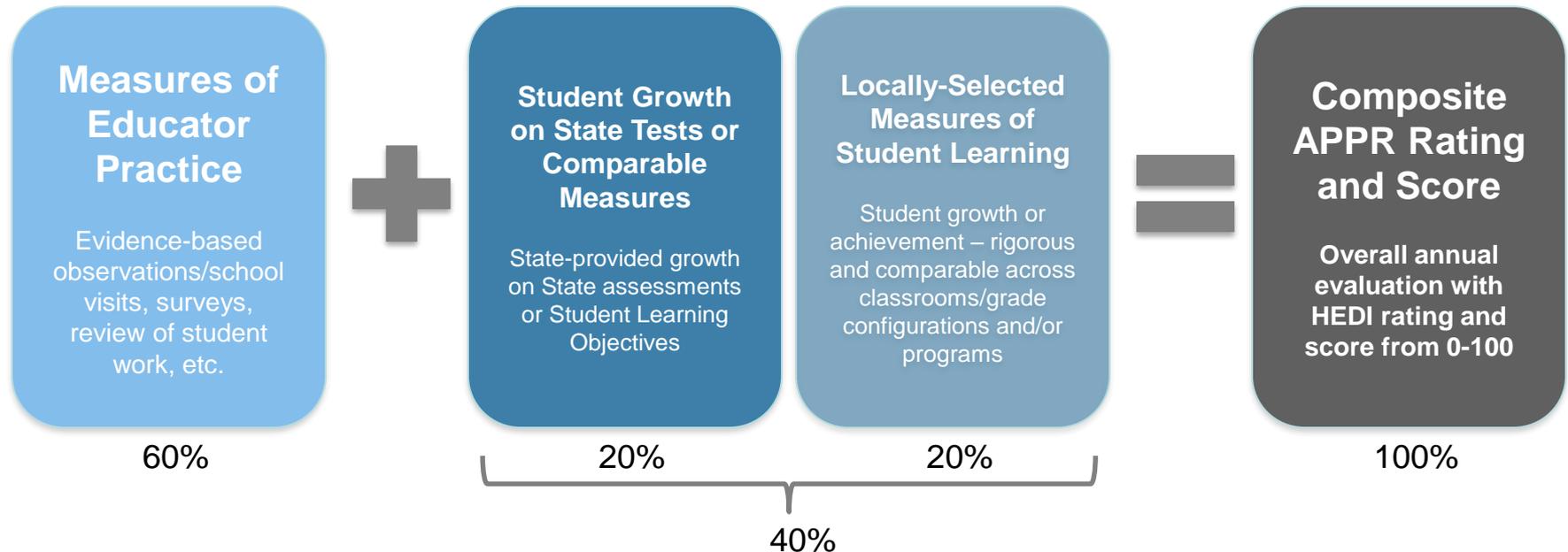
Education Law §3012-c

Components of the APPR Evaluation System

- Evaluations include educator practice and student learning measures
- Measures result in a single composite educator effectiveness score
- 606 districts/BOCES with APPR plans under Education Law §3012-c in 2015-16

Educator Practice

Student Learning



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
- 122 districts Education Law §3012-d APPR plans in 2015-16

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, which adds a new section, 3012-c, to the Education Law, establishing 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. The Governor signs the bill into law on March 27, 2012 (Chapter 21 of the Laws of 2012). The 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.
- The Legislature further amends the Evaluation Law (Part A of Chapter 57 of the Laws of 2013).

Timeline

New York State's Evaluation System (cont.)

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 other districts.**

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.**
 - **82% (n=568) of districts are approved for a Hardship Waiver.**
 - **18% (n=121) of districts have an approved plan for 2015-16 under Ed. Law §3012-d**

2015-16:

- **18% (n=122) of districts have approved plans under Education Law §3012-d; 82% (n=567) remain under Education Law §3012-c.**
- **All districts must have an approved APPR plan under Education Law §3012-d by December 31, 2016; 2016-17 will be the first full year of implementation of Education Law §3012-d.**
- **At its December meeting, the Board of Regents adopts a transition period 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.**

State-Provided Growth Results *Statewide*

TEACHERS, Statewide

State-Provided Growth Results

- *Under Education Law §3012-c, State-provided growth scores are the measure used for grades 4-8 ELA/math teachers for the 20% State Growth or Other Comparable Measures subcomponent.*
- *Under Education Law §3012-d, 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
Highly Effective	7%	7%	8%	7%	8%
Effective	77%	76%	77%	77%	76%
Developing	10%	11%	10%	11%	11%
Ineffective	6%	6%	6%	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.

PRINCIPALS, Statewide

State-Provided Growth Results

- *Under Education Law §3012-c, State-provided growth scores are the measure used for principals of grades 4-8 and 9-12 for the 20% State Growth or Other Comparable Measures subcomponent.*
- *Under Education Law §3012-d, 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
Highly Effective	6%	7%	5%	6%	6%
Effective	79%	78%	79%	80%	80%
Developing	8%	9%	10%	10%	10%
Ineffective	7%	5%	5%	4%	5%

* 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.

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, §3012-c/3012-d

Prior Years

HEDI Rating	2012-13	2013-14	2014-15
Highly Effective	51%	42%	44%
Effective	43%	54%	52%
Developing	5%	4%	3%
Ineffective	1%	1%	1%

2015-16

HEDI Rating	Education Law §3012-c		Education Law §3012-d	
	<i>Original</i>	<i>Transition</i>	<i>Original</i>	<i>Transition</i>
Highly Effective	46%	61%	59%	56%
Effective	51%	36%	38%	43%
Developing	3%	3%	3%	1%
Ineffective	1%	<1%	<1%	<1%

Note: This summary reflects the data that were reported to the Department by districts, BOCES, and charter schools with approved 2015-16 APPR plans as of the 11/18/2016 deadline. Under Education Law § 3012-c, 174,682 teachers were reported with 3 complete original subcomponents and an original overall composite rating; 94,098 teachers were reported with at least a transition other measures subcomponent and a transition overall composite. New York City was not included in 2012-13, but is included in subsequent years. Under Education Law § 3012-d, 13,571 teachers were reported with 4 complete original subcomponents, 2 complete original category ratings and an original overall rating; 8,689 teachers were reported with 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.

PRINCIPALS, Statewide

Overall APPR Results, §3012-c/3012-d

Prior Years

HEDI Rating	2012-13	2013-14	2014-15
Highly Effective	28%	28%	29%
Effective	64%	66%	65%
Developing	6%	5%	5%
Ineffective	2%	1%	1%

2015-16

HEDI Rating	Education Law §3012-c <i>Original</i>	Transition	Education Law §3012-d <i>Original</i>	Transition
Highly Effective	30%	55%	51%	57%
Effective	64%	41%	45%	41%
Developing	5%	3%	4%	2%
Ineffective	1%	<1%	0%	<1%

Note: This summary reflects the data that were reported to the Department by districts, BOCES, and charter schools with approved 2015-16 APPR plans as of the 11/18/2016 deadline. Under Education Law § 3012-c, 4,143 principals were reported with 3 complete original subcomponents and an original overall composite rating; 3,463 principals were reported with at least a transition other measures subcomponent and a transition overall composite. New York City was not included in 2012-13, but is included in subsequent years. Under Education Law § 3012-d, 321 principals were reported with 4 complete original subcomponents, 2 complete original category ratings and an original overall rating; 286 principals were reported with 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.

Overall APPR Ratings

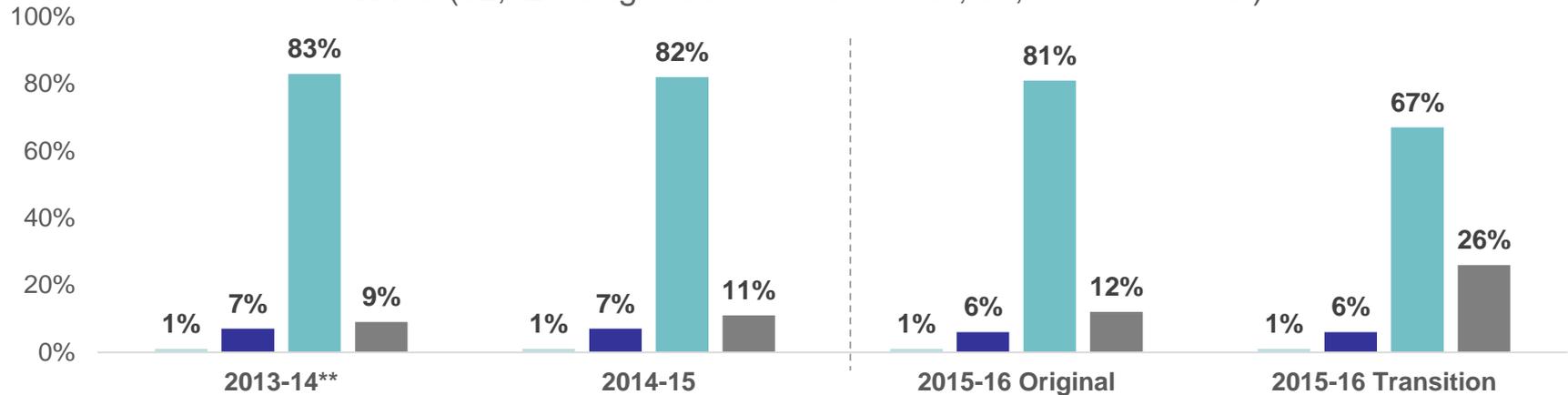
NYC versus Rest of State

- *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.*

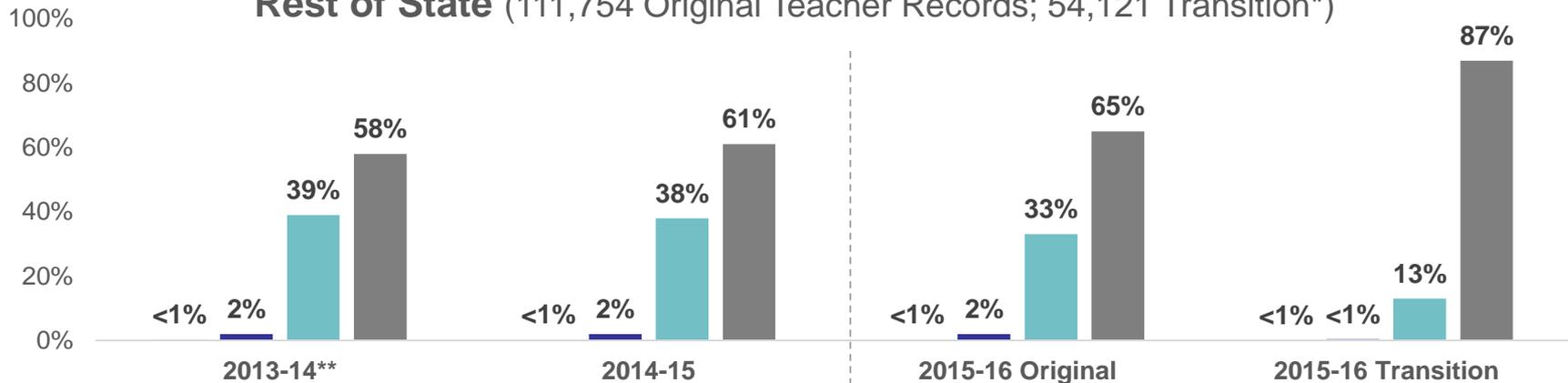
TEACHERS, New York City versus Rest of State

Overall APPR Results, Education Law §3012-c

NYC (62,928 Original Teacher Records; 39,977 Transition*)



Rest of State (111,754 Original Teacher Records; 54,121 Transition*)

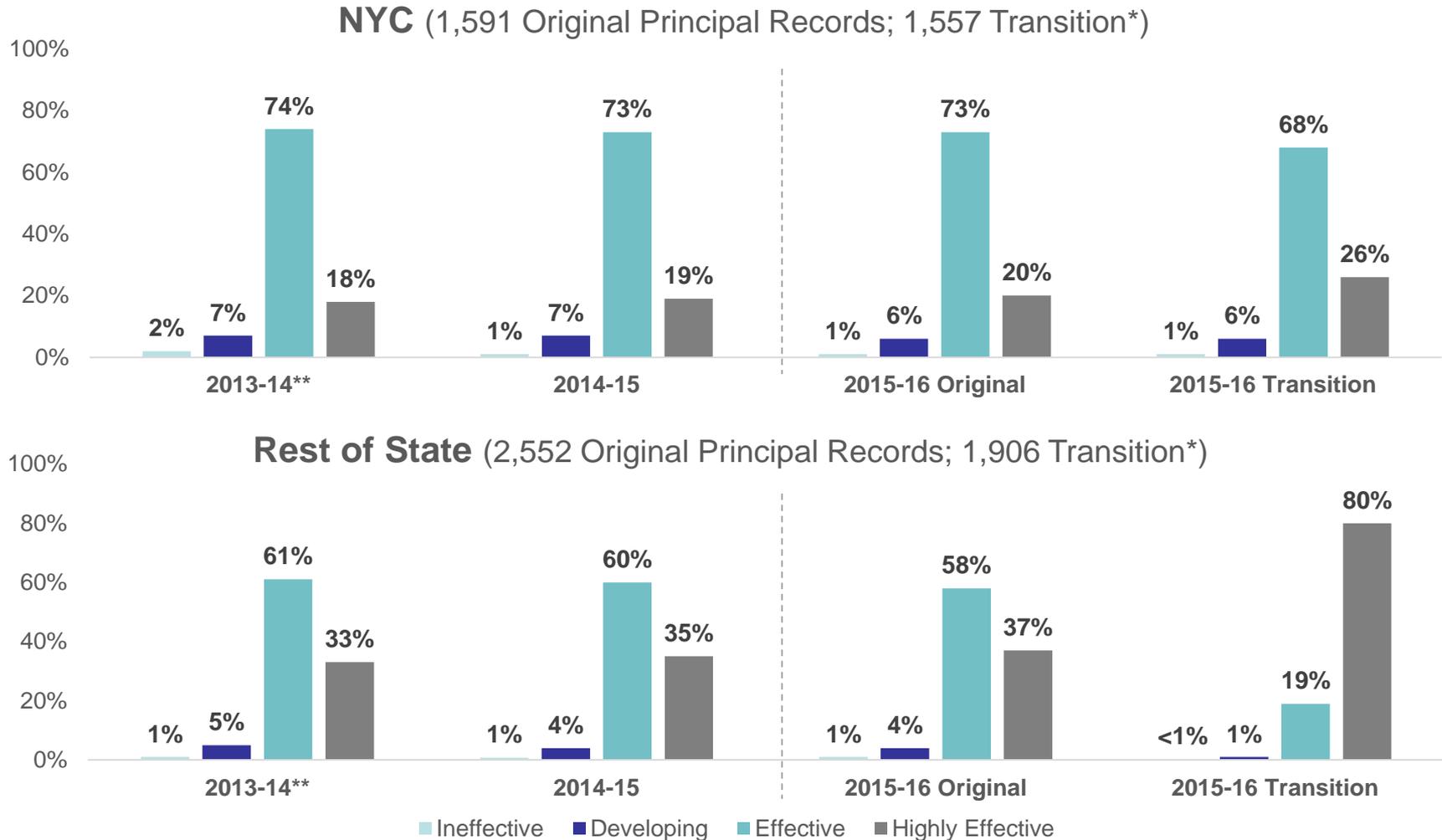


■ Ineffective ■ Developing ■ Effective ■ Highly Effective

*Note: This summary reflects the data that were reported to the Department by districts, BOCES, and charter schools with approved 2015-16 APPR plans as of the 11/18/2016 deadline. NYC: 62,928 teachers were reported with 3 complete original subcomponents and an original overall composite rating; 39,977 teachers were reported with at least a transition other measures subcomponent and a transition overall composite. Rest of State: 111,754 teachers were reported with 3 complete original subcomponents and an original overall composite rating; 54,121 teachers were reported with at least a transition other measures subcomponent and a transition overall composite. ** NYC implemented a State-imposed evaluation system in 2013-14.

PRINCIPALS, New York City versus Rest of State

Overall APPR Results, Education Law §3012-c



*Note: This summary reflects the data that were reported to the Department by districts, BOCES, and charter schools with approved 2015-16 APPR plans as of the 11/18/2016 deadline. NYC: 1,591 principals were reported with 3 complete original subcomponents and an original overall composite rating; 1,557 principals were reported with at least a transition other measures subcomponent and a transition overall composite. Rest of State: 2,552 principals were reported with 3 complete original subcomponents and an original overall composite rating; 1,906 principals were reported with at least a transition other measures subcomponent and a transition overall composite. ** NYC implemented a State-imposed evaluation system in 2013-14.

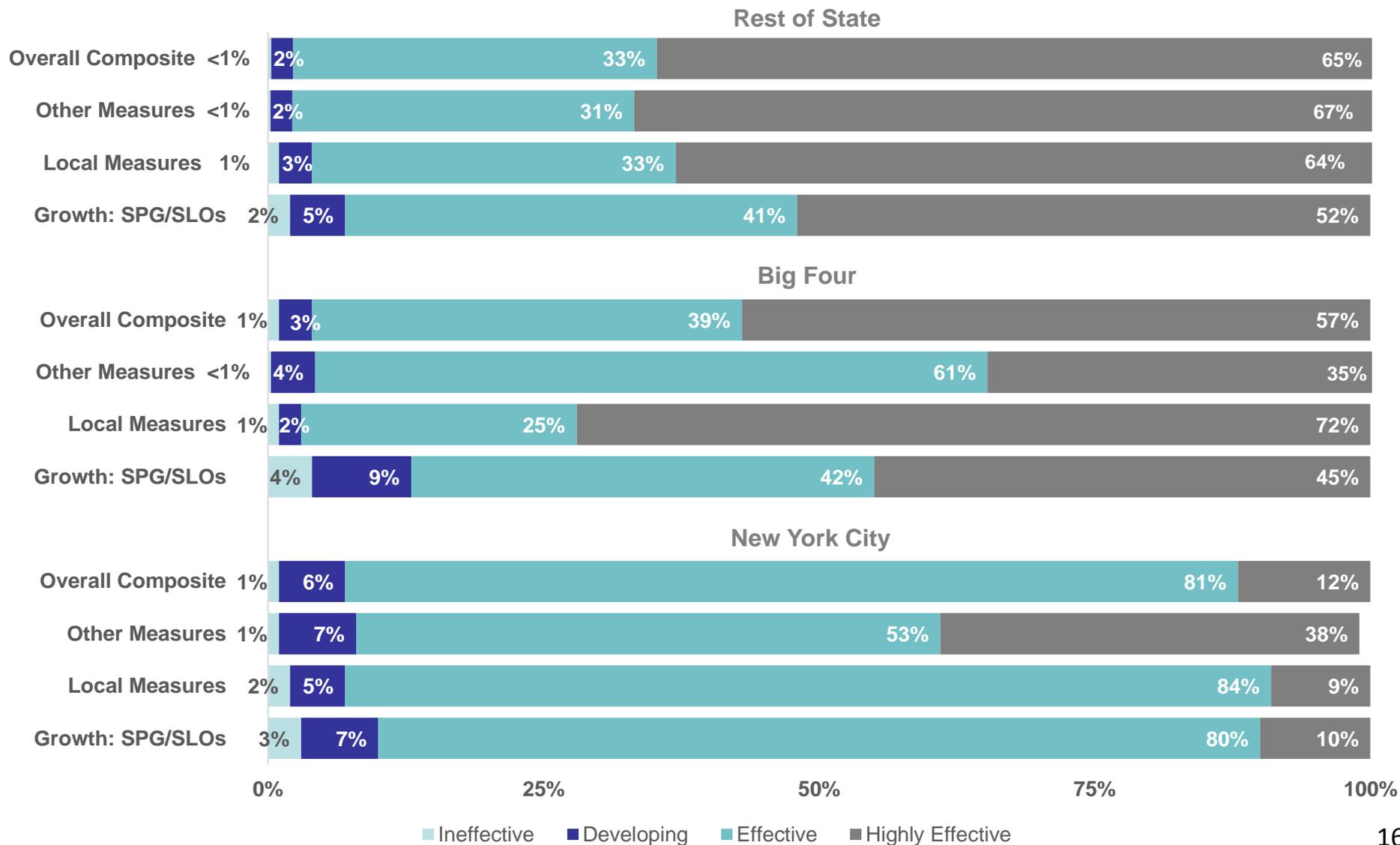
Overall and Subcomponent Ratings

NYC versus the Big Four versus Rest of State

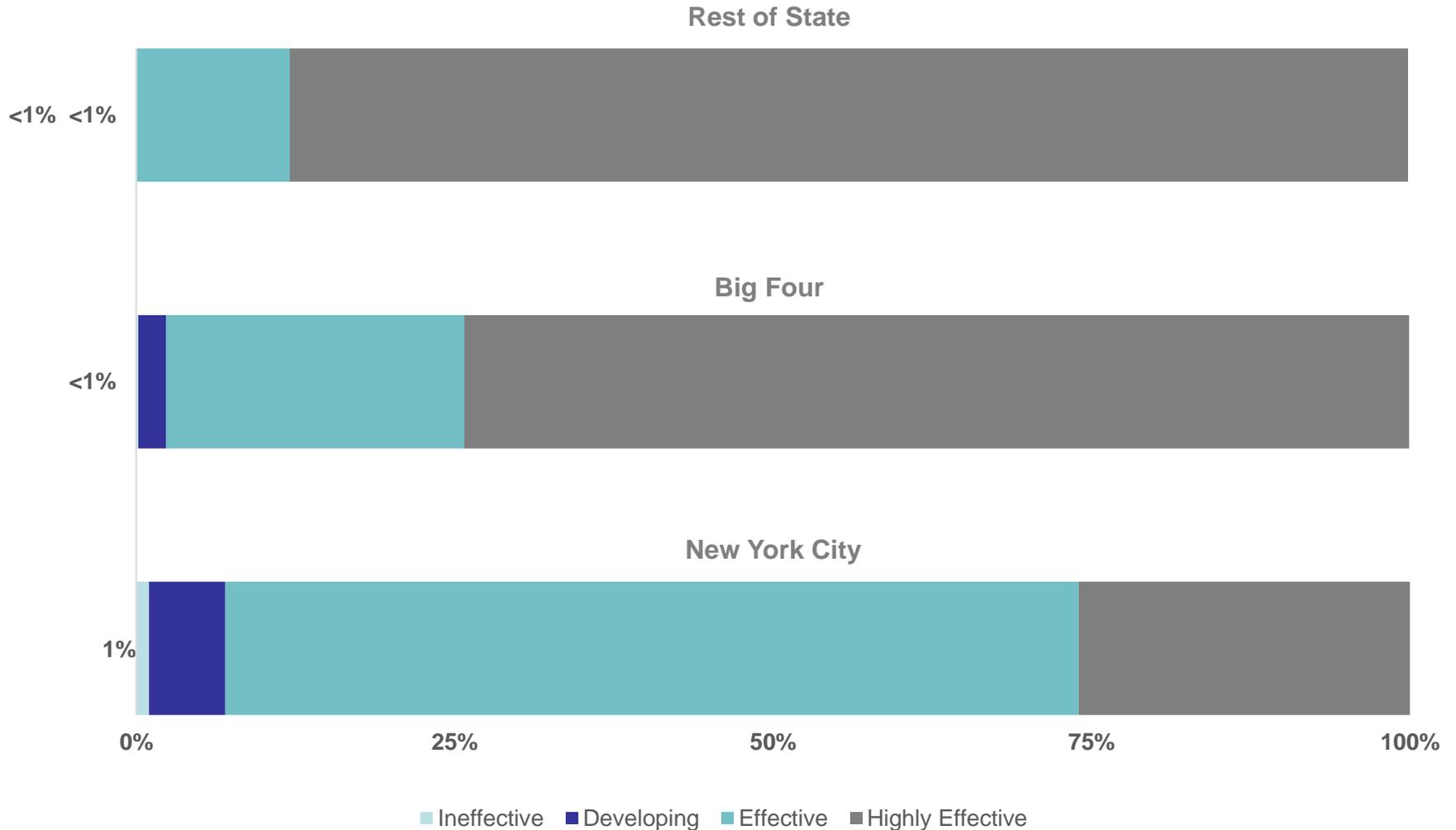
- *Original scores and ratings include measures based on the NYS grades 3-8 ELA/math assessments and State-provided growth scores*
- *Measures based on the NYS grades 3-8 ELA/math assessments and State-provided growth scores are excluded from transition scores and ratings.*

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

Original Subcomponent Results, §3012-c



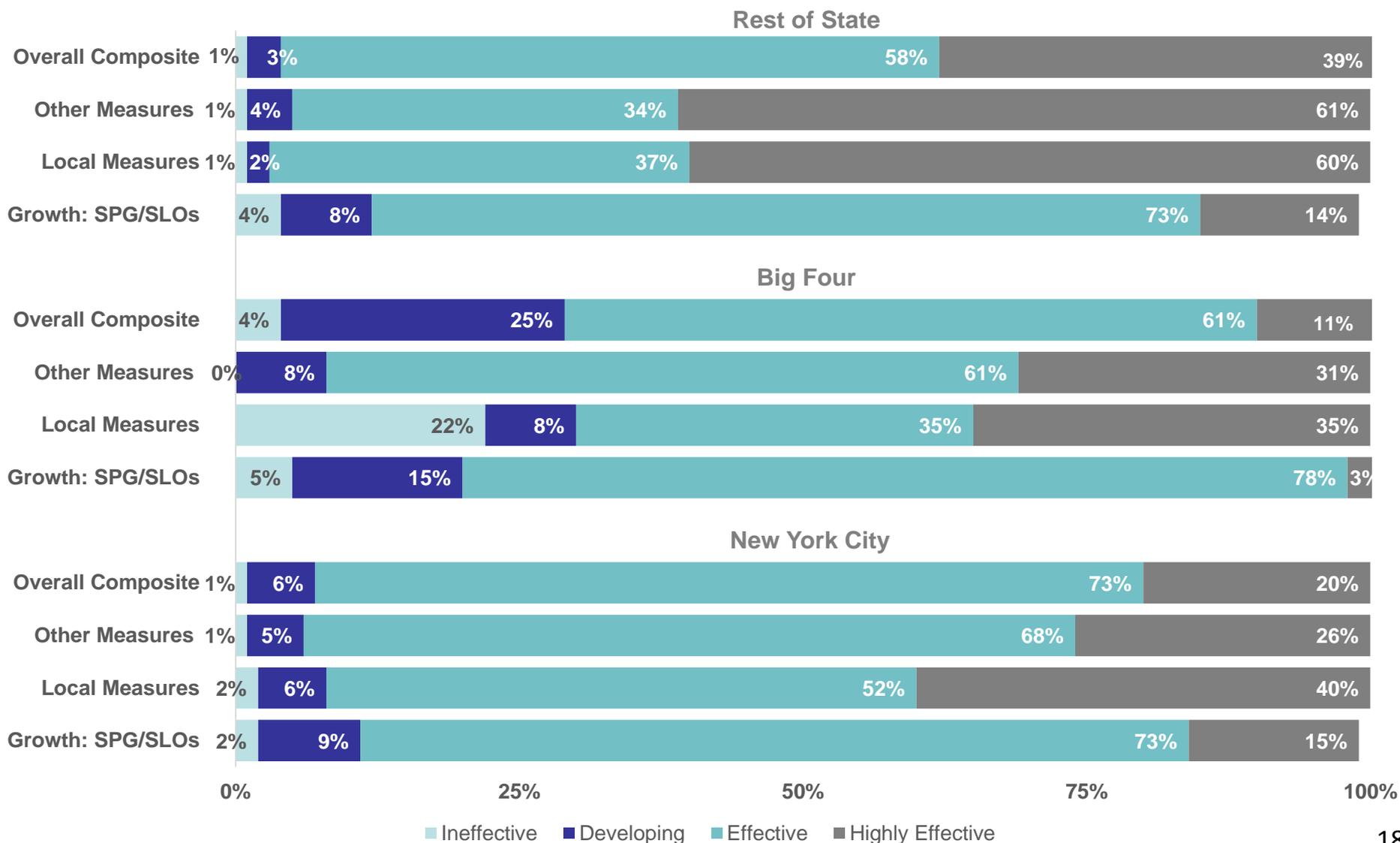
TEACHERS, NYC vs. Big Four vs. Rest of State Transition Overall Results, §3012-c



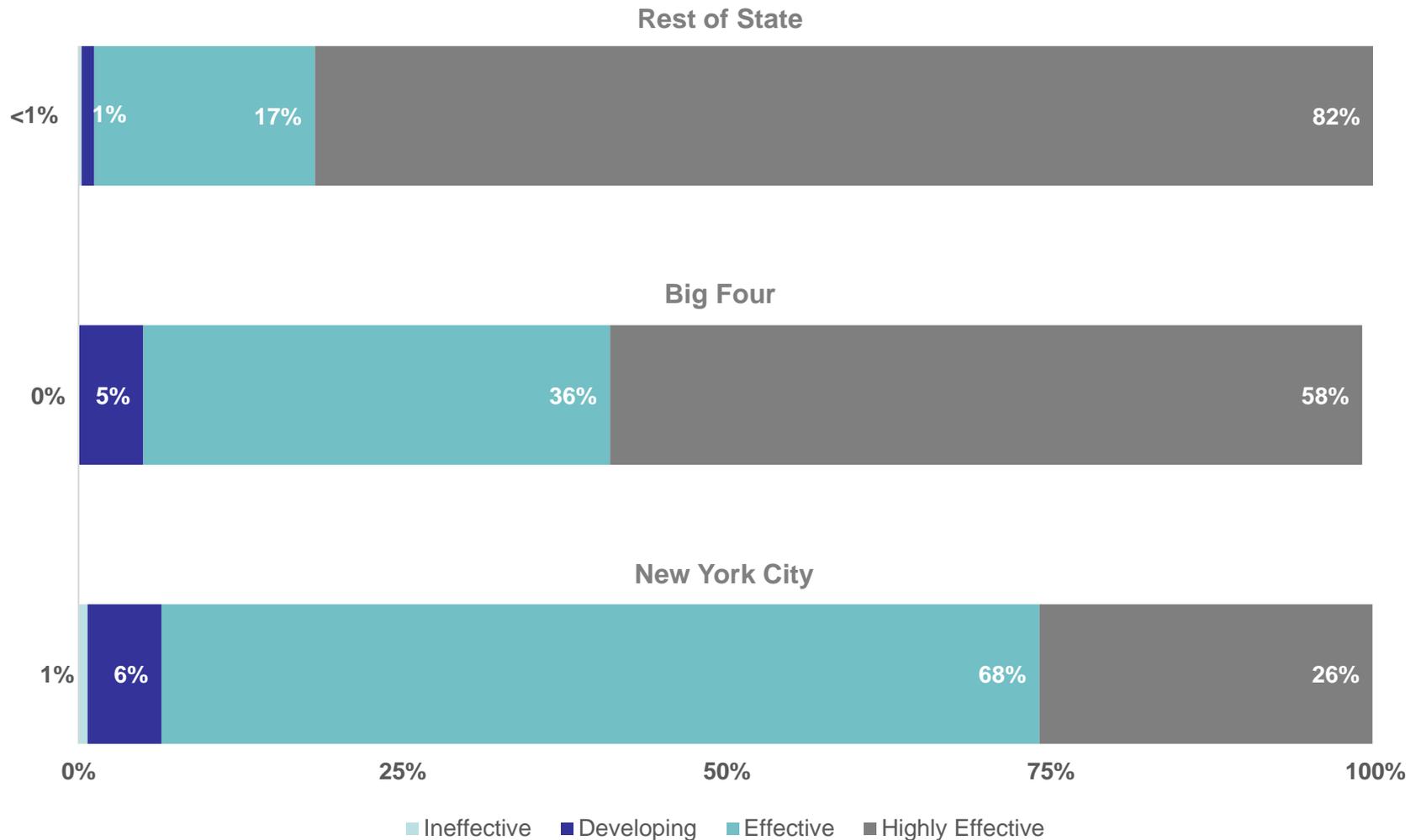
Note: The procedure for scaling of transition subcomponents under Education Law § 3012-c was determined at the LEA-level; therefore, transition subcomponent data is not displayed for APPR results under Education Law § 3012-c

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

Original Subcomponent Results, §3012-c



PRINCIPALS, NYC vs. Big Four vs. Rest of State Transition Overall Results, §3012-c



Note: The procedure for scaling of transition subcomponents under Education Law § 3012-c was determined at the LEA-level; therefore, transition subcomponent data is not displayed for APPR results under Education Law § 3012-c

Consistency of Overall APPR Ratings from Year to Year

TEACHERS

Consistency of Overall APPR Ratings, §3012-c

- In 2013-14, 65% received the **same rating**, 22% received a **higher rating**, and 13% received a **lower rating**.
- In 2014-15, 74% received the **same rating**, 14% received a **higher rating**, and 11% received a **lower rating**, showing increased consistency.

Green = higher rating in 2nd year

Blue = same rating from year to year

Orange = lower rating in 2nd year

		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)

Note: New York City 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.)

- In 2015-16, 76% received the **same rating**, 13% received a **higher rating**, and 10% received a **lower rating**, demonstrating continued increase in consistency.

Green =
higher rating
in 2nd year

Blue = same
rating from
year to year

Orange =
lower rating
in 2nd year

		2015-16 Rating				
		H	E	D	I	Total
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)

PRINCIPALS

Consistency of Overall APPR Ratings, §3012-c

- In 2013-14, 64% received the **same rating**, 21% received a **higher rating**, and 16% received a **lower rating**.
- In 2014-15, 73% received the **same rating**, 14% received a **higher rating**, and 13% received a **lower rating**, showing increased consistency.

Green = higher rating in 2nd year

Blue = same rating from year to year

Orange = lower rating in 2nd year

		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)

Note: New York City 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%.

PRINCIPALS

Consistency of Overall APPR Ratings (cont.)

- Consistent with 2014-15, in 2015-16, 72% received the **same rating**, 14% received a **higher rating**, and 13% received a **lower rating**.

Green =
higher rating
in 2nd year

Blue = same
rating from
year to year

Orange =
lower rating
in 2nd year

		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)

Note: New York City 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%.

Variation between State- Provided Growth and Observation* Ratings

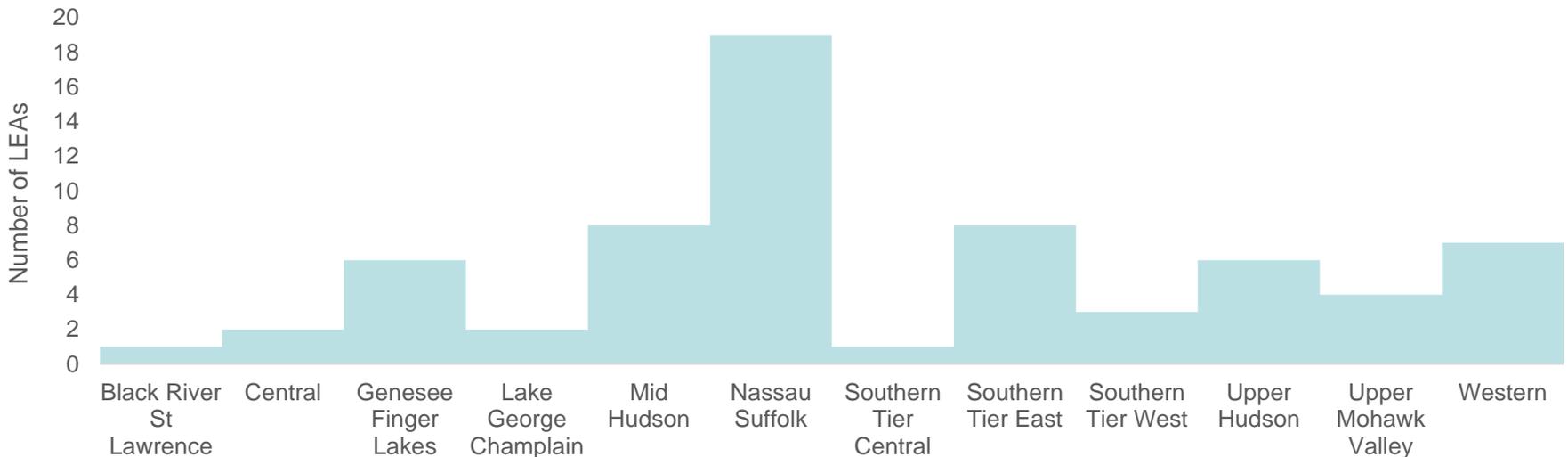
The Observation rating is more than one category greater or less than the State-provided growth rating*

ALL EDUCATORS

Variation between SPG and Observation* Ratings, §3012-c/§3012-d

- 8 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
- 15 LEAs have 40% or more of educators with this variation
- **67 LEAs have 30% or more of educators with this variation**
- 108 LEAs have 25% or more of educators with this variation

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



Differentiation of Observation* Ratings

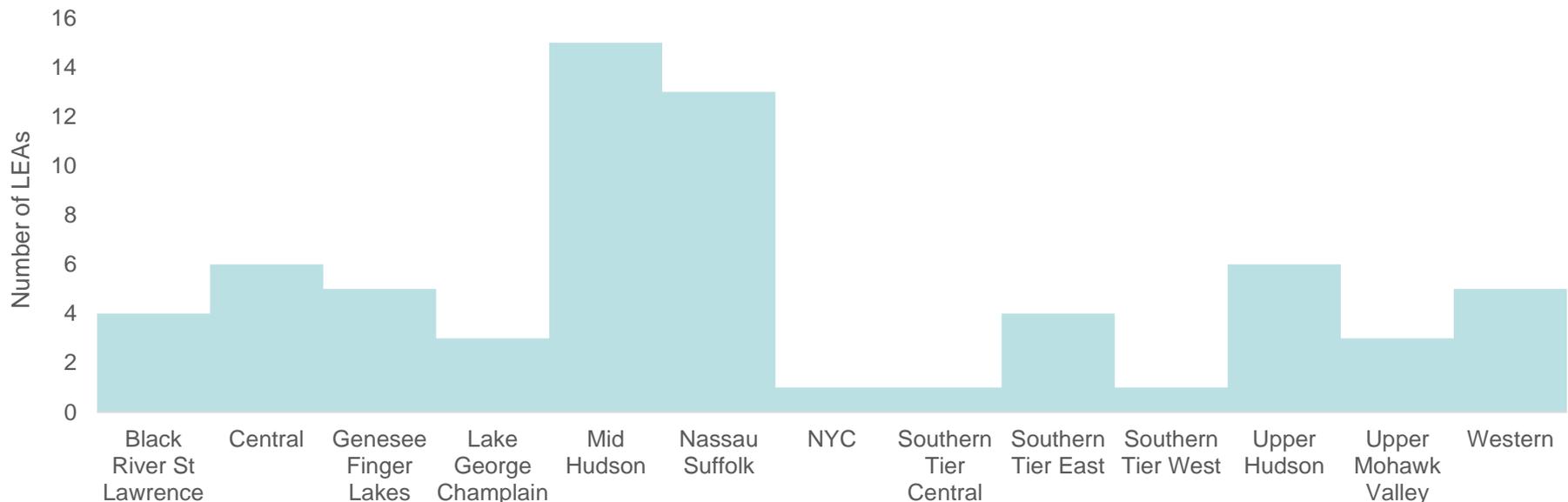
At least one educator in an LEA has an observation rating of Highly Effective, at least one has an observation* rating of Effective, at least one has an observation* rating of Developing, and at least one has an observation* rating of Ineffective*

ALL EDUCATORS

Differentiation of Observation* Ratings, §3012-c/§3012-d

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

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



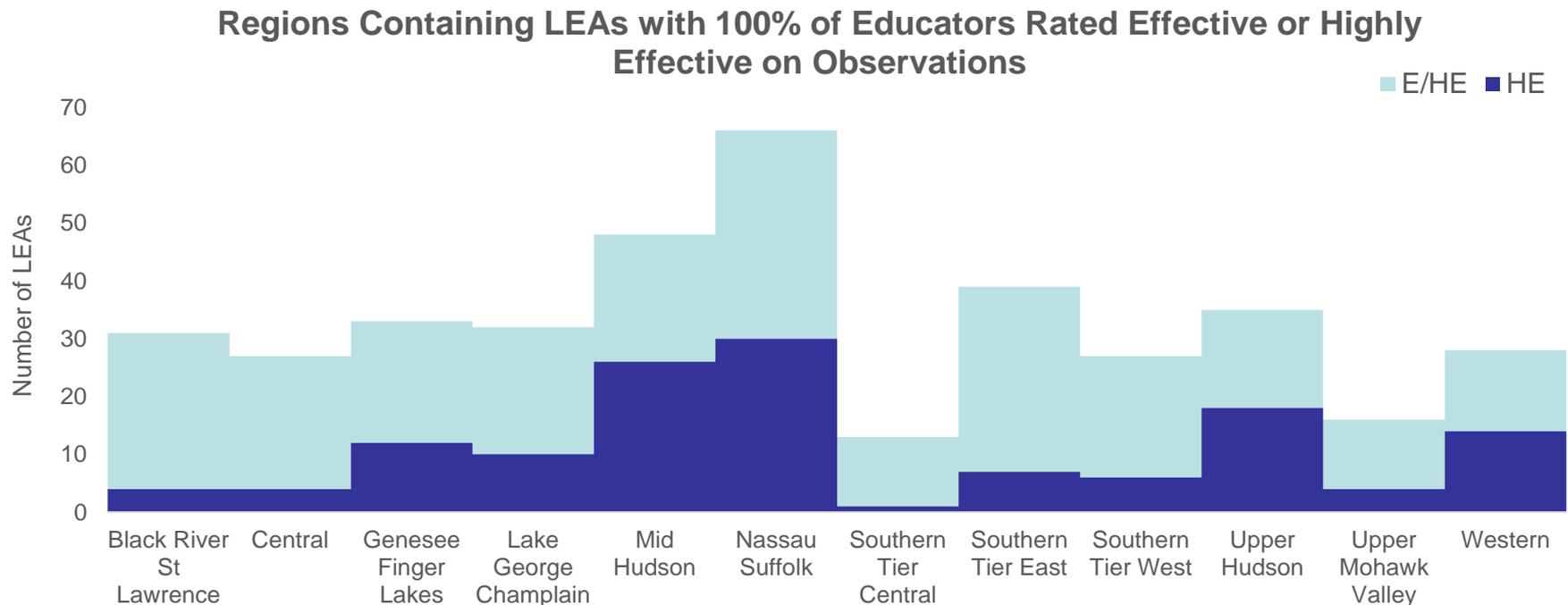
Lack of Differentiation of Observation* Ratings

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

ALL EDUCATORS

Lack of Differentiation of Observation* Ratings, §3012-c/§3012-d

- 55% of LEAs have 100% of their educators rated Effective or Highly Effective on observations.
- 19% of LEAs have 95% or more of their educators with a Highly Effective Observation rating.



Lack of Differentiation of Overall APPR Ratings

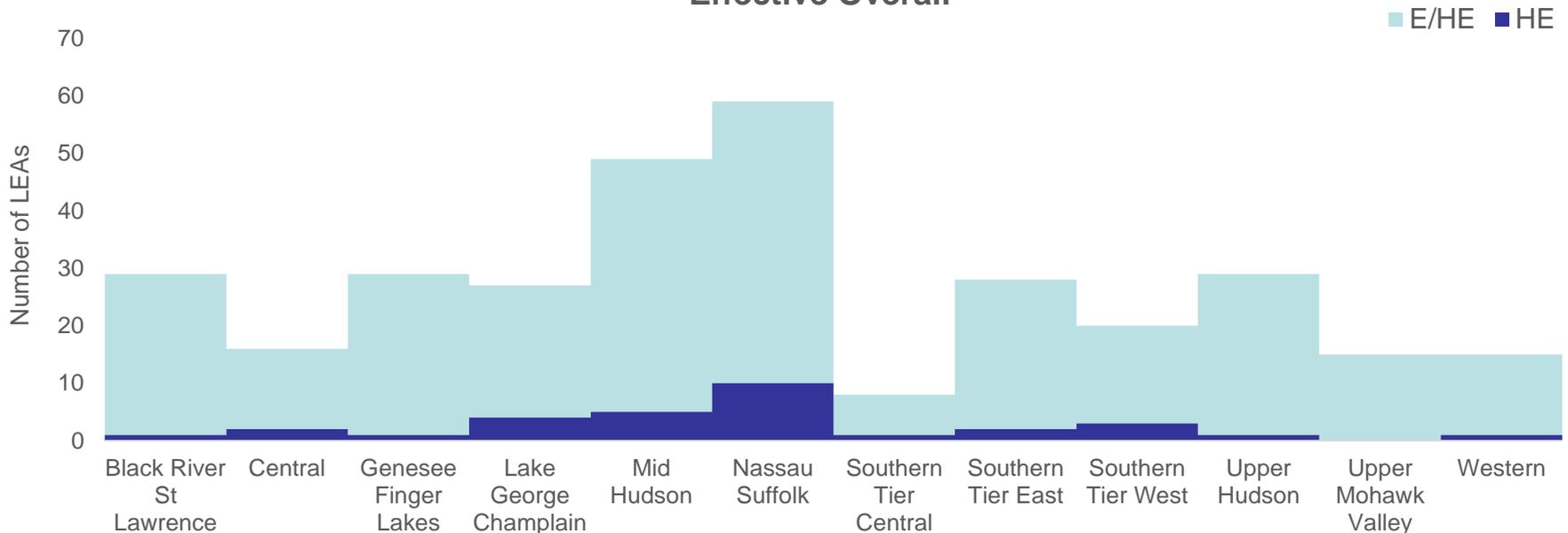
A high percentage of educators with Effective and Highly Effective Overall APPR ratings

ALL EDUCATORS

Lack of Differentiation of Overall APPR Ratings, §3012-c/§3012-d

- 45% of LEAs have 100% of their educators rated Effective or Highly Effective overall.
- 4% 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

- In 2014-15, the Department implemented a new data collection through the Student Information Repository System to collect tenure information for the purposes of reporting tenure extended, granted or denied, as related to Staff Evaluation ratings.
- In this first year of collection, only 47% of LEAs with approved APPR plans submitted any tenure data, with 9% reporting tenure data for less than 75% of their educators. Due to the low percentage of data reported for 2014-15, tenure information related to Staff Evaluation data was not reported for 2014-15.
- The 2015-16 tenure data collection was much more robust, with tenure records for 97% of educators reported with Staff Evaluation data. However, the data revealed that of the educators with a probationary end date in the 2015-16 school year, this end date fell beyond the end of the tenure data collection for 41% of educators.
- The Offices of Information Reporting Services and Educator Quality and Professional Development will adjust the end date of the tenure data collection from spring to fall beginning in the 2016-17 school year. This adjusted date will ensure that the maximum number of educators will be included in the collection with viable data.