



# *More Than a Score* *Reflections on Teacher Evaluations*

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NEW YORK STATE COUNCIL OF SCHOOL SUPERINTENDENTS  
7 Elk Street ♦ Albany, NY 12207 ♦ 518-449-1063

# Teacher and principal evaluations should be about more than a score

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- The goal of an evaluation system is **not** to rank and sort teachers and principals into categories.
- The goal is to improve teaching and school leadership – to help raise student achievement.
- An evaluation system can help improve teaching and school leadership by:
  - Giving educators information to help improve their daily work; and
  - Giving districts information to make sound personnel decisions, including to identify educators who need to improve or be removed.
    - State law requires evaluation results to be a “significant factor” in employment decisions, including granting tenure, making promotions, and seeking dismissal.

# What state law has required for teacher and principal evaluations

## Education Law, Section 3012-c – Annual Professional Performance Review (APPR)

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Each teacher or principal gets a “composite effectiveness score” based on 3 parts:

- 20% based on a “state-provided growth score” based on performance of the educator’s students on state assessments, or “comparable measures” developed locally for educators not covered by state assessments.
- 20% based on locally selected measures of student achievement.
- 60% based on other measures –
  - at least 31 points from multiple observations by principal or other administrator;
  - remaining points may come from observations by other professionals, survey feedback from students or parents, or review of lesson plans, student work, or other items.

## Results from each component are added together to produce a “quality rating”

- Quality ratings: Ineffective, Developing, Effective, Highly Effective
- Scoring bands are used to convert points from each APPR component into quality ratings:

	State Growth Score/ Comparable Measures*	Locally Assessed 20%*	Other 60%**	Composite Effectiveness Score*
<b>Ineffective</b>	0-2	0-2	Locally negotiated	0-64
<b>Developing</b>	3-8	3-8	Locally negotiated	65-74
<b>Effective</b>	9-17	9-17	Locally negotiated	75-90
<b>Highly Effective</b>	18-20	18-20	Locally negotiated	91-100

\* prescribed by state law/regulation

\*\* determined through local negotiations

# What the new law requires for teacher and principal evaluations

## Education Law, Section 3012-d – Annual Professional Performance Review (APPR)

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In place of a 0 to 100 score, a “matrix” with two axes will be used:

### Vertical axis: Student Performance

- Requires the use of a state-provided growth score, if available; otherwise requires the use of a student learning objective (SLO) determined by the school district.
- An optional second, state-developed growth score may be used, subject to collective bargaining – the optional 2<sup>nd</sup> score cannot account for more than 50% of the total student performance rating.

### Horizontal axis: Observations

- Requires observations by a supervisor *and* an independent evaluator from outside the school building.
- Districts also have the optional subcomponent to include observations conducted by a trained peer who has been rated Effective or Highly Effective, subject to collective bargaining.

**The combination of the two ratings determine the overall rating – next slide**

# The new evaluation law, continued

In the matrix, the combination of ratings determines to educator's overall rating:

		OBSERVATIONS			
		Highly Effective	Effective	Developing	Ineffective
STUDENT PERFORMANCE	Highly Effective	Highly Effective	Highly Effective	Effective	Developing
	Effective	Highly Effective	Effective	Effective	Developing
	Developing	Effective	Effective	Developing	Ineffective
	Ineffective	Developing*	Developing*	Ineffective	Ineffective

\* If a teacher is rated Ineffective on Student Performance and an optional second assessment using a state-designed/approved supplemental assessment, the teacher must be rated Ineffective overall. *Penalty does not apply if optional second measure is derived from a current state assessment.*

# The new evaluation law, continued

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- The law requires districts to negotiate and gain State Education Department approval for APPR plans in compliance with the new law by November 15 – or lose eligibility for increases in state aid.
- The State Education Department may grant “hardship waivers” to districts, extending the deadline by four months (to March 15).
- Additional hardship waivers may be granted, but all districts are to have approved plans by September 1, 2016.
- As of November 15, 72 districts had approved plans and 617 approved waivers.
- The law also attaches employment consequences to evaluations:
  - 2 consecutive ineffective ratings, district may seek expedited dismissal; 3 and district must seek dismissal
  - 3 ratings of Effective or Highly Effective in 4 years needed to earn tenure; cannot be rated Ineffective in 4<sup>th</sup> year.

# Another state's approach: Massachusetts

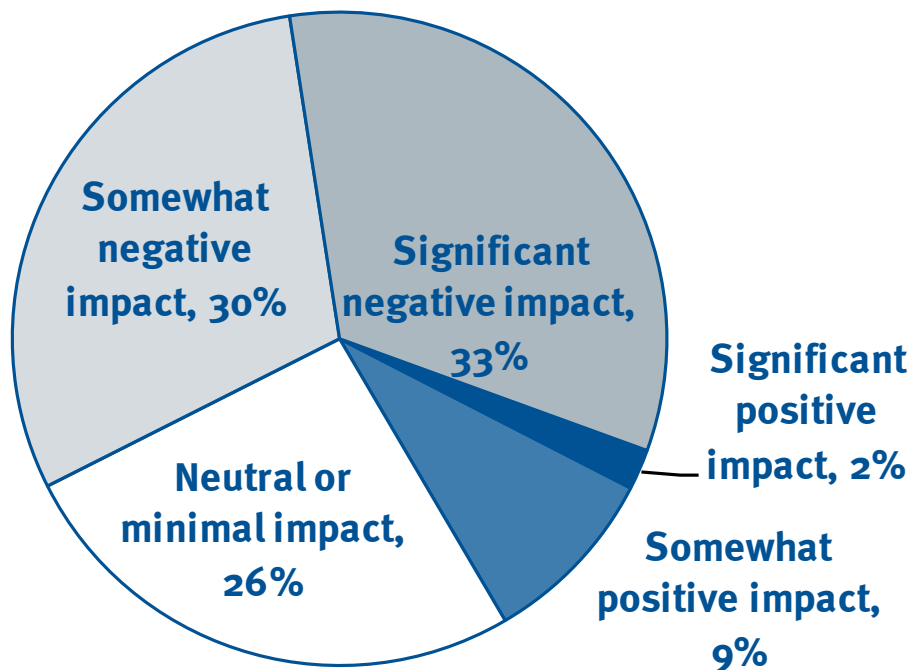
<b>Summative Rating</b> (professional practice measures)	Exemplary	1-yr Self-Directed Growth Plan	2-yr Self-Directed Growth Plan	
	Proficient			
	Needs Improvement	Directed Growth Plan		
	Unsatisfactory	Improvement Plan		
		Low	Moderate	High
		Rating of Impact on Student Learning (student performance measures)		

- Impact rating uses multiple measures of student performance over multiple years; includes state growth measures, where available.
- Summative rating uses observations, progress toward goals, artifacts, and student feedback.
- Impact rating cannot lead to a negative employment decision for non-probationary teachers – only practice measures contribute to “unsatisfactory” rating.



## Few superintendents believe the new law is an improvement (results from a Council Survey, summer 2015)

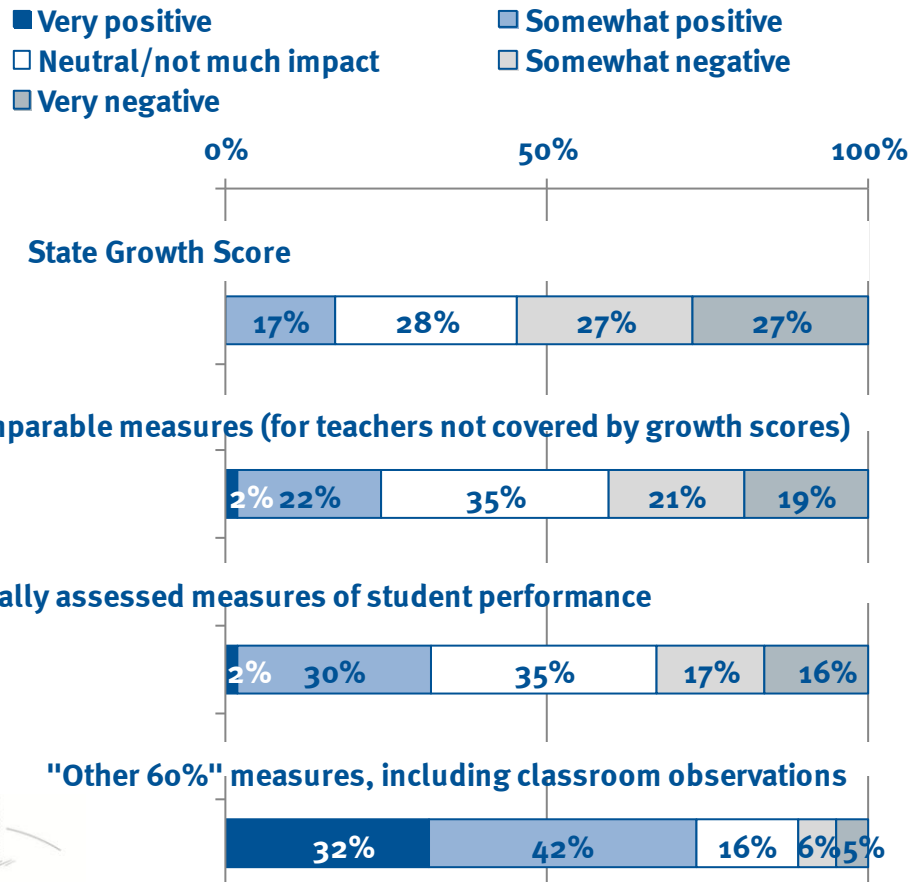
How do you see the latest changes in the evaluation law affecting efforts to improve the quality of teaching?



- 63% of superintendents foresee a *negative* impact from the new APPR law.
- Only 11% anticipate that it will have a positive impact on efforts to improve teaching.

# What do superintendents think about the current APPR (§3012-c)?

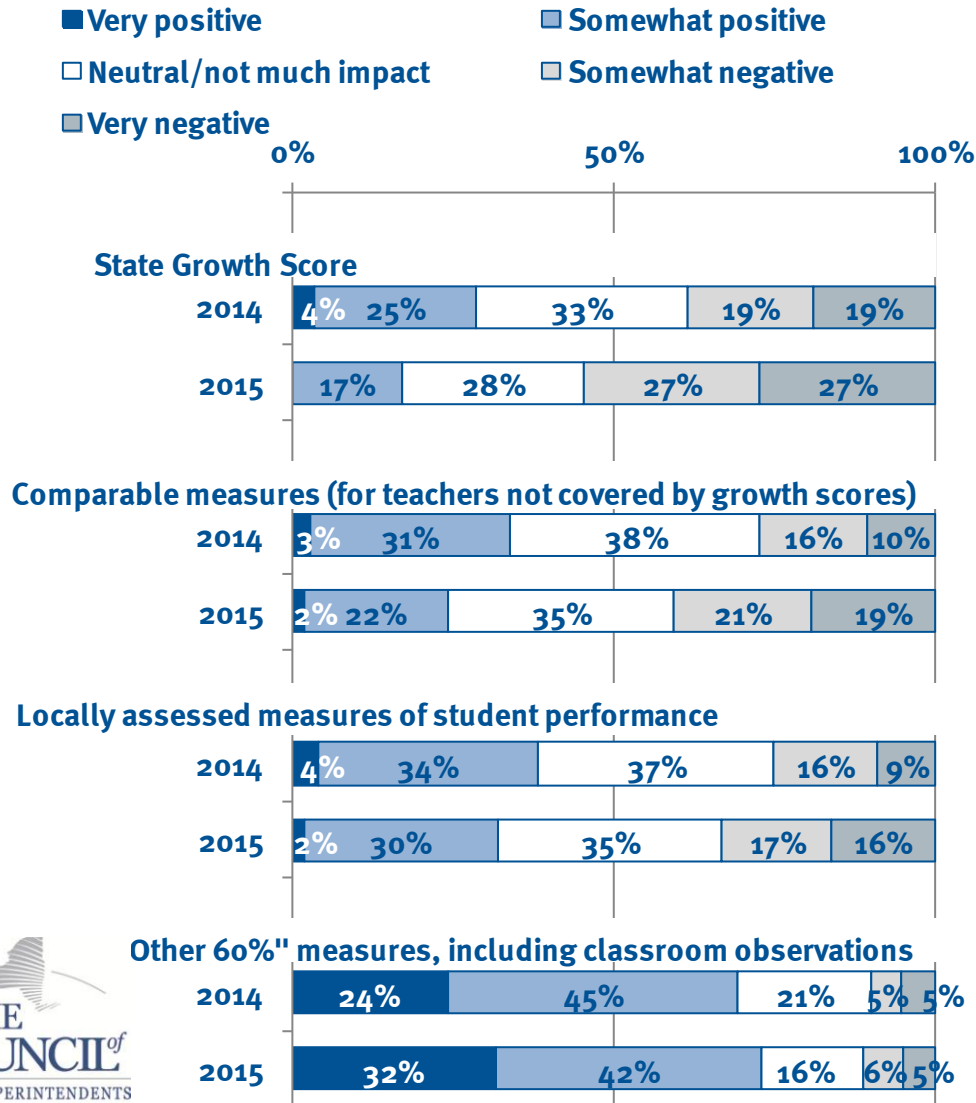
How would you assess the impact of the various components of the evaluations in improving teaching in your district's schools?



- 74% of superintendents say that the “other 60%” percent measures are having a positive impact on efforts to improve teaching.
  - Superintendents say that as a result of APPR, their districts are doing classroom observations of teachers more carefully and the observations are helping to improve classroom instruction.
- For the 3 student performance measures, more superintendents see negative effects than positive (54% to 17% negative for the growth score).

# What do superintendents think about APPR, continued

## Changing perceptions of the impact of the components -- 2015 vs. 2014



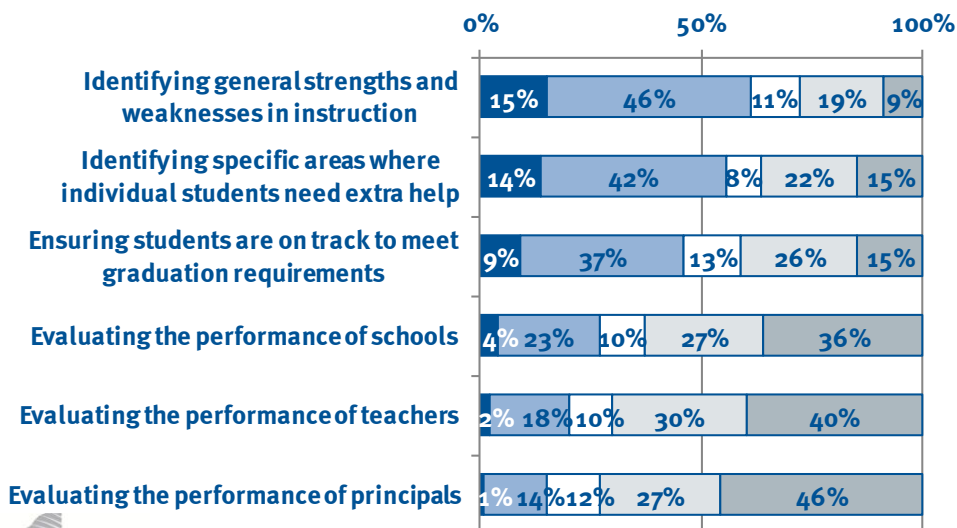
- Superintendents have grown more negative in their reviews of the student performance based components over the past year.
- Positive reviews for the “other 60% measures” have increased – from 69% to 74%
  - Those saying the impact has been “very positive” rose from 24% to 32%
- By narrowing the “other 60% measures” and mandating “independent” observations, the new law undermines a success of the old.

# What do superintendents think about APPR, continued

State growth scores for teachers and principals are based on the grades 3 through 8 state assessments in English language arts and math. *But most superintendents disagree that the tests provide information useful for the evaluations.*

To what extent do you agree or disagree that the state's current grades 3-8 assessments in ELA and Math can provide information useful for the following purposes?

Strongly agree       Somewhat agree       Neutral  
 Somewhat disagree       Strongly disagree



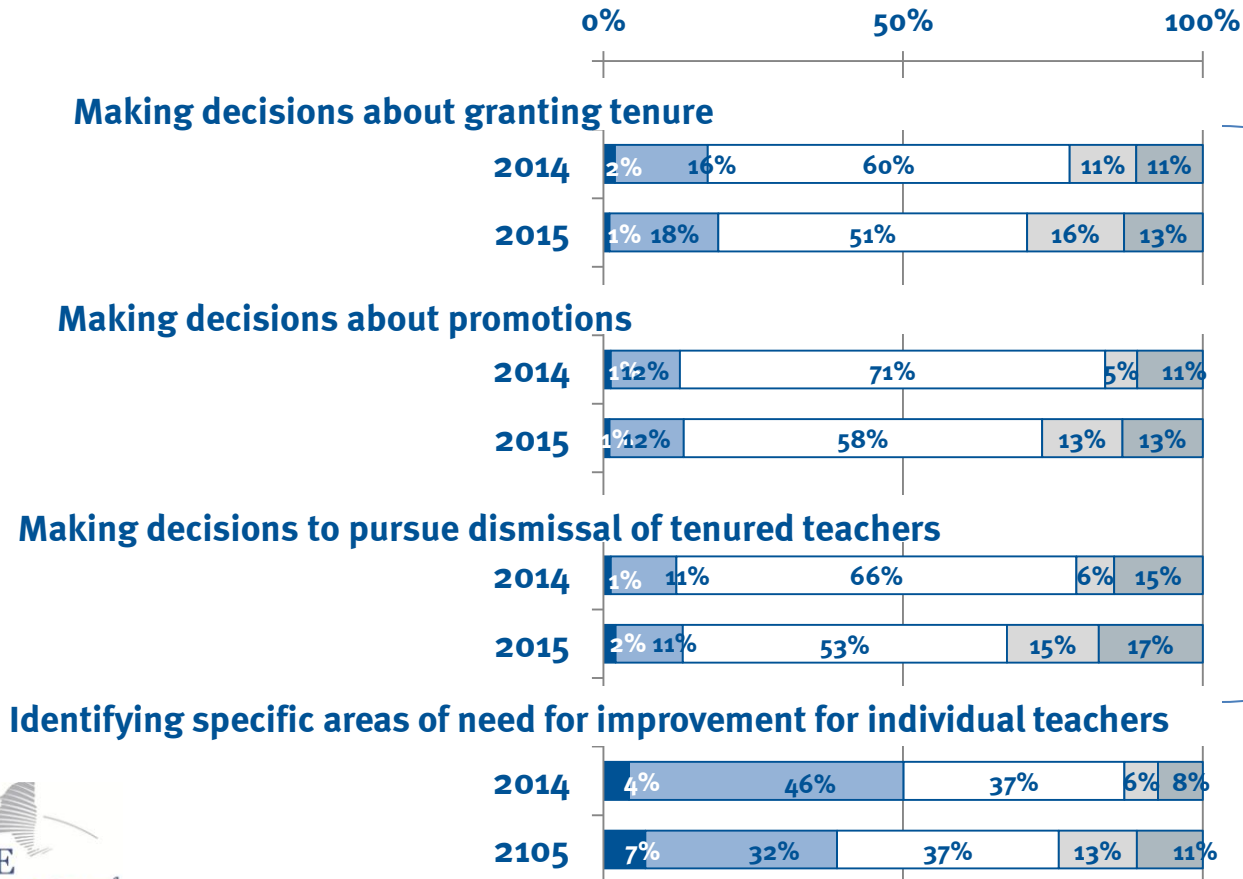
- By 70% to 20% superintendents *disagree* that the state assessments provide information useful for evaluating teachers.
- By an even wider margin, superintendents disagree that the tests are useful for evaluating principals (73% to 15%).

# What do superintendents think about APPR, continued

## Superintendents are skeptical about the value of APPR for making personnel decisions

### Impact of APPR in making decisions about teachers

- Very positive
- Somewhat positive
- Neutral/not much impact
- Somewhat negative
- Very negative



*Majorities responded neutral/not much impact from APPR in making formal employment decisions*

## Our goals for a better evaluation system:

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1. Maximize value of the evaluations as a tool for improving daily instruction and school leadership.
2. Improve the soundness of individual results so that they are seen as a fair and reliable tool in making formal employment decisions.
3. Streamline administrative demands of the system to enable leaders and teachers to devote their time to other priority responsibilities.
4. The system should continue to include measures of both professional practice and impact on student learning. But changes should reduce the impact in creating needs for student testing and in contributing to an over-emphasis on standardized test results .
5. Changes should be structured to avoid or minimize the need for additional local collective bargaining to implement the changes.

***The system should create a fork in the road: help successful teachers become even more effective and put poor performing teachers on a structured path toward improvement or removal.***