

12. How are points assigned to each subcomponent of the evaluation? How are the scoring bands determined?

The law requires that the superintendent, the district superintendent or chancellor (in the case of NYC), and the president of the collective bargaining representative (where one exists) certify in its APPR plan that its process will use the narrative descriptions for the rating categories to effectively differentiate educators’ performance in each of the subcomponents and the overall rating categories to improve student learning and instruction.

Table 2A. Educator Evaluation Rating Categories

Standards for Rating Categories	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (Teacher and Leader standards)
Highly Effective	Results are well-above state average for similar students (or district goals if no state test).	Results are well-above District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results exceed standards.
Effective	Results meet state average for similar students (or district goals if no state test).	Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results meet standards.
Developing	Results are below state average for similar students (or district goals if no state test).	Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet standards.
Ineffective	Results are well-below state average for similar students (or district goals if no state test).	Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results do not meet standards.

In addition to the text-based standards for the rating categories above, the State establishes scoring ranges (scoring bands) for the HEDI rating categories for the overall composite rating, the State assessment or other comparable measures subcomponent, and the locally-selected measures subcomponent. The scoring ranges for the other measures of teacher and principal effectiveness subcomponent shall be established locally through negotiations conducted under Article XIV of the Civil Service Law. The following scoring bands will apply:

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Table 2-A. Subcomponent and composite scoring ranges for SY 2011-12, and thereafter for educators for whom there is no approved value-added measure of student growth

2011-12 and 2012-13 where No Value-added growth measure	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	Ranges determined locally	91-100
Effective	9-17	9-17		75-90
Developing	3-8	3-8		65-74
Ineffective	0-2	0-2		0-64

Table 2-B. Subcomponent and composite scoring ranges for SY 2012-13 for educators for whom there is an approved value-added model for student growth

2012-13 where Value-added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	22-25	14-15	Ranges determined locally	91-100
Effective	10-21	8-13		75-90
Developing	3-9	3-7		65-74
Ineffective	0-2	0-2		0-64

For the 2013-2014 school year and thereafter, the Commissioner will review the scoring ranges annually before the start of each school year and recommend any changes to the Board of Regents.

The State determines the process for assigning points to educators for the State Growth or Other Comparable Measures Subcomponent. Districts must determine the points assigned to educators with Student Learning Objectives in this subcomponent, following State guidance.

The following elements are locally determined through negotiations:

- The process by which points are assigned in subcomponents and the scoring ranges for the subcomponents must be transparent and available to those being rated before the beginning of each school year.
- The assignment of points in each subcomponent must ensure it is possible for an educator to obtain any of the available points (including 0) in the subcomponents.

13. If districts are given the autonomy to determine the point allocation for the locally-selected measures and the other 60 points, how does the State plan to explain comparisons that will inevitably result?

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Some of the elements of the evaluation system are determined by the State, but the statute and regulation provide districts and BOCES with flexibility in other areas, subject to collective bargaining to the extent required by law or regulations. NYSED will conduct ongoing monitoring and reporting to analyze trends and patterns in evaluation results to identify districts whose evaluation results appear to have low correlation results with other evidence of student learning. NYSED may require corrective action if a District's implementation appears to be insufficiently rigorous.

Adjustments, Controls, and Final Distribution of Educator Scores

14. Will NYSED provide guidance on whether to take into account teacher experience in a teacher's evaluation?

SED does not expect to consider educator experience level in calculating teacher or principal growth or value-added scores and recommends that districts not do so either for locally-selected measures of student achievement or the other 60 point measures.

While it is true that teachers tend to have worse results in their first year and improve rapidly in their early-career years, the overall evaluation rating should reflect an educator's performance on an absolute scale. Feedback and development, however, should be targeted to the needs of the educator and will likely differ based on career stage. An early-career teacher rated Developing needs different support than a seasoned teacher whose results have not yet reached the Effective level or who has fallen from it.

15. Will teachers and principals be rated based on a "curve" (i.e., will the State require a fixed percentage of educators to receive each of the four HEDI ratings)?

No. While the State will assign points to an educator who has a State-provided growth measure(s), districts are responsible for assigning points for all other parts of a teacher or principal's evaluation consistent with the requirements in the law and regulations. The State is not requiring a district or BOCES to have a fixed percentage of educators in each of the overall HEDI categories.

Scoring: Growth on State Assessments and Comparable Measures

16. Will common branch teachers receive two scores, one each for ELA and mathematics?

Common branch teachers will receive a growth or value-added result for ELA and another one for mathematics. NYSED, through its vendor, will combine these

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scores into a single measure to determine a HEDI rating and a State-provided growth score for this subcomponent of the educator's evaluation.

- 17. How are weights determined when there is more than one score being collected for SLOs? Do the SLOs have to be proportionate or can one be weighted more heavily than the others?**

Each SLO must be weighted proportionately based on the number of students included in both SLOs. The scores from the two SLOs will combine into one overall growth component score (0-20 points). Please see:

<http://engageny.org/news/student-learning-objectives/> for the SLO guidance document, road map, webinar series, and other tools and resources.

- 18. For teachers with a mix of sections/courses with/ without State-Provided Growth measures the guidance states "if <50% covered by SGP/VA, then a mix of SGP/VA and SLOs will be used." How will the growth subcomponent score be determined?**

For educators who have multiple SLOs, the SLOs are weighted proportionately based on the number of students in each SLO. The State will provide a score for the SLO that uses the State-provided growth measure; however, this score will then be weighted proportionately with the scores from the other SLO(s) in order to determine one overall HEDI score for the educator. Please see Example Model 1(B) in the SLO Guidance document: <http://engageny.org/wp-content/uploads/2012/03/slo-guidance.pdf>

Scoring: Locally-selected Measures

- 19. How will the locally-selected measures be converted into a point system?**

The statute and regulations provide guidance for scoring the locally-selected measures by way of the text descriptions provided for each of the four rating categories for this subcomponent. However, districts must determine the process for assigning points to educators for this subcomponent of the evaluation, within the scoring ranges and text descriptions provided by the Commissioner for each rating category for this subcomponent. The assignment of points for the locally-selected measures subcomponent is subject to collective bargaining.

Scoring: 60 Points

- 110. Can you provide some concrete examples of scoring for the 60 points?**

NYSED has provided guidance for scoring the 60 points attributed to other measures of teacher and principal effectiveness by way of the text descriptions of the four levels of performance (see I2 above). Districts must determine locally the

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details of their approach to assigning 0-60 points to educators for this subcomponent of the evaluation, within the scoring ranges and text descriptions for each rating category for this subcomponent, as prescribed in §30-2.6 of the Commissioner's regulations.

Here is one of many possible examples of an approach to negotiating procedures for assigning points around 60 point “other measures” that could help others think about how to reach their own policy goals.

1. The district negotiates procedures for conducting and scoring classroom observations and assessing other aspects of the rubric.
2. The district also negotiates the level of performance against the rubric that “meets standards” (for Effective: Overall performance and results meet standards) and the other HEDI categories (for Highly Effective: Overall performance exceeds standards; for Developing: Overall performance and results need improvement in order to meet standards; for Ineffective: Overall performance and results do not meet standards.).
3. Based on all the evidence gathered, a “rubric score” and its corresponding HEDI rating category is determined for each educator.
4. The rubric score is then converted into a score on a scale of 0-60 according to the 60 point scoring bands negotiated by the district.
5. The chart below illustrates one potential result:

Overall Rubric Score (Must be negotiated)	Rating Category	0-60 point distribution by rating category (must be negotiated)
1-1.8	Ineffective	0-49
1.9-2.8	Developing	50-56
2.9-3.6	Effective	57-58
3.7-4.0	Highly Effective	59-60

I11. How will the teacher evaluation rubric be converted into a point system?

The process by which points are assigned and the scoring range is determined locally and must be transparent and provided in advance to those who will be rated. Each district and BOCES must describe its process for assigning the other 60 points in its APPR plan, which must be published on its web site.

The assignment of points in each subcomponent must ensure it is possible for an educator to obtain any of the available points (including 0) in the subcomponents.

Districts and collective bargaining units must certify that the process for assigning points will use the narrative descriptions in the regulations to effectively

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differentiate educators' performance in ways that improve student learning and instruction.

Timing for Evaluations

I12. What is the timing for completing evaluations and providing them to teachers and principals? When will educator scores based on state tests be available, and how does that relate to evaluation timing?

Each teacher's and principal's score and rating on the Locally-selected Measures subcomponent (if available) and on the Other Measures of Effectiveness subcomponent must be computed and provided to the teacher or principal in writing no later than the last day of the school year.

The entire evaluation must be completed and provided to each teacher and principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured.

SED will provide the scores for the growth measures component of each educator's evaluation in July 2012, or as soon as possible after the State student assessment results are available. All information will be transmitted electronically via secure protocol to the districts. Upon receipt of such scores, districts must then determine the final composite score for each teacher and/or principal in accordance with the Commissioner's regulations.