



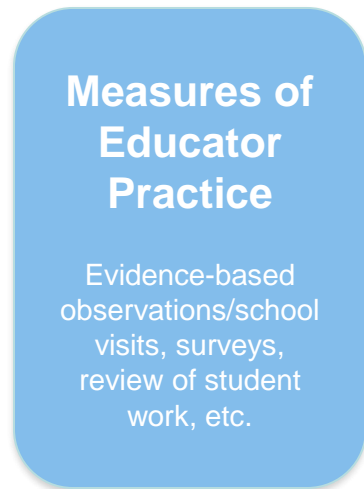
Our Students. Their Moment.

# 2014-15 STATEWIDE 3012-C EVALUATION RESULTS

# Components of the 3012-c APPR Evaluation System

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

## *Educator Practice*

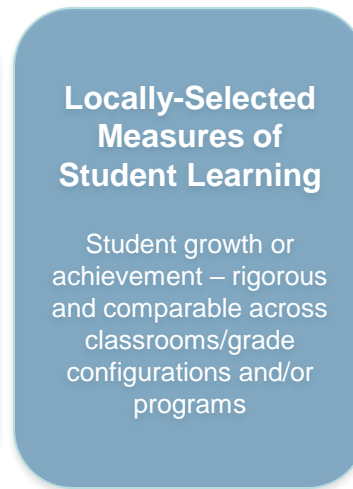


60%

## *Student Learning*

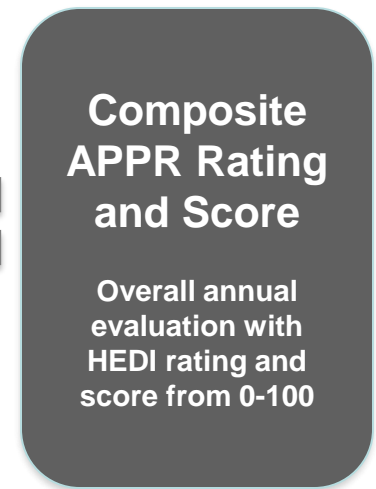


20%



20%

40%



100%

# **State-Provided Growth Results *Statewide***

# TEACHERS, Statewide

## State-Provided Growth Results

*The 20% State Growth or Other Comparable Measures subcomponent for grades 4-8 ELA/math teachers was based on the State-provided growth score.*

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

# PRINCIPALS, Statewide

## State-Provided Growth Results

*The 20% State Growth or Other Comparable Measures subcomponent for principals of grades 4-8 and 9-12 was based on the State-provided growth score.*

State-Provided Growth Rating	2011-12 Percent of Principals*†	2012-13 Percent of Principals†	2013-14 Percent of Principals	2014-15 Percent of Principals
Highly Effective	6%	7%	5%	6%
Effective	79%	78%	79%	80%
Developing	8%	9%	10%	10%
Ineffective	7%	5%	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.

# Statewide Composite HEDI Results: Teachers

The number of teachers rated Effective and Highly Effective continues to increase.

HEDI Rating	2012-2013 Percent of Teachers	2013-2014 Percent of Teachers	2014-2015 Percent of Teachers
Highly Effective	51.2%	41.9%	44.0%
Effective	43.3%	53.7%	52.2%
Developing	4.5%	3.7%	3.2%
Ineffective	1.0%	0.7%	0.6%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Summary of Effective and Highly Effective ratings:

- 2012-2013: 51.2% (Highly Effective) + 43.3% (Effective) = 94.5%
- 2013-2014: 41.9% (Highly Effective) + 53.7% (Effective) = 95.6%
- 2014-2015: 44.0% (Highly Effective) + 52.2% (Effective) = 96.2%

Note: This summary reflects the data that were reported to the Department by districts, BOCES, and charter schools with approved 2014-15 APPR plans as of the 10/16/2015 deadline. 189,141 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 subsequent years.

# Statewide Composite HEDI Results: Principals

The number of principals rated Effective and Highly Effective also continues to increase.

HEDI Rating	2012-2013 Percent of Principals	2013-2014 Percent of Principals	2014-2015 Percent of Principals
Highly Effective	28.2%	27.9%	29.1%
Effective	64.4%	65.6%	64.7%
Developing	5.8%	5.3%	5.2%
Ineffective	1.7%	1.2%	1.0%
<b>Total</b>	<b>100.1%*</b>	<b>100.0%</b>	<b>100.0%</b>

Summary of Effective and Highly Effective ratings:
   
 2012-2013: 28.2% (Highly Effective) + 64.4% (Effective) = 92.6%
   
 2013-2014: 27.9% (Highly Effective) + 65.6% (Effective) = 93.5%
   
 2014-2015: 29.1% (Highly Effective) + 64.7% (Effective) = 93.8%

Note: This summary reflects the data that were reported to the Department by districts, BOCES, and charter schools with approved 2014-15 APPR plans as of the 10/16/2015 deadline. 4,494 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 subsequent years. \* Due to rounding, aggregate data may total greater than 100%.

# New York City Versus Rest of State: Teachers, Overall Composite Ratings

NYC: 62,828 Teachers Reported\*

Rest of State: 126,313 Teachers Reported\*

HEDI Rating	New York City 2013-2014**	New York City 2014-2015
Highly Effective	9.2%	10.8%
Effective	82.5%	81.6%
Developing	7.0%	6.5%
Ineffective	1.2%	1.1%
<b>Total</b>	<b>99.9%***</b>	<b>100.0%</b>

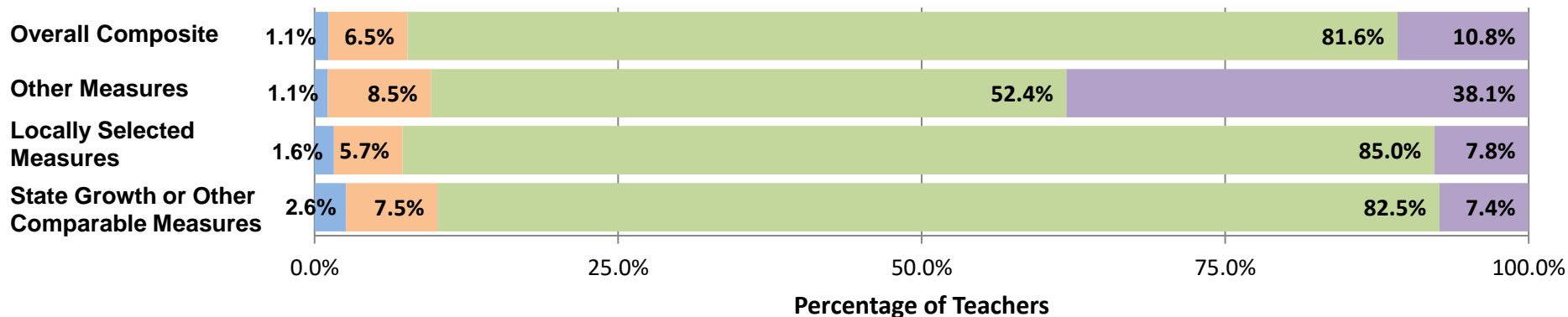
HEDI Rating	Rest of State 2013-14	Rest of State 2014-15
Highly Effective	58.2%	60.6%
Effective	39.3%	37.6%
Developing	2.0%	1.5%
Ineffective	0.4%	0.3%
<b>Total</b>	<b>99.9%***</b>	<b>100.0%</b>

\* Note: This summary reflects the data that were reported to the Department by districts, BOCES, and charter schools with approved 2014-15 APPR plans as of the 10/16/2015 deadline. NYC: 62,828 teachers were reported with 3 complete subcomponents and an overall composite rating. Rest of State: 126,313 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%.

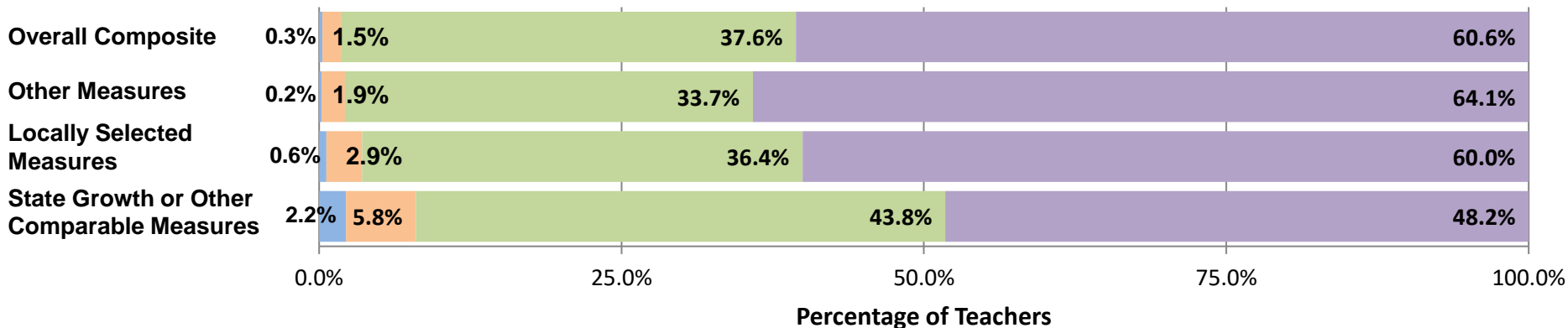


# New York City Versus Rest of State: Teachers, 2014-15 Subcomponent Ratings

## NYC 2014-15 Staff Evaluation Ratings for Teachers



## Rest of State 2014-15 Staff Evaluation Ratings for Teachers



■ Ineffective    
 ■ Developing    
 ■ Effective    
 ■ Highly Effective

# New York City Versus Rest of State: Principals, Overall Composite Ratings

NYC: 1,583 Principals Reported\*

Rest of State: 2,911 Principal Reported\*

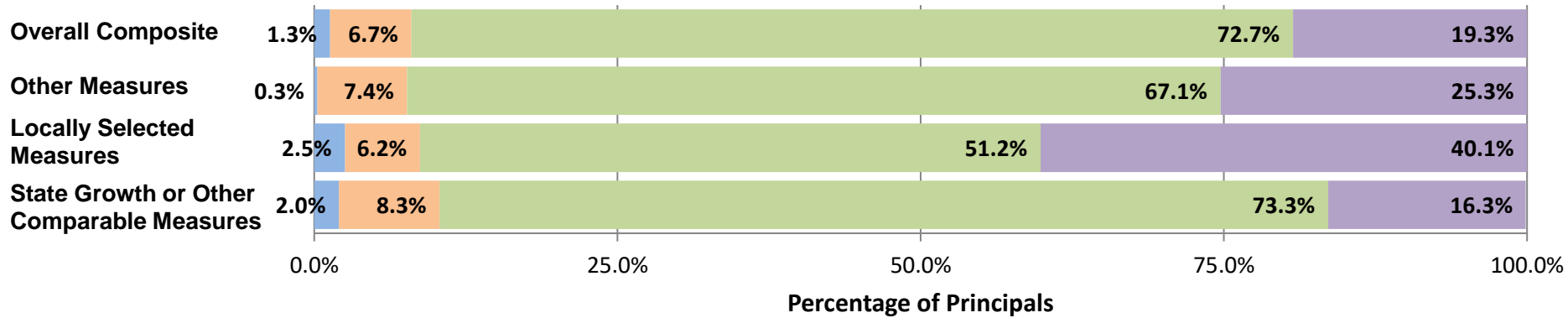
HEDI Rating	New York City 2013-2014**	New York City 2014-2015
Highly Effective	18.4%	19.3%
Effective	73.5%	72.7%
Developing	6.5%	6.7%
Ineffective	1.6%	1.3%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>

HEDI Rating	Rest of State 2013-14	Rest of State 2014-15
Highly Effective	33.1%	34.5%
Effective	61.3%	60.4%
Developing	4.7%	4.4%
Ineffective	1.0%	0.8%
<b>Total</b>	<b>100.1%***</b>	<b>100.1%***</b>

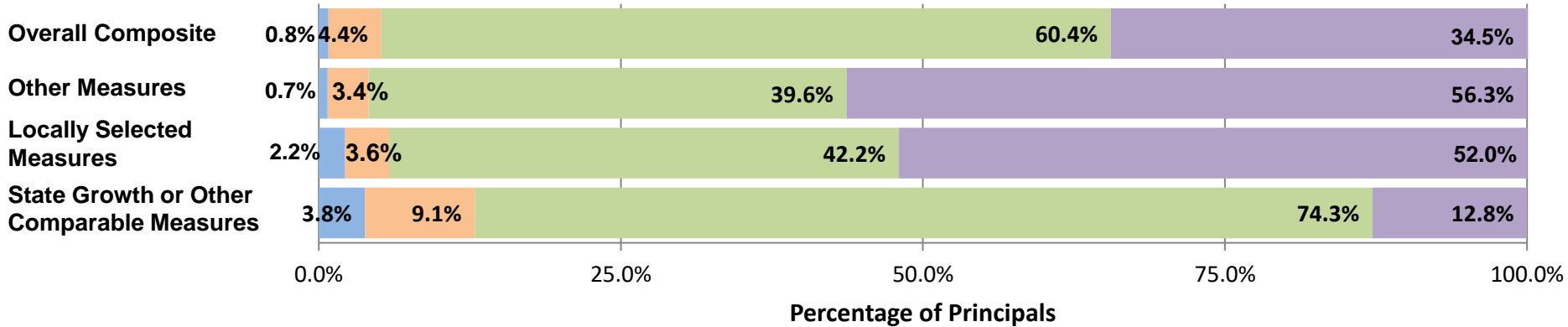
Note: This summary reflects the data that were reported to the Department by districts, BOCES, and charter schools with approved 2014-15 APPR plans as of the 10/16/2015 deadline. NYC: 1,583 principals were reported with 3 complete subcomponents and an overall composite rating. Rest of State: 2,911 principals 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 greater than 100%.

# New York City Versus Rest of State: Principals, 2014-15 Subcomponent Ratings

## NYC 2014-15 Staff Evaluation Ratings for Principals



## Rest of State 2014-15 Staff Evaluation Ratings for Principals



■ Ineffective    
 ■ Developing    
 ■ Effective    
 ■ Highly Effective

# Consistency of Overall Composite Ratings from Year to Year: Teachers

- 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.
- First year teachers: 5,644 in 2014-15; 5,485 in 2013-14.\*

		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 for teachers reported with 3 complete subcomponents and an overall composite rating.

\* Experience data was unavailable for 7,489 teachers in 2014-15 and 8,494 in 2013-14 . \*\* Due to rounding, aggregate data may total less than or greater than 100%.

# Consistency of Overall Composite Ratings from Year to Year: Principals

- 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.
- First year principals: 269 in 2014-15; 284 in 2013-14.\*

		2013-14 Rating				Total
		H	E	D	I	
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				Total
		H	E	D	I	
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 for principals reported with 3 complete subcomponents and an overall composite rating.

\* Experience data was unavailable for 1,651 principals in 2014-15 and 1,885 in 2013-14. \*\* Due to rounding, aggregate data may total greater than 100%.

# 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.
- Only 29% of the total educators with Staff Evaluation data for 2014-15 have a related tenure record submitted through this data collection.
- Due to the low percentage of data reported for 2014-15, it is recommended that tenure information related to Staff Evaluation data not be reported for 2014-15.
- The Offices of Information Reporting Services and Teacher/Principal Quality and Professional Development will continue to work with the field to enhance the collection of tenure data in the 2015-16 school year.