



Our Students. Their Moment.

Alternate Scores for Teachers and Principals: Implementing a Transition to Higher Standards

December 14, 2015

**The Governor's Common Core Task Force
“unanimously affirms the importance of adopting and
maintaining high educational standards and rigorous
performance measures to increase the competitive
standing of, and therefore the opportunities for, all our
students.”**

Richard Parsons, Chair, Common Core Task Force

Many of the recommendations in the Task Force report reflect areas the Board and Department have discussed and are taking action on.

Evaluation

- **The Task Force’s charge did not include teacher and principal evaluation. However, as discussed, the Task Force advanced a recommendation stating “results from assessments aligned to the current Common Core Standards, as well as the updated standards, shall only be advisory and not be used to evaluate the performance of individual teachers and students.”**
- **Reflective of statewide stakeholder input.**

Proposed Emergency Regulation

For teachers and principals, the Emergency Regulation would:

- **Ensure that there will be no consequences for teachers and principals related to 3-8 ELA and mathematics state assessments and no growth score on Regents exams until the start of the 2019-2020 school year.**
- **Prohibit the use of results from the 3-8 state assessments for use in evaluating the performance of individual teachers, principals or students.**

Emergency Regulation Overview cont.

- **Provide for a four year transition period for annual professional performance reviews (APPRs) while the State completes the transition to higher learning standards.**
- **During the transition period, transition scores and HEDI ratings will replace the scores and HEDI ratings for teachers and principals whose HEDI scores are based, in whole or in part, on State assessments in grades 3-8 ELA or mathematics (including where State-provided growth scores are used) or on State-provided growth scores on Regents examinations.**
- **For purposes of public reporting of aggregate data and disclosure to parents on request the original composite score and rating and the transition composite score and rating must be reported with an explanation of such transition composite score and rating.**

Emergency Regulation Overview cont.

- **Overall transition scores and ratings will be determined based upon the remaining subcomponents of the annual professional performance review that are not based on the grade 3-8 ELA or mathematics State assessments and/or a State-provided growth score on Regents examinations.**
- **State provided growth scores will continue to be computed for advisory purposes only and overall HEDI ratings will continue to be provided to teachers and principals. However, during the transition period, only the transition score and rating will be used for purposes of evaluation, and for purposes of employment decisions, including tenure determinations and for teacher and principal improvement plans.**

Emergency Regulation Overview cont.

- **Growth model - move to a 3-year average.**
- **Support the use of student performance metrics in 3012-d by requiring districts and BOCES to use and/or develop a Student Learning Objective based upon an assessment approved by the Department.**

What's next

During the Transition to Higher Standards there is a lot to accomplish. Much of the work is underway:

- **Review of the learning standards with input of stakeholders.**
- **Increased involvement of NYS teachers in developing state assessments.**
- **Additional optional curriculum resources.**
- **Review of growth model.**

And more to do:

- **Growth model - move to a 3-year average.**
- **Review use of multiple measures.**
- **Explore the use of adaptive, performance-based and project-based assessments.**
- **State investments in professional development and other critical areas to advance New York's commitment to implementing higher standards.**