

Student Achievement Measures: Teachers		
	ELA/Math 4-8 (2011-12 and beyond)	All Classroom Teachers (2012-13 and beyond)
<p>Growth on State Assessments or Other Comparable Measures</p> <p>20 percent (25% with approved VA model)</p>	<ul style="list-style-type: none"> • Result of student growth percentile model with consideration of poverty, ELL, SWD status • Value-added model with additional controls if approved in 2012-13 • Policies on Teacher of Record and linked students • State to issue RFP for provider of growth and value-added measures. 	<ul style="list-style-type: none"> • Approach 65% coverage of teachers with value-added measures by extending VA model, as applicable, to existing and new (if resources available) state assessments: <ul style="list-style-type: none"> ○ 9-11 ELA 2011 ○ Math Regents ○ PARCC as available ○ If approved: 6-8 science, social studies ○ If approved, progress monitoring in K-2 ELA, math • Feasibility analysis with each expansion area to prove applicability of growth/VA methodology to pre/post tests.
<p>If no state test with VA model</p>	N/A	<ul style="list-style-type: none"> • Menu of State-approved standardized assessments with growth measures in grades 6+ Science and Social Studies, • In other subjects, State-determined student growth goal-setting process for use with district-determined assessments from the following list: <ul style="list-style-type: none"> • Menu of State-approved 3rd party, State or other assessments • District- or BOCES-developed assessments provided that the district or BOCES verifies comparability and rigor • School-wide, group, or team results based on state assessments • Other school or teacher-created assessment agreed to in goal-setting process <p><i>State will issue RFQ for assessments that meet prescribed criteria.</i></p> <p><i>TF: Split opinion: 1. district choice from “local” options for all “non-tested” grades 2. State must be prescriptive on exactly how to assess growth in all grades and subjects</i></p>

**Student Achievement Measures:
Teachers
(Continued)**

Locally selected measures of Student Achievement

20 percent (15% after VA model)

Locally comparable means:

Common measures of student achievement across all classrooms in same grade/subject in District or BOCES programs.

Variance available to permit different local measures to apply to different groups of teachers within a grade/subject if districts/BOCES prove comparability based on standards of Education and Psychological Testing.

May choose growth or achievement measure from these options:

- Menu of State-approved 3rd party, State or other assessments
- District- or BOCES-developed assessments provided that the district or BOCES verifies comparability and rigor
- School-wide, group, or team results based on state or local assessments
- Structured District-wide goal setting process for use with any state, local, or school (teacher-created) assessment agreed to by evaluator and teacher
- Other measures using state tests (% proficient; subgroup growth, etc)

State will issue RFQ for assessments that meet prescribed criteria

Task Force Concerns:

- ***Strong objections to any use of state assessments in local achievement section.***

Student Achievement Measures Principals

	Elem/Middle (2011-12 and beyond)	High Schools (2012-13 and beyond)
<p>Growth on State Assessments or Other Comparable Measures</p> <p>20 percent (25% with approved VA model)</p>	<ul style="list-style-type: none"> • Result of student growth/VA model • Add grades and/or subjects as VA model applies 	<ul style="list-style-type: none"> • Result of VA model as applied to English and Math State assessment. • Add subjects and progress to graduation metric as VA model applies
<p>Locally Selected measures of Student Achievement</p> <p>20 percent (15% after VA model)</p>	<p>May choose growth or achievement measure from these options:</p> <ul style="list-style-type: none"> • Student performance on any or all district-wide locally selected measures approved for use in teacher evaluations • Achievement on state tests (% proficient) • Growth or achievement for student subgroups (SWD, ELL, highest or lowest achievers) on state or other assessments 	<p>May choose growth or achievement measure from these options:</p> <ul style="list-style-type: none"> • Applicable options from elem/middle school column • Regents exam participation rates • % Regents pass or pass with college ready score • Graduation rates • College-ready graduation rates • Credit accumulation (e.g. 9th and 10th grade) • Dropout rates • PSAT , SAT take rates and scores • AP, IB, other Regents-equivalents take and pass rates
<p><i>Task force Concerns:</i> <i>Strong objections to any use of state tests in local achievement subcategory</i></p>		

OTHER 60%	TEACHER	Principal
Standards	NYS Teaching Standards	ISLLC 2008
Choice of rubrics	<ul style="list-style-type: none"> Menu of state-approved choices for rubrics to assess performance based on standards. Also district variance process available for district or BOCES that seeks to use a rubric not on State-approved list. State to issue RFQ for rubrics that meet prescribed criteria. 	
Requirements and options:	<p>Requirements:</p> <ul style="list-style-type: none"> Multiple Measures At least half of the 60 points based on classroom observation. Observation by principal or other trained administrator is required. Any remaining standards not addressed in classroom observation must be assessed at least once a year <p>Optional:</p> <ul style="list-style-type: none"> Observation by trained evaluators independent of school and/or trained in-school peer teachers. Observations may be in person or by video. Structured review of student work and/or teacher artifacts using “portfolio” or “evidence binder” processes. Feedback from students, parents, and/or other teachers using structured survey tools Teacher attendance Individual professional growth goals with teacher self-reflection (maximum 5 points) 	<p>Requirements</p> <ul style="list-style-type: none"> Multiple measures: At least half of 60 points based on supervisor’s or other trained evaluator’s broad assessment of principal leadership and management actions <ul style="list-style-type: none"> Must incorporate at least two sources of evidence from the following options: structured feedback from constituencies including: teachers, students, and/or families; school visits; review of school documents, records, state accountability processes and/or other locally-determined sources In addition evaluations must include a locally-selected measure of principal contribution to improving teacher effectiveness. <ul style="list-style-type: none"> Examples: improved retention of higher performers, student growth scores of teachers granted vs. denied tenure; teacher satisfaction with feedback and PD opportunities, or, quality/effectiveness of teacher evaluations. Any remaining standards not addressed through above requirements must be assessed at least once a year. <p>Optional:</p> <ul style="list-style-type: none"> Teacher and/or student attendance School academic or learning environment goals Individual professional growth goals with principal self-reflection (maximum 5 points)
	<p>Task Force Concern: <i>TF seeks maximum local flexibility in allocation of points in this section. For principals, TF would require two items listed as options above: academic goals and professional growth goals.</i></p>	

Teacher and Principal: Subcomponent and Composite Scoring and Ratings

The legislation requires the Regents to prescribe the scoring ranges for each of the following rating categories: Highly Effective, Effective, Developing and Ineffective (HEDI).

SED will require districts to do the following around scoring of the subcomponents of evaluation for local achievement measures and the “other 60%”.

- The process by which points are assigned in subcomponents must be transparent and provided in advance to those being rated.
- District plans must be made publicly available in electronic form and must specify how points will be assigned based on locally selected student achievement and other measures.
- The method for assigning subcomponent points must identify how points will be awarded within four performance levels (HEDI) for the “local measures of student achievement” and the “other measures of effectiveness” subcomponents using the following standards:

Level	Growth	Local assessment growth or achievement	Other (Teacher and Leader standards)
Ineffective	Results are well-below state average for similar students (or district goals if no state test).	Does not achieve District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results are well below standards.
Developing	Results are below state average for similar students. (or district goals if no state test)	Partially achieves 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.
Effective	Results meet state average for similar students. (or district goals if no state test)	Achieves District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results meet standards
Highly Effective	Results are well-above state average for similar students. (or district goals if no state test)	Exceeds District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results exceed standards

Commissioner will review specific scoring ranges annually before the start of each school year and recommend any changes to the Board of Regents. For 2011-12, these will be:

Level	Measures of student growth	Local measures of student achievement	Other 60 points	Overall Composite Score
Ineffective	0-4	0-4	Scoring ranges locally determined	0-50
Developing	5-9	5-9		51-75
Effective	10-15	10-15		76-90
Highly Effective	16-20	16-20		91-100

Task Force report says TF feels text descriptions of 4 levels of performance are “helpful guidance” within subcategories. TF is split on whether state should set numerical scoring bands within the subcomponents.

As for composite scoring bands, the Task Force could not reach consensus. Assuming a 100 point scale, this shows the range of debate.

Level	Band	Note
Ineffective (I)	0-	X must be at least 39, some supported 49, and could go as high as 65
Developing (D)	X-Y	X can be no lower than 40. Y is between 64-74.
Effective (E)	P-Q	P is between 65-75. Q is between 85 and 91.
Highly Effective (H)	Z-100	Z can be no lower than 86 although some supported as high as 91.

The Task Force debated the pros and cons of using a 100 point scale. The analogy to test scores for students has pros (understandable) and cons (adds to the punitive nature of low scores).

District Annual Professional Performance Review Plan Requirements

Districts will submit to the state annually its professional performance review plan.

1. Criteria and assessment approaches for teachers and principals
2. How the rating categories (HEDI) will be used to differentiate professional development, compensation, and career decisions for teachers and principals
3. How rating points will be determined for local assessment and “other metrics” subcomponents of evaluation consistent with Regulations. Process must be transparent to all educators.
4. How Districts/BOCES will ensure all evaluators are properly trained and “certified” to conduct evaluations using a district’s approved practice rubrics, assessment tools and measures of student achievement.
5. How Districts/BOCES will ensure that evaluators maintain inter-rater reliability over time and their process for periodically recertifying educators or decertifying educators.
6. How district or BOCES will ensure that evaluators will have the time required to complete requirements of the evaluation system. For example, ensuring a reasonable ratio of teachers to trained evaluator to accomplish required observations and conferences
7. How the district/BOCES will provide timely and constructive feedback to teachers and principals
8. How the district or BOCES will address the performance of teachers or principals whose performance is evaluated as needing an individual improvement plan