

Frequently Asked Questions (FAQ)

Annual Professional Performance Review (APPR)

1) When did New York State adopt the new teacher and principal evaluation system?

- The New York State Board of Regents has committed to the transformation of the preparation, support, and evaluation of all teachers and school leaders in New York State. On May 28, 2010, the Governor signed Chapter 103 of the Laws of 2010, creating Education Law §3012-c. Under Education Law §3012-c, all school districts and BOCES are required to conduct annual professional performance reviews (APPRs) of classroom teachers and building principals. The law further provides for a phase-in of the evaluation system. Therefore, in the 2011-12 school year, school districts were required to evaluate classroom teachers in grades 4-8 ELA and math and their building principals. The 2012-13 school year was the first school year when all school districts and BOCES were required to evaluate all classroom teachers and building principals.
- On March 14, 2012, the Assembly and Senate passed the revised teacher and principal evaluation law proposed by the Governor (S. 6732/ A.9554). The Governor signed the bill into law on March 27, 2012 (Chapter 21 of the Laws of 2012). At its March meeting, the Board of Regents adopted regulations to implement Education Law 3012-c, as amended by Chapter 21 of the Laws of 2012 (S.6732/A.9554), effective April 4, 2012. Importantly, Chapter 21 of the Laws of 2012 amended Education Law §3012-c to require school districts to adopt and submit to the Commissioner a plan for the annual professional performance review (APPR) of teachers and principals by July 1, 2012.
- Chapter 21 of the Laws of 2012 also amended Education Law §3012-c to fundamentally change the way teachers and principals are evaluated. The new law requires each classroom teacher and building principal to receive an annual professional performance review (APPR) resulting in a single composite effectiveness score and a rating of “highly effective,” “effective,” “developing,” or “ineffective.”
- In 2013, the Governor signed Chapter 57 of the Laws of 2013 to, among other things, require that all APPR plans continue in effect until a successor collective bargaining agreement (“CBA”) is reached and the plan is approved by the Commissioner. The evaluation law was also revised to provide the Commissioner with authority to impose an APPR plan on the New York City School District through arbitration.
- On April 13, 2015, the Governor signed Chapter 56 of the Laws of 2015 to add a new Education Law §3012-d to establish a new evaluation system for classroom teachers and building principals.
- As a result of the new legislation, during the June 2015 meeting of the Board of Regents, Subpart 30-2 was amended and a new Subpart 30-3 of the Rules of the Board of Regents was added as an emergency adoption in order to implement Education Law §3012-d. The Department also modified §100.2(o) of the Commissioner’s regulation to conform to Education Law §3012-d.
- In December 2015, the Board of Regents amended Subparts 30-2 and 30-3 of the Rules of the Board of Regents to provide for the calculation of transition scores and ratings for the 2015-2016 school year for teachers and principals whose APPRs are based, in whole or in part, on State assessments and/or on State-provided growth scores on Regents examinations during a transition period while the State completes the transition to higher learning standards through new State assessments aligned to the higher learning standards, and a revised State-provided growth model.

- Education Law §3012-c, as amended, and §3012-d can be found at: <http://public.leginfo.state.ny.us/lawssrch.cgi?NVLWO>: (search for “3012-c” or “3012-d”, as applicable)
- Subpart 30-2 of the Rules of the Board of Regents, as amended, can be found [here](#).
- Subpart 30-3 of the Rules of the Board of Regents, as amended, can be found [here](#).
- NYSED has developed a [detailed guidance document](#) that can be found on the Department’s EngageNY website.

2) What does New York State’s evaluation system under Education Law §3012-c require through the 2015-16 school year?

- Education Law §3012-c requires a comprehensive, rigorous evaluation system for classroom teachers and building principals based on multiple measures of effectiveness. The evaluation system is designed to measure teacher and principal effectiveness based on performance, including measures of student growth and achievement and evidence of educator effectiveness in meeting the New York State Teaching Standards or the State’s leadership standards (Educational Policy Leadership Standards: ISLLC: 2008). Under the new law, New York State will differentiate teacher and principal effectiveness using four rating categories – Highly Effective, Effective, Developing, and Ineffective.
- Education Law §3012-c(2)(k) required school districts and BOCES to adopt a collectively bargained APPR plan in accordance with the requirements of Education Law §3012-c and the Commissioner’s regulations and submit such plan to the Commissioner for approval by July 1, 2012. The statute then required the Commissioner to approve or reject such plan by September 1, 2012, or as soon as practicable thereafter.
- Education Law §3012-c(2)(l) provides that if a school district does not have an APPR plan approved by the Commissioner by September 1 of the applicable year (2013-2014 and each year thereafter), the collectively bargained APPR plan most recently approved or the APPR determined by the Commissioner in arbitration shall remain in effect until a subsequent APPR is agreed to by the parties and approved by the Commissioner.
- Education Law §3012-c(1) requires that the results of the evaluations shall be a significant factor in employment decisions, including but not limited to, promotion, retention, tenure determinations, termination, and supplemental compensation, as well as teacher and principal professional development (including coaching, induction support, and differentiated professional development).
- The law specifies that student achievement will comprise 40% of teacher and principal evaluations, as follows:
 - For the 2011-2012 school year and thereafter, for teachers and principals in subjects and grades where there is no “value-added” model approved by the Board of Regents for such subject and grade: 20% on student growth on State assessments or comparable measures, and 20% on other locally-selected measures that are rigorous and comparable across classrooms in accordance with standards prescribed by the Commissioner.
 - For the 2012-2013 school year and thereafter, for teachers and principals in subjects and grades where there is an approved “value-added” model by the Board of Regents for such subject and grade: 25% on student growth on State assessments or comparable measures, and 15% on other locally-selected measures that are rigorous and comparable across classrooms, in accordance with standards prescribed by the Commissioner.¹

¹At its June 2013 meeting, the Board of Regents approved the use of an “enhanced” growth model for the 2012-13 and 2013-14 school years for teachers in grades 4-8 ELA and math and their building principals (see

- The remaining 60% of teacher and principal evaluations shall be based on multiple measures of teacher/principal effectiveness consistent with standards prescribed by the Commissioner in regulation. This will include the extent to which the educator demonstrates proficiency in meeting New York State’s teaching or leadership standards.
- The law provides further that all evaluators must be appropriately trained consistent with standards prescribed by the Commissioner and that appeals procedures must be locally-developed in each school district and BOCES.
- For more information around the Annual Professional Performance Review (APPR) Plan and Approval process please see section C of the [APPR Guidance Document](#).
- Pursuant to section 30-2.14 of the Rules of the Board of Regents, during the 2015-16 school year district/BOCES were required to calculate overall transition scores and ratings for teachers and principals that exclude the results of grades 3-8 English Language Arts (ELA) and math State assessments and any State-provided growth scores. Such overall transition scores and ratings were calculated by scaling up the scores of the remaining subcomponents of an educator’s evaluation that are not based on the grades 3-8 ELA/math State assessments or State-provided growth scores to generate a new score out of 100 according to a locally-determined methodology.

3) What does New York State’s evaluation system under Education Law §3012-d require in the 2015-16 school year and thereafter?

- Education Law §3012-d requires teachers and principals to be evaluated annually based on two categories: the Student Performance Category and the Observation/School Visit Category. Under the new law, New York State continues to differentiate teacher and principal effectiveness using four rating categories – Highly Effective, Effective, Developing, and Ineffective. Education Law §3012-d requires APPRs to result in a single composite teacher or principal effectiveness rating that incorporates the two listed measures of effectiveness.
- Education Law §3012-d(10) and (11) require school districts and BOCES to adopt a collectively bargained APPR plan in accordance with the requirements of Education Law §3012-d and the Commissioner’s regulations and submit such plan to the Commissioner for approval by September 1, 2016. This was extended by the legislature in June, 2016 to December 31, 2016. As December 31, 2016 was a Saturday, and the following Monday was a holiday, plans were required to be submitted, approved and implemented by January 3, 2017 (the next business day), in accordance with General Construction Law §25-a.
- Education Law §3012-d(12) states that the new evaluation system only applies to CBA’s entered into after April 1, 2015 unless the agreement relates to the 2014-15 school year only. It further clarifies that nothing in Education Law §3012-d shall be construed to abrogate any conflicting provisions of any CBA in effect on or after April 1, 2015 during the term of such agreement and until entry into a successor CBA agreement.
- Education Law §3012-d(1) requires that that APPRs shall be a significant factor for employment decisions including but not limited to promotion, retention, tenure determination, termination, and supplemental compensation. Such evaluations shall also be a significant factor in teacher and principal development including coaching, induction support, and differentiated professional development.
- The law requires that the Student Performance Category of an educator’s APPR shall have at least one (Required) subcomponent and an optional second subcomponent. Pursuant to sections 30-3.4(c)(2) and 30-3.5(c)(2) of the Rules of the Board of Regents, if the optional

<http://www.regents.nysed.gov/common/regents/files/613p12hea1%5B1%5D.pdf>). It also approved the use of an enhanced growth model for high school principals of buildings with grades 9-12. At its July 2014 meeting, the Board of Regents voted to continue with the use of an enhanced growth model and postpone the use of a Value-Added model until at the earliest the 2015-16 school year and continue to use the enhanced growth model for the 2014-15 school year (see http://www.regents.nysed.gov/common/regents/files/714brca4_0.pdf).

second student growth subcomponent is selected, then the Required subcomponent shall be weighted at a minimum of 50 percent and the optional second subcomponent shall be weighted at no more than 50 percent. These subcomponents are as follows:

- For the Required subcomponent:
 - For teachers whose courses end in a State created or administered test for which there is a State-provided growth model and at least 50% of a teacher's students or at least 30% of a principal's students are covered under the State-provided growth measure, such teachers/principals shall have a State-provided growth score based on such model.
 - For teachers whose course does not end in a State created or administered test or where less than 50% of the teacher's students or less than 30% of a principal's students are covered under the State-provided growth measure, such teachers/principals shall have a Student Learning Objective ("SLO") consistent with a goal setting process determined or developed by the Commissioner that results in a student growth score; provided that for any teacher whose course ends in a State created or administered assessment for which there is no State-provided growth model or principal where there is no State-provided growth score, required State assessments must be used as the underlying assessment for such SLO.
- For the optional subcomponent, districts must select one or more the following options, as determined locally:
 - A second State-provided growth score on a State-created or administered test; provided that the State-provided growth measure is different than that used in the required subcomponent of the Student Performance category, which may include one or more of the following measures:
 - a teacher-specific growth score computed by the State based on percentage of students who achieve a State-determined level of growth (e.g., percentage of students whose growth is above the median for similar students);
 - school-wide growth results based on a State-provided school-wide growth score for all students attributable to the school who took the State English language arts or math assessment in grades 4-8;
 - a principal-specific growth score computed by the State based on percentage of students who achieve a State-determined level of growth (e.g., percentage of students whose growth is above the median for similar students); and/or
 - district- or BOCES-wide or school- or program-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed;
 - A growth score based on a state designed supplemental assessment calculated using a State provided or approved growth model.
- Pursuant to section 30-3.17 of the Rules of the Board of Regents, during the 2015-16 school years, districts/BOCES were required to compute transition scores and ratings for the Student Performance Category and the overall transition rating using the scores/ratings in the remaining subcomponents of the Student Performance Category that are not based on the grade 3-8 ELA or math State assessments or a State-provided growth score on Regents examinations. During the 2016-17 through 2018-19 school years, in instances where no scores or ratings in the subcomponents of the Student Performance Category can be generated, districts/BOCES must develop alternate SLOs shall be developed using assessments approved by the Department that are not 3-8 ELA and math State assessments (e.g., Regents assessments).

- The law further specifies a second category for teacher and principal evaluations: the Observation/School Visit category. The Observation/School Visit category is comprised of three subcomponents, two required and one optional. The two Required subcomponents shall be based on:
 - At least one observation/school visit that shall be conducted by a principal (for teachers only) or other trained administrator; and
 - A second observation/school visit that shall be conducted by one or more impartial independent trained evaluator(s) selected and trained by the district. An independent trained evaluator may be employed within the district, but may not be assigned to the same school building as the teacher being evaluated.
 - At least one of the Required observations must be unannounced.
- The optional subcomponent may include classroom observations/school visits conducted by a trained peer teacher rated Effective or Highly Effective on his or her overall rating in the prior school year from the same school or from another school in the district.
- Education Law Section 3012-d continues provisions that all evaluators must be appropriately trained consistent with standards prescribed by the Commissioner and that appeals procedures must be locally-developed in each school district and BOCES.
- For more information around the Annual Professional Performance Review (APPR) Plan and Approval process please see section C of the [APPR Guidance Document](#).

4) Why and how do the APPR requirements change for the 2015-2016 through 2018-2019 school years?

- In September 2015, Governor Andrew Cuomo formed the Common Core Task Force which was charged with “comprehensively reviewing and making recommendations on reforming the current Common Core system and the way we teach and test our students.”
- On December 10, 2015, the Task Force released their report, affirming that New York must have rigorous, high quality education standards to improve the education of all of our students and hold our schools and districts accountable for students’ success but recommended that the Common Core standards be thoroughly reviewed and revised consistent as reflected in the report and that the State assessments be amended to reflect such revisions. In addition, the Task Force recommended that until the new system is fully phased in, the results from the grades 3-8 English language arts and mathematics State assessments and the use of any State-provided growth model based on these tests or other State assessments shall not have consequence for teachers or students.
- As a result, on December 14, 2015, the Board of Regents adopted an emergency measure that added two new sections to Subparts 30-2 and 30-3 of the Rules of the Board of Regents. These amendments affect teachers and principals whose APPR evaluations are based, in whole or in part, on the grades 3-8 ELA/math State assessments or State-provided growth scores.
 - In the case of evaluations conducted pursuant to Education Law §3012-c, the overall transition scores and ratings determined during the 2015-16 school year were required to be determined using the remaining subcomponents of the APPR that are not based on the grade 3-8 ELA or math State assessments or a State-provided growth score on Regents examinations.
 - In the case of evaluations pursuant to Education Law §3012-d during the 2015-16 school year, transition scores and ratings for the student performance category and the overall transition rating were determined using the scores/ratings in the subcomponents of the student performance category that are not based on the grade 3-8 ELA or mathematics State assessments and/or a State-provided growth score on Regents examinations. During the 2016-17 through 2018-19 school years, in instances where no scores/ratings

in the subcomponents of the student performance category can be generated due to these exclusions, an Alternate SLO shall be developed by the district/BOCES consistent with guidelines prescribed by the Commissioner using assessments approved by the Department that are not State assessments.

- State-provided growth scores will continue to be computed for advisory purposes only during the 2015-16 through 2018-19 school years and overall HEDI ratings will continue to be provided to teachers and principals based on such growth scores. However, during the transition period only the transition score/rating will be used for purposes of employment decisions, including tenure determinations and for purposes of proceedings under Education Law §§3020-a and 3020-b and teacher and principal improvement plans.
- Teachers and principals whose APPRs do not include the grades 3-8 ELA and math State assessments or State-provided growth scores are not impacted by the transition regulations and their evaluations shall be calculated pursuant to their district's/BOCES' approved APPR Plan without any changes.
- If a measure is based only in part in the grades 3-8 ELA/math State assessments or State-provided growth scores, districts/BOCES must determine whether to use the measure with the remaining assessments. In certain instances, this decision may be subject to collective bargaining where required by Article 14 of the Civil Service Law.

5) What evaluation data were districts, BOCES, and charters required to submit to NYSED?

- In the 2015-16 school year, Education Law §3012-c requires districts and BOCES to submit the original and transition (as applicable) overall composite score and ratings for teachers and principals subject to the evaluation system; original and transition (as applicable) score and rating for the *Other Measures of Educator Effectiveness* subcomponent; and the original and transition (as applicable) scores of their *State Growth or Other Comparable Measures* and *Locally-Selected Measures* subcomponents. See questions 6-8 for more information.
- Districts and BOCES implementing APPR plans pursuant to Education Law §3012-d during the 2015-16 school year were required to submit the original and transition (as applicable) overall rating for each covered educator, the original and transition (as applicable) ratings for the Student Performance and Teacher Observation/Principal School Visit Categories, and the original and transition (applicable) scores and ratings for the Required and Optional subcomponents in each category. See questions 6-8 for more information.
- For purposes of public reporting of aggregate data, individual employment records and disclosure to parents pursuant to Education Law §3012-c(10), as made applicable to evaluations under Education Law §3012-d by section 30-3.15 of the Rules of the Board of Regents, the original composite score and/or rating and the transition composite score and/or rating must be reported with an explanation of such transition composite score/rating.

6) How many districts, BOCES and charter schools have APPR data available on this site?

- 604 districts, BOCES and charter schools have data for APPR under Education Law §3012-c available on this site and 113 districts and BOCES have data available for APPR under Education Law §3012-d.
- The original APPR data under Education Law §3012-c submitted by districts, BOCES and charter schools, which is available on this site, includes only those educators who were reported with ratings for all three original subcomponents and the original overall composite score and rating.
- The transition APPR data under Education Law §3012-c submitted by districts, BOCES and charter schools, which is available on this site, includes only those educators for whom at the

minimum a transition Overall Composite score and rating and a transition Other Measures of Educator Effectiveness score and rating was reported².

- The original APPR data under Education Law §3012-d submitted by districts and BOCES, which is available on this site, includes only those educators who were reported with ratings for both original required subcomponents, ratings or codes indicating non-use for both original optional subcomponents, both original category ratings, and the original overall rating.
- The transition APPR data under Education Law §3012-d submitted by districts, BOCES and charter schools, which is available on this site, includes only those educators for whom at the minimum a transition overall rating, a transition Teacher Observation/Principal School Visit category rating, a transition Required Teacher Observation/Principal School Visit subcomponent score and rating, and, if a Transition Required or Optional Student Performance subcomponent score and rating was reported, a transition Student Performance category rating were reported.

7) What does each *HEDI* rating mean?

- Each classroom teacher and building principal must receive an overall rating of Highly Effective, Effective, Developing, or Ineffective (HEDI) that is calculated based on the scores received by the teacher or principal in each of the subcomponents/categories of their evaluation.
- For evaluations conducted pursuant to Education Law §3012-c during the 2015-16 school year, the overall rating is calculated based on the scores of the three subcomponents (State growth or other comparable measures, locally-selected measures, and other measures of educator effectiveness).
 - The scoring ranges for each overall composite rating are as follows and set by statute: Highly Effective (91-100), Effective (75-90), Developing (65-74), and Ineffective (0-64) [see Education Law §3012-c(2)(a)(2)]. 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 [§3012-c(2)(a)(7)].
 - The process for assigning points to educators for the State-provided growth measures is defined by the state. Following State guidance, districts must determine the points assigned to educators without State-provided growth scores using Student Learning Objectives (SLO's) for this subcomponent.
 - The process for assigning points in the Locally-Selected Measure and the Other Measures of Educator Effectiveness subcomponent is determined locally through collective bargaining.
 - The process by which points are assigned in subcomponents and in 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 State growth or other comparable measures subcomponent and the locally-selected measures subcomponent.
- For evaluations conducted pursuant to Education Law §3012-d in the 2015-16 school year and thereafter, each educator's overall rating is determined based on the ratings received by the

² The procedure for scaling of transition subcomponents under Education Law §3012-c was determined at the LEA-level; therefore, transition subcomponent data is not displayed for APPR results under Education Law §3012-c.

educator in each of the two categories (Student Performance and Observations/School Visits) using the methodology below:³

| | | <u>Observation/School Visit</u> | | | |
|----------------------------|-----------------------------|---------------------------------|----------------------|-----------------------|------------------------|
| | | <u>Highly Effective (H)</u> | <u>Effective (E)</u> | <u>Developing (D)</u> | <u>Ineffective (I)</u> |
| <u>Student Performance</u> | <u>Highly Effective (H)</u> | H | H | E | D |
| | <u>Effective (E)</u> | H | E | E | D |
| | <u>Developing (D)</u> | E | E | D | I |
| | <u>Ineffective (I)</u> | D* | D* | I | I |

- Districts and collective bargaining units, where one exists, must certify that the process used for assigning points uses the narrative descriptions for each rating category as are set forth in statute and the Commissioner’s regulations to effectively differentiate educators’ performance in ways that improve student learning and instruction.
- For more information regarding the scoring and rating of evaluations please see section I of the [APPR Guidance Document](#).

For evaluations conducted pursuant to Education Law §3012-c during the 2015-16 school year:

8) How do educators evaluated under Education Law §3012-c earn a HEDI rating in the State Growth or Other Comparable Measures subcomponent?

- The process for assigning points to educators utilizing the State-provided growth score is defined by the state. Following State guidance, districts must determine the points assigned to educators with no State-provided growth scores using SLOs.
- The scoring ranges for the State growth or other comparable measures subcomponent are set in Education Law §3012-c and are as follows (points in parentheses represent the ranges applicable for 2012-13 through 2015-16):
 - Highly effective (18-20 points): results are well-above state average for similar students (or district goals if no state test).
 - Effective (9-17 points): results meet state average for similar students (or district goals if no state test).
 - Developing (3-8 points): results are below state average for similar students (or district goals if no state test).
 - Ineffective (0-2 points): results are well-below state average for similar students (or district goals if no state test).
- 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 [§3012-c(2)(a)(7)].

³ The asterisks in the matrix indicate that if a teacher or principal is rated Ineffective on the Student Performance Category and a State-designed supplemental assessment was included as an optional subcomponent of the Student Performance Category, the educator can be rated no higher than Ineffective overall.

- For more information regarding the scoring and rating of evaluations please see section I of the [APPR Guidance Document](#).

9) How do educators evaluated under Education Law §3012-c earn a HEDI rating in the Locally-Selected Measures subcomponent?

- The assignment of points for the Locally-Selected Measures subcomponent is subject to collective bargaining.
- The statute and regulations set forth narrative descriptions for each of the four rating categories for this subcomponent to provide guidance to districts on how a teacher/principal should be scored in this subcomponent. Based on these narrative descriptions and the scoring ranges prescribed by the Commissioner, districts must determine the process for assigning points to educators for this subcomponent of the evaluation.
- The scoring ranges for the locally-selected measures subcomponent are set in Education Law §3012-c and are as follows as follows (points in parentheses represent the ranges applicable for 2012-13 through 2015-16):
 - Highly effective (18-20 points): results are well-above district- or BOCES-adopted expectations for growth or achievement for grade/subject.
 - Effective (9-17 points): results meet district- or BOCES-adopted expectations for growth or achievement for grade/subject.
 - Developing (3-8 points): results are below district- or BOCES-adopted expectations for growth or achievement for grade/subject.
 - Ineffective (0-2 points): results are well-below district- or BOCES-adopted expectations for growth or achievement for grade/subject.
- 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 [§3012-c(2)(a)(7)].
- For more information regarding the scoring and rating of evaluations please see section I of the [APPR Guidance Document](#).

10) How do educators evaluated under Education Law §3012-c earn each HEDI rating in the Other Measures of Educator Effectiveness subcomponent?

- Education Law §3012-c states that the scoring ranges and the process for assigning points (on a 0-60 scale) for the Other Measures of Educator Effectiveness subcomponent are to be locally established through negotiations.
- The process by which points are assigned and the scoring ranges 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 following narrative descriptions must be used when a district/BOCES rates a teacher/principal in this subcomponent, in order to effectively differentiate educators' performance in ways that improve student learning and instruction:
 - Highly effective: overall performance and results exceed the teaching or leadership standards.
 - Effective: overall performance and results meet the teaching or leadership standards.
 - Developing: overall performance and results need improvement in order to meet the teacher or leadership standards.
 - Ineffective: overall performance and results do not meet the teacher or leadership standards.

- For more information regarding the scoring and rating of evaluations please see section I of the [APPR Guidance Document](#).

For evaluations conducted pursuant to Education Law §3012-d during the 2015-16 school year and thereafter:

11) How do educators evaluated under Education Law §3012-d earn a HEDI rating in the Student Performance Category?

- Education Law §3012-d states that the Commissioner shall determine the scoring ranges for the Required and Optional subcomponents of the Student Performance Category that result in a combined category rating. Districts and BOCES must locally determine whether to use the Optional Student Performance Category subcomponent, and, if the Optional subcomponent is used, must determine the weighting of each subcomponent within the constraints imposed by Subpart 30-3 of the Rules of the Board of Regents (i.e., the Required subcomponent must be weighted at least 50%; the Optional subcomponent may be weighted no more than 50%).
- Each measure in the Student Performance Category must be capable of generating a score of 0-20.
 - For the Required subcomponent:
 - The State will generate scores of 0-20 for measures using a State-provided growth score.
 - For educators who do not receive State-provided growth scores, districts and BOCES must calculate scores for SLOs in accordance with the methodology prescribed by Subpart 30-3 of the Rules of the Board of Regents (see, [sections D94 and D95 of Education Law §3012-d APPR Guidance](#)).
 - For the Optional subcomponent, a score of 0-20 will be generated based on a second State-provided growth score and/or growth score based on a State-designed supplemental assessment using a State-provided or approved growth model.
- An educator’s scores in the subcomponents of the Student Performance Category are combined using a weighted average to produce an overall Student Performance Category score of 0 to 20. Using this score, an overall Student Performance Category rating shall be derived from the table below:

| | Overall Student Performance Category Score and Rating | |
|---|--|----------------|
| | <i>Minimum</i> | <i>Maximum</i> |
| H | 18 | 20 |
| E | 15 | 17 |
| D | 13 | 14 |
| I | 0 | 12 |

12) How do educators evaluated under Education Law §3012-d earn a HEDI rating in the Teacher Observation/Principal School Visit Category?

- Education Law §3012-d states that the Commissioner shall determine the scoring ranges of the Observation Category or Categories that result in a combined Category rating.
- The process by which weights and scoring ranges are assigned to subcomponents and categories must be transparent and available to those being rated before the beginning of each school year. The process must also ensure that it is possible for a teacher or principal to obtain any number of points in the applicable scoring ranges, including zero, in each subcomponent.
- Each subcomponent of the observation or school visit category (i.e., principal/supervisor or other trained administrator, independent impartial evaluator, or peer observer) will generate a score between 1 and 4 incorporating all evidence collected and observed over the course of the school year. Scores for each subcomponent of the observation or school visit category should be combined using a weighted average, producing an overall Observation Category score between 1 and 4.
 - In the event that a teacher or principal earns a score of 1 on all rated components of the practice rubric across all observations or site visits, a score of 0 will be assigned.
- The weighting of the subcomponents in the Observation/School Visit category must be determined locally within the following constraints:
 - Observations/school visits conducted by teacher’s principal, or a principal’s supervisor, or another trained administrator are weighted at least 80%.
 - Observations/school visits conducted by an independent evaluator must be weighted at least 10%.
 - The weighting of observations/school visits by a peer observer (if used) must be determined locally within the above constraints.
- The overall teacher observation or principal school visit score shall be converted into an overall rating, using cut scores determined locally for each rating category; provided that such cut scores shall be consistent with the permissible ranges identified below:

| | Overall Observation Category Score and Rating | |
|---|--|--------------|
| | <i>Min</i> | <i>Max</i> |
| H | 3.5 to 3.75 | 4.0 |
| E | 2.5 to 2.75 | 3.49 to 3.74 |
| D | 1.5 to 1.75 | 2.49 to 2.74 |
| I | 0 | 1.49 to 1.74 |

13) Where can I find definitions of all of the evaluation terms used on this site?

- A Glossary of Terms is available for each set of data within the site. Click here to go to the evaluation [Glossary of Terms](#).

14) I have more questions about APPR. Where can I get answers?

- Please visit [the APPR \(3012-c\) page on Engage NY](#) for more information about Annual Professional Performance Review (APPR) pursuant to Education Law §3012-c. Please note that, beginning in the 2015-16 school year, school districts and BOCES may no longer make material

changes to approved Education Law §3012-c APPR plans. Further, beginning in the 2016-17 school year, all school districts must implement an APPR plan approved by the Department pursuant to Education Law §3012-d. Please visit [the APPR \(3012-d\) page on Engage NY](#) for more information about APPR pursuant to Education Law §3012-d

- The following resources may be particularly useful in learning more about APPR under Education Law §3012-d:
 - [APPR Training Modules](#) By designing these 15 training modules, one for each Task within an APPR plan, our goal is to help you better understand the component pieces of the APPR plan for teachers and principals. In addition, the modules will reference two sample, illustrative plans.
 - [Task-by-Task Guidance](#) The Task-by-Task SED Monitoring APPR Portal Guidance document was created as a guide for the field, with guidance questions specifically tailored and organized for completing APPR plans using the SED Monitoring APPR portal. The goal of the Task-by-Task document is to provide relevant guidance materials that are more accessible while districts and BOCES review and submit their APPR plans.
 - [APPR Guidance Document](#) The purpose of the APPR guidance is to answer questions that educators, administrators, and community stakeholders may have about Education Law §3012-d Subpart 30-3 of the Rules of the Board of Regents.
 - [Approved APPR Plans](#) An inclusive listing of approved APPR plans are posted alphabetically by New York State school district name. Please note that multiple versions of a plan are posted when a material change to the original APPR plan has been made and approved. Districts/BOCES that need to make material changes to their APPR plans should contact educatoreval@nysed.gov.

15) How can I find data on specific teachers?

- Pursuant to Education Law §3012-c(10), as made applicable to evaluations under Education Law §3012-d by section 30-3.15 of the Rules of the Board of Regents, viewers of this site will not be able to find personally identifiable information for any teacher or principal, including an individual educator's evaluation ratings by name anywhere on this website. However, parents or legal guardians may contact their child's district or BOCES to obtain information about their child's teacher(s) or principal(s) composite effectiveness score and their final overall rating.
- The ratings must be requested by the parent or legal guardian. Pursuant to Education Law §3012-c(10)(b), each school district and BOCES shall fully disclose and release to the parents and legal guardians of a student the final quality rating and composite effectiveness score for each of the teachers, and for the principal of the school building, to which the student is assigned for the current school year upon the request of such parents and legal guardians. The governing body of each school district and BOCES is required to provide conspicuous notice to parents and legal guardians of the right to obtain such information.
- For more information regarding the APPR Privacy Law please see section P of the [APPR Guidance Document](#).

16) Why are there dashes in the blue boxes on the *APPR* or *State-Provided Growth* pages?

- You will see dashes in some boxes on the site when records are suppressed, or not shown in a data set because they could be personally identifiable. Please see questions 17-21 for more detail related to personally identifiable information and data suppression.
- State, county, BOCES, district, and school-level data are suppressed as follows:
 - If any single HEDI category has a cell total that equals the row total, the entire row of data is suppressed; and
 - If the row total is less than five, the entire row of data is suppressed.

- Filtered State, county, BOCES, district, and school-level data are suppressed as follows:
 - If any cell is less than five, the cell is suppressed.
 - When there is suppression of a single cell, the next smallest cell(s) is suppressed until the total of the data in the suppressed cells adds up to at least five.
 - If any single HEDI category has a cell total that equals the row total, the entire row of data is suppressed.

State-Provided Growth Measures

17) I have questions about the State-Provided Growth Measure. Where can I get additional information?

- Please visit <http://engageny.org/resource/resources-about-state-growth-measures> for more information about State-provided growth measures.

18) What are the State-Provided Growth measures?

- These measures show the growth obtained by an educator’s students on State assessments. The growth of each student is compared to similar students on the basis of past assessment scores and certain demographic information.
- Growth measures are provided for teachers of grades 4-8 ELA and math and their principals to be used as the Growth Subcomponent of these educators’ APPRs under Education Law §3012-c. Based on this measure, each educator earns one of four growth ratings (HEDI) and a growth score from 0-20 points
- In addition, high school principals with buildings that include all of grades 9-12 also received a State-provided growth score in the 2012-2013 school year and thereafter. For the 2012-13 through 2015-16 school years, growth scores for high school principals were calculated using two measures:
 1. Student growth based on the Algebra I and ELA Regents exams compared to similar students⁴, and
 2. Student growth based on the number of Regents exams passed annually starting in the year of student entry into 9th grade, compared to similar students statewide.
- For more information about the State-provided growth measure, please see section D of the [APPR Guidance document](#) and see our [FAQ](#) located on our [Growth Resources Page on EngageNY.org](#).

19) Why does the State calculate growth scores for educator evaluation?

- Please see questions 1, 2, and 3 of this FAQ to review the requirements of the APPR system.
- State-provided growth scores measure change in learning between two points in time, not just a single-point level of achievement. While educators cannot control the characteristics of students who enter their schools and classrooms, they can, and they do, influence the learning that happens over the course of the year. This is what the new State provided Growth Scores measure.
- State-provided growth scores measure student performance in the current year compared to that of similar students statewide. By similar students, we mean students with similar prior

⁴ 2012-13: Integrated Algebra Regents/Comprehensive ELA Regents; 2013-14: Integrated Algebra Regents, Common Core Algebra Regents/Comprehensive English Regents, Common Core English Regents; 2014-15: Common Core Algebra Regents Algebra/Comprehensive English Regents, Common Core English Regents; 2015-16: Common Core Algebra Regents/Common Core English Regents

academic history and student demographic characteristics. This ensures that all educators have a chance to do well regardless of the composition of their schools or classrooms.

- For more information about the State-provided growth measure, please see section D of the [APPR Guidance document](#) at and see our [FAQ](#) located on our [Growth Resources Page on EngageNY.org](#).

20) How many districts and schools have *State-Provided Growth* data available on this site?

- State-provided growth scores are calculated for all teachers and principals of grades 4-8 ELA and math, and for all grades 9-12 principals statewide. Data are available for 706 districts/BOCES and 3999 schools.

Personally Identifiable Information (PII)

21) What is personally identifiable information?

- Personally identifiable information (PII) is information that can be used on its own or with other information to identify, contact, or locate a person such as an individual's name, date of birth, or social security number.
- The federal Family Education Rights and Privacy Act (FERPA) prohibits the release of personally identifiable student information. This Act precludes the publication of summary information based on fewer than five students or in which subtraction or other simple mathematical operations could be used to obtain personal information.
- Education Law §3012-c(10), as made applicable to evaluations pursuant to Education Law §3012-d by section 30-3.15 of the Rules of the Board of Regents, requires that any release to the public of APPR data, or any other data that is used as a component of APPRs, shall not include personally identifying information for any teacher or principal, provided, however, that nothing shall impair the right of parents and legal guardians to review and receive the final quality rating and composite effectiveness score of individual teachers and principals as provided in that section.

22) What is NYSED doing to protect personally identifiable evaluation data?

- The law requires the Commissioner to fully disclose APPR data for teachers and principals in each school district and BOCES on the Department's website and in any other manner to make sure data are widely available to the public. Please note that any data provided on the Department's website on the APPR ratings of teachers and principals will not reveal the teacher or principal's identity or any other personally identifying information. To protect PII, any data which could be used to potentially identify an individual will be suppressed. Please see questions 15, 16, and 21 for more information about suppression rules.

23) I have questions about privacy. Where can I get additional information?

- Please see section P of the [APPR Guidance document](#) for more information about APPR privacy law.

24) What does suppression mean?

- When records are suppressed, they are not shown in a data set because they could be used to identify an individual educator.

25) What rules did NYSED use in this release of data to protect PII?

- Here are some of the rules used to determine when educator evaluation records could be personally identifiable (see questions 15 and 16 for more information on suppression rules):
 - Evaluation records displayed by grade level where there are less than five teachers in a particular grade level.
 - Evaluation records displayed by subject area where there are less than five teachers in a particular subject area.
 - Principal evaluation records displayed by district where there are less than five principals in the district.
 - Evaluation records where all educators received the same evaluation rating.