

engage **ny**

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of State: Teachers, 2013-14

NYC: 62,184 Teachers Reported*
Rest of State: 124,693 Teachers Reported*

HEDI Rating	New York City**	Rest of State
Highly Effective	9.2%	58.2%
Effective	82.5%	39.3%
Developing	7.0%	2.0%
Ineffective	1.2%	0.4%
Total	91.7%	99.9%***

This summary reflects the data that were reported to the Department by districts, BOCES, and charter schools with approved 2013-14 APPR plans as of the 10/17/2014 deadline. NYC: 62,184 teachers were reported with 3 complete subcomponents and an overall composite rating. Rest of State: 124,693 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%.

liminary Statewide Composite HEDI Results Principals

he distribution of Overall Composite ratings remains similar for principals.

HEDI Rating	2012-2013 Percent of Principals	2013-2014 Percent of Principals
Highly Effective	28.2%	27.9%
Effective	64.4%	65.6%
Developing	5.8%	5.3%
Ineffective	1.7%	1.2%
Total	100.1%*	100.0%

Note: This summary reflects the data that were reported to the Department by districts, BOCES, and charter schools with approved 2013-14 APPR plans as of the 10/17/2014 deadline. 4,463 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 2013-14. *Due to rounding, aggregate data may total greater than 100%.

Teachers

There are more teachers rated Effective in 2013-14 as compared to 2012-13.

The number of Developing and Ineffective teachers is slightly lower for 2013-14 as compared to 2012-13.

HEDI Rating	2012-2013 Percent of Teachers	2013-2014 Percent of Teachers
Highly Effective	51.2%	41.9%
Effective	43.3%	53.7%
Developing	4.5%	3.7%
Ineffective	1.0%	0.7%
Total	100.0%	100.0%

Note: This summary reflects the data that were reported to the Department by districts, BOCES, and charter schools with approved 2013-14 APPR plans as of the 10/17/2014 deadline. 186,877 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 2013-14.

reliminary State-Provided Growth Results: Principals

re distribution of State-provided growth ratings also
 mains similar for principals of schools including any
 the grades from 4 to 8.*

Growth Ratings	2011-12 Percent of 4-8 Principals**	2012-13 Percent of 4-8 Principals**	2013-14 Percent of 4-8 Principals**
Highly Effective	6%	9%	6%
Effective	79%	75%	77%
Developing	8%	9%	10%
Ineffective	7%	7%	7%

*Some of the principals in this chart also have grades 9-12, so their growth rating for grades 4-8 is not the final result for APPR purposes. **3,556 ratings provided in 2011-12; 3,460 ratings provided in 2012-13; 3,537 ratings provided in 2013-14.

Teachers

The distribution of State-provided growth ratings remains similar from year to year for teachers.

Growth Ratings	2011-12 Percent of Teachers*	2012-13 Percent of Teachers*	2013-14 Percent of Teachers*
Highly Effective	7%	7%	8%
Effective	77%	76%	77%
Developing	10%	11%	10%
Ineffective	6%	6%	6%

*33,129 ratings provided in 2011-12; 38,384 ratings provided in 2012-13; 37,937 ratings provided in 2013-14.

APPR Trends through November 2014

- 143 – Total number of material changes in evaluation plans submitted since their original approval
 - 68 out of 726 (9%) – Total number of districts/BOCES that have made multiple changes to their plans since their original approval
 - 469 out of 726 (65%) – Total number of unique districts/BOCES that have submitted changes to their plans since their original approval
- 146 – Total number of expedited material changes submitted since the Board of Regents made this process available to the field on February 11, 2014
 - 165 out of 726 (64%) – Total number of plans using school-wide measures
 - 70% (101 out of 144) – Total percentage of material change requests that have reduced local testing since the release of the Testing Transparency Reports on July 1, 2014

Evaluation System

governor signed Chapter 103 of the Laws of 2010, which added a new section 3012-c to the Education Law, establishing a comprehensive evaluation system for teachers and principals, effective July 1, 2010. SDE announced that New York is selected for a RTTT award of approximately \$700M.

2:

First year of State-provided growth score results for all 4-8 ELA and math teachers and their building principals. Evaluations for teachers and principals are done in some NYS districts (e.g., School Improvement Grant and Teacher Incentive Fund).

Evaluation Law is revised. The Governor signed the bill into law on March 27, 2012 (Chapter 21 of the Laws of 2012). The Board of Regents adopted emergency regulations to conform to the major 2012 legislative changes. First year of state-wide evaluation using State-test based growth measures in TN.

3:

All NYS districts must have an approved APPR plan by January 17, 2013 or risk state aid increases. Evaluations for teachers and principals are done in all districts except for NYC. NYC is required by law to have a State-imposed evaluation plan.

The Legislature further amends the Evaluation Law (Part A of Chapter 57 of the Laws of 2013).

Across the country, districts and states broadly implemented evaluation systems that used State-test based growth measures (e.g., DE, IN, KY, LA, FL). Second full year of implementation in TN.

4:

Second year of evaluations for all districts in NYS, except NYC. First year for NYC.

The Legislature further amends the Evaluation Law (Chapter 56 of the Laws of 2014).

NYC's state-imposed plan yields greater differentiation than systems in place in other states.

Components of the APPR Evaluation System

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

Educator Practice

Measures of Educator Practice

Evidence-based observations/school visits, surveys, review of student work, etc.

60%



Student Learning

Student Growth on State Tests or Comparable Measures

State-provided growth on State assessments or Student Learning Objectives

20%

Locally-Selected Measures of Student Learning

Student growth or achievement – rigorous and comparable across classrooms/grade configurations and/or programs

20%



Composite APPR Rating and Score

Overall annual evaluation with HEDI rating and score from 0-100

100%

40%

Resources for Professional Development


[Home](#) / [Contact Us](#) / [Search](#)

-  [Common Core Curriculum & Assessments](#)
-  [Teacher/Leader Effectiveness](#)
-  [Data Driven Instruction](#)
-  [Video Library](#)
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Network Teams

Network Teams Menu

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Welcome, Network Teams!

Welcome to the Network Teams and Network Team Explorer (NTE) space – a community built so that network team members can continually access materials, share resources, and connect with one another to drive education reform across New York State. All network team members have access to the Network Team Institute materials and a robust community.

About Network Teams

Network Teams and NTEs are New York State's vehicles for implementing the reform agenda. They are 3 to 16 person teams, located around the state (about 600 individuals, total), who work in close partnership with districts and schools to build the capacity of New York State educators around our three school board initiatives: Common Core Learning Standards (CCLS), Data-Driven Instruction (DDI), and Teacher Leader Effectiveness (TLE).

Each school district in New York State can receive support from its Network Team or NTE to help implement the State's education reforms.

Network Team Institute Calendar

For the dates of upcoming trainings, check the Network Team Institute Calendar. Please note that we will be posting a revised calendar for 2013 by February.



New and updated Parent and Family Resources

Most relevant and current information and newest materials highlighted for easy access.

One-stop location for resources and materials to support implementation of Regents Reform Agenda

Featured Classroom Resources

- [Draft Curricular Maps in ELA and Mathematics](#)
- [2012 ELA Curriculum](#)
- [Elementary-Grade 8 Mathematics](#)
- [Core Instructional Shifts](#)
- [State P-12 Common Core Standards](#)

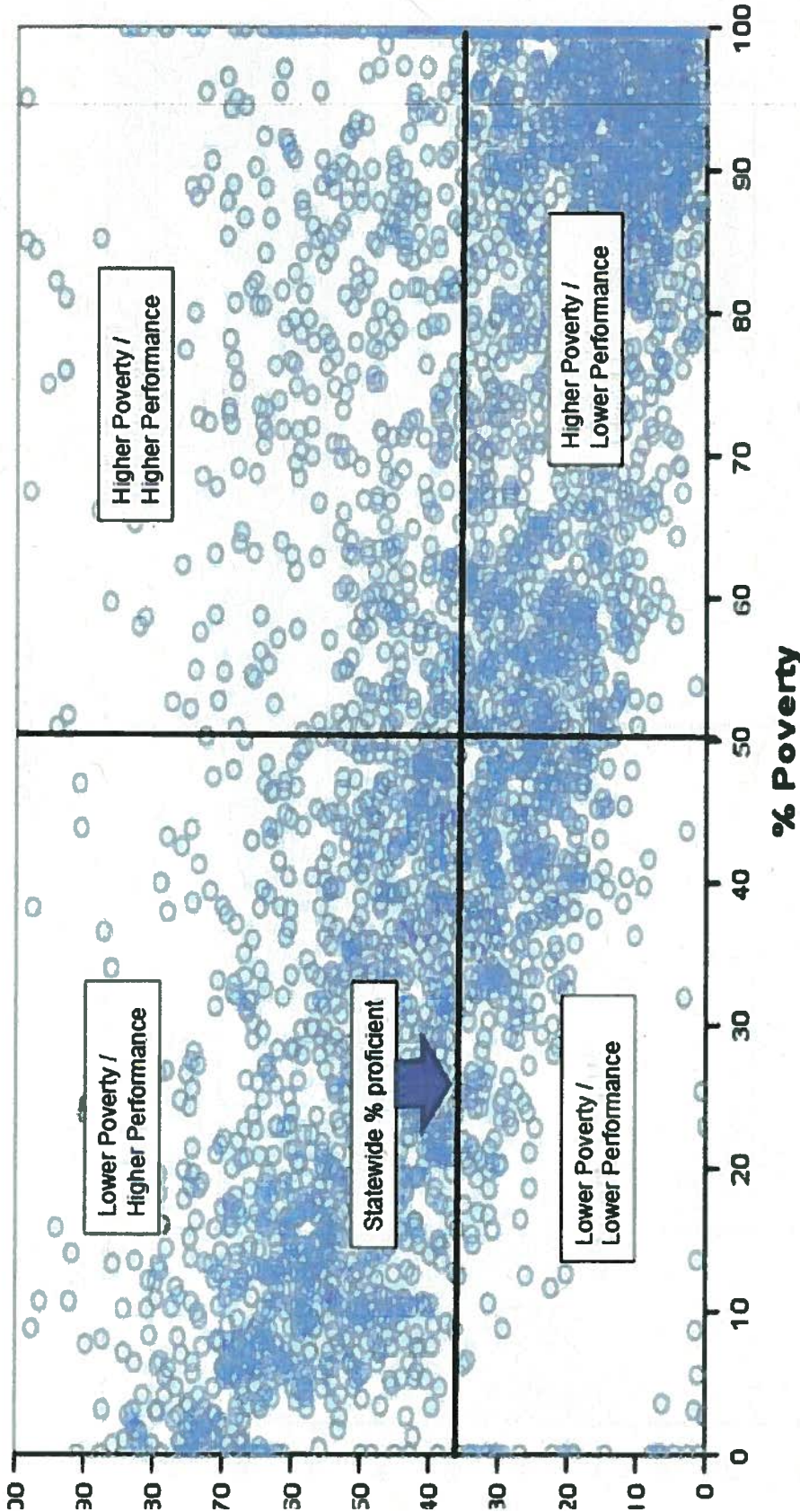
Latest News and Events

- [Secure Online Growth Reporting System is Now Available](#)
- [Just Released! 2013 Test Guides for ELA & Mathematics](#)
- [NYS Common Core K-8 Social Studies Framework is Now Posted](#)
- [Common Core Resources Have a New Look!](#)
- [Commissioner's Teacher Advisory Council Announced](#)

Featured Professional Development Resources

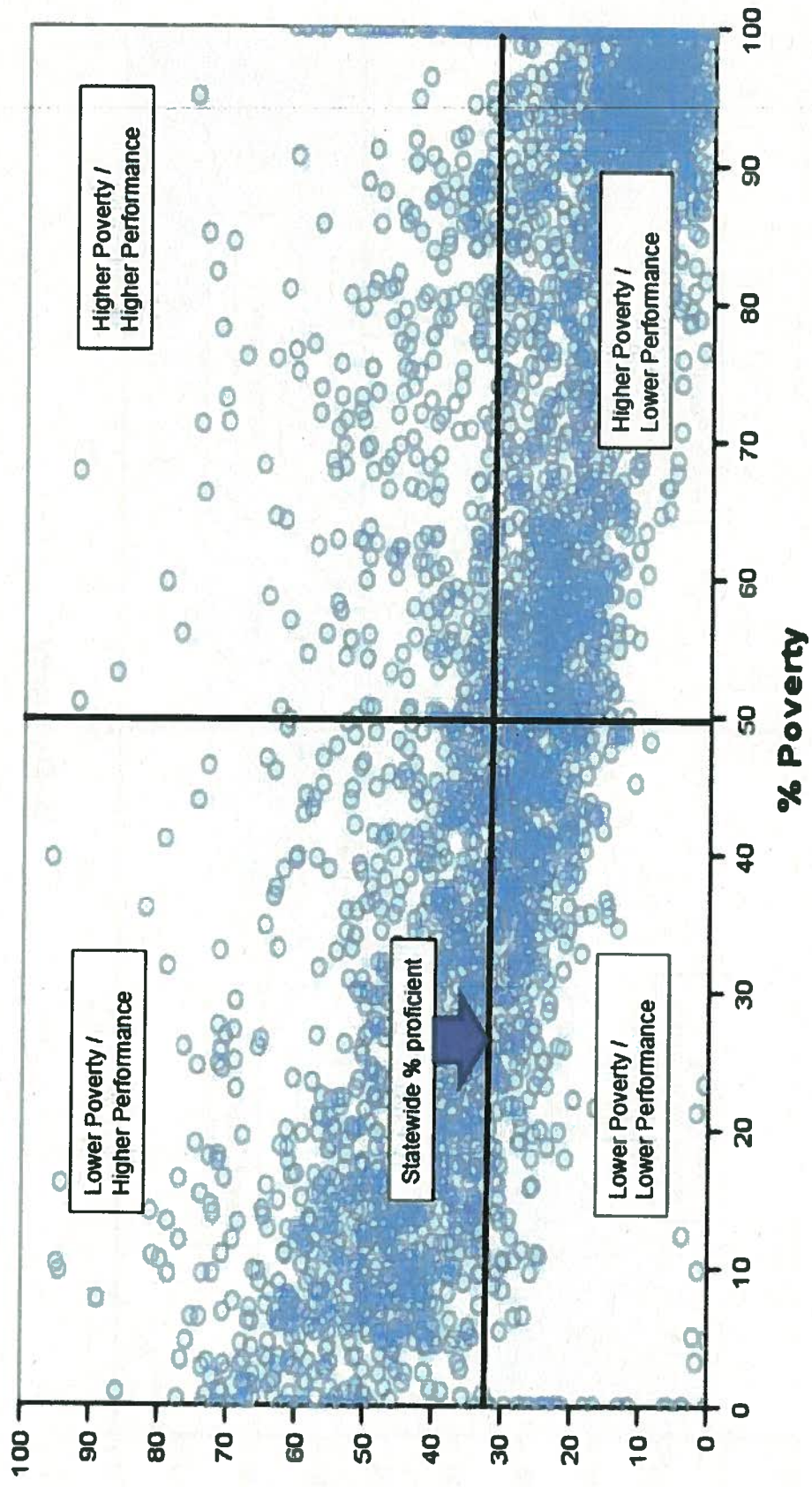
- [Secure Online Growth Reporting System](#)
- [Test Guides for English Language Arts and Mathematics](#)
- [Tools to Guide the Collection of Evidence of Shifts in Practice](#)
- [Tri-State Quality Review Rubric and Rating Process](#)
- [New York State Common Core Sample Questions](#)

there is some correlation between 2014 Math performance and poverty
ere are may examples of higher poverty/higher performance schools



or a list of schools by poverty quintile, ranked by 2014 performance and 2014 positive change, see
<http://www.p12.nysed.gov/irs/pressRelease/20140814/home.html>

There are many examples of higher poverty/higher performance schools



For a list of schools by poverty quintile, ranked by 2014 performance and 2014 positive change, see <http://www.p12.nysed.gov/irs/pressRelease20140814/home.html>

Only Two Required State Tests Are Not Federal Mandates

Federal law requires the following assessments:

- Grades 3-8 English Language Arts (ELA) & Mathematics exams;
- At least one Science exam in Grades 3-5, 6-9, and 10-12;
- At least one High School ELA and Mathematics exam;
- Additional assessments for English Language Learners;
- Alternate assessments for students with severe disabilities.

There are only two required State tests that are not federal mandates*:

- Regents Exam in US History & Government;
- Regents Exam in Global History & Geography.

Cultural Education

operates the State Museum, Archives, and Library.
40.5 million users of NovelNY, Archives, and Library online databases
Co-sponsorship of Conference on New York State History
Major exhibit on the Shakers in New York open through 2016
45,000 research reference requests
More than 500,000 on-site visitors to view exhibits, do on-site research and participate in classes
50,000 daily uses of online genealogical materials

2015 Statewide Actions

3rd annual statewide workshop for educators in cultural institutions
2 million participants in statewide summer reading
Continued focus on digitizing collections
Support for 7000 libraries and 26 public broadcasters
ervation, Research and Exhibitions continue
Continued changing and online exhibits and public programs
Multiple New York-focused research initiatives
Programs for, and outreach to, K-12 remain a key focus



The Department will continue to focus on developing digital resources that are on the extensive collections of the Archives, Museum and Library including resources from New York's Dutch heritage such as the 17th century memorandum book of Adriaen de Hooges.

Education Services (ACCES)

ACCES-VR helped **more than 12,000** individuals with disabilities get a job, helping those individuals achieve combined annual earnings of **over \$200 million**.

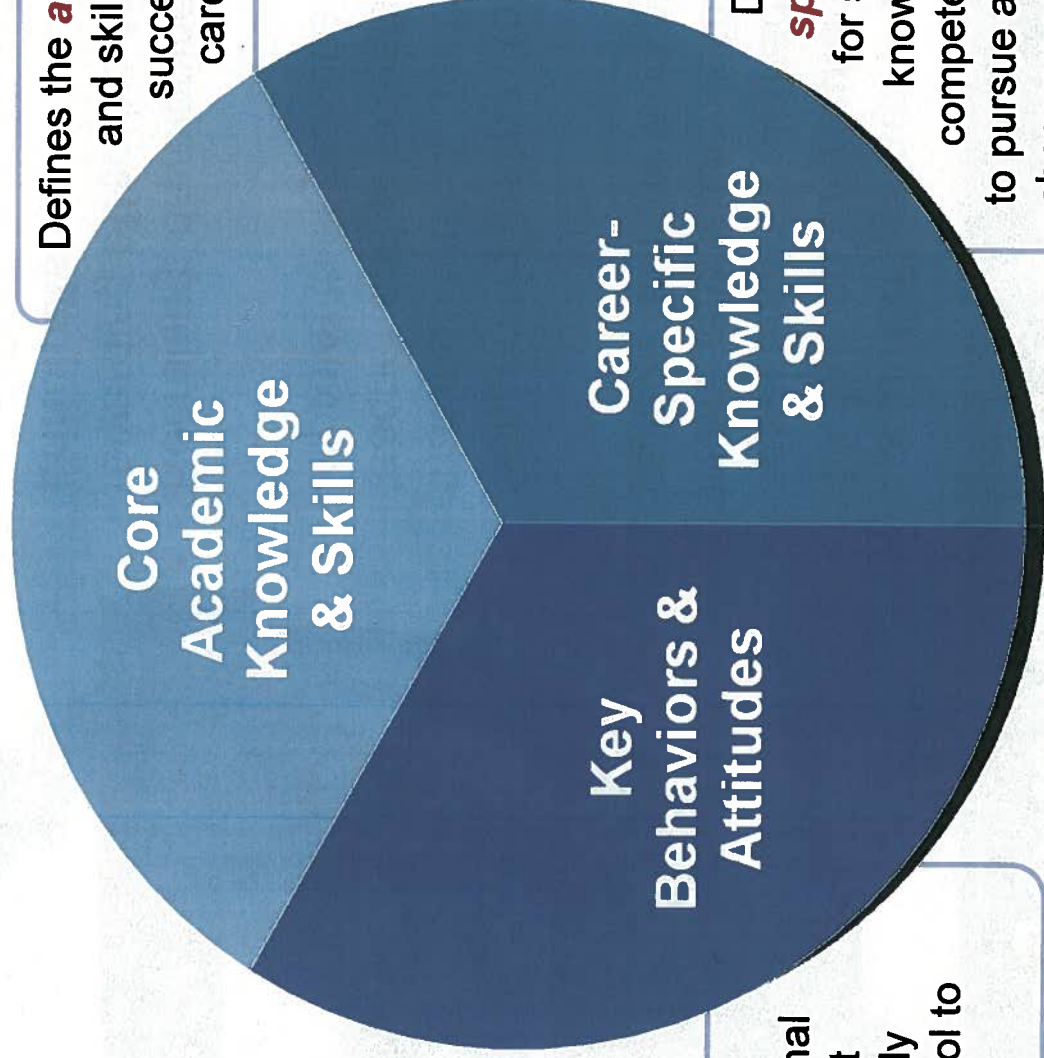
Adult education served **over 106,000** students with a higher educational gain and contact hour average.

Independent Living Centers supported approximately **over 91,000** people with disabilities.

Provided oversight for **408 non-degree proprietary schools** serving nearly **179,500 students**.



Foundations of College and Career Readiness

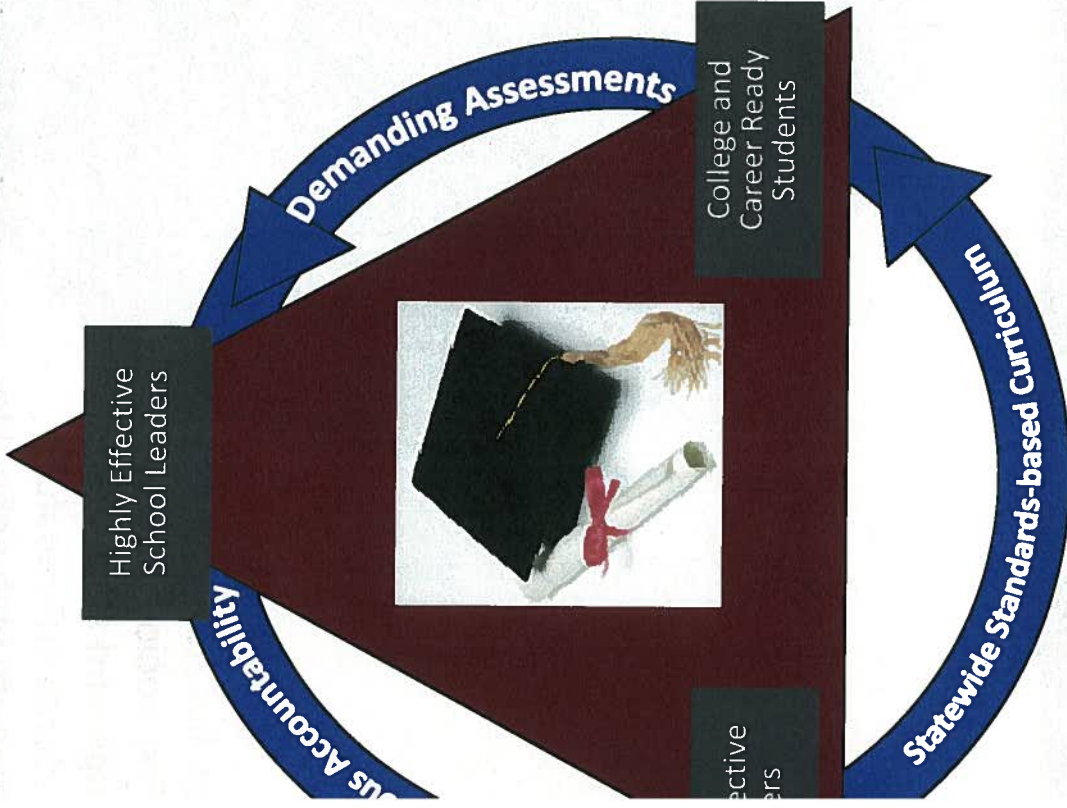


Defines the **academic** knowledge and skills students need to be successful in college and careers.

Describes the **non-academic**, socio-emotional knowledge and skills that students successfully gain from high school to be successful in college and careers.

Describes the **career-specific** opportunities for students to gain the knowledge, skills, and competencies they need to pursue and succeed in their chosen career.

Regents Reform Agenda



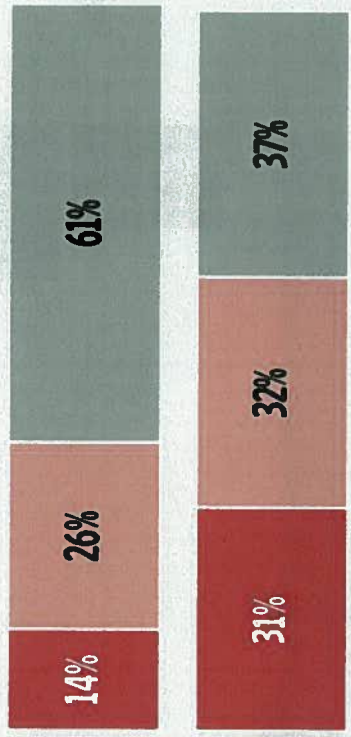
- Implementing **higher standards** and developing **curriculum** and **assessments** aligned to these standards to prepare students for success in college and the workplace.
- Supporting **instructional data systems** that measure student success and inform teacher and principals how they can improve their practice in real time.
- Recruiting, developing, retaining, and rewarding **effective teachers** and **principals**.
- Turning around the **lowest-achieving** schools.

Why Readiness Matters – College Graduates Lack Skills

Grade

Percentage of students scoring at each level in CLA+, an assessment to measure critical thinking and written communication

■ Below basic
 ■ Basic
 ■ Proficient or higher



based on 31,652 students at 169 participating institutions. Total more than 100 due to rounding.

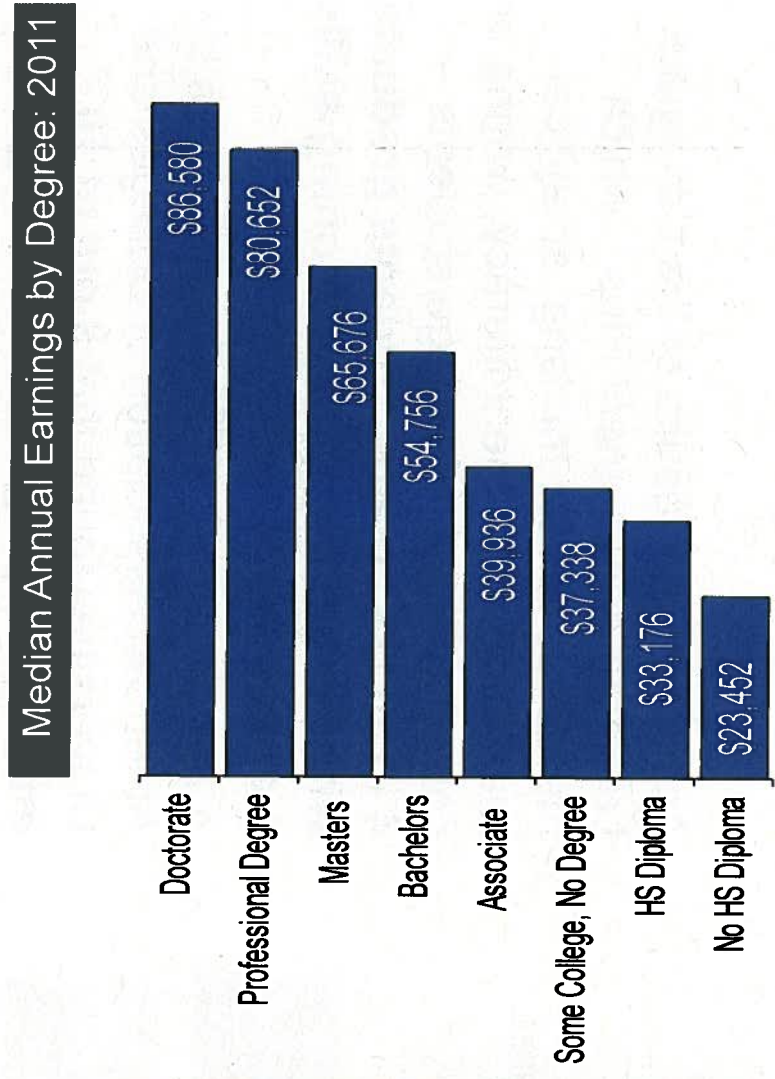
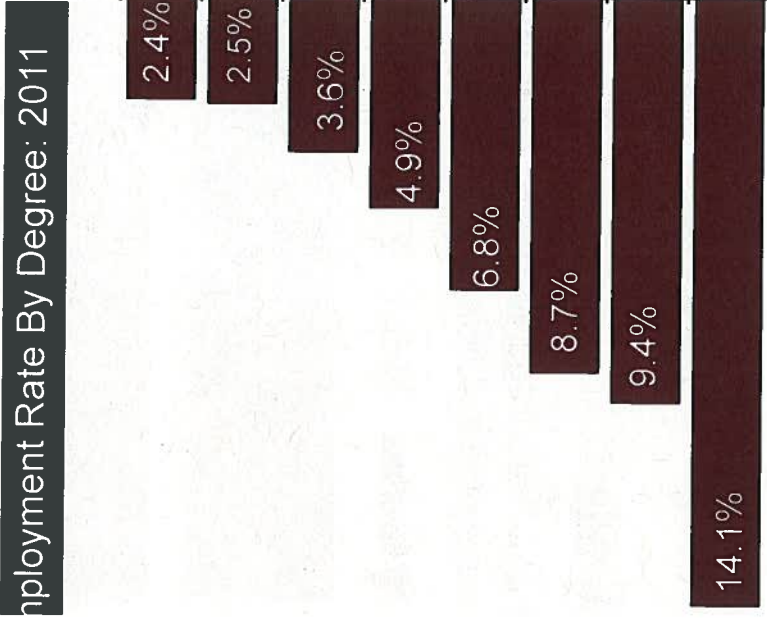
U.S. Department of Education

The Wall Street Journal

- According to the results of the Collegiate Learning Assessment Plus – which measures critical thinking, analytical reasoning, document literacy, writing and communication of college students – **4 in 10 US college students graduate without the complex reasoning skills to manage white collar work.**
- A recent survey of business owners by the American Association of Colleges and Universities found that **9 out of 10 employers judge recent college graduates as poorly prepared for the work force in areas such as critical thinking, communication and problem solving.**

Earnings and Unemployment

Education pays in higher overall earnings and lower unemployment rates.



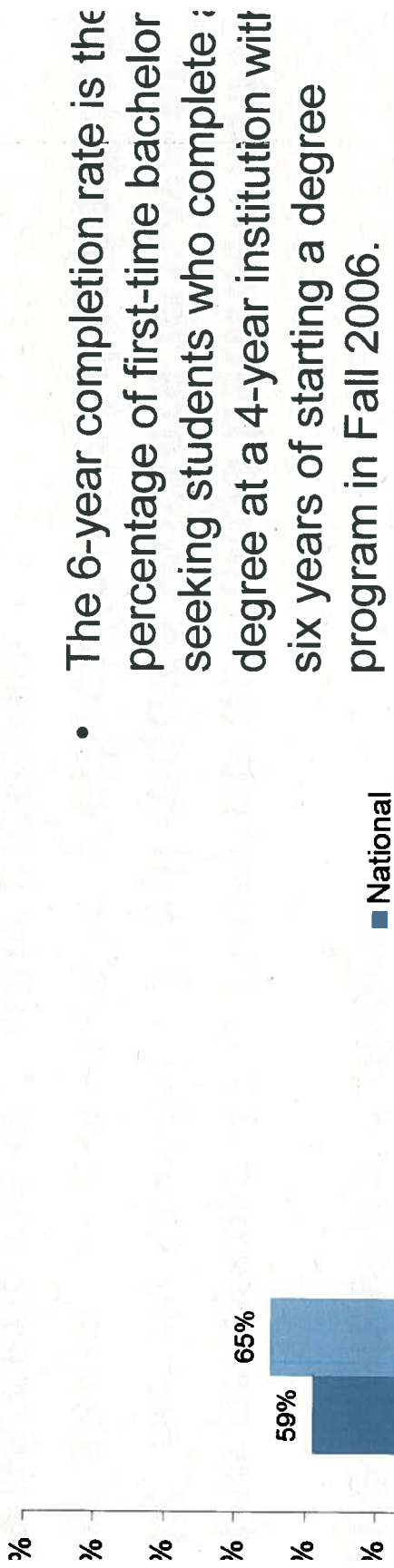
Why Readiness Matters – Labor Market Is More Demanding

A post-secondary education is the “Passport to the American Dream”

million job openings will go to people with an associate’s degree or occupational certificate and pay a significant premium over many jobs open to those with at a high school degree.

the projected 47 million job openings between 2009-2018, nearly two-thirds will require workers to have at least some post-secondary education – and experts say this percentage will only increase.

Few College Students Complete a College Degree



- The 6-year completion rate is the percentage of first-time bachelor seeking students who complete a degree at a 4-year institution within six years of starting a degree program in Fall 2006.

- The 3-year completion rate is the percentage of first-time certificate or degree-seeking students who complete a degree at a 2-year institution within 3 years of starting a program in Fall 2009.

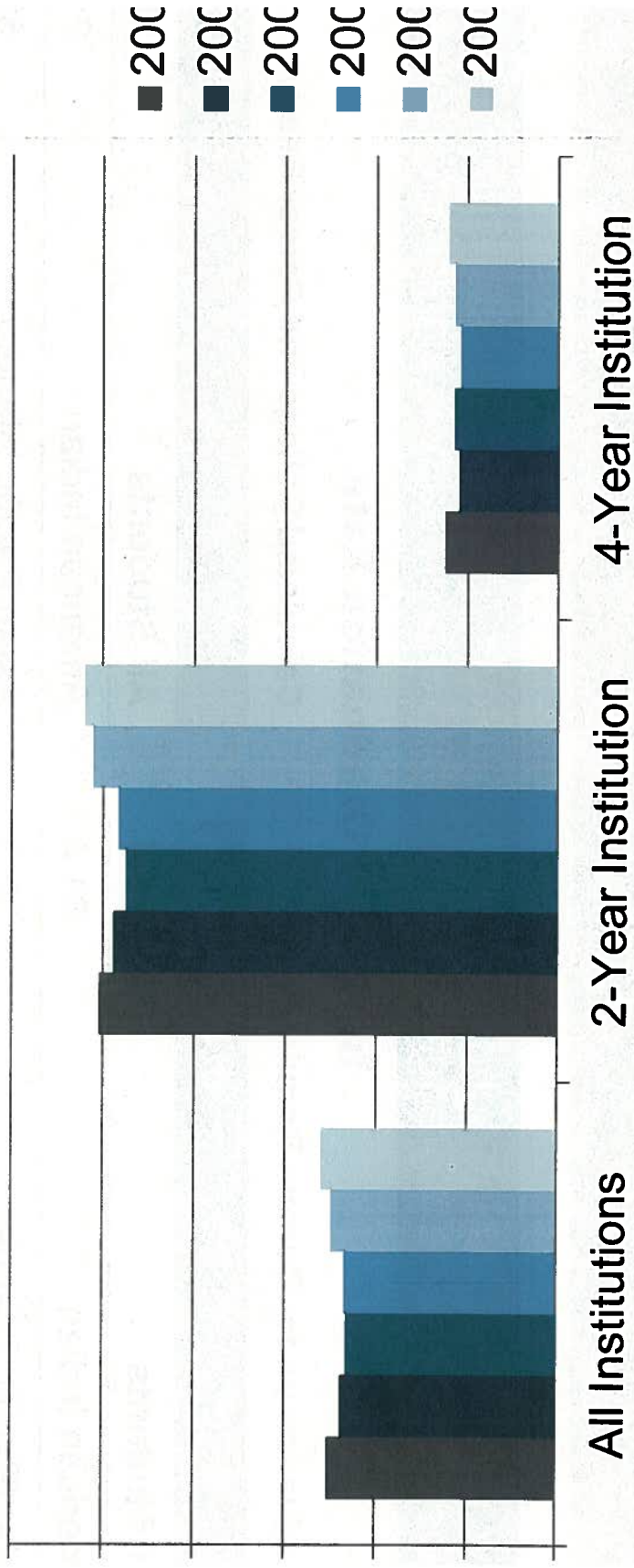
Condition of Education, Institutional Retention and Graduation Rates for Undergraduate Students, Updated May 2014. http://nces.ed.gov/ipeds/data/ipeds_indicators/cve.asp
 D Administrative Data for all Public, Independent and Proprietary 2- and 4-year institutions of higher education.



Why Readiness Matters – College Remediation in NYS

Over 50% of students in NYS two-year institutions of higher education take at least one remedial course.

Remediation Rates for First-time, Full-time Undergraduates



Completion vs. Readiness

New York's 4-year high school graduation rate is 76.4% for All Students. However, the percent graduating college and career ready is significantly lower.

June 2014 Graduation Rate

Graduation under Current Requirements

	% Graduating
All Students	76.4
American Indian	61.4
Asian/Pacific Islander	82.3
Black	61.6
Hispanic	61.6
White	87.3
English Language Learners	31.2
Students with Disabilities	49.8

Calculated College and Career Ready*

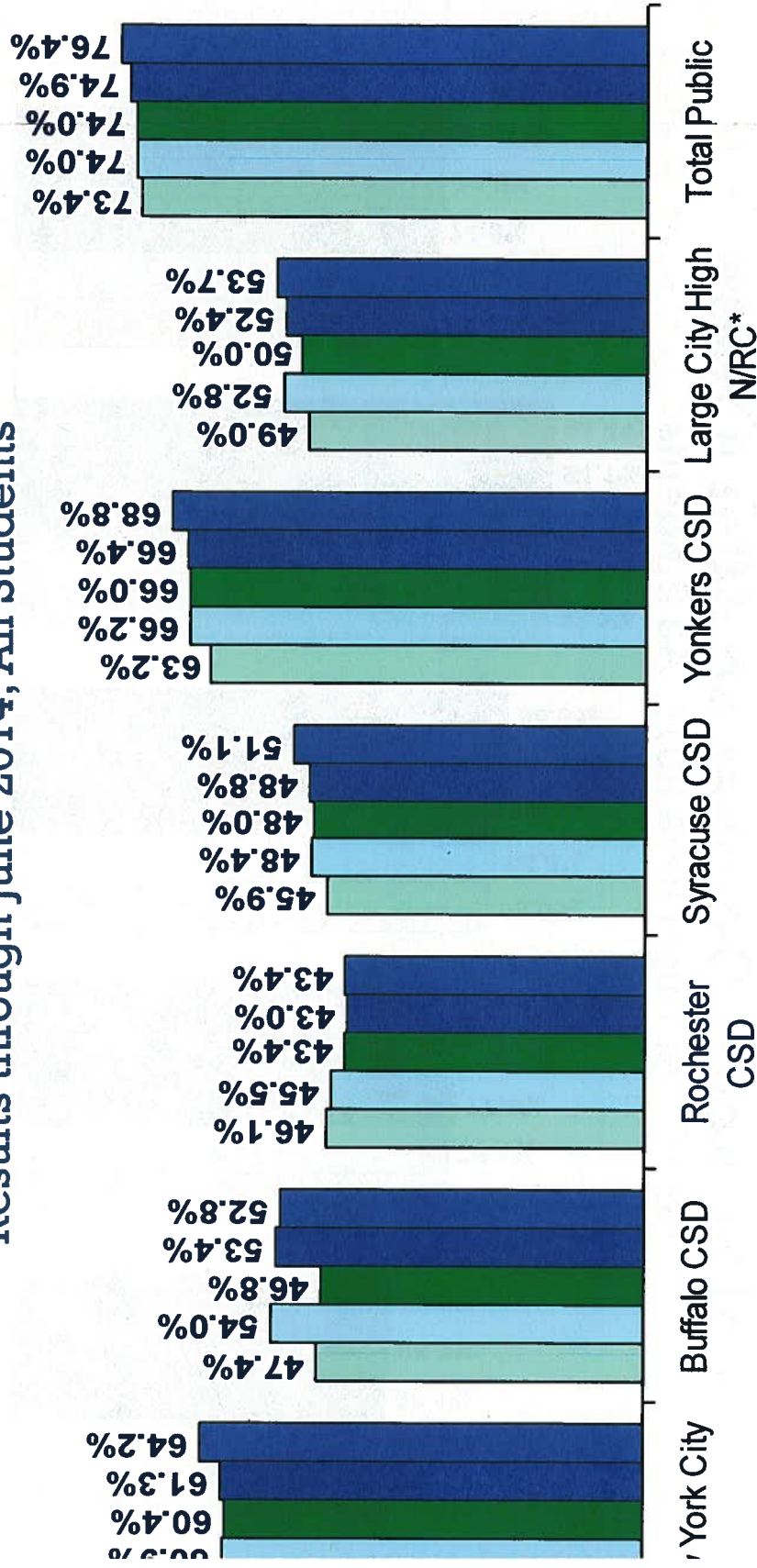
	% Graduating
All Students	38
American Indian	2
Asian/Pacific Islander	58
Black	15
Hispanic	15
White	50
English Language Learners	5
Students with Disabilities	2

Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

Statewide Graduation Rates

% of Students Graduating After 4 Years

Results through June 2014, All Students

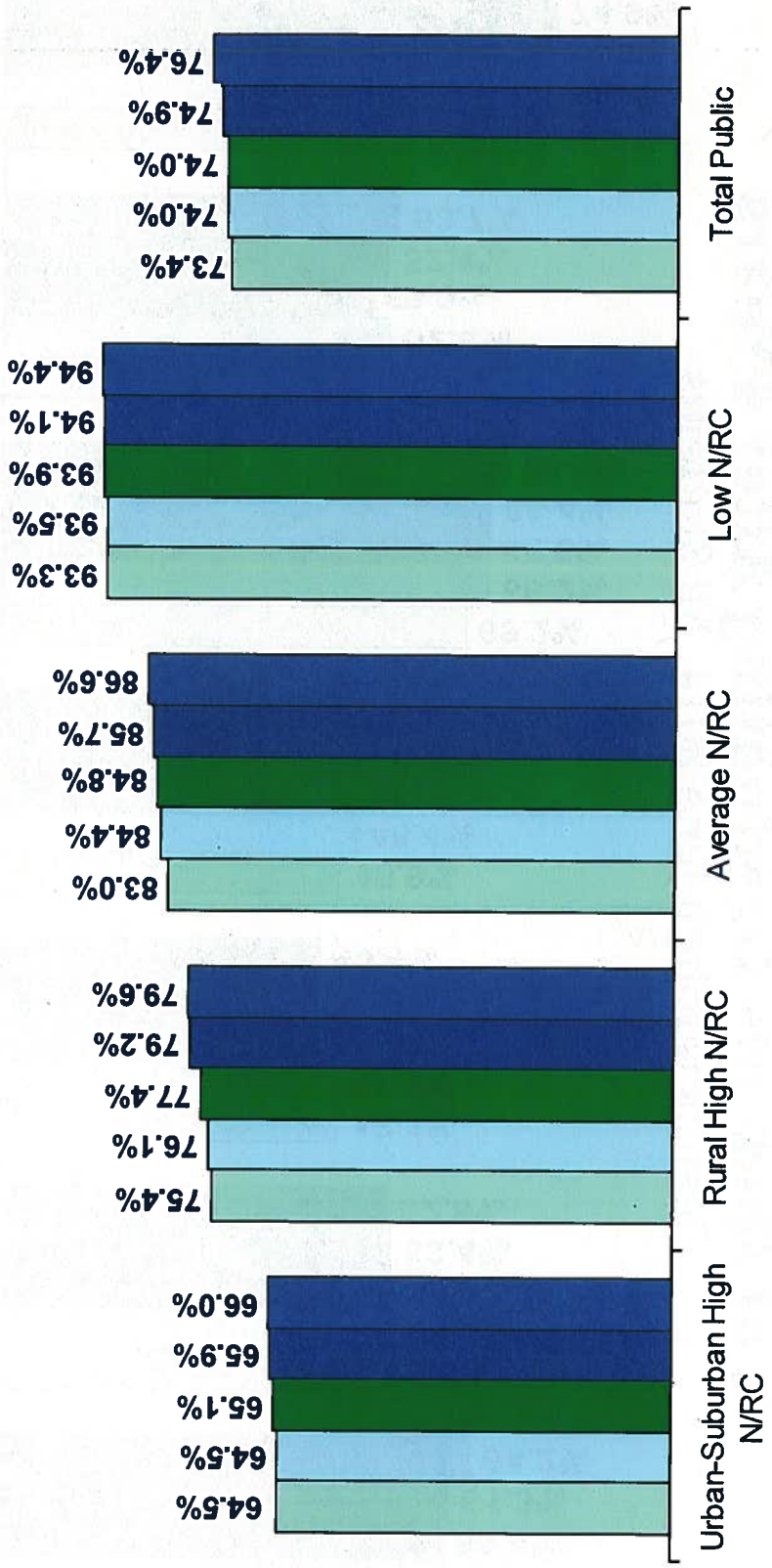


2006 Cohort
 2007 Cohort
 2008 Cohort
 2009 Cohort
 2010 Cohort

Statewide Graduation Rates

% of Students Graduating After 4 Years

Results through June 2014, All Students



■ 2006 Cohort
 ■ 2007 Cohort
 ■ 2008 Cohort
 ■ 2009 Cohort

Fact Sheet of NY Schools

scale of our responsibility:

more than 4,500 schools in nearly 700 school districts
nearly 1,800 non-public schools

more than 200 operating public charter schools

more than 3 million public and nonpublic students

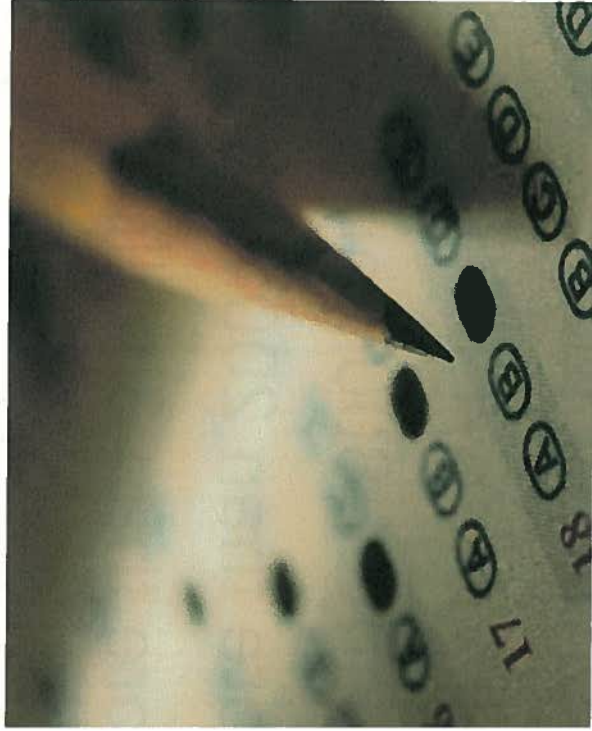
Of the approximately 2.7 million public school students:

- 48% receive free and reduced price lunch
- 8% are English language learners
- 15% are students with disabilities

2015-16 \$500,000 Budget Request

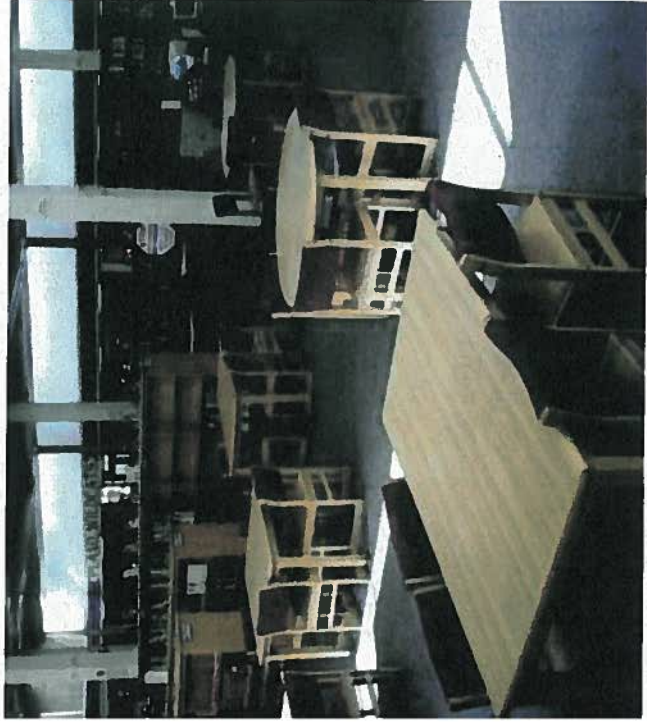
Ensure the integrity of the Assessment Program

- The Department is seeking funding to conduct erasure analysis of test results to better ensure the integrity of the assessment program.
- Erasure analysis is a commonly used tool that involves statistical analysis of student answer sheets to identify irregular patterns of changed responses, with a focus on whether there is a statistically unlikely frequency of incorrect-to-correct answer changes within a sample of students.



2015-16 \$2.8 M Budget Request

Ensure that all New Yorkers continue to have access to state-of-the-art libraries



- All public libraries should be able to accommodate new technologies and provide the resources New Yorkers need to be successful in an information-driven global environment.
- Despite the successes of the library construction program, there is still a need for new construction, renovation, and expansion of existing public libraries throughout the state.

Adult Education – Workforce Preparation

2015-16 \$5 M Budget Request

Keep New Yorkers competitive in the 21st Century global economy



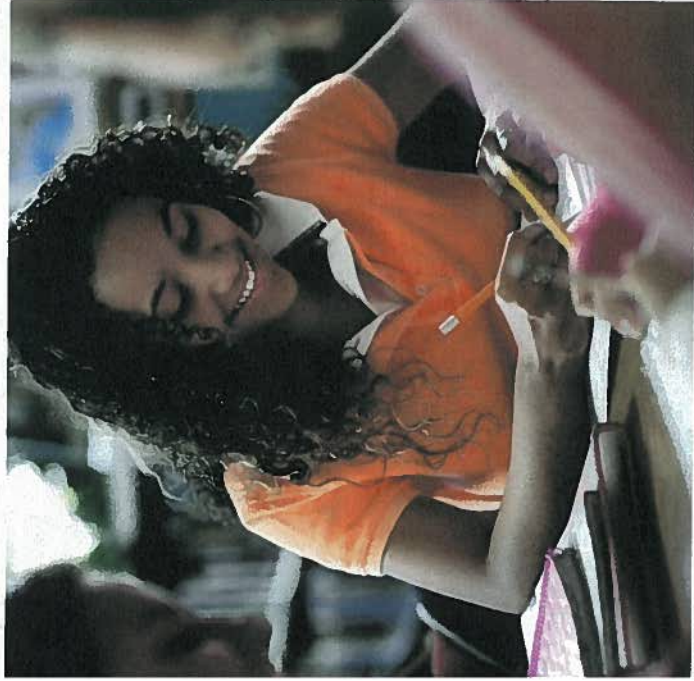
- Approximately 2.8 million out-of-school New Yorkers age 16 or older are economically at risk because they lack a high school diploma or equivalent.
- The Department is requesting funding to provide adult education to under-educate out-of-school youth and adults with the skills and credentials required for workforce success, including greater programming for a more rigorous high school equivalency diploma being implemented in 2014.

Provide educational opportunities for New York's diverse student population

Additional funding would support:

Curriculum specialists to provide assistance and support to school districts
Additionally, responsive and evidence driven technical assistance, monitoring and compliance support
for the Language Arts test development and expansion of Regional Bilingual Education Resource Network (RBNs)

- Over the past 10 years, the state's English Language Learner (ELL) student enrollment has increased by 20 percent, and now make up 8 percent of the student population.
- In order to provide English language learners (ELLs) with the opportunity and resources to demonstrate achievement of higher standards, the Department is seeking funding to help districts effectively implement the newly revised Part 154 regulations, including resources to provide guidance and technical assistance as districts enhance bilingual education programs.



Expand Access to Higher Education

2015-16 \$6 M Budget Request

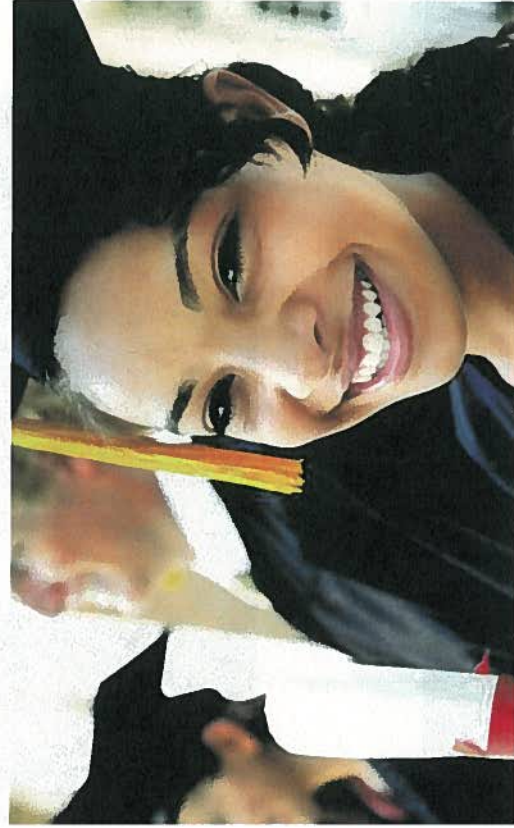
Higher Education Opportunity Program (HEOP)
Science and Technology Entry Program (STEP)
Collegiate Science and Technology Entry Program (CSTEP)
Liberty Partnerships Program (LPP)

\$2.0 M

\$1.5 M

\$1.5 M

\$1.0 M

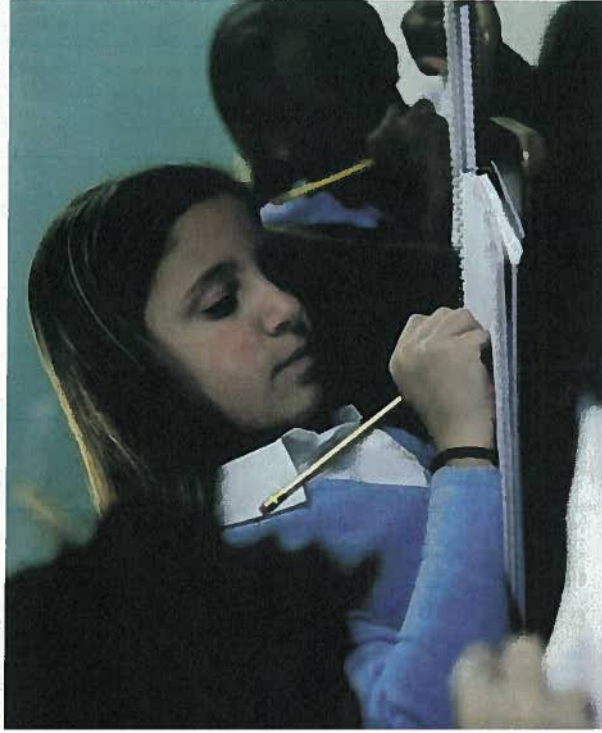


- The state's higher education opportunity programs are available for students attending public and private colleges throughout the state.
- These programs currently serve over 34,000 underrepresented and disadvantaged students.
- These programs are effective at increasing graduation rates and should be expanded.

2015-16 \$8.4 M Budget Request

New York State testing program is critical to drive instructional improvement

- In order to address concerns from the public regarding the amount of testing time and the release of test questions, the Department requests funds to implement state-of-the-art printing and distribution processes for the Grades 3-8 tests.
 - These upgrades will enable the Department to substantially reduce the number of questions that need to be field tested.
 - As a result, the number of schools and students that will be required to participate in stand-alone multiple choice field tests will be greatly reduced.
 - With this additional funding, the Department will be able to print more versions of the test, which would allow the Department to embed more test questions, eliminate stand-alone multiple choice field tests, and publicly release significantly more test questions.



SED Budget Priorities

Priority	Request
Reduce Testing Time/Release Test Questions	\$8.4 M
Expand Access to Higher Education	\$6.0 M
Enhance the Achievement of ELLs	\$14.75 M
Adult Education – Workforce Preparation	\$5.0 M
Support Public Library Construction	\$2.8 M
State Aid Modeling	\$2.0 M
Erasure Analysis of Test Results	\$500,000

One-Time Use of Settlement Funds

The Regents recognize the state's receipt of approximately \$4.8 billion in non-recurring legal settlement funds as a unique opportunity to make **\$78 million** in one-time educational expenditures and investments to fund our instructional programs to the world class standard our students deserve.

\$360 million for Payment of Existing School Aid Liabilities to keep the promise on claims made by districts

\$238 million to Support Acceleration of Prekindergarten Payments related to the new Statewide Universal Full-Day Prekindergarten program, which was structured in such a way that school districts were required to pay for a majority of the first year of the program themselves before receiving any state funds.

\$50 million to Create a CTE Technology Facility Construction Fund to support upgrades to facilities necessary to support high-tech training programs; and

\$30 million for School District Purchases of Optical Scanning Voting Machines to support efforts to come into compliance with unfunded mandates in the election law;

Protect Educational Opportunities Through Regional High Schools

In light of fiscal constraints and declining enrollments, many school districts are facing educational insolvency or are at risk of not meeting their fiscal obligations.

The Regents have proposed legislation to allow school districts to build collaborative secondary school partnerships that will provide greater educational services.

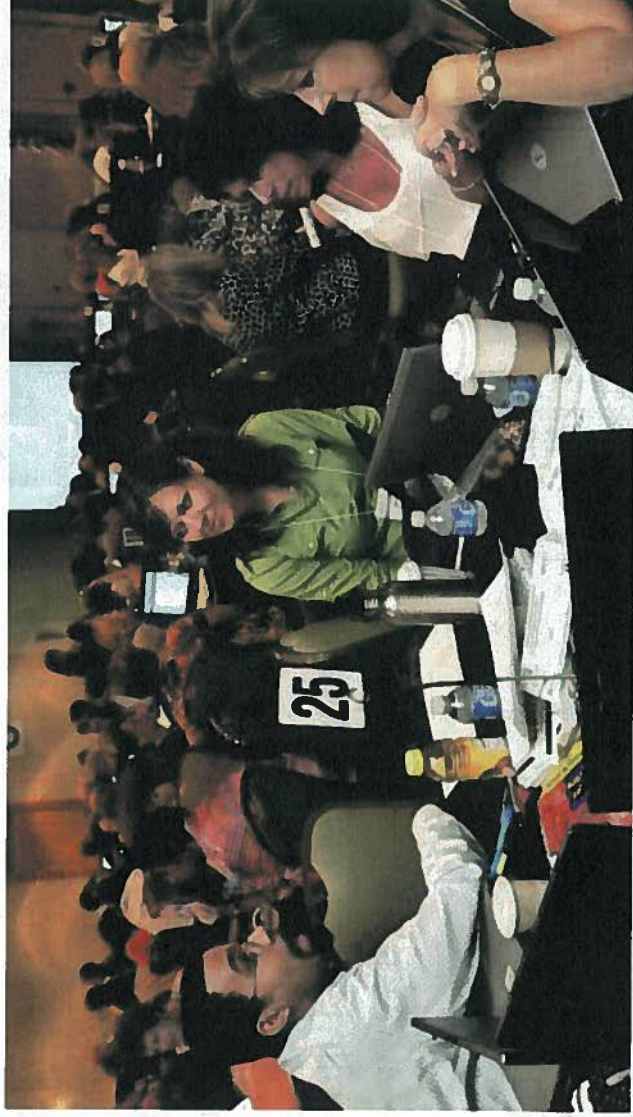
- Two models:
- Regional High School operated by a host district
 - Regional High School operated by a BOCES



Professional Development

The Regents recommend \$80 million in targeted funding for instructional improvement programs, including funds to extend the Strengthening Teacher and Leader Effectiveness (STLE) program, which has been central part of Department efforts to prepare teachers and school leaders to teach college and career ready standards.

- o Since 2012, the STLE program has reached approximately 500,000 students, 42,000 teachers, 1,000 principals in 221 districts/BOCES.



Financial Support to Districts Experiencing Increases in Enrollment

Several of the state's school districts have experienced enrollment increases for which existing aid formulas have not provided relief, including a significant increase in the number of unaccompanied immigrant children.

The Board recommends a two-tiered approach:

- **\$30 million to support enrollment increases in all districts experiencing growth; and**
- **\$10 million targeted to school districts on a current year basis to address the needs of incoming ELL students.**

English Language Learners (ELLs)

The Regents 2014-15 State Aid Proposal recommends a targeted \$81 million investment to provide schools with the appropriate tools that will enable teachers to best support the needs of ELLs.

This new funding would be used to support:

- Team teaching approaches that ensure that ELLs have complete access to new higher standards and match teachers with training and certification in bilingual education with content area teachers;
- Materials and instructional resources that are linguistically, age and grade appropriate and aligned to new higher standards;
- High-quality supports and feedback to educators to improve their instructional coaches; and
- Substantial and sustained opportunities for all teachers and administrators to participate in meaningful professional development that addresses the needs of ELLs, including development in both their home and their new language.

Expand Access to Early Childhood Education

Regents State Aid Proposal recommends dedicating \$250 million to build off last year's significant new investments in statewide full-day pre-work towards a truly universal full-day program.

The board recommends a new \$70 million expansion for New York City and \$1 million to the Rest of the State.

Board recommends that the state move toward aligning the four exit programs and ensuring all programs contain the following elements:
Permanence of funding and recognition of districts' cash flow constraints;
Flexibility in financing so that districts are able to begin programs mid-year if they discover the need and be reimbursed on a pro-rated basis;

Consistent rigorous quality standards, up-to-date and streamlined data reporting methodologies, and regulations regarding staffing and facilities; and
Strong mechanisms to ensure and support quality services to children and their families and effective evaluations of programs, including QUALITYstarsNY.

In addition, the Department requests \$676,000 to help agency capacity keep pace with increasing oversight responsibilities.

Support Multiple Pathways

In January 2015, the Regents approved new pathways to graduation, including Career and Technical Education (CTE), Science, Technology, Engineering and Math (STEM), the Arts, Biliteracy, and the Humanities.

The new “4+1” option will permit students to take four Regents exams and a comparably rigorous pathways assessment to count for the fifth examination required for graduation.

To support creation of high-quality multiple pathways programs in school districts, the Regents State Aid Proposal recommends a substantial expansion in financial support, including:

- o **Enhanced Special Services Aid for CTE Pathways programs operated by the Big Five cities and non-component schools:** The Board recommends that the base amount used to calculate the reimbursement for CTE programs provided by districts increase by 40 percent for 2015-16 and 20 percent annually for three years afterward.
- o **Enhanced BOCES Aid for CTE Pathways Programs:** Instructional salaries eligible for BOCES Aid have remained at \$30,000 since 1992. The Regents recommend that the aidable salary for BOCES CTE programs be doubled, with 40 percent of the gap funded for services provided in 2015-16 and 20 percent annually for three years thereafter.

State Aid to Schools

Regents 2015-16 Proposal on State Aid to Schools

recommends a **\$2 billion** total increase in school aid for the 2015-16 school year to advance the state's goal of higher standards and college and career readiness.

Provides **\$1.1 billion** in additional general operating aid provided to school districts for the restoration of the GEA and an increase in \$526 million in Foundation Aid).

Funds existing expense-based aid formulas at their current levels, with an increase of **\$306 million**.

Strategically invests **\$572 million** as follows:

- **\$250 million** for consolidated high-quality, full-day universal prekindergarten;
- **\$86 million** for English language learners;
- **\$80 million** for strengthening teacher and leader effectiveness through professional development;
- **\$65 million** for expanded CTE programs in non-component districts, with a phase-in of an increase in the BOCES salary cap to expand CTE programs throughout the state;
- **\$51 million** increase in instructional materials aids to support transition to higher standards; and
- **\$40 million** for increases in enrollment

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Elizabeth Berlin

Acting Commissioner of Education

Ken Wagner, PhD

Senior Deputy Commissioner

February 3, 2015

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