2018-19 *Advance* Overall Ratings Guide:
Understanding Your *Advance* Overall Rating

September 3, 2019

OVERVIEW

Under New York State Education Law 3012-d, *Advance,* New York City's teacher development and evaluation system, includes multiple measures – Measures of Teacher Practice (MOTP) and Measures of Student Learning (MOSL) – to create a robust picture of teacher performance and provide teachers with various sources of feedback to help them develop as educators.

In the 2015-16 school year, as a result of regulatory action by the New York State Board of Regents as New York State moves to new learning standards, the following changes were made to *Advance*:

- Grades 3-8 English Language Arts (ELA) State assessments and grades 3-8 Math State assessments were excluded from use in determining teachers' *Advance* Overall Ratings.

- The *Advance* Overall Rating is a teacher's rating of record and will be used for personnel decisions (e.g., tenure determinations and Teacher Improvement Plans).

These changes remain in effect for the 2018-2019 school year.

By September 3rd, 2019, you will have received your 2018-19 *Advance* Overall Rating in an email containing a graphic similar to the one displayed on the left below. Your 2018-19 *Advance* Overall Rating is a combination of your MOTP rating and your MOSL rating, and is determined by the Overall Rating Matrix to the right below. This document provides a detailed explanation of how your MOTP[1] and MOSL ratings are calculated and combined to create your *Advance* Overall Rating[2].

OVERALL AND SUBCOMPONENT RATINGS:

Your overall APPR rating is based on the sum of two subcomponent scores: Measure of Teacher Practice and Measures of Student Learning.

Your MOTP is	Your MOSL is	Your Overall Rating is
Effective	Effective	Effective

Measures of Teacher Practice

	Highly Effective	Effective	Developing	Ineffective
Highly Effective	H	H	E	D
Effective	H	**E**	E	D
Developing	E	E	D	I
Ineffective	D	D	I	I

(Measures of Student Learning — vertical axis label)

For more information about rating calculations, please see the SY 2017 - 2018 Advance Overall Ratings Guide.

Your MOTP Rating is:	Your MOSL Rating is:	**Your Overall Rating is:**
Developing	Effective	**Effective**

(*Image from the Overall Rating Report*)

If you have additional questions after reading this document, contact the *Advance* Help Desk at AdvanceSupport@schools.nyc.gov.

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[1] The MOTP rating is the same as the rating you received on your MOTP Final Summary Form by June 26, 2019 (except in cases that a teacher also received observations by a Peer Independent Evaluator (formerly known as Peer Validator); in this case, the MOTP rating may be different. For more information, see Appendix D within this document.

[2] See Appendix B for more information about missing or incomplete data.

KEY TERMS

Advance **Overall Rating:** A teacher's final rating of record. This rating will be used for employment decisions, and excludes results from grades 3-8 ELA and Math State assessments, as applicable.

Components and Component Score: Components are the specific categories outlined in the four domains of the Danielson *Framework for Teaching*. Each component is scored on a scale of 1 to 4 based on evidence gathered through observations.

Domains: The components of the Danielson *Framework for Teaching* are grouped into four domains. Domain 1 – Planning and Preparation; Domain 2 – The Classroom Environment; Domain 3 – Instruction; Domain 4 – Professional Responsibilities.

Evaluator: Any district superintendent, assistant superintendent, principal, or assistant principal (or other trained administrator) of the observed teachers' school who has received the requisite training to properly observe and evaluate teachers.

Final MOTP Summary Form: The form containing your 1.00-4.00 MOTP score and corresponding HEDI rating that was delivered to you by June 26, 2019. You signed this form and it was placed in your file.

Formal Observation: An observation conducted following the Pre-Observation Conference at a mutually agreed upon date and time of a teacher, lasting a full-period.

HEDI: An abbreviation for the four rating categories – Highly Effective, Effective, Developing, and Ineffective.

Informal Observation: An informal classroom observation an evaluator performs that lasts a minimum of 15 minutes and may be announced or unannounced.

Measures of Student Learning: Measures chosen from a State-approved list by the School-Based Measures Committee (SBMC) and submitted by the SBMC to the principal for approval. The principal either accepted all of the Committee's recommendations or rejected all of the recommendations. If the principal rejected the recommendations, the Default Measure was applied.

Measures of Teacher Practice: One component of *Advance*. In 2018-19, all teachers will receive a rating on MOTP, based on classroom observation and preparation and professionalism ratings developed using the Danielson *Framework for Teaching*.

Measures of Teacher Practice

OVERALL AND SUBCOMPONENT RATINGS:

Your overall APPR rating is based on the sum of two subcomponent scores: Measure of Teacher Practice and Measures of Student Learning.

	Your MOTP is	Your MOSL is	Your Overall Rating is
	Effective	Effective	Effective

(image from the Overall Rating Report)

For your MOTP subcomponent, you received a HEDI rating, based on an MOTP score on 1.00-4.00 scale. This is the same score and HEDI subcomponent rating you received on your MOTP Final Summary Form by June 26, 2019.[3]

Throughout the 2018-19 school year, your evaluator(s) observed your classroom to gather specific evidence of your practice using the Danielson *Framework for Teaching.* The total number and types of observations you received were determined by the observation option you selected at the beginning of the 2018-19 school year. This section describes how these observations are combined to generate your MOTP rating.

How is my Measure of Teacher Practice (MOTP) rating calculated?

Eight (8) prioritized components of the *Danielson Framework* were used for evaluative purposes. They were:

SY 2018-19 Evaluative Components of the Danielson Framework[4]
  ➢ *1a: Demonstrating knowledge of content & pedagogy*
  ➢ *1e: Designing coherent instruction*
  ➢ *2a: Creating an environment of respect and rapport*
  ➢ *2d: Managing student behavior*
  ➢ *3b: Using questioning and discussion techniques*
  ➢ *3c: Engaging students in learning*
  ➢ *3d: Using assessment in instruction*
  ➢ *4e: Growing and developing professionally*

> Components in Domains 2 & 3 make up 85% of the MOTP Score, while components in Domains 1 & 4 make up 15%.

Following each classroom observation, you received an **individual component rating** for each of the components for which there was observable evidence. Ratings were determined using a scale of 1 (Ineffective)

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[3] Except in cases that a teacher also received observations by a Peer Independent Evaluator (formerly known as Peer Validator); in this case, the MOTP rating may be different. For more information, see Appendix D within this document.
[4] These eight evaluative components were determined as a result of successful negotiations between the NYCDOE and UFT for the 2014-15 school year and forward. The complete, 22-component Danielson *Framework for Teaching*, is available on the *Advance* InfoHub, and can be used for formative purposes.

to 4 (Highly Effective). These individual component ratings can be found on your **Annual Professional Performance Review (APPR) Teacher Observation Reports**, which can be accessed through your school file or by signing into the *Advance* Web Application.

The following is a detailed step-by-step explanation of how your final MOTP rating is calculated for the 2018-19 school year.

STEP 1: CALCULATE COMPONENT AVERAGES

As stated above, after each observation you received an individual component rating for each of the components listed on the APPR Evaluator Form for which there was observable evidence.[5] Once all observations are completed, these individual component ratings are then averaged together, one component at a time, to produce your **overall component averages.**

SAMPLE Overall Component Average Calculation

Component: 1e – Designing Coherent Instruction

$$\frac{\text{1e Individual Component Ratings: } 3 + 3 + 4 + 2}{\text{Number of times component 1e was rated: } 4} = \boxed{3} = \text{Overall Component Average for } \textit{1e: Designing Coherent Instruction}$$

STEP 2: WEIGHT AND AVERAGE THE 8 COMPONENT AVERAGES TO PRODUCE A MOTP SCORE

Once each of the overall component averages is calculated, the results are weighted according to their respective domain and then summed to arrive at your final MOTP Score, as shown in the example below.[6]

SAMPLE MOTP Score Calculation

	Component	Sample Overall Component Average	Weight[7]	Sample Weighted Average
Domain 1	*1a: Demonstrating knowledge of content & pedagogy*	4	.05	.20
	1e: Designing coherent instruction	3	.05	.15
Domain 2	*2a: Creating an environment of respect and rapport*	2	.17	.34
	2d: Managing student behavior	3	.17	.51
Domain 3	*3b: Using questioning and discussion techniques*	2	.17	.34
	3c: Engaging students in learning	3	.17	.51
	3d: Using assessment in instruction	4	.17	.68
Domain 4	*4e: Growing and developing professionally*	2	.05	.10
	Sample Final MOTP Score:			**2.83**

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[5] Note for teachers with Peer Independent Evaluators (formerly known as Peer Validators) in 2018-19: Observations conducted by a Peer Independent Evaluator are meant to provide an independent assessment of the teacher's practice and, therefore, were not disclosed until the annual rating period was over. For more information see Appendix D.

[6] If you are interested in learning more about your MOTP Score calculation or monitoring your score throughout the 2019-20 school year, simply access the MOTP Score Tracker, which is located in the MOTP section of the *Advance* Web Application's Teacher Dashboard. Please note that the score reflected in the tracker is **not considered** your final MOTP score, but rather a running tally of your current score based on completed and confirmed observations to date.

[7] Note the sum of all weights from Domains 2 & 3 is equal to 0.85 or 85%, while the sum of all the weights from Domains 1 & 4 are equal to 0.15 or 15%.

STEP 3: CONVERT MOTP SCORE (1-4) TO A MOTP HEDI RATING

Your MOTP Score (on a scale of 1.00-4.00) is then converted to a MOTP HEDI rating (see chart below). This rating represents the MOTP score, and corresponding MOTP HEDI rating you received on your **MOTP Final Summary Form** by June 26, 2019.[8] This is also the rating that is displayed in the MOTP axis of the matrix, which determines your 2018-19 *Advance* Overall Rating.

In the **example** presented in **Step 2** above, the teacher received a MOTP score of 2.83. Using the conversion chart below, you can see that this MOTP score would convert to a MOTP HEDI Rating of Effective.

MOTP SCORE	MOTP HEDI RATING
3.51-4.00	Highly Effective
2.51-3.50	Effective
1.75-2.50	Developing
1.00-1.74	Ineffective

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[8] An exception to this occurs when a teacher also received observations by a Peer Independent Evaluator (formerly known as Peer Validator); in this case, the MOTP rating may be different. For more information, see Appendix D within this document.

Measures of Student Learning
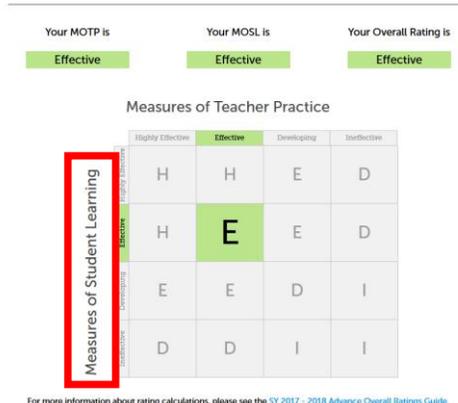
(image from the Overall Rating Report)

For your MOSL subcomponent, you received a HEDI rating, based on the results of one or more measures. If you have more than one measure, then these measures have been combined to create your MOSL subcomponent rating.

MOSL ratings are always based on **student growth** – in other words, they measure where each student ended compared to where the student began.

Each measure includes three components: an *assessment*, a *target population*, and a *growth measurement*.

COMPONENT	DEFINITION
Assessment	Refers to the assessment used to measure student learning. For MOSL purposes, this must be either a State Assessment, a NYC Performance Assessment, or a 3rd Party Assessment.
Target Population	Refers to the students included in the measure. For some teachers, the principal and School-Based Measures Committee (the Committee) may have selected the **individual** target population, which means the measure is based on the growth of a teacher's students taking the assessment in their course. Alternatively, the principal and the Committee may have selected a **grade** or **school** target population (also referred to as **group measures**), which means the measure is based on the growth of all the students taking the assessment across the grade or school. Finally, the principal and the Committee may have selected a **linked** target population, which includes only the teacher's students who take an assessment administered in *another course.*
Growth Measurement	Refers to the method by which student growth is measured on a given assessment. This is either goal-setting or growth model.

For more information about assessments, target populations and growth measures used in school year 2019-20, please read the 2019-20 *Advance* Guide for Educators.

The steps below will help you to understand how your MOSL ratings are calculated. For more information regarding how your MOSL ratings were calculated if data was missing or insufficient, please see Appendix B. In addition, the Overall Rating Reports made available to teachers by September 3rd, 2019 contain information about the students who are included in your MOSL ratings, providing their pre-test information and end-of-year assessment scores. In cases where your rating was calculated based on incorrect student roster data, you may work with your principal to submit a Data Corrections Request (DCR). Please see Appendix C for more information.

How is my MOSL rating calculated[9]?

STEP 1: CALCULATE 0-20 POINT VALUE FOR EACH MEASURE

The process for determining your 0-20 point value depends on the growth measurement method.

For Measures with a Growth Model:

The growth of each student included in your measure is compared to the growth of similar students statewide or citywide (depending on the assessment) to determine their **Student Growth Percentile (SGP)**. Similar students are determined based on academic history, special education status, English Language Learner status, and/or economic disadvantage status.

SGPs are then averaged to calculate a **Mean Growth Percentile (MGP)** for the measure. This MGP is the average student growth for the students included in your measure.

The measure is then assigned a point value based upon how well the students included in your measure did compared to similar students (see chart below). For example, if the students' growth is average compared to similar students then the measure received a point value in the Effective category.

SCENARIO	MOSL POINTS	MOSL HEDI RATING
Results are well above the average for similar students	18-20	Highly Effective
Results are average for similar students	15-17	Effective
Results are below average for similar students	13-14	Developing
Results are well below average for similar students	0-12	Ineffective

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[9] For more information regarding how your Growth Model and Goal Setting points are calculated, read the 2017-18 NYCDOE Growth Model Technical Report and/or the 2017-18 Goal-Setting Technical Report.

For Measures with Goal-Setting:

Goal-setting is the process of setting goals for how students will perform on the end-of-year assessment based on incoming information about the students. In some cases, the NYCDOE set goals. In other cases, teachers, principals, and/or School-based MOSL Committees set goals.

- In cases that NYCDOE set goals: students' end-of-year scores are compared to their goals, and the distance from the goal is used to award partial and additional credit to teachers. That is, the more progress that a student makes towards reaching or exceeding his/her goal, the more credit will be awarded to the teacher. In this case, the weighted percentage of students who met their goal (i.e., including those with partial and extra credit) determines the teacher's rating.
- In cases that NYCDOE does not set goals: a teacher set goals for student performance on the end-of-year assessment and the teacher's principal approved these goals. Students' end-of-year scores are compared to these goals to determine whether the goals were met or not.

The NYCDOE will use the following New York State scoring chart to determine the teacher's HEDI points and rating. This chart is used for both the partial/additional credit goal-setting method and the original Yes/No process. In the case of the new partial credit process, a teacher's percentage of students meeting the goal will be weighted by the amount of partial credit that each student has earned, as well as each student's attendance and enrollment.

WEIGHTED % OF STUDENTS WHO MET OR EXCEEDED GOALS	MOSL POINTS	MOSL HEDI RATING
90% - 100%	18 - 20	Highly Effective
75% - 89%	15 - 17	Effective
60% - 74%	13 - 14	Developing
0% - 59%	0 - 12	Ineffective

Note on Individual/Linked Measures based on Alternate Assessments (NYSAA, SANDI/FAST, and WebABLLs):

Because the administration of available alternate assessments (NYSAA, SANDI/FAST, and WebABLLS) is intended to be specific to each student, and because teacher-to-student ratios are often much smaller than in standardized assessment classrooms, measures using these assessments with the Individual and/or Linked target population are calculated *across* assessments instead of *by* assessment.

For example, if a teacher has two selected measures – one Individual measure based on NYSAA and one Individual measure based on SANDI/FAST – these will be combined and s/he will receive a single measure that includes both assessments.

STEP 2: COMBINE MEASURES TO CALCULATE ONE MEASURE RATING

If you have more than one measure included in your MOSL rating, they are combined to create one 0-20 HEDI point value. The process for combining them is different, depending on the target population(s) selected:

Individual Target Population Measures Only

If the combined measure is a combination of **ONLY measures with an individual target population**, then each measure is weighted by number of students that are included in that measure. This means measures that include more students will count more heavily in your rating.

For example, if a teacher has the following selections:

GRADE/ SUBJECT	ASSESSMENT	TARGET POPULATION	GROWTH MEASUREMENT	NUMBER OF STUDENTS	MOSL POINTS
3rd Grade ELA	Running Records: F&P (3rd Grade)	Individual	Growth Model	10	12
3rd Grade Math	Performance Series Math (3rd Grade)	Individual	Goal-setting	20	15

Then the **MOSL points** will be calculated as follows:

$$\frac{(10)(12) + (20)(15)}{10 + 20} = 14$$

Linked Target Population Measures Only

If the combined measure is a combination of **ONLY measures with a linked target population**, then each measure is weighted by number of students that are included in that measure. This means measures that include more students will count more heavily in your rating. (This is exactly the same process as calculations for measures including only individual target populations.)

For example, if a teacher has the following selections:

GRADE/ SUBJECT	ASSESSMENT	TARGET POPULATION	GROWTH MEASUREMENT	NUMBER OF STUDENTS	MOSL POINTS
Art – Theater (High School)	Regents ELA	Linked	Inherited*	10	12
Art – Visual Art (High School)	Regents Geometry	Linked	Inherited*	20	15

*"Inherited" in this scenario indicates that selections made for the individual target population will apply to the linked target population as well.

Then the **MOSL points** will be calculated as follows:

$$\frac{(10)(12) + (20)(15)}{10 + 20} = 14$$

Group Measures Only

If the combined measure is a combination of **ONLY group measures** (i.e., school and/or grade target populations), then each measure is weighted equally. This means all measures will count the same, regardless of how many students are included.

For example, if a teacher has the following selections:

GRADE/ SUBJECT	ASSESSMENT	TARGET POPULATION	GROWTH MEASUREMENT	NUMBER OF STUDENTS	MOSL POINTS
3rd Grade ELA	Running Records: F&P (3rd Grade)	Grade	Goal-setting	100	18
3rd Grade Math	Default	School	Inherited*	800	12

*"Inherited" in this scenario indicates that selections made for the individual target population will apply to the linked school population as well.

Then the **MOSL points** will be calculated as follows:

$$\frac{(18) + (12)}{1 + 1} = 15$$

Individual AND/OR Group AND/OR Linked Measures

If the combined measure includes a combination of **individual, group, and/or linked measures**, then there are several steps. The average of individual measures is calculated; the average of linked measures is calculated; the average of group measures is calculated; and finally all individual, linked, and group measures are combined. In this calculation, each measure counts the same and contributes equally to the combined measure.

For example, if a teacher has the following selections:

GRADE/ SUBJECT	ASSESSMENT	TARGET POPULATION	GROWTH MEASUREMENT	NUMBER OF STUDENTS	MOSL POINTS
3rd Grade ELA	Running Records: F&P (3rd Grade)	Individual	Goal-setting	20	10
Art (K-5th Grades)	Performance Series (3rd Grade)	Linked	Inherited*	24	12
3rd Grade Science	State Test – Science (4th Grade)	Grade	Growth Model	150	14
3rd Grade ESL	NYSESLAT	Grade	Growth Model	65	12

*"Inherited" in this scenario indicates that selections made for the individual target population will apply to the linked target population as well.

First, if there are multiple individual, multiple linked, or multiple group measures, see examples above for more detail on student weights to calculate these measures. In this example, only group measures show up more than once, and simply need to be averaged:

$$\frac{(14) + (12)}{1 + 1} = 13$$

Then combine all individual, linked, and group measures, weighting each measure equally.

$$\frac{(10)(1) + (12)(1) + (13)(2)}{1 + 1 + 2} = 12$$

One measure with an individual target population

One measure with a linked target population

Two measures with a grade target population (group measures)

STEP 3: CONVERT MEASURE HEDI POINTS TO MOSL HEDI RATING

Your MOSL points (on a scale of 1-20) are then converted to a corresponding 0-20 MOSL HEDI rating (see chart below). This is the rating that is displayed in the MOSL axis of the matrix, which determines your 2018-19 *Advance* Overall Rating.

MOSL POINTS	MOSL HEDI RATING
18 to 20	Highly Effective
15 to 17	Effective
13 to 14	Developing
0 to 12	Ineffective

Overall Rating

The combination of your MOTP and MOSL ratings is used to determine the Overall HEDI Rating of Highly Effective, Effective, Developing, or Ineffective, as shown in the matrix below:

OVERALL AND SUBCOMPONENT RATINGS:

Your overall APPR rating is based on the sum of two subcomponent scores: Measures of Teacher Practice and Measures of Student Learning.

Your MOTP is	Your MOSL is	Your Overall Rating is
Effective	Effective	Effective

Measures of Teacher Practice

		Highly Effective	Effective	Developing	Ineffective
Measures of Student Learning	Highly Effective	H	H	E	D
	Effective	H	**E**	E	D
	Developing	E	E	D	I
	Ineffective	D	D	I	I

For more information about rating calculations, please see the SY 2018 – 2019 Advance Overall Ratings Guide.

(image from the Overall Rating Report)

APPENDICES

Appendix A: Goal-setting Percentages/HEDI Points Conversion Chart

Weighted % of Students Meeting Target	MOSL Points	MOSL HEDI Rating
97-100%	20	Highly Effective
93-96%	19	
90-92%	18	
85-89%	17	Effective
80-84%	16	
75-79%	15	
67-74%	14	Developing
60-66%	13	
55-59%	12	Ineffective
49-54%	11	
44-48&	10	
39-43%	9	
34-38%	8	
29-33%	7	
25-28%	6	
21-24%	5	
17-20%	4	
13-16%	3	
9-12%	2	
5-8%	1	
0-4%	0	

Appendix B: Missing or Incomplete Data

For the 2018-19 school year, if there was missing or incomplete data for either the MOTP or MOSL components of *Advance*, the following policies were applied in the calculation of your Overall Rating.

Measures of Teacher Practice

If you had insufficient MOTP data, your MOTP score was not calculated, and as a result you did not receive a MOTP rating or an Overall Rating.

Measures of Student Learning

If one or more of your measures were incalculable, the Default Measure was substituted for the measure(s).

The Default Measure for the 2018-19 school year is:

Assessment: All assessments selected or required to be used for MOSL at the school.

Target Population: School

Measurement: Inherited from School's MOSL Selections.

Appendix C: Data Corrections Requests

Teacher-student linkages were compiled through the roster maintenance and verification process.

In cases where inaccurate student-level data was used to calculate your MOSL ratings (e.g., outdated roster information), you may submit a Data Corrections Request (DCR) to your principal. Your principal must review your request, and if approved, s/he should submit the request on your behalf via an online form. If you submit a DCR to your principal, please keep a copy.

The NYCDOE will analyze these requests and, if they are actionable, re-calculate the MOSL and Overall Rating based on corrected student-level data. If the DCR leads to a correction to your 2018-19 *Advance* Overall Rating, you will receive an updated *Advance* Overall Rating via email later this fall.

For more information, please see the 2018-19 *Advance* DCR Guide.

Appendix D: MOTP and Peer Independent Evaluators

Per New York State Education Law 3012-d, teachers who received an Overall Rating of Ineffective in the prior year receive additional observations by Peer Independent Evaluators (formerly known as Peer Validators). Peer Independent Evaluators conduct three observations and cover components in Domain 2 and Domain 3.

These observations account for 10% of the teacher's MOTP Score. In order to combine MOTP data from school-based evaluators and Peer Independent Evaluators, Step 1 and Step 2 of the MOTP calculations described in this guide are calculated separately for each set of observations (the PIE's and the school-based evaluator's) to produce two distinct MOTP Scores. Because Peer Independent Evaluators only rate components in Domain 2 and Domain 3, the five components are weighted evenly at 20% each.

Finally, the two MOTP Scores are weight-averaged - the school-based evaluator MOTP Score weighted at 90% and the Peer Independent Evaluator MOTP Score weighted at 10% - in order to produce a combined MOTP Score, which is then converted to a MOTP Rating, following Step 3 of the above MOTP calculations.