2014-15 *Advance* Overall Ratings Guide:
Understanding Your *Advance* Overall Rating

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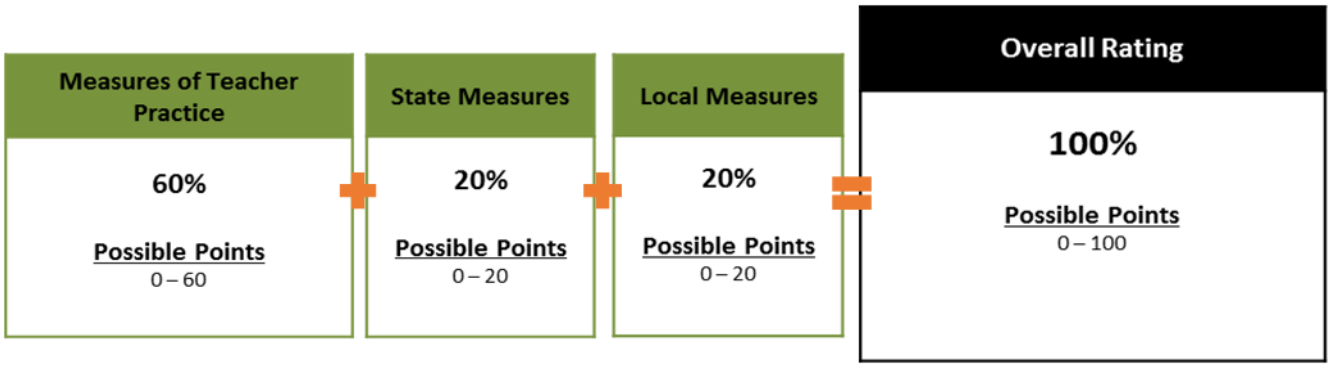
NYC Department of Education | Advance

OVERVIEW

Advance, New York City's teacher development and evaluation system, includes multiple measures – Measures of Teacher Practice (MOTP) and two different 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 2014-2015 school year, a handful of changes were made as a result of an agreement between the UFT and the NYCDOE to the system to increase its formative value for teachers. Those changes included:

- Teachers were only evaluated on eight components of the Danielson 2013 *Framework for Teaching* (vs. 22 components in the previous year).
- The total weight for components in Domains 2 and 3 increased from 75% to 85%.
- New observation options were made available to teachers who received an overall rating of "Effective" or "Highly Effective" in the previous year.
- A new "Linked" target population was added for State and Local Measures, so that teachers could be evaluated based on their own students' performance on assessments given in other courses.

On September 1, 2015, you received your 2014-15 *Advance* Overall Rating in an email containing a graphic similar to the one displayed below. Your 2014-15 *Advance* Overall Rating is a combination of your MOTP points (0-60) and your State (0-20) and Local (0-20) MOSL points. The points are added together and then converted into a corresponding Overall HEDI Rating (Highly Effective, Effective, Developing, or Ineffective). This document provides a detailed explanation of how your MOTP[1] and MOSL points are calculated and combined to create your Overall Rating[2].



[1] The MOTP points and corresponding HEDI rating are the same as the points and rating you received on your MOTP Final Summary Form by June 26, 2015. MOSL ratings are calculated over the summer after assessment data becomes available. For this reason you did not receive your MOSL rating and Overall Rating until September 1.

[2] An Overall Rating was only calculated for teachers who received ratings for all three subcomponents (Measures of Teacher Practice, State Measures of Student Learning, and Local Measures of Student Learning). Teachers with only one or two of three subcomponent ratings still received those subcomponent ratings in an email, but the Overall Rating box and the missing subcomponent box(es) were blank. See Appendix D for more information about missing or incomplete data.

If there is an asterisk (*) next to your Overall HEDI Rating, then a procedural appeal has been applied to your rating. This means your rating has been adjusted based on procedural appeals policies. Please see Appendix C for information about the procedural appeals process.

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

KEY TERMS

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 0-60 MOTP points and corresponding HEDI rating that was delivered to you by June 26, 2015. 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.

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

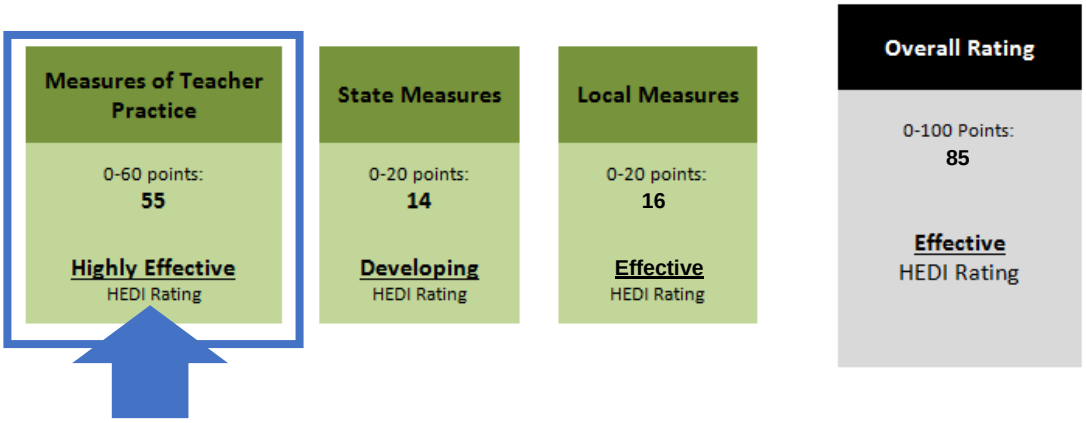
Informal Observation: An informal classroom observation an evaluator performs that lasts a minimum of 15 minutes and may be announced or unannounced.

Local Measures: These are Measures of Student Learning chosen from a State-approved list by the School Local Measures Committee and submitted to the principal for approval by the School Local Measures Committee (SLMC). The principal either accepted all of the Committee's recommendations or rejected all of the recommendations, opting instead for the Local Measures Default.

Measures of Teacher Practice: One component of *Advance*. In 2014-15, all teachers will receive a rating on MOTP, based on classroom observation ratings developed using the Danielson *Framework for Teaching* and other evidence.

State Measures: These are State-determined Measures of Student Learning. However, for some grades and subjects, principals chose State Measures from a list of allowable assessments.

Measures of Teacher Practice (MOTP): 60%



The Measures of Teacher Practice (MOTP) subcomponent of *Advance* accounts for 60% of your Overall Rating. For your final MOTP subcomponent rating, you received a HEDI subcomponent rating and the corresponding a 0-60 point value. Note that this is the same point value and HEDI subcomponent rating you received on your MOTP Final Summary Form by June 26, 2015.

Throughout the 2014-15 school year, your evaluator(s) observed your classroom to gather specific evidence of your practice using the Danielson *Framework for Teaching.* This section describes how these observations are combined to generate your MOTP rating.

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

Throughout the 2014-15 school year, your evaluator(s) gathered specific evidence of your practice and assessed it using the Danielson *Framework for Teaching*. Eight components of the *Danielson Framework* were used for evaluative purposes. They were:

SY 2014-15 Evaluative Components of the Danielson Framework[3]

- *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 a completed Evaluator Form with an **individual component rating** for each of the components for which there was observed evidence. Ratings were determined using a scale of 1 (Ineffective) to 4 (Highly Effective). These individual component ratings can be found on your **Annual Professional Performance Review (APPR) Evaluator Forms**, which can be accessed through your school file or by signing into the *Advance* Web Application and following the step-by-step instructions here.

[3] These eight evaluative components were determined as a result of successful negotiations between the NYCDOE and UFT for the 2014-15 school year. The complete, 22-component Danielson *Framework for Teaching*, is available on the *Advance* Intranet.

The following is a detailed step-by-step explanation of how your final MOTP rating is calculated for the 2014-15 school year.

STEP 1: CALCULATE COMPONENT AVERAGES

As stated above, after each observation you received an individual rating for each of the components listed on the APPR Evaluator Form for which there was observed evidence.[4] Once all observations are completed, these individual component ratings are then averaged together, one component at a time, to produce your **component averages.**

SAMPLE Component Average Calculation

Component: *1E – Designing Coherent Instruction*

1E Individual Component Ratings: 3 + 3 + 4 + 2 / **Number of times component 1E was rated:** 4 = **3** = **Overall Component Average** for ***1E:*** *Designing Coherent Instruction*

STEP 2: AVERAGE THE 8 COMPONENT AVERAGES TO PRODUCE AN 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.[5]

SAMPLE MOTP Score Calculation

	Component	Sample Overall Component Average	Weight[6]	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**

[4] Note for teachers with Peer Validators: Observations conducted by a Peer Validator do not factor into a teacher's Final MOTP Rating calculation. Such observations are meant only to provide an independent assessment of the teacher's practice for comparison with the school-based evaluator's assessment and, therefore, will not be disclosed until the annual rating period is over.

[5] If you are interested in learning more about your MOTP Score calculation or monitoring your score throughout the 2015-16 school year, simply access the MOTP Score Tracker on the *Advance* Intranet. Please note that the score reflected in the tracker is **not** your final MOTP score, but rather a running tally of your current score based on completed and confirmed observations to date.

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

STEP 3: CONVERT MOTP SCORE (1-4) TO MOTP POINTS (0-60) AND MOTP HEDI RATING

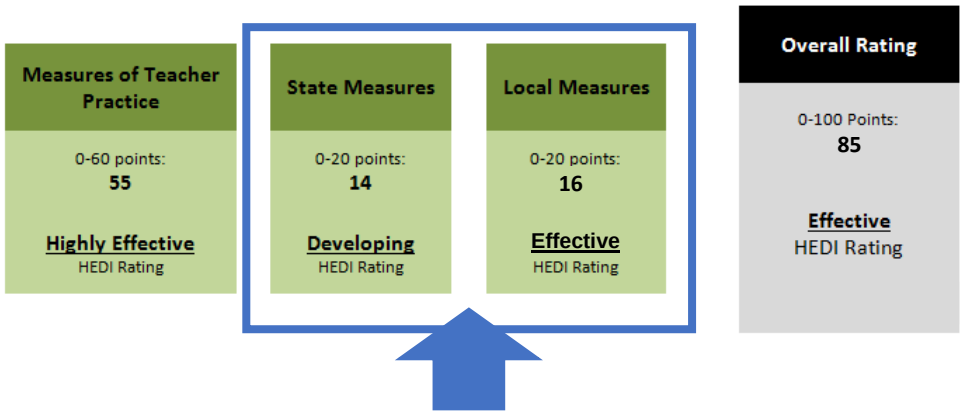
Your MOTP Score (on a scale of 1-4) is then converted to MOTP points (0-60) and a corresponding MOTP HEDI rating shown on the chart below (see Appendix A for detailed point ranges). This rating represents the MOTP score, MOTP point value, and corresponding MOTP HEDI rating you received on your **MOTP Final Summary Form** by June 26, 2015.

In the **example** presented in **Step 2** above, the teacher received an 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[7].

MOTP SCORE	MOTP POINTS	MOTP HEDI RATING
3.26-4.00	55-60	Highly Effective
2.51-3.25	45-54	Effective
1.76-2.50	39-44	Developing
1.00-1.75	0-38	Ineffective

[7] See Appendix A for a detailed chart depicting how specific MOTP scores convert to MOTP points.

Measures of Student Learning (MOSL): State 20%, Local 20%



The Measures of Student Learning (MOSL) subcomponent of *Advance* accounts for 40% of your Overall Rating. Each teacher receives two Measures of Student Learning ratings: State Measures (0-20) and Local Measures (0-20).

If you have more than one measure *within* your State Measure then these measures have been combined to create your State Measures rating. In the same way, if you have more than one measure *within* your Local Measure then these measures been combined to create your Local Measures rating.

Both State and Local measures are always based on **student growth** – in other words, they measure where each student ended compared to where the student began.

Each State or Local 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 Local Measures Committee (SLMC) may have selected the **individual** target population, which means the measure is based on the growth of your students taking the assessment in your course. Alternatively, the principal and SLMC may have selected the **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 SLMC 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, please read the Advance Guide for Educators.

The steps below will help you to understand how your MOSL scores are calculated. For more information regarding how your MOSL scores were calculated if data was missing or incomplete, please see Appendix D. In addition, the Overall Rating Reports delivered to teachers on September 1, 2015 contain information about the students who are included in your State and Local Measures of Student Learning. Overall Rating Reports can also be downloaded from the *Advance* Web Application. In cases where your rating was calculated based on data from an incorrect list of students, you may submit a Data Corrections Request (DCR). Please see Appendix E for more information.

How are my State Measures of Student Learning (MOSL) and Local Measures of Student Learning (MOSL) ratings calculated?

STEP 1: CALCULATE 0-20 POINT VALUE FOR EACH STATE AND LOCAL 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.[8]

Highly Effective	**Results are well above the average for similar students**	**18-20**
Effective	**Results are average for similar students**	**15-17**
Developing	**Results are below average for similar students**	**13-14**
Ineffective	**Results are well below average for similar students**	**0-12**

[8] For more information regarding how your Growth Model points are calculated, read the 2013-14 NYCDOE Growth Model Technical Report. The 2014-15 version of the report will be released in Fall 2015.

For Measures with Goal-Setting:

If goal-setting with an individual target population was selected at the beginning of the school year, you set goals for student performance on the end-of-year assessment and your principal approved these goals. If goal-setting with a school or grade target population was selected, your principal/School Local Measures Committee set goals for student performance on the end-of-year assessment and the Superintendent approved these goals. If goal-setting with a linked target population was selected, the goals were set by the teacher that administered the assessment and then approved by the principal.

The measure is assigned a point value based on the percentage of students that met or exceeded their goal (see chart below). For example, if 82% of your students met or exceeded their goal, then the measure received a point value in the Effective category[9].

Highly Effective	**85%-100% of students met or exceeded their goal**	**18-20**
Effective	**55%-84% of students met or exceeded their goal**	**15-17**
Developing	**30%-54% of students met or exceeded their goal**	**13-14**
Ineffective	**0%-29% of students met or exceeded their goal**	**0-12**

[9] See Appendix B for a detailed chart depicting how specific percentages of students meeting or exceeding their goal convert to HEDI points.

STEP 2: COMBINE MEASURES TO CALCULATE ONE STATE AND LOCAL MEASURE RATING

If you have more than one measure included in your State Measures and/or more than one measure included in your Local Measures, they are combined to create one 0-20 HEDI point value for your **State Measures** and one 0-20 HEDI point value for your **Local Measures**. 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 **Local Measures** selections:

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

Then the **Local Measure HEDI 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 **Local Measures** selections:

GRADE/ SUBJECT	ASSESSMENT	TARGET POPULATION	GROWTH MEASUREMENT	NUMBER OF STUDENTS	HEDI POINTS
3rd Grade ELA	Running Records: F&P (3rd Grade)	Linked	Inherited*	10	12
3rd Grade Math	Performance Series (3rd Grade)	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 **Local Measure HEDI 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 **Local Measures** selections:

GRADE/ SUBJECT	ASSESSMENT	TARGET POPULATION	GROWTH MEASUREMENT	NUMBER OF STUDENTS	HEDI 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 **Local Measure HEDI 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 **Local Measures** selections:

GRADE/ SUBJECT	ASSESSMENT	TARGET POPULATION	GROWTH MEASUREMENT	NUMBER OF STUDENTS	HEDI POINTS
3rd Grade ELA	Running Records: F&P (3rd Grade)	Individual	Goal-setting	20	10
3rd Grade Math	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 STATE AND LOCAL MEASURE HEDI POINTS TO HEDI RATING

Your State Measure and Local Measure HEDI points (on a scale of 1-20) are then converted to a corresponding HEDI rating (see chart below). The 0-20 State Measure and 0-20 Local Measure HEDI points and corresponding rating are displayed in the respective boxes in your 2014-15 *Advance* Overall Rating.

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

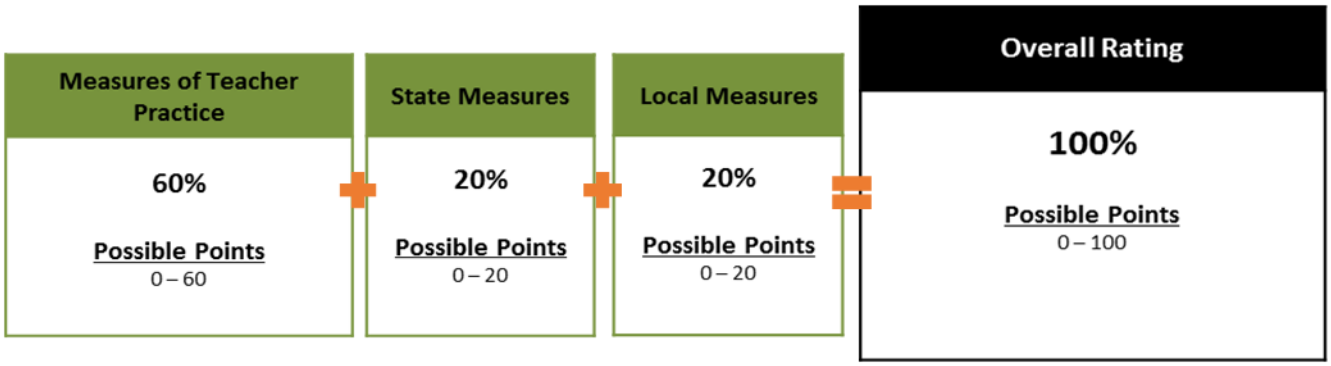
Overall Rating

The sum of your MOTP and MOSL points are used to determine your Overall HEDI Rating of Highly Effective, Effective, Developing, or Ineffective. Point ranges for each subcomponent, as well as for your Overall Rating are shown on the chart below.

	Ineffective	Developing	Effective	Highly Effective
Measures of Teacher Practice (60%)*	0 to 38	39 to 44	45 to 54	55 to 60
State Measures of Student Learning (20%)	0 to 12	13 to 14	15 to 17	18 to 20
Local Measures of Student Learning (20%)	0 to 12	13 to 14	15 to 17	18 to 20
Advance Overall Rating (100%)*	0 to 64	65 to 74	75 to 90	91 to 100

*__NOTE__: According to NYCDOE's NYSED-approved Annual Professional Performance Review (APPR) Plan, if a teacher is rated Ineffective for both State and Local Measures of Student Learning, he/she will receive an Overall Rating of Ineffective.

On September 1, 2015, you received your **2014-15 *Advance* Overall Rating** (Highly Effective, Effective, Developing, or Ineffective). The points you received in each category were illustrated in a graphic like the one below.



If your HEDI rating does not match the points listed in your Overall Rating, then there will be an asterisk next to your Overall HEDI Rating. This means that a procedural appeal has been applied to your rating. Please see Appendix C for information about the procedural appeals process.

APPENDICES

Appendix A: MOTP Score/MOTP HEDI Points Conversion Chart

MOTP Score (min)	MOTP Score (max)	MOTP HEDI Points	MOTP HEDI Rating
1.00	1.00	0	Ineffective
1.01	1.01	1	Ineffective
1.02	1.03	2	Ineffective
1.04	1.05	3	Ineffective
1.06	1.07	4	Ineffective
1.08	1.09	5	Ineffective
1.10	1.11	6	Ineffective
1.12	1.13	7	Ineffective
1.14	1.15	8	Ineffective
1.16	1.17	9	Ineffective
1.18	1.19	10	Ineffective
1.20	1.21	11	Ineffective
1.22	1.23	12	Ineffective
1.24	1.25	13	Ineffective
1.26	1.27	14	Ineffective
1.28	1.29	15	Ineffective
1.30	1.31	16	Ineffective
1.32	1.33	17	Ineffective
1.34	1.35	18	Ineffective
1.36	1.37	19	Ineffective
1.38	1.39	20	Ineffective
1.40	1.41	21	Ineffective
1.42	1.43	22	Ineffective
1.44	1.45	23	Ineffective
1.46	1.47	24	Ineffective
1.48	1.49	25	Ineffective
1.50	1.51	26	Ineffective
1.52	1.53	27	Ineffective
1.54	1.55	28	Ineffective
1.56	1.57	29	Ineffective
1.58	1.59	30	Ineffective

MOTP Score (min)	MOTP Score (max)	MOTP HEDI Points	MOTP HEDI Rating
1.60	1.61	31	Ineffective
1.62	1.63	32	Ineffective
1.64	1.65	33	Ineffective
1.66	1.67	34	Ineffective
1.68	1.69	35	Ineffective
1.70	1.71	36	Ineffective
1.72	1.73	37	Ineffective
1.74	1.75	38	Ineffective
1.76	1.87	39	Developing
1.88	1.99	40	Developing
2.00	2.11	41	Developing
2.12	2.24	42	Developing
2.25	2.37	43	Developing
2.38	2.50	44	Developing
2.51	2.57	45	Effective
2.58	2.64	46	Effective
2.65	2.71	47	Effective
2.72	2.78	48	Effective
2.79	2.85	49	Effective
2.86	2.93	50	Effective
2.94	3.01	51	Effective
3.02	3.09	52	Effective
3.10	3.17	53	Effective
3.18	3.25	54	Effective
3.26	3.37	55	Highly Effective
3.38	3.49	56	Highly Effective
3.50	3.61	57	Highly Effective
3.62	3.74	58	Highly Effective
3.75	3.87	59	Highly Effective
3.88	4.00	60	Highly Effective

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

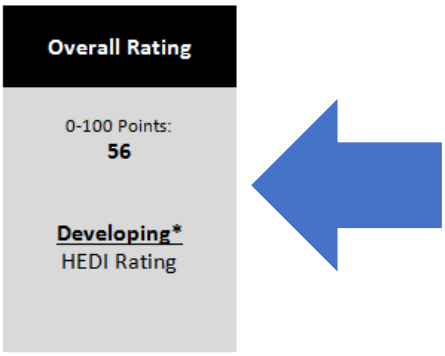
	Chart 1a - HEDI Chart for Task 3.13 % of students school-wide meeting or exceeding individual growth target																				
	Highly Effective			Effective			Developing		Ineffective												
HEDI Points	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% Students Meeting Target	100-95	94-90	89-85	84-75	74-65	64-55	54-42	41-30	29-27	26-24	23-21	20-18	17-16	15-14	13-12	11-10	9-8	7-6	5-4	3-2	1-0

Appendix C: Does Your Overall Rating have an Asterisk(*)?

Procedural Appeals

The NYCDOE has negotiated and agreed with the UFT to implement a procedural appeals process for teachers with Measures of Student Learning that are based on Group Measures and/or Linked Measures, in recognition that these measures are based on the growth of students where the teacher does not directly teach in the content area of the assessment. If you meet all of the below requirements then you are eligible for a Procedural Appeal:

- Measures of Teacher Practice (MOTP) rating is **Highly Effective** or **Effective**
- Local and State Measures of Student Learning (MOSL) ratings are **Ineffective**
- 50% or more of State and/or Local Measures is based on **Group Measures and/or Linked Measures**



The asterisk next to your HEDI Rating indicates that a procedural appeal has already been applied to your Overall Rating. There are four types of Procedural Appeals that may have been applied (see below). If a Procedural Appeal has been applied to your Overall Rating then the HEDI rating may not correspond to the HEDI points listed. This is because your Overall Rating was changed according to Procedural Appeals policies.

TYPE 1

If your Measures of Teacher Practice (MOTP) rating is **Highly Effective** and **BOTH** your State and Local Measures are based on group and/or linked measures, then your Overall Rating was changed to **Effective**

TYPE 2

If your Measures of Teacher Practice (MOTP) rating is **Highly Effective** and **EITHER BUT NOT BOTH** your State and Local Measures are based on group and/or linked measures, then your Overall Rating was changed to **Developing**

TYPE 3

If your Measures of Teacher Practice (MOTP) rating is **Effective** and **BOTH** your State and Local Measures are based on group and/or linked measures, then your Overall Rating was changed to **Developing**

TYPE 4

If your Measures of Teacher Practice (MOTP) rating is **Effective** and **EITHER BUT NOT BOTH** your State and Local Measures are based on group and/or linked measures, your rating has been appealed to your principal, who can respond to the appeal and increase or maintain your rating. If he/she does not respond your rating will be changed to **Developing**

Overall Ratings have already been adjusted if you qualify for a Type 1, Type 2, or Type 3 appeal. However, if you are eligible for a Type 4 appeal, your score may be adjusted after your principal completes the appeals process. You will receive an updated *Advance* Overall Rating via email **if your Overall Rating is changed.**

Appendix D: Missing or Incomplete Data

For the 2014-15 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 (MOTP)

If you were missing or had incomplete data for MOTP, you were assigned the following scores:

OBSERVATION DATA	If fewer than two (2) observations were entered, regardless of any conditions explained above, then your MOTP score is not calculated and you do not receive an MOTP rating. You also do not receive an Overall Rating.

State and Local Measures of Student Learning (MOSL)

The Default[10] was used to calculate your State and/or Local Measure rating when one or more of your MOSLs was incalculable. In cases where both the State and Local Measures required a Default, the lowest-performing third of students school-wide measure was used for the Local Measure. The following situations required the use of Default:

Your school selected the Local Measures Default or selected "no decision."
You had an insufficient number of students taking the assessment selected for one of more of your measures.[11]

[10] Local Measure Default is consistent across school types for the 2014-15 school year: **Assessment:** All assessments administered at the school used for State Measures; **Target Population:** School; **Measurement:** growth models and/or goal-setting, depending on what is used with each assessment used for State Measures.

[11] There is a minimum number of students for State and Local Measures that use growth models. There is no minimum number of students for measures that use goal-setting. For ELA and math State Assessments in Grades 4-8, NYSED will calculate the growth scores for a teacher if the teacher has at least 16 student scores across all aforementioned grade/subjects. If there are fewer than 16 student scores available, the NYCDOE will calculate a local version of this growth score if the teacher has at least 6 student scores within any one of the aforementioned grade/subjects. For all other assessments except NYSAA, FAST, and NYSESLAT, the NYCDOE will calculate growth scores for teachers if they have at least 6 students within a grade/subject that took the same assessment. The NYCDOE will not calculate growth scores for teachers if they have fewer than 6 student scores. For NYSAA, FAST, and NYSESLAT, the NYCDOE will calculate growth scores for teachers if they have at least 6 students that took the same assessment (NYSAA, FAST, or NYSESLAT), regardless of grade.

Appendix E: Data Corrections Request (DCR)

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

In cases where inaccurate student-level data was used to calculate your State and/or Local Measures ratings, you may submit a Data Corrections Request (DCR). The NYCDOE will analyze these requests and, if they are actionable, re-calculate the State and/or Local Measure and Overall Rating based on corrected student-level data.

If you would like to submit a DCR, you should consult with your principal by September 25, 2015. If your request is approved by your principal, the NYCDOE will review and validate the request. If the DCR results in a change to your 2014-15 *Advance* Overall Rating, you will receive an updated *Advance* Overall Rating via email in mid-October.