

Bargaining for Better Schools: Analyzing Teacher Evaluations in New York State

Simon Boehme

Advisors: Alex Colvin and Sally Klingel

Introduction to research:

Annual Professional Performance Review (APPR) teacher evaluation systems were implemented in every New York school district starting in 2012. Teachers and school districts negotiated over the provisions. Our research examines the appeals process of the evaluation systems. We have created a database from over 690 contracts. With this database, we hope to understand how disputes are resolved, the actors involved and relationships between APPR and teacher collective bargaining contracts. **This research is the first to analyze APPR.**

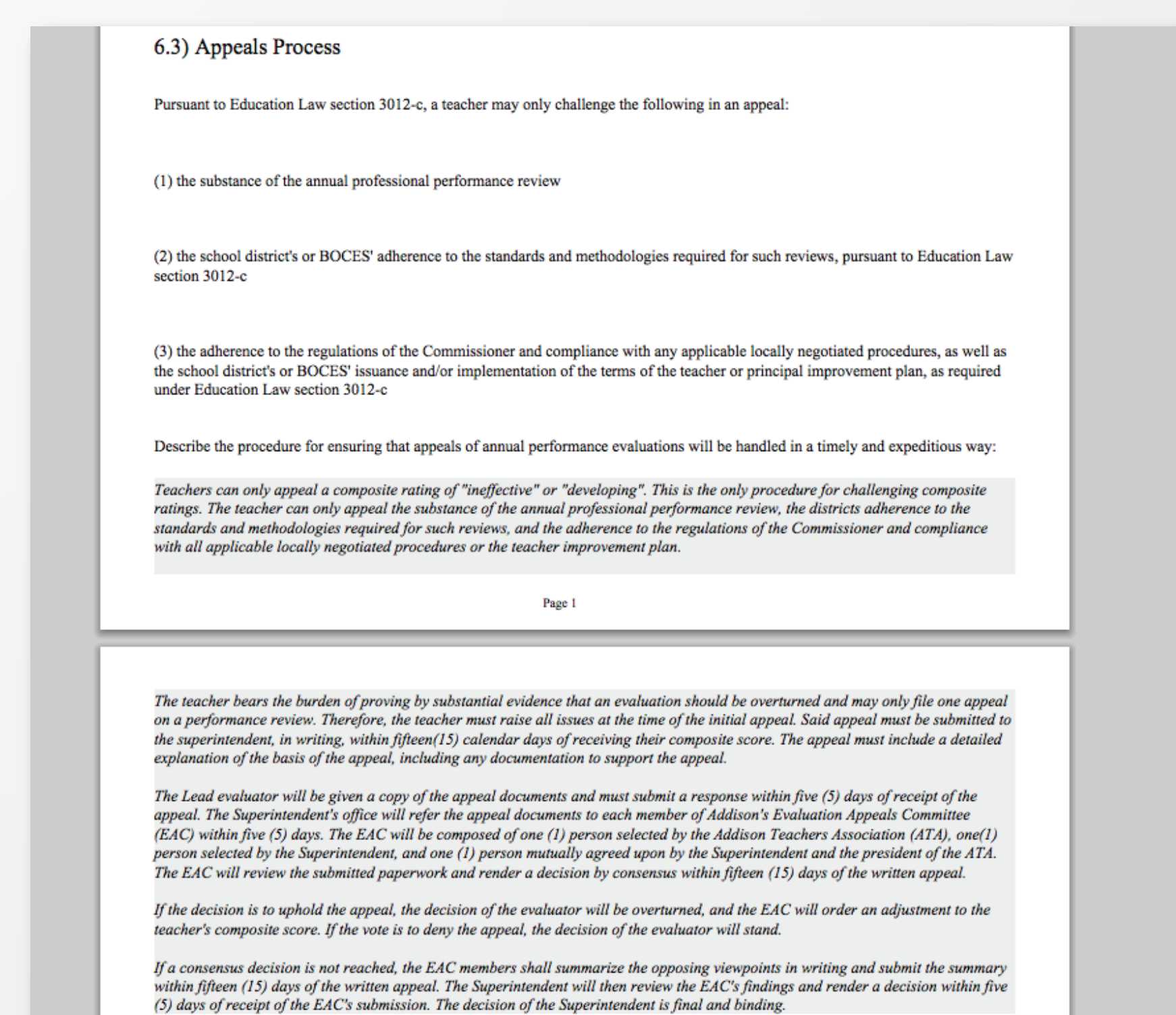


Methods:

- Created a coding scheme to analyze structures of appeals processes from the contracts
- All contracts are available to the public on the New York State Department of Education website: <http://usny.nysed.gov/rttt/teachers-leaders/plans/>
- The data from the contracts were recorded on a standardized Excel sheet by three research assistants
- All 695 contracts have been analyzed

Results:

- 65% of APPR appeals processes are the exclusive means for a teacher to appeal
- 14% of contracts allow teachers to also retain the right to appeal in the collective bargaining agreement
- 73% of all panels in the appeals process are have the authority to make a decision, whereas 26% are advisory in nature
- 10% of contracts have a special appeals process if you get a second ineffective (and sometimes developing) rating
- Only 2% of contracts allow for teachers to appeal if compensation affected



Implications:

The statistical analysis is just under way but we hope to release short reports to teachers, unions, principals, administrators and other education stakeholders to understand how disputes will be handled in APPR ratings. Ultimately, we intend to correlate teacher appeals in respective school districts to our database seeking best practices in resolving APPR disputes.

