

TEN

Things to know about APPR



1.

In order to receive federal Race to the Top grants and state education aid funding vital to school operations, all school districts in New York were required by Jan. 17, 2013, to locally adopt and receive state approval on APPR plans for teachers and principals.

2.

Each teacher and principal in grades K-12 now receives an annual composite APPR score and an associated performance rating of highly effective, effective, developing or ineffective (also known as a HEDI rating).

3.

Teacher and principal ratings are based on a 100-point score. A score of 64 or below classifies a teacher or principal as "ineffective." Those with a score of 65 to 74 points are considered "developing," while those receiving 75 to 90 points are considered "effective" and educators with a score of 91 to 100 are considered "highly effective."

4.

The 100-point score comes from three areas, all guided by requirements established by New York state education law:

- 60 possible points: observations of teachers/principals in the classroom/building and consideration of other materials that demonstrate professional knowledge and skill and adherence to teaching and leadership standards;

- 20 possible points: student growth based on state tests OR progress made toward district-developed learning targets;

- 20 possible points: state-approved measures of student growth or achievement that are selected by each school district.

5.

All teachers and principals are observed at least twice a year by the building principal, superintendent or other certified evaluator, and one of those observations must be unannounced.

6.

Teachers in grades 4-8 ELA and math will receive a growth score from the state, which compares the progress of their students on New York state standardized tests to the progress of similar students throughout the state. Teachers of grades and subjects without a state test use Student Learning Objectives (SLOs) to gauge their students' progress. SLOs are academic goals set by districts for each course that:

- must be measurable through student performance on state-approved tests

- represent the most important learning of the year, and

- must be aligned to Common Core Learning Standards.

7.

APPR ratings cannot be compared from district to district. While all APPR plans must comply with state regulations, the specifics of each plan - including the methods and standards for evaluation and the system for calculating ratings - are negotiated locally and vary significantly from district to district.

8.

Any teacher or principal rated as developing or ineffective will receive a negotiated Teacher Improvement Plan (TIP) or Principal Improvement Plan (PIP). These plans include the identification of needed areas of improvement, a timeline for achieving improvement, the manner in which improvement will be assessed, and, where appropriate, activities to support improvement.

9.

Tenured teachers or principals who receive a rating of ineffective may file an appeal based on the process outlined in the district's APPR plan. An ongoing pattern of ineffective performance could lead to an expedited hearing process for termination.

10.

Parents or guardians may request teacher and principal composite score and HEDI ratings for their child's current teachers and principal. By law, APPR ratings can only be released for a child's current teachers and only following a formal request and confirmation of the parent or guardian's identity.