

**GREATER JOHNSTOWN SCHOOL DISTRICT  
REQUEST FOR TEACHER OR PRINCIPAL OVERALL COMPOSITE SCORE  
AND EFFECTIVENESS RATING**

Today's Date	
Requesting Parent/Guardian	
Contact Phone Number/Email	
Child's Name	
School Presently Attending	
Name of Teacher or Principal requesting scores for	

Notes: You may request to receive the final rating and composite score for your child's teacher(s)/principal(s), as well as an explanation of such ratings, by way of a physical meeting with the teacher or principal's direct supervisor.  
 Teacher must be providing instruction for current school year.  
 Principal must be the current principal of the school this year.  
 An appeal of the APPR by the teacher/principal will delay providing this information until such time as the appeal is concluded.

**Parents Statement of Understanding**

As the parent or legal guardian of a child in the Greater Johnstown School District, I understand that I have the right to obtain information related to the Annual Professional Performance Review consisting of the final rating and composite score for my child's teacher(s) and/or principal. I will respect the privacy of the district employees and not share this information with others, including other parents and/or guardians. If asked, I will encourage others to utilize the established process for accessing APPR ratings and, as a matter of courtesy, I will refrain from sharing this information via any types of social medial. I understand that I have to produce a photo ID, if requested, to obtain these scores.

Signature of Parent/Guardian \_\_\_\_\_  
 Signature of Administrator or Designee \_\_\_\_\_

Date \_\_\_\_\_  
 Date \_\_\_\_\_

# Parent information guide Evaluating teachers & principals: APPR basics



**Q:** What is APPR?

**A:** APPR, or Annual Professional Performance Review, is the process by which New York's public school teachers and principals are evaluated. Under APPR, teachers and principals receive a number grade every year, which translates to an effectiveness rating. The APPR process is governed by the state and aligns with New York state teaching and leadership standards, but each school district develops its own evaluation plan within those guidelines.

**Q:** What is the goal of APPR?

**A:** The new evaluation system is one pillar of the larger federal Race to the Top education reform initiative intended to improve the quality of instruction in our schools and, in turn, improve student performance and college and career readiness. APPR aims to provide standardized, objective evaluation results, which can be used to better focus professional development for teachers and principals.

**Q:** Is this the first time teachers & principals have been evaluated?

**A:** Teachers and principals have always been evaluated and held to standards, but under a revamped APPR, district evaluation plans must adhere to more rigid rules set by the state and, for the first time ever, a portion of teacher evaluations is directly tied to student performance on state exams or other state-approved learning measures.

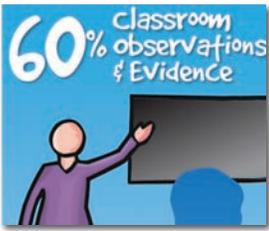
**Q:** Will APPR scores be made public?

**A:** APPR scores are not considered public information. However, state leaders have agreed that teachers' and principals' composite APPR ratings may be released to parents or guardians upon request and verification of identity, *only* for their child's current teachers and principal. Procedures for making a formal request and receiving APPR scores are decided by each district.

For more details on  
how teachers and  
principals are  
evaluated... see inside

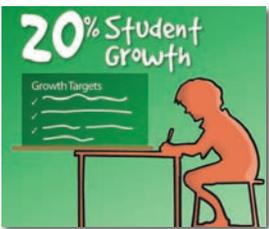
# Q: How are teachers and principals evaluated?

A: The details of the evaluation process are negotiated locally by each district, but all K-12 teachers and principals in the state are evaluated in three areas: classroom observations and evidence (or, for principals, leadership and management observation), student growth and student achievement:



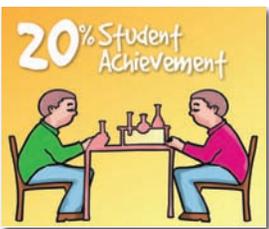
## Observations and evidence

- Sixty points of the composite 100 point APPR score must come from classroom observations and evidence.
- Districts must follow state guidance and use approved evaluation methods; however, the standards for scoring observations are determined locally.
- At least 31 of the points for observation and evidence must come from a minimum of two observations, conducted by a certified evaluator.
- The remaining points come from a review of the evidence of teaching and leadership practices, which may include review of lesson plans and student portfolios, surveys of parents or students, additional observations by peer or independent evaluators, or other locally negotiated measures.



## Student growth

- Twenty points of the composite APPR score must come from a measure of student growth.
- Each grade 4-8 teacher of English language arts (ELA) and math receive a growth score by the state. This score compares the progress of a teacher's students on New York state tests with the progress of similar students across the state. Some principals also receive building-wide growth scores.
- Growth scores for all other teachers are determined through evaluation of student progress toward Student Learning Objectives (SLOs), which are district-established learning targets set at the beginning of the year or course.



## Student achievement

- Twenty points of the composite APPR score come from an additional, locally selected measure of student growth or achievement.
- Districts can choose to evaluate student growth (comparing each student's performance at the end of the school year against his or her own performance in the fall) or student achievement (comparing all students' performance against an established standard).
- Tests used to assess growth and achievement are approved by the state, but selected by each district, and vary among grade levels and subject areas. Assessment options include state tests, third-party tests and district- or BOCES-developed exams.

## Q: How are teacher and principal ratings determined based on these evaluations?

A: For the first time this year, every K-12 teacher and principal in the state will receive a rating of either highly effective, effective, developing or ineffective (also called a HEDI rating). The details of the rating systems vary by district, but all plans must meet the following guidelines:

- Teachers and principals receive scores and HEDI ratings in each evaluation area, from which their overall score is calculated based on a 100-point possible score.
- Final teacher and principal ratings correlate to the overall numerical score received:

**91-100** = Highly effective

**75-90** = Effective

**65-74** = Developing

**0-64** = Ineffective

# 10 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 (see page 4). 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** Teachers or principals who receive a rating of developing or 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.

# Comparing APPR scores: Apples to Oranges

Each APPR plan is different, so APPR scores cannot be compared from district to district. The process for developing APPR plans is outlined by state education law, and all plans must adhere to certain requirements to be approved by the State Education Department. However, APPR plans are locally negotiated, and districts have a great deal of flexibility in deciding how they will meet those requirements.

The standards and systems for scoring classroom observations vary from district to district, and the methods and standards for evaluating student progress vary, not only from district to district but from classroom to classroom.

A look at a few of the options districts have when developing their APPR plans shows how much the evaluation process varies among districts—and why comparing final APPR scores among schools is like comparing apples to oranges.

## Observation and Evidence

-  Districts select from a menu of 14 state-approved teacher evaluation tools (called rubrics).
-  Each rubric uses different evaluation standards and different scoring systems.
-  Classroom observation may fulfill all of the 60 points for observation and evidence, or as few as 31 of those points.
-  Remaining points may come from a variety of other “evidence,” from peer evaluations and student surveys to review of lesson plans and student portfolios.

## Student Growth

-  Teachers who do not receive a growth score from the state are evaluated on student progress toward Student Learning Objectives, or “SLOs,” learning targets set by each district for each grade level or course.
-  Districts choose what test to use to assess student progress in each course. Options include state exams, district-developed exams, or 37 different third-party tests.
-  The specific standards for successful growth are decided by each district.

## Student Achievement

-  Districts can evaluate student growth (comparing each student’s performance at the end of the school year against his or her own performance in the fall) or achievement (comparing student performance against an established proficiency standard).
-  Like with student growth, districts choose which tests they will use to measure growth or achievement in each subject and grade. Options include state tests, district-developed tests or 37 approved third-party tests.
-  The specific standards for successful growth and achievement are decided by each district.

**Q:** How can I learn more about APPR?

**A:** Visit your school district’s website or call the district’s curriculum office to learn more about the APPR plan in your district. Online, you’ll find a copy of the district’s state-approved APPR plan and information on how to request the composite effectiveness rating(s) for your child’s teacher(s) and/or principal.

For more information on the federal Race to the Top education initiative and New York State Regents Reform agenda, please visit the following websites:

**Engage NY:** <http://www.engageny.org/>

**Common Core Learning Standards:** [http://www.p12.nysed.gov/ciai/common\\_core\\_standards/](http://www.p12.nysed.gov/ciai/common_core_standards/)

**Common Core State Standards Initiative:** <http://www.corestandards.org/>

**Race to the Top:** <http://usny.nysed.gov/rttt/>



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