

APPR UPDATE & DISTRICT ASSESSMENTS



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**Board of Education
September 23, 2013**

Objectives of Presentation

- **Reflect on the 2012-13 APPR experience**
- **Review the collectively bargained changes to our Teacher and Principal APPR plans**
- **Explain the various district assessments of student learning**
- **Describe plans for continuous improvement**

MISSION



*Inspiring a Standard of
Excellence for All Students*



Leadership is seeing the possibilities
in a situation while others are seeing
the limitations.

- John C. Maxwell

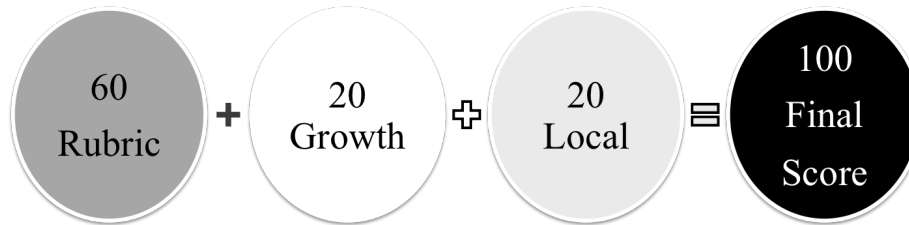


Reflections on the 2012-13 APPR Experience

- **Management of Multiple State Mandates**
 - CCLS, APPR, New ELA & Math assessments
- **Lack of clarity with APPR requirements**
- **Frenzy to complete the plan and define processes**
- **Anxiety throughout learning community as new assessments needed to be developed and implemented that tied into professional evaluations**
- **Questions about the value of new assessments (local, SLO, CCLS)**
- **Need to slow down the process and streamline the multitude of student assessments**

Pelham Public Schools
Teacher and Principal Annual
Professional Performance Review
(APPR)

APPR: Teacher & Principal Formula



APPR: 60 Points - SAME

- Charlotte Danielson's *Framework for Teaching* (2011 Revised Edition) – **4 Domains**
 1. *Planning and Preparation*
 2. *Classroom Environment*
 3. *Instruction*
 4. *Teaching* (Professional Responsibilities)
- **60 points** must be based on **multiple classroom observations**
 - ❖ At least 2 Observations
 - ✓ 1 announced
 - ✓ 1 unannounced
 - ❖ Administrators still may conduct classroom walkthroughs as normal procedures
 - ❖ **Summative Evaluation** at the end of year

APPR: 20 Points Growth - SAME

- ELA and Math teachers and principals in Grades 4-8 will be provided a **Growth Score from the NYSED based on results from the State Exams**
- All other teachers will develop a **Student Learning Objective (SLO)** to determine a Growth Score
 - Pre & Post Assessment
 - Determine student growth or proficiency



Collectively Bargained Changes to our Teacher and Principal APPR plans



APPR: 20 Points Local – New Proposal!

The **Local 20% Portion** the APPR will be converted from a **growth** measure to either a School-wide (Secondary) or District-Wide (Elementary) **achievement measure**

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- **Pelham Memorial High School** teachers will receive a local assessment score based upon school-wide results of students scoring:
 - 65% or better on the English, Integrated Algebra, Living Environment, Global History, and American History **Regents** (66.6%)
 - Levels 3 – 5 on all of the **Advanced Placement** exams (33.3%)

APPR: Proficiency Levels – New Proposal!

- Modify the proficiency levels on Student Learning Objectives (SLOs) to reflect the following:

- ✓ Level 1: 0%- 40%
- ✓ Level 2: 41%-64%
- ✓ Level 3: 65%-84%
- ✓ Level 4: 85%-100%

2013 Growth & Composite Scores

- Assessment data was compiled and sent to BOCES for processing.
- We used the data to calculate the three APPR indicators and determine each teacher and principal composite score.
- Letters were generated by Central Office, and placed in teachers mailboxes on Tuesday, September 3rd.
- Principals will meet with each teacher by September 30th to discuss their composite scores.

Measure	Number	Rating
Rubric	56	Developing
Local	17	Effective
SLO	13	Effective
Total	86	Effective

HEDI SCALE: Team Fan

FINAL COMPOSITE SCORE	FINAL RATING
0-64	Ineffective
65-74	Developing
75-90	Effective
91-100	Highly Effective

The important question is not how assessment is defined but whether assessment information is used

- Catherine A. Palomba & Trudy W. Banta



Glossary of Terms

- **Diagnostic = a formative assessment of aptitude**
- **Diagnostic Growth = a formative assessment of aptitude measuring growth over time**
- **APPR Growth SLO = a formative and summative assessment measuring growth over time for APPR**
- **Achievement = a summative assessment of student aptitude**

K-7 Assessments of Student Learning

GRADE	ASSESSMENT	PURPOSE	FREQUENCY
K-5	AIMSweb (literacy and math)	<ul style="list-style-type: none"> • Diagnostic Growth • APPR SLO Growth Measure 	3 times / year
	DRA 2 (fluency, comprehension, writing)	Diagnostic Growth	2 – 3 times / year
2	Gates-MacGinitie (reading)	Diagnostic	Spring
3	WIST (assessments for discrete measures for decoding)	Diagnostic	2 times / year
5	CTP4 & TOSWRF (Math & Reading comprehension/fluency)	<ul style="list-style-type: none"> • Achievement • Diagnostic 	Early Spring
7	ERB (verbal reasoning, reading comprehension, quantitative reasoning)	Achievement	October

K-5 State Assessments

GRADE	ASSESSMENT	PURPOSE	FREQUENCY
Grads 3-5	ELA & Math	<ul style="list-style-type: none">• Achievement• APPR Growth	April-May
Grade 4	Science	<ul style="list-style-type: none">• Achievement	May-June

6-12 State Assessments

GRADE	ASSESSMENT	PURPOSE	FREQUENCY
6-8	ELA & Math	<ul style="list-style-type: none"> • Achievement • APPR Growth 	April-May
8	Earth Science Regents	<ul style="list-style-type: none"> • Achievement • Growth APPR SLO 	June
9-12	Regents Exams	<ul style="list-style-type: none"> • Achievement • Growth APPR SLO 	June
10-12	AP Exams	<ul style="list-style-type: none"> • Achievement • Growth APPR SLO 	May
9 & 11	ELA PARCC Field Tests <small>Partnership for the Assessment of College and Careers</small>	<ul style="list-style-type: none"> • Preparation for new method of online testing 	Spring

K-12 Additional Assessments*

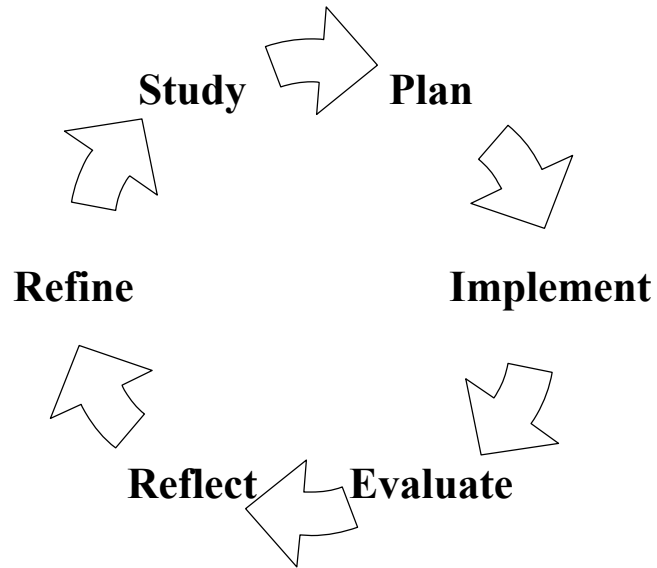
GRADE	ASSESSMENT	PURPOSE	FREQUENCY
3-12	NYSAA (SACC students)	Achievement	Fall-Winter
8	Integrated Algebra Regents	Achievement	June
K-12	NYSESLAT (ELL)	Achievement	Spring
8 & 10	FLAX (World Languages)	Achievement	June
K-12	SLOs Assessments (multiple disciplines)	APPR Growth SLO	Fall & Spring

* There are other diagnostic assessments that are administered to smaller groups of students to measure aptitude and progress in Reading (Woodcock-Johnson), Special Education (Wide Range Achievement Test), and students new to the district (Test of Silent Word Reading Fluency – TSWRF).

If there is anything we wish to change in the child, we should first examine it and see whether it is not something that could better be changed in ourselves.

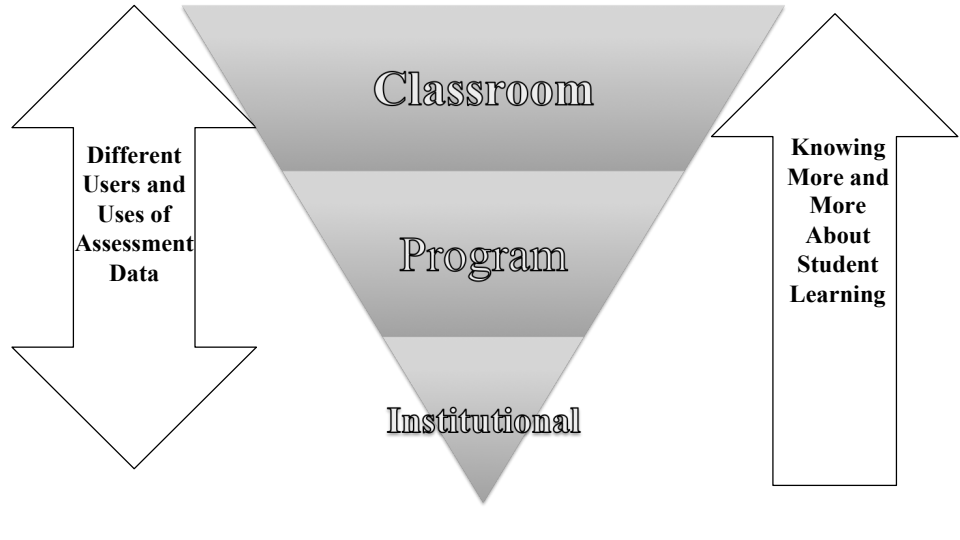
- Carl Jung, Swiss psychiatrist

Cycle of Continuous Improvement



Three Levels of Assessment

(Stiggins, 2008)



In order to design, develop, and implement an effective assessment system, one that includes all three levels of assessment, it is critical that we start by asking and answering three fundamental questions (Stiggins, 2008):

- 1. What are the instructional decisions to be made based on this assessment information?**
- 2. Who will be making those decisions?**
- 3. What information will help them make good decisions?**

Questions?