

# APPR Plan

September 4, 2012

## Planning:

- 12 months of work by the APPR Committee:
  - District: Joe and Denise
  - BSTA: Megan Haessig, Jen Tetu, Kim Pusatere, Dawn Petry, Joe Shaver, Kristi Szesnat
- 110+ page implementation document from SED that is constantly changing, additional guidance from NYSUT, NYSCOSS and NYSSBA.

## Planning:

- State Leaders in developing best practices:
- SLO Pilot Participants: **Sarah Albrycht, Brian Bailey, Tracy DeRagon**, Jeff Gargano, Michelle Greco, Kristina Guernsey, Claudia Hauser, **Matt Johnson, Mary Ellen Kusnierz, Amanda LiCausi, Jen Lunman**, Kelly Morgan Morgan, **Cailin O'Meara**, Jamie Pisaturo, Lynn Pohl, Kim Pusatere, Erika Richards, **Amy Sheft, Gina Valenti** and **Jim Weed**

## Planning:

- Professional Development: 2011-2012
  - 70+ Common Core sessions with 400+ participants
  - 100+ Danielson sessions with 1200+ participants
- K-5 ELA and Math Committees
- 6-8 ELA and Math re-align curriculum and develop resources for teachers
- K-12 Assessment development and implementation

## Statutory Requirements:

- Districts must have **approved plan in place by January 17, 2012**
- Governor will withhold 2012-2013 state aid:
  - \$600,000+/-
  - Website tracking district efforts  
([www.nystudentsfirst.com](http://www.nystudentsfirst.com))
- 230 submitted Plans; 55 Approved, 100+ returned for revisions
- Recommended SED turnaround time: 8-12 weeks

## 700 Iterations of this across the state:

- Everyone district is pretty much doing something different
- You will hear things from different districts that will make this that much more confusing
- Our plan and the implementation of our plan is our concern

# What applies to me?

- The new regulations apply to everyone **EXCEPT** Guidance/School Counselors, School Psychologists, Social Workers, Nurses, Speech Teachers and Pathologists, Library Media Specialist/School Media Specialist and Long Term Substitutes.
  - Our plan refers to these staff members as Instructional Specialists.
  - You will still be evaluated, just with a different structure.

## Big Pieces: Separate the Jargon

- **Growth** (sometimes called State, 3<sup>rd</sup> Party, SLO, Value Added...)
- **Local** (sometimes called SLO, district developed, BOCES...)
- **Rubric** (sometimes called other measures of effectiveness, survey, portfolio...)
- Everyone has these 3 big components



# What parts of this mean what to me?

- Well, that depends on what you teach.
- Everyone falls in 1 of 2 Big Worlds:
  - 4-8 ELA and Math
  - Everyone else
    - Several subcategories under this depending on your assignment.
- The rules, requirements and points assigned are different depending on what world you live in and what you teach.
- **Special Ed., Reading , ELL and AIS are always exceptions!**

## World 1: 4-8 ELA and Math

- **Growth** (0-25)\*: You are given your growth score by the state (more on this later)
- **Local** (0-15)\*: This is how much growth OR achievement your students show on I-Ready
- **Rubric** (0-60): This is Danielson

## World 2: Everyone Else

- **Growth** (0-20): You must have an SLO
  - What is in it is different based on what you teach:
    - K-3: I-Ready ELA and Math
    - Elementary Specials and Grades 6-12
    - Everyone Else: Locally Developed Assessment

## World 2: Everyone Else

- **Local (0-20)**: Different depending on grade level etc:
  - K-3: Locally developed assessments
  - Elementary Specials and Grades: State assigned building level growth measure
- **Rubric (0-60)**: Danielson

## If I don't get a state score, how are my points assigned?

- The district standards for growth and achievement must have comparable rigor to state expectations
- The scales are 0-20 for Growth and 0-20 or 0-15 for Local
- **The same standards are applied across everyone (comparable and rigorous)**
- The scales are in the document.

## Uniform Standards Across Everyone:

- I-Ready Standards:
  - Highly Effective: 1.5+ more years of average growth
  - Effective: 1.0-1.4 years of average growth
  - Developing: .65-.99 years of average growth
  - Ineffective: 0-.64 Years of average growth

## Standard for District Developed Assessments:

- 90% of the students scoring above 75% on the baseline will score 85+% on the summative
- 90% of the students scoring between 65% and 74% on the baseline will score 80+% on the summative
- 90% of the students scoring between 50% and 64% on the baseline will score 75+% on the summative
- 90% of the students scoring between 0% and 49% on the baseline will score 65+% on the summative

## How Much Will I be Observed?

- Tenured staff are observed **at least** twice, one of which is unannounced.
- Non-Tenured staff are observed **at least** three times, one of which is unannounced
  - Remember, the Rubric is used for observations.



## Rubric: How are the 60 points assigned?

- Each Domain Component is scored 1-4:
- Each Domain is weighted as follows:
  - Domain 1: 20%
  - Domain 2: 30%
  - Domain 3: 30%
  - Domain 4A: 5%
  - Domain 4B-f: 15% (will be a portfolio of evidence)

## Example:

- Domain 1A 3
- Domain 1B 2
- Domain 1C 2
- Domain 1D 3
- Domain 1E 4
- Domain 1F 2

Total:  $16/6 = 2.7$

20% of 2.7 = .5

## Continuing the same train of thought...

- Domain 1 =  $2.7 * 20\%$  .5
- Domain 2 =  $2.4 * 30\%$  .7
- Domain 3 =  $3.2 * 30\%$  1.0
- Domain 4A =  $3 * 5\%$  .2
- Domain 4B-F =  $3.6 * 15\%$  .5
- Total: 2.9
  - This gets converted to a 0-60 scale, which is a 57.8 (Effective; the conversion is in the Appendix)

## What is the 15% Portfolio of Evidence?

- Domains 4B-F will be measured via an electronic portfolio.
- The teacher will upload evidence to StaffTrac
- Portfolio must be completed by the teacher by May 1.

## What is the State growth score for 4-8 ELA and Math?

- These teachers (and buildings) are assigned a score by the State; the building also receives a score.
- Last year the scale was 0-20; this year it is 0-25.
- Measures your students growth against **ALL students in NY with similar academic and demographic backgrounds**

## What is the State growth score for 4-8 ELA and Math?

- The students receive Individual Growth Percentiles, and the teacher (or building) receives a Mean Growth Percentile (MGP). This gets adjusted based on SPED, ELL or economically disadvantaged.
- “On average, your students performed better than X% of students with a similar academic history and demographic profile.”

## Does the type of student I have in my class effect my state growth score?

- No; there is no correlation between the type of student in your class (SPED, ELL, Free Lunch...) and your growth score.
- Teachers with lowest and highest Growth Scores have the same number of SPED; the teacher with the most SPED has one of the highest scores; teachers with no SPED or the same number scored across the continuum etc.

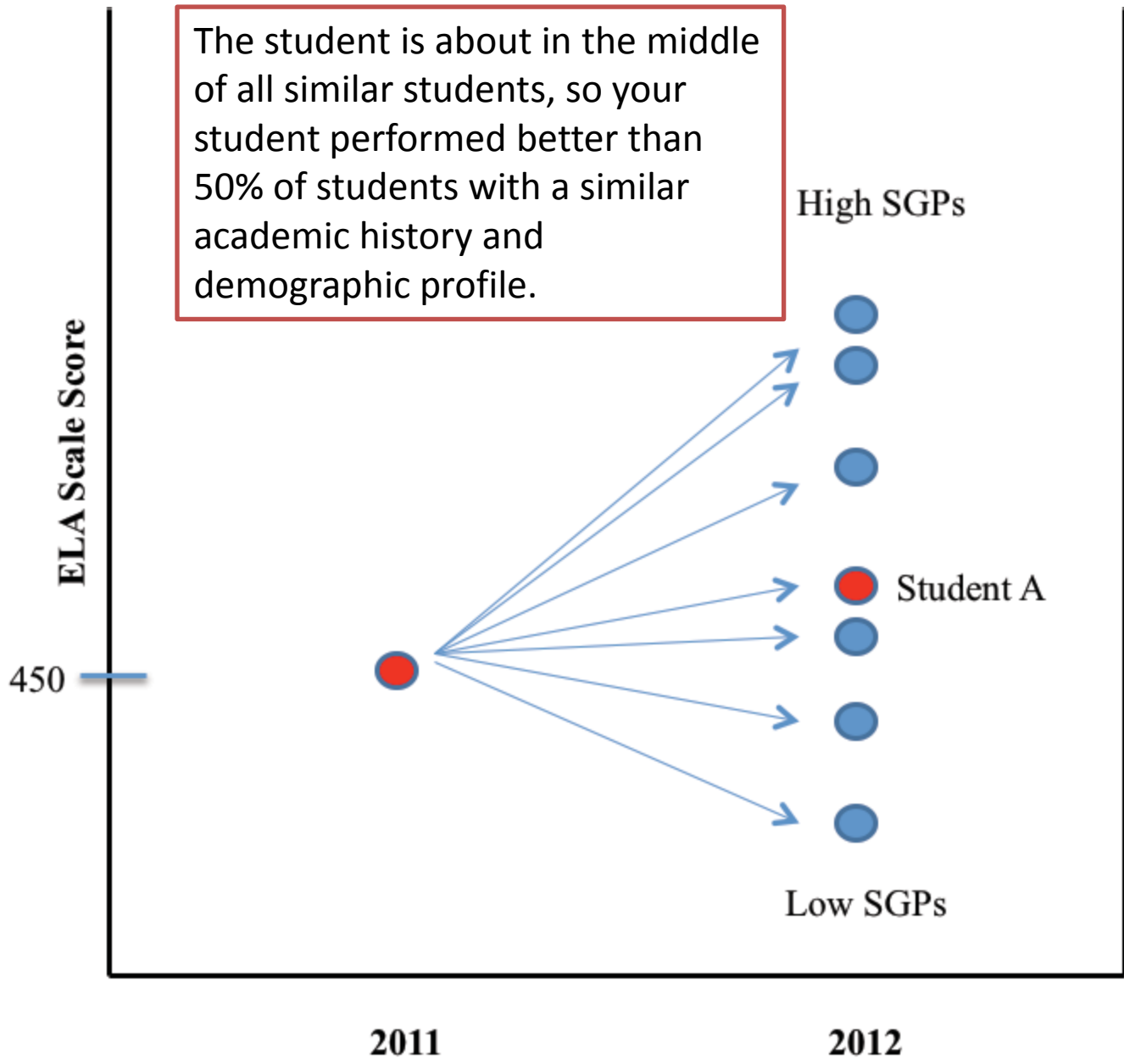
## How is this so?

- Remember, the question is how did a student grow, regardless of who the student is, as compared to a student with the same academic history and characteristics?
- It doesn't matter who you are or where you start from, it's about how far you went compared to someone who started in the same place with a similar academic and demographic profile.
- The number tells you how much a student grew in a distribution of similar students.



## How is this so?

- Student A in BSCSD is a special ed. student with a prior scale score of 450, Student B is a special ed. student on Long Island with a prior scale score of 450, Student C is a special ed student in Watertown with a prior scale score of 450 etc.
- How much did they all grow, and then how much did your student grow in comparison?
- Bands are set across the continuum of growth.



Mean Growth Percentile (MGP) for Jane Doe based on student growth percentiles (SGPs) that do NOT account for ELL, SWD, and economic disadvantage status. On average your students performed better than about 47% of students with a similar academic history.

Growth rating: HEDI rating based exclusively on the growth subcomponent.

Growth score: growth subcomponent points between 0 and 20.

	Number of Student Scores	Percent of Students Above State Median	Unadjusted MGP	Adjusted MGP	Adjusted MGP Confidence Range		Growth Rating	Growth Score
					Lower limit	Upper limit		
Jane Doe	34	44	47	49	40	58	Effective	11

Percent of students whose SGP from the model that adjusts for ELL, SWD, and economic disadvantage is above the State median.

MGP for Jane Doe based on SGPs that DO account for ELL, SWD, and economic disadvantage status. On average your students performed better than about 49% of students with a similar academic history and demographic profile.

Upper/lower limit: highest and lowest possible MGP taking statistical confidence into account. Your upper and lower limits of adjusted MGP: 40 and 85.

Principals have the reports. Resources for how to interpret them are on ScottieNet and EngageNY

## District Results:

- Level 1 ADJ MGP: 60
- 5<sup>th</sup> Grade ELA ADJ MGP: 59
- 7<sup>th</sup> Grade Math ADJ MGP: 57
- 6<sup>th</sup> Grade Math ADJ MGP: 46
- **Total DJ MGP: 52**
  - On average, our students performed better than about half of the students in the state compared to students with similar academic backgrounds and academic history.

## Building Results:

	<u>ADJ MGP</u>	<u>Score</u>	<u>Rating</u>
• MTN:	56	16	Effective
• MA:	55	15	Effective
• MTS:	54.5	15	Effective
• MS :	51.5	13	Effective
• WR:	51	13	Effective

# What about I-Ready Growth?

- It is measured in scale scores.
- Bands are set for each grade level and content area to measure 1 year's worth of growth (they are also in the Appendix).
- The average growth for all students across one or both content areas will represent your Growth or Local Score .

## What about the people that aren't covered by this law?

- The committee believes that it is important that our plan is inclusive of all staff.
- All tenured instructional specialists will use the annual goal setting process and the appropriate Danielson Rubric for evidence (80%)
- Everything will be uploaded to StaffTrac
- The remaining 20% will be the building score.
- Non-Tenured staff will be observed a minimum of 3 times using the established observation process.

## Summary:

- One year plan
- Most of what we have to do is controlled by regulation.
- We are well poised – lots of hard work and planning over the past year.
- We have great teams in place leading this work – APPR committee, SLO team, curriculum work and assessment development...



## Summary:

- We have served as a beacon for other districts, and we will continue that leadership role.
- Please read through the document and share your input with the APPR team
- StaffTrac Training: 9/17 (MS and HS) and 9/24 (all elementary) in HS Auditorium
- Don't let this consume you