



ANNUAL PERFORMANCE REPORT (APR)

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Agenda



- Annual Performance Results
- Looking Forward to 2018-19
- What have we changed?
- What must we do?
- What will make change happen?
- How will we know this is happening?
- Questions

DETAILED BY STANDARD



	2013-14	2014-15	2015-16	2016-17
Academic Achievement	12	33	26	20
Subgroup Achievement	2	9.5	7.5	1
CCR	14	24	24	22
Attendance	10	10	10	7.5
Graduation	22.5	30	30	30
Total	60.5	106.5	97.5	80.5
%	43.2%	76.1%	69.6%	57.5%

HOLD HARMLESS INTERPRETATION

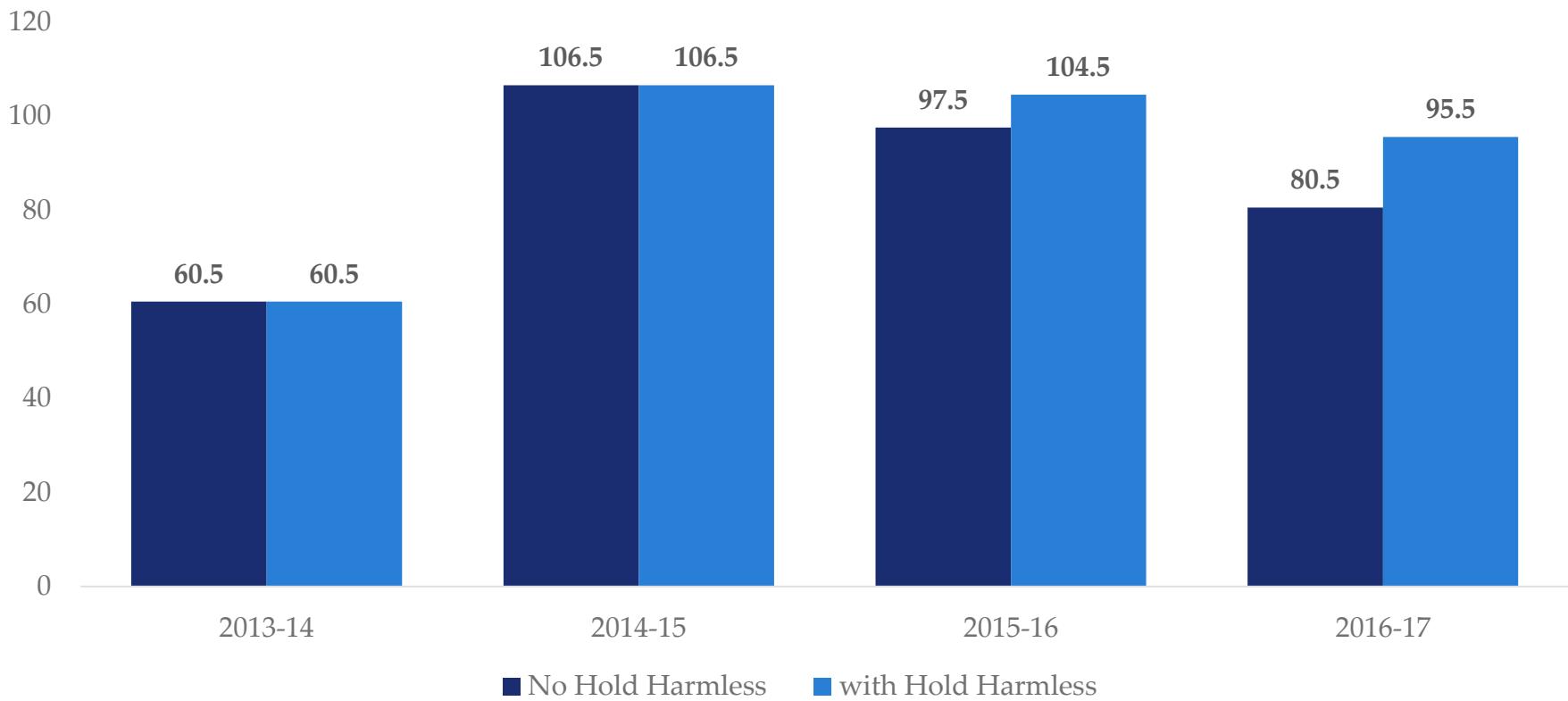
- “The Department will apply a ‘hold harmless’ policy when calculating new English language arts and mathematics assessment data within Standards 1 and 2 of the 2016 & 2017 Annual Performance Report (APR). This policy ensures that districts do not experience a drop in accreditation based on data derived from new assessments.”
- First used in 2015-16
 - DESE provides the higher of the achievement and subgroup points (Standards 1 & 2) in ELA & Math only. The higher points from 2014, 2015, 2016 or 2017 will be applied.

DETAILED BY STANDARD – WITH HOLD HARMLESS

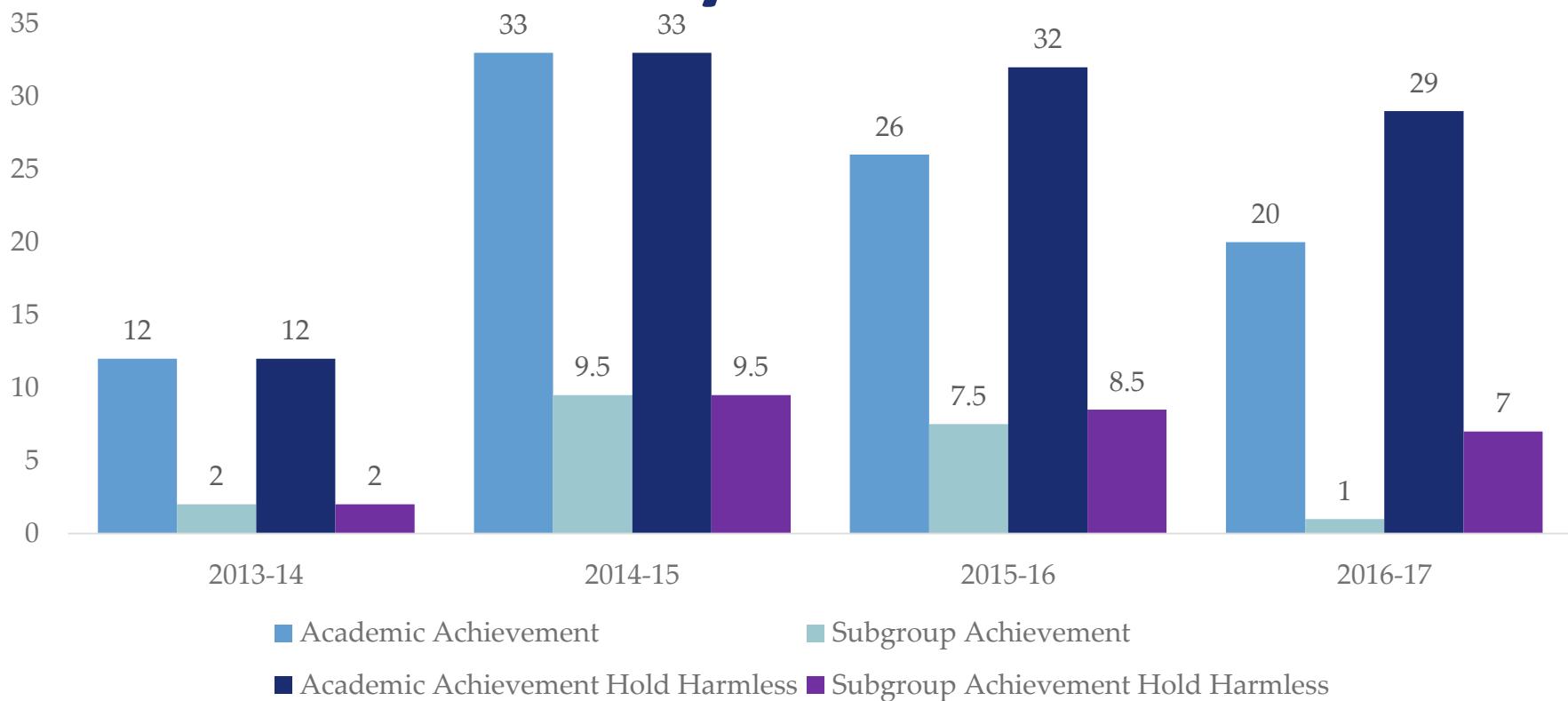


	2013-14	2014-15	2015-16	2016-17
Academic Achievement	12	33	32	29
Subgroup Achievement	2	9.5	8.5	7
CCR	14	24	24	22
Attendance	10	10	10	7.5
Graduation	22.5	30	30	30
Total	60.5	106.5	104.5	95.5
%	43.2%	76.1%	74.6%	68.2%

GRAPHICAL VISUALIZATION OF POINTS



GRAPHICAL VISUALIZATION OF POINTS – Academic Achievement Only



Hold Harmless was not in effect until 2015-16

TOTAL POINT DISTRIBUTION

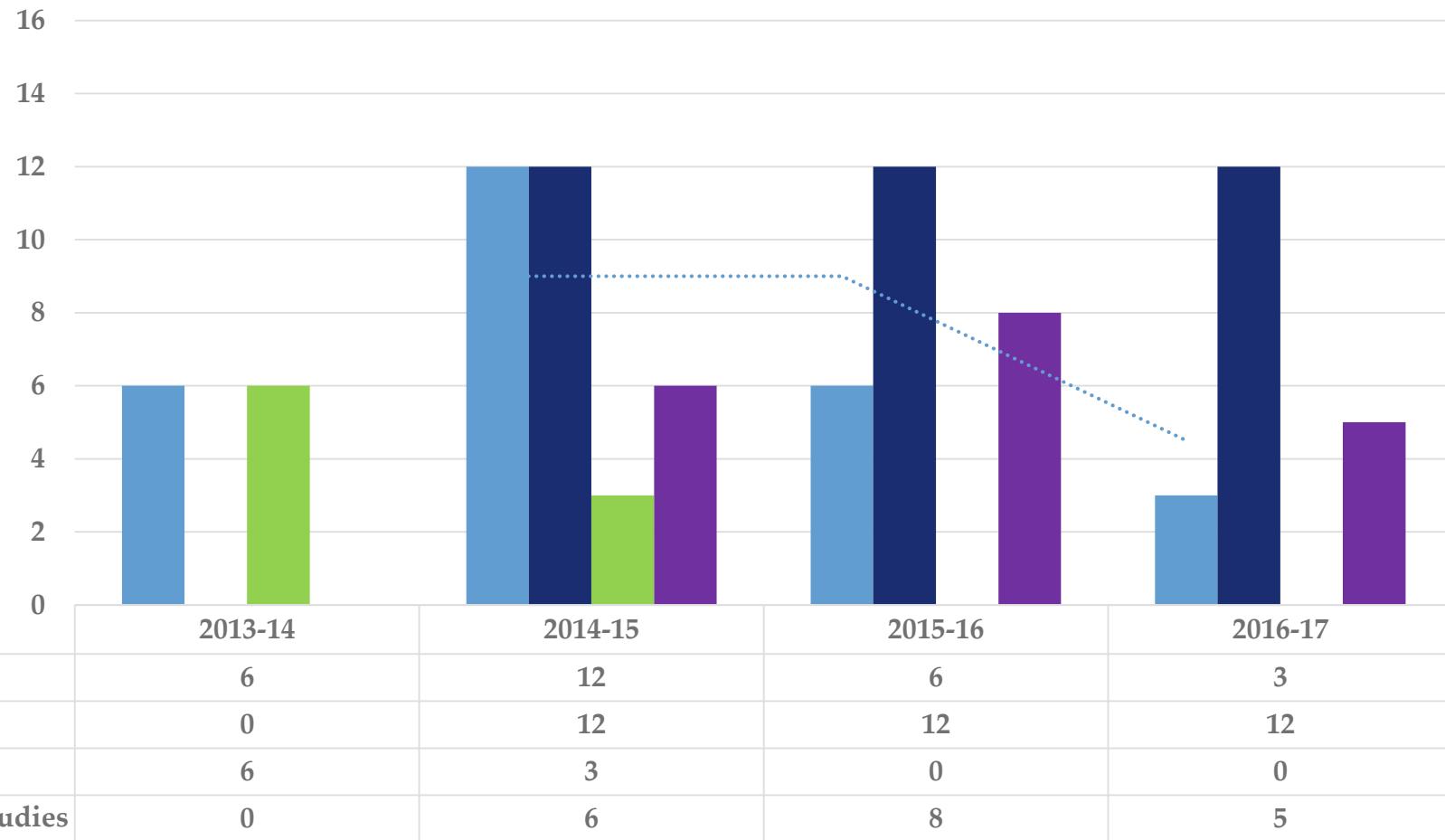


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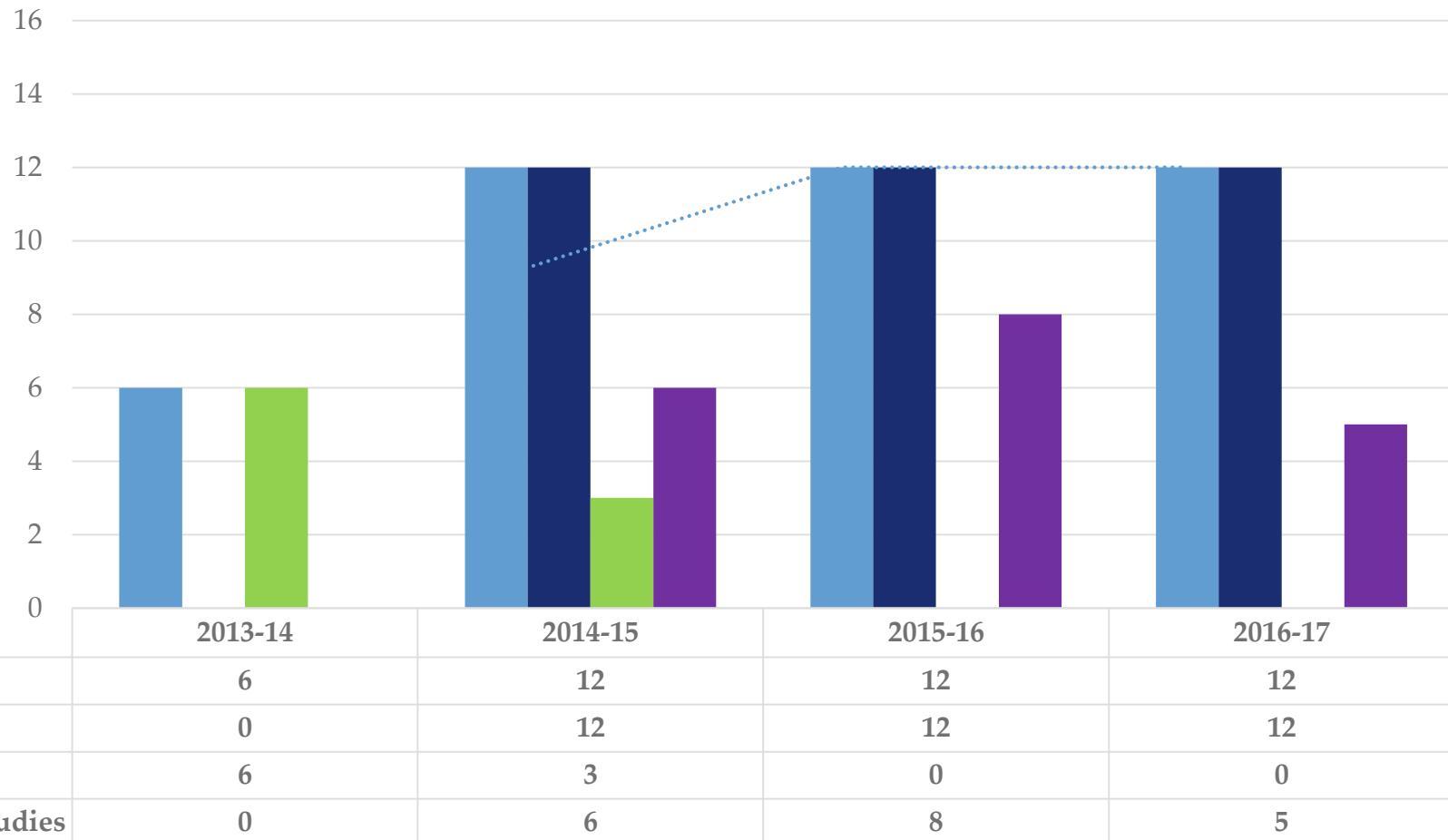
– with hold harmless

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ACADEMIC ACHIEVEMENT BY CONTENT



ACADEMIC ACHIEVEMENT BY CONTENT – WITH HOLD HARMLESS



Looking Forward: APR & Law Changes



Known Issues

- New MAP assessment in ELA & Math
- Field Test only in Science
 - No APR points will be applied for 2017-18
- Field Test in Social Studies (2018-19)

Unknown Issues

- MSIP VI
- Every Student Succeeds Act (ESSA)

WHAT HAVE WE CHANGED? (INSTRUCTION)



- Curriculum Coordinators are assigned to specific schools
 - Occurring every day, every week
 - Supporting to testing grades (3rd through 8th)
 - Feedback around specific Power Standards
 - Supporting around Data Team meetings
 - New Curriculum Science materials (elementary)
 - Readers Workshop Model (middle)
 - Weekly Data meetings (diving deeper with the data)
 - Modeling of teaching includes “coaching” (courageous conversations)
 - Learning Stations (middle)
 - AIC Coordinator (middle & high schools)
 - Identifying small objectives to reach in the standards
 - Shadow teaching – feedback on what occurred

WHAT HAVE WE CHANGED? (INSTRUCTION)



- Professional Development is:
 - More streamlined around
 - SIPPS Pre K – 5 (phonemic awareness, comprehension & vocabulary development)
 - Science – concentrating on Force & Motion and Science Inquiry
 - Writing across the content areas (middle)
 - ESOL – wrap around PD with coaching and co-teaching
 - Cross-Curricular Connections across all content areas
 - AICs – coaching and PLC training – moving into Data Team involvement

WHAT MUST WE DO? (INSTRUCTION)



- Strong emphasis on Re-teaching
 - STEM collaboration – embedded in pacing (middle Math & Science)
 - Examples of assisting teachers on how to make students better readers
 - Differentiate the model depending on “skill level” of teachers
 - Expand time in the classroom on inter-disciplinary documents
 - Vertical collaboration between classroom teachers
 - Modified RTI model

ITEM BENCHMARK DESCRIPTORS (IBD)



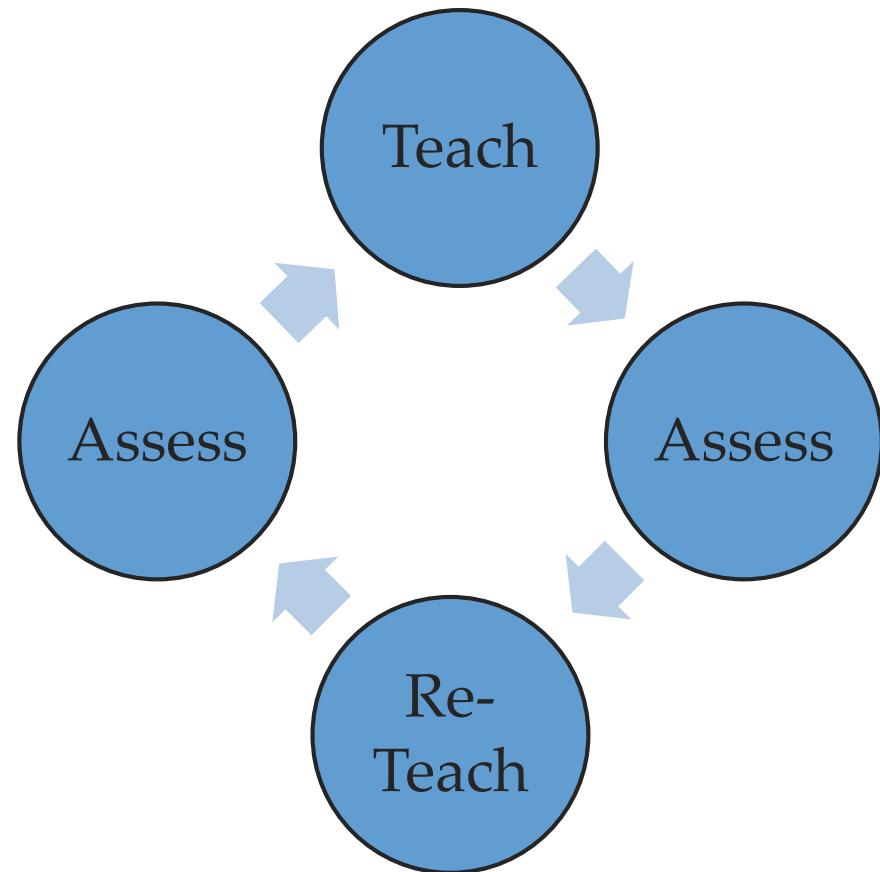
- 4.R.2.A.1.a
 - Determine a theme of a story, drama, or poem from details in the text
 - Summarize the text
 - Refer to details and examples in a text when explaining what the text says explicitly
 - Drawing inferences from the text

Type of Question	Depth of Knowledge	Points Possible	Points Earned
MC	Strategic Thinking	1	.25
MC	Recall	1	.49
TE	Skill/Concept	1	.45
	Total	3	.39

WHAT WILL MAKE CHANGE HAPPEN?



- Using the Item Benchmark Descriptor (IBD report)
 - District Leaders identify the:
 - Targeted Standards
 - that are low in mastery
 - Priority Standards
 - that are heavily weighted



HOW DO WE KNOW THIS IS HAPPENING?



1. Network superintendents conduct weekly classroom observations with the school leader, AIC- providing immediate feedback to classroom teachers
2. Data teams are held weekly to review teacher-made assessments aligned to the power standards as shown in the IBD (item benchmark descriptor report); professional conversations are guided by the data- which standard to reteach and the percentage of mastery
3. Data reviews are held 2x per year for school leaders to present their schools' data, and plans for improved student outcomes

Questions

