

Notice regarding document entitled, "Testing Transparency Report."

"The Testing and Transparency Report" is meant to summarize the assessment procedures outlined in the New Paltz Central School District Annual Professional Performance Review (APPR) Plan. As required by the New York State Education Department, every public school must design an APPR plan as a way to measure teacher effectiveness. A teachers' composite score of effectiveness consists of the following measures:

Growth Measure—20%

Local Measure—20%

Other Measures of Effectiveness—60%

The subject of this notice is related to the manner in which both the growth measure and the local measure are derived.

As per New York State Education Department mandate, the "Testing Transparency Report" has been posted to our website. However, the description of our assessment practices has changed. Please note the following practices which have been implemented during the 2013 – 2014 school year which are not reflected in the Testing and Transparency Report.

Duzine Elementary School: K – 2 Math and ELA

The assessment utilized to generate teachers' growth measures is now also utilized to generate teachers' local measures. The growth measure is determined by the percentage of students demonstrating growth in an individual class. The local measure is derived from the percentage of students achieving proficiency at the grade level (on the same assessment). In this scenario the data from one assessment is viewed through two different lenses; i.e., growth and then proficiency. In this way one assessment suffices to generate two components of an APPR score.

In addition to the actions mentioned heretofore, K – 2 assessments were revised to reflect developmentally appropriate process and content.

Lenape Elementary School: 3 – 5 special area courses

A growth measure for teachers of courses which do not end in a New York State Assessment; i.e., music, physical education, art, library media studies, was derived by utilizing a team score. The team score is computed according to the percentage of students demonstrating growth on the fifth-grade New York State Math and the fifth-grade New York State ELA assessments. A weighted average is determined based upon the number of students who took these respective assessments. In this scenario a teacher of music, physical education, art, and library media studies is required to administer only one end-of-year assessment (as opposed to two assessments in the 2012 – 2013 school year) which will generate a local measure.

New Paltz Middle School: 6 – 8 special area courses

A growth measure for teachers of courses which do not end in a New York State Assessment; i.e., music, physical education, art, and library media studies, was derived by utilizing a team score. The team score

is computed according to the percentage of students demonstrating growth on the eight-grade New York State Math and the eighth-grade New York State ELA assessments. A weighted average is determined based upon the number of students who took these respective assessments. Again, in this scenario a teacher of music, physical education, art, and library media studies is required to administer only one end-of-year assessment (as opposed to two assessments in the 2012 – 2013 school year) which will generate a local measure.

New Paltz High School: Courses that do not end in a Regents Exam

A growth measure for any teacher who teaches a course which does not end in a Regents Examination was derived by utilizing a team score. The team score is computed according to the percentage of students demonstrating growth on the Geometry Regents and the Comprehensive English Language Arts Regents. A weighted average is determined based upon the number of students taking each Regents. In this scenario teachers of all non-regents courses administered only one end-of-year assessment as opposed to the two assessments which were administered in the 2012 – 2013 school year.

The APPR Committee remains committed to continuing to explore various options to reduce testing. In the same vein, our curriculum writing teams continue to refine assessments acting on the premise that the best assessments are those which do not interrupt the learning process.