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January 25, 2013

MEMO TO: All Buffalo Teachers

FROM: Philip Rumore, President, BTF

RE: MOU/APPR Clarifications

Below, please find clarifications relating to the use of the charts contained in the MOU for student absenteeism and for the SWD/ELL-poverty factors.

After you have had a chance to review the all the documents, if you have any questions, please email them to Sierra at Sumhauer@btfny.org.

We are checking available meeting space as we plan to have meetings to make presentations and answer questions.

Hopefully, you will agree, that while none of us like this process, many of the factors that are beyond our control but have an impact on student performance such as absenteeism, ELL and SWDs have been addressed. You might want to review the previous January 22, 2013 memo to you.

Thank you as always for your continued solidarity and support.

PR:su

CALCULATING THE 60% (60 POINT) SECTION OF THE APPR

As you have read, teachers can elect one of two options to receive credit for up to 60 points (of 100) of their composite score.

- A. 40 points based upon classroom evaluations. Since NYSUT has developed a new Rubric, we will be meeting with the 40 member BTF-APPR committee to work on this. More to follow on this.

PLUS

- B. 1. 20 Points based upon teacher developed artifacts. See definitions- MOU attachment B

page 3.

OR

- A. 40 points based upon classroom evaluations. Since NYSUT has developed a new Rubric, we will be meeting with the 40 member BTF-APPR committee to work on this. More to follow on this.
- B. 2. Up to 20 points using the chart incorporating student absenteeism as a factor. See MOU, Attachment B Page 1.

Explanation of Absenteeism Adjustment

Attachment B, Page 2.

The District will provide each teacher with the total absenteeism for the students in your class. Student absence is defined when a student is not present in a teacher's class. The time a student is absent from a teacher's class as a result of being suspended will be included in the calculation of student absenteeism.

1. The combined students listed as severe plus chronic plus at risk is greater than 61%. Once the teacher has submitted the documents stated for Standards I, II and VI and one from Standard VII, they will be awarded the full 20 points.
2. The combined students listed severe plus chronic plus at risk is between 45% and 60%. Once the teacher completes three of the four standards they are awarded 15 points. Remaining 5 points will be based upon "Artifacts" (See Definitions, Attachment B, Page 3.)
3. The combined students listed as severe plus chronic plus at risk is between 35-45%. Once the teacher completes two of the four standards they are awarded 10 points. The remaining 10 points will be based upon "Artifacts" (See Definitions, Attachment B, Page 3.)
4. The combined students listed as severe plus chronic plus at-risk is less than 34%. Once the teacher completes one of the four standards they are awarded 5 points. The remaining 15 points will be based upon "Artifacts" (See Definitions, Attachment B, Page 3.)

EXAMPLES USING “DECISION MAKING CHARTS GOAL SETTING”

See Attachment D of the MOU

1. a) Teacher sets goal for each class, groups of students within the class, or each student (SLO process).
- b) Teacher conferences with Administrator.
- c) Teacher and Administrator must agree on goal(s) – Be realistic.

Example A

Teacher has 100 students

I *September/October* - “Initial Goal”

Teacher has data from the district; however, there is no way for a teacher to accurately predict how each student will perform e.g. family turmoil, death in the family, sickness, etc.

Teacher sets initial goal of 70%, i.e. 70 of their students will pass the Regents.

II *May/June*

Teacher’s class reflects 0% (No) SWD or ELL and < 29% Poverty. (District has all this data and has committed to providing it to each teacher.) If it is not supplied, the teacher cannot be held responsible. (See Attachment D, Page 1 of the MOU “Decision Making Chart for Goal Setting”)

New adjusted goal is 80%, 80% of 70 = 56 students must now pass Regents.

“80% Decision making Chart for Goal” setting see Attachment D, Page 3 of the MOU.

If 56 (adjusted goal) or more students pass the Regents [56/56 (adjusted goal) = 100%], the teacher receives 20 out of a possible 20 points - Highly Effective. (Attachment D, Page 3 of the MOU)

If 45 students pass the Regents [45/56 (adjusted goal) = 80%], the teacher receives 16 points out of 20 points - Effective (High-end). (Attachment D, Page 3 of the MOU)

Remember the teacher sets initial goal.

Example B

Teacher has 100 students

I *September/October*

Teacher sets initial goal of 70%, i.e. 70 of their students will pass the Regents.

II *May/June*

Teacher's student roster reflects 0% (No) SWD or ELL and in this example, 60% Poverty. (District has all this data and has committed to providing it to each teacher.) If it is not supplied, the teacher cannot be held responsible. (See Attachment D, Page 1 of MOU)

Using the "Decision Making Chart for Goal Setting" the teacher takes the lowest, SWD/ELL (80%) or Poverty (70%) category. Remember, the lowest percentage of the two categories is to be used.

Since the Poverty is 60% in this group, the teacher takes 70% (this is the teacher's adjusted goal). 70% of 70 (initial goal) = 49 students must pass the Regents.

If 49 (adjusted goal) or more students pass the Regents [49/49 (adjusted goal) = 100%], the teacher receives 20 points - Highly Effective. (See 70% Chart on Attachment D, Page 4 of MOU)

If 40 students pass the Regents [40/49 (adjusted goal) = 82%], the teacher receives 17 points –Effective. (See Attachment D, Page 4 of the MOU)

Example C

Teacher has 20 students

I *September/October*

Teacher sets initial goal of 20 students improve X% on Test Y.

II *May/June*

Teacher's class reflects 0% (No) SWD or ELL and < 29% Poverty. (District has all this data and has committed to providing it to each teacher.) If it is not supplied, the teacher cannot be held responsible. (See "Attachment D, Page 1 of the MOU)

The new adjusted is goal is 80% and 80% of 20 (initial goal) = 16 students must reach adjusted goal. (See Attachment D, Page 1 of MOU)

If 16 or more students reach the goal [16/16 = 100%] - the teacher receives 20 points out of a possible 20 points – Highly Effective. (See Attachment D, Page 3 of MOU)

If 13 students reach the goal [13/16 = 81%] - teacher receives 16 points out of 20 points – Effective. (See

Example D

Teacher has 20 students

I *September/October*

Teacher sets initial goal of 70%, i.e. 14 of their students will pass the Regents.

II *May/June*

Teacher's class reflects 0% (No) SWD or ELL and in this example 60% Poverty. (District has all this data and has committed to providing it to each teacher.) If it is not supplied, the teacher cannot be held responsible. (See Attachment D, Page 1 of MOU)

Using the "Decision Making Chart for Goal Setting" the teacher takes the lowest SWD/ELL (80%) or Poverty (60%). Remember the lowest percentage of the two categories is to be used.

Teacher takes 70% (since the poverty is 60% in this example). This is the teacher's adjusted goal.

Since the Poverty is 60% in this example, the teacher takes 70% (this is the teacher's adjusted goal), 70% of 20 (initial goal) = 14 new adjusted goal.

If 14 or more students reach the goal [$14/14 = 100\%$] - the teacher receives 20 points out of a possible 20 points – Highly Effective. (See Attachment D, Page 4 of MOU)

If 9 students reach the goal [$9/14 = 64\%$] - teacher receives 14 points out of 20 points – Effective. (See Attachment D, Page 4 of MOU)