



Measures of Student Learning Frequently Asked Questions

Updated: August 19, 2013

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GENERAL

1) **Eligibility:** Which teachers will be evaluated using the new Advance evaluation system?

All school staff serving as K-12 classroom teachers will be evaluated using the Advance evaluation system. The charts below show specific categories of teachers that are and are not eligible. This list is not comprehensive; it addresses some of the most frequently asked questions about categories of teachers. Teachers not evaluated using Advance will be evaluated using the current Satisfactory/Unsatisfactory system.

Eligible Roles (will be evaluated using Advance system)	Not Eligible Roles (will be evaluated using S/U system)
Career and technical teachers	Pre-kindergarten teachers
Special education teachers, ESL teachers, SETSS teachers, AIS teachers, and resource room teachers	Adult, community, and continuing education teachers (including GED teachers)
Speech teachers (if they spend more than 40% of their time teaching students)	Attendance teachers, counselors, secretaries, dental hygiene teachers, nurses, psychologists, social workers
Transfer school and D79 non-GED teachers	Teacher aides and teaching assistants
Librarians	Non-public school teachers and charter school teachers
	Teachers who teach less than 40% of a full-time position (including coaches/deans)
	YABC teachers
	Home and hospital teachers
	Suspension site teachers

2) **Committee and Principal Decision Making:** Can a new principal change committee members or schools' Local and State Measures selections? What is the role of the School Local Measures Committee after the start of the school year?

Any principal assigned after September 9 must implement the selections of his/her predecessor for that school year (Local and State Measures are selected annually). A new principal assigned to a school *prior to September 9* can select different individuals for the four members of the committee appointed by the principal and can also make different selections for State and Local Measures than his/her predecessor. Interim acting principals or principals assigned have the same decision making authority with regard to Local and State Measures as other principals.

There are no required roles or responsibilities of the School Local Measures Committee after September 9.

3) **Funding:** What funding is available to support schools with the implementation of State and Local Measures? Will the DOE pay for 3rd party assessments?

The DOE will pay for approved 3rd party assessments used for State Measures and Local Measures. In late September, the DOE will provide information about the mechanism for funding Advanced Placement exams (APs) to those schools that opt to use these exams as Local Measures. In mid-August, the DOE will provide information to early childhood schools about the delivery and payment mechanisms for the Discovery Math assessment.

Additionally, the DOE will provide each school with flexible per session funding to be used to support the implementation of Measures of Student Learning. Schools’ per session funding is allocated based on schools’ expected student enrollment – in the same manner as Citywide Instructional Expectations (CIE) allocations. Allocations by enrollment tier are listed below. In late August, the DOE will provide information about how these funds will be transferred to schools.

Number of students per school	Tier 1: < 500	Tier 2: 501-1350	Tier 3: > 1350
Per school per session allocation	\$1500	\$1700	\$2095

Schools can also use 3 hours per month of 37.5 minutes time to support implementation of Advance, as well as to support implementation of new Common Core curricula.

4) Missed Deadlines: What happens if a school misses a deadline (e.g., the September 9 deadline to make its State and Local Measures selections)?

Principals who miss the September 9 deadline must use the Local Measures Default. Schools should plan ahead to make sure that no critical deadlines are missed. If a school experiences extraordinary circumstances that may cause it to be unable to meet a deadline, the principal should contact his/her network for support.

5) Parents: How will parents be notified about their students taking additional assessments?

In September, the DOE will provide principals with a letter via Principals’ Weekly that will explain the new assessments that will be administered for State and Local Measures. Principals should distribute the letter to parents.

6) Other Accountability Measures: How do State and Local Measures relate to other DOE accountability measures?

The DOE has been and will continue to work with SED to align growth model methodologies used for both school and teacher accountability by SED and the DOE.

Currently there are no plans to incorporate new assessments used for State and Local Measures in school accountability measures such as Progress Reports, Quality Review, and School Report Cards.

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ASSESSMENTS, TARGET POPULATIONS, LOCAL MEASURES DEFAULT

7) **Students who do not take assessments:** Are students who do not take assessments included in a teacher's score?

Students who do not take post-test assessments will not be included in a teacher's score. This includes students who are absent for the duration of the post-test administration period as well as students who refuse to take assessments. No student should be coerced into taking or not taking any assessment. Principals are responsible for ensuring that teachers adhere to these guidelines and ensuring that any decisions about assessment administration are in the best interests of students. The DOE will monitor and investigate unusual patterns in assessment taking.

8) **Regents courses:** What is the definition of a course culminating in a Regents exam?

Principals are responsible for determining which courses offered in their school culminate in a Regents exam. Courses that culminate in a Regents exam should:

- Be offered in the same school year as the Regents exam
- Cover content and standards aligned with the Regents exam
- Be designed such that students in the course are expected to take the Regents exam after completing the course

Schools should ensure that their coding of courses in STARS aligns with their determination of courses leading to a Regents exam.

9) **Regents exams:** What happens if a student takes the same Regents exam twice in a year?

School Target Population: If a student takes the same Regents exam in January and June, only the higher result will be used for State and Local Measures.

Individual Target Population: If a student takes the same Regents exam in January and June, and has the same teacher in the fall and spring, only the higher result will be used for State and Local Measures. If the student has different teachers in the fall and spring, the January Regents will be used for the fall teacher and the June Regents for the spring teacher.

August Regents exams are not used for State and Local Measures.

10) **Middle School Regents and Regents equivalents:** Can Regents exams and Regents equivalents administered in middle schools be used as State or Local Measures?

Teachers of 8th grade math may use the Integrated Algebra Regents as a Local Measure; they must use the state 8th grade math assessment for their State Measure. Teachers of 8th grade science may use the Living Environment or Earth Sciences Regents as a Local Measure; they

must use the state 8th grade science assessment for their State Measure. If some of a teacher's students take a science Regents exam instead of the state 8th grade science assessment, the Regents exam must be used for their State Measure.

Other Regents exams and Regents alternatives given in middle schools (including exams given to 7th grade students) cannot be used for State or Local Measures.

11) Students taking the same assessment multiple times: Can a student take the same assessment twice?

A student cannot take the same assessment more than once. There may be instances where multiple teachers are evaluated using the same assessment for the same students (e.g., a social studies teacher and an ELA teacher are using the same ELA NYC Performance Assessment). In these instances, principals should decide which teacher will administer the assessment to a student.

12) Using assessments from a different subject or grade: Can a teacher use an assessment in a subject or grade that is different from what s/he teaches (e.g., a social studies teacher uses an ELA NYC Performance Assessment)?

Where there is a choice, schools can determine whether it is appropriate for teachers to use an assessment as their State or Local Measure in a subject different than what they teach. Teachers should administer K-8 assessments to students based on their grade level (e.g., a 5th grade social studies teacher should not use a 3rd grade ELA performance assessment). A student's grade level is determined by his/her "grade level" code in ATS.

13) Periodic Assessments: Can schools change their periodic assessment selections?

Schools can change their periodic assessment selections to align with their State and Local Measures selections. More information about this process will be available in late August.

14) Assessment Data Errors: What happens if schools enter assessment data incorrectly?

As with state assessments, there will be a process for schools to correct assessment data that has been entered incorrectly. More information about this process will be available in the fall.

15) Consortium and IB schools: Can Consortium and IB schools use Regents-equivalent exams as State or Local Measures?

Regents-equivalent exams may be used by Consortium and IB high schools for State and Local Measures. Regents-equivalents can be used in grades and subjects where Regents exams are required as well as in other grades and subjects. Schools using Regents-equivalents must use

goal-setting as their growth measurement. Schools using Regents-equivalents must follow the state’s scoring and security guidelines.

16) Baselines: What baseline assessments are allowed?

If using the same assessment for both the State and Local Measures, schools must use the same baseline; therefore, principals choose all baselines.

The following assessments have required baselines:

Assessment	Baseline
All NYC Performance Assessments	NYC Performance Assessment (fall administration)
Performance Series (Scantron)	Performance Series (fall administration)
State Assessments: Grades 4-8 ELA and Math	ELA/Math Assessment (prior year)
Discovery Math: 1 st and 2 nd Grade (in K-2 schools only)	Discovery Math (fall administration)

Principals must choose the baseline for the following assessments:

Assessment	Baseline Choices
Discovery Math: Kindergarten (in K-2 schools only)	1) Discovery Math (fall administration) 2) School-selected baseline
Advanced Placement (AP) Exams	1) PSAT (State Assessment: 8 th Grade if PSAT is not available) 2) School-selected baseline (should be selected by schools if they want to use goal-setting, since PSAT fall administration results will not be available by the November 15 goal-setting deadline)
State Assessments: 3 rd Grade ELA and Math	3) NYC 3 rd Grade ELA/Math Performance Assessment (fall administration) 4) School-selected baseline
State Assessments: 4 th Grade Science	1) NYC 4 th Grade Science Performance Assessment (fall administration) 2) State Assessments: 3 rd Grade Math (prior year) 3) School-selected baseline
State Assessments: 8 th Grade Science	1) NYC 8 th Grade Science Performance Assessment (fall administration) 2) State Assessments: 7 th Grade Math (prior year) 3) School-selected baseline
State Regents Exams: Mathematics	1) PSAT (State Assessment: 8 th Grade if PSAT not available. State Assessment: 7 th Grade if Regents administered in 8 th Grade.) 2) School-selected baseline
State Regents Exams: Science	1) State Assessment: 8 th Grade (prior year Regents exam if State Assessment: 8 th Grade not available. State Assessment: 7 th Grade if Regents administered in 8 th Grade.) 2) School-selected baseline

State Regents Exams: Social Studies	1) PSAT (State Assessment: 8 th Grade if PSAT not available. State Assessment: 7 th Grade if Regents administered in 8 th Grade.) 2) School-selected baseline
State Regents Exams: ELA	1) PSAT (State Assessment: 8 th Grade if PSAT not available. State Assessment: 7 th Grade if Regents administered in 8 th Grade.) 2) School-selected baseline
NYSESLAT	1) NYSESLAT (prior year) (Lab-R if prior year NYSESLAT not available) 2) School-selected baseline
NYSAA	1) NYSAA (prior year, SANDI if prior year NYSAA not available) 2) School-selected baseline

School-selected baselines: If a principal chooses to use a school-selected baseline, goal-setting must be used as the growth measurement for that assessment. Schools are responsible for determining appropriate school-selected baselines; they do not need to be approved by the DOE. School-selected baselines can be school- or teacher-created assessments, prior year assessment results, or assessments or portfolios of student work.

Goal-setting (students without historical baseline results): If a school has selected goal-setting with a baseline that uses historical achievement results (e.g., a school has selected 8th grade state assessment results as the baseline for a Regents exam) and a given student does not have historical data, the school should administer a school-selected baseline for that student to set student growth targets.

Growth models (students without baseline results): If a school has selected growth models and a given student does not have baseline results, the school does not need to administer an additional baseline assessment for that student. Either the DOE will use a proxy for these students' baseline results or these students' results will not be included in teachers' growth model scores. See question 20 for more information about DOE growth model calculations. SED growth models will exclude these students' results in teachers' growth model scores.

17) School-created assessments: Can schools use school- or teacher-created assessments as their State Measures or Local Measures?

No, schools cannot use school- or teacher-created assessments as State or Local Measures. Schools can use school- or teacher-created assessments as the baseline for assessments where there is a choice to use a "school-selected baseline."

18) Target Population: Which target populations are allowed for each assessment?

The below chart shows the allowable target populations for each of the assessments that can be used for State and Local Measures:

Assessment	Allowable Target Populations
NYC Performance Assessment (SANDI/FAST)	Individual, School
All Other NYC Performance Assessments	Individual
3 rd Party Assessment: Performance Series (Scantron)	Individual, School
3 rd Party Assessment: Advanced Placement (AP) Exams	Individual
Grades 3-8 State Math and ELA Assessments	Individual, Grade, School (School results will not include 3 rd grade)
4 th and 8 th Grade State Science Assessments	Individual, School
Regents Exams	Individual, School (overall and for each assessment)
NYSESLAT	Individual, School
NYSAA	Individual, School

A school can only use the “school” target population with a 3rd party assessment if it also uses that assessment with an “individual” target population for some of its teachers. For example, a school cannot use Performance Series: School Target Population without using Performance Series: Individual Target Population for some teachers.

Lowest third: The “lowest third” target population can only be used for Local Measures. It is only allowed when the same assessment and target population is selected as the State Measures for that grade/subject. The lowest third must use the same growth measurements (and student targets, where applicable) as used for the State Measures.

The lowest third is calculated using students’ performance on the baseline assessment. To determine which students are in a teacher’s lowest third:

- At the end of the year, review teacher-student assignment information to determine the total number of students to be included in the teacher’s score for that assessment (across all sections). Only students who take the post-test will be included.
- Identify the one-third of those students with the lowest baseline assessment performance.

19) Local Measures Default: What is the Local Measures default?

The below chart shows the Local Measures default for different school types:

School Type	Default
Schools serving any students in grades 4-8 (including 6-12, K-8, and K-12 schools)	Assessment: Grades 4-8 state ELA and Math assessment Target population: School Growth measurement: SED Growth Model

Schools that do not serve any students in grades 4-8 (early childhood schools, high schools, schools without standard assessment students in grades 4-8)

Assessment: All assessments administered by the school for the State Measures (including state assessments, performance assessments, and 3rd party assessments if administered)

Target population: School

Growth measurement: Will match principal's decisions in State Measures. DOE will calculate score at the end of the year.

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GROWTH MEASUREMENT: GROWTH MODELS AND GOAL-SETTING

20) Growth models: How will SED and DOE growth models be calculated?

Growth models are calculated by both the SED and the DOE. Teachers' scores are based on how much their students grow compared to similar students. Similar students are defined by demographic characteristics and academic history. Growth model results are calculated at the end of the year, after post-test assessments have been administered.

Growth models (SED): SED uses a growth percentile methodology, similar to the NYC Progress Reports for elementary and middle schools. SED uses four student characteristics to define similar students: academic history, economic disadvantage, students with disabilities status, and English language learner status. Last year the distribution of NYC teachers' scores on the SED growth model were: 8% Highly Effective, 76% Effective, 10% Developing, and 6% Ineffective. SED has indicated that the distribution of this year's growth model scores will be similar to last year. For more information about the SED growth model, see <http://www.engageny.org/resource/resources-about-state-growth-measures/>. In addition, the DOE will post a webinar in late August on the Advance Intranet showing the results of 2012-13 growth model results and methodology.

Growth models (DOE): Like SED's growth model, DOE growth models will define similar students using multiple student characteristics, including: academic history, economic disadvantage, students with disabilities status, and English language learner status. The DOE expects that the distribution of teachers' scores will be similar to SED's growth model. Decisions about growth model methodologies will be informed by stakeholder input, the DOE's guiding principles for Advance, and statistical analyses of different growth model calculations. More information about growth models will be shared later in the 2013-14 school year.

21) Inability to calculate growth models: Are there any situations where the DOE will be unable to calculate a growth model?

While it is unlikely, the DOE may be unable to calculate growth models for some assessments if too few schools select an assessment. In this event, the DOE will notify any affected schools in September to determine appropriate next steps.

22) DOE suggested targets: How will DOE suggested targets be calculated?

As part of the goal-setting process, the DOE will provide schools with suggested student targets. Suggested student targets will be informed by students' achievement history and demographic data. Achievement history will include baseline assessment results and most recent state grades 4-8 assessment results. Depending on the assessment, additional available achievement

history data may be used (e.g., for Regents exams, the most recent Regents exam results may be used). Student demographic information will include student poverty status, English Language learner status, and students with disabilities status. More information about the DOE's goal-setting methodology will be shared in September.

Upcoming important dates:

On **September 24**, the DOE will publish a set of reference tables that provide suggested assessment targets for groups of students based on historical achievement results and demographic data.

On **November 1**, the DOE will release student-level suggested targets.

These targets will be informed by previous assessment results and any current year baseline results submitted by **October 4**. (School-selected baselines will not be included.)

23) Goal-setting: How do student targets get approved?

See question 24 for information about target-setting for school and grade target populations. For assessments with individual target populations, teachers submit recommended targets to principals. If the principal and teacher disagree about appropriate targets, principals have the final decision about student targets. Principals can designate administrators at their school to approve teachers' goals on their behalf. Teachers and principals cannot change student targets once they have been set. The DOE will provide a goal-setting guidance document to principals by the end of September.

24) Goal-setting with "grade" and "school" target populations: Who approves goals for "grade" and "school" target populations?

Principals are responsible for setting student targets when the growth measurement is goal-setting for a "grade" or "school" target population. Superintendents will approve these targets. Teachers do not submit recommended student targets.

Upcoming important dates:

On **September 24**, the DOE will publish reference tables of target suggestions to assist principals in setting goals for grade and school target populations.

By **October 15**, principals should submit their "school" and "grade" target population goals to superintendents using the Goal-Setting Survey Form (available on the Advance Intranet page on September 24).

By **November 15**, superintendents will finalize "school" and "grade" target population goals.

25) Student attendance and teacher attendance: Is student and/or teacher attendance taken into account in calculating teachers' scores?

Teacher attendance is not taken into account when calculating teachers' scores.

Students who have dropped out, no-show students, and long-term absent students will be excluded from teachers' scores if they do not take the post-test assessment.

In addition, SED's growth model adjusts scores based on student attendance at the school; the results of students with lower attendance receive less weight in a teacher's score than students with higher attendance. The DOE's growth model may adopt a similar methodology. See question 20 for more information about both SED and DOE growth models.

For assessments that use goal-setting, prior student attendance can be taken into consideration when setting individual students' targets. Attendance after student targets have been finalized cannot be taken into consideration when calculating teachers' scores.

26) Multiple Local or State Measures: Can a school choose to use multiple Local or State Measures for the same grade and subject? How are multiple measures going to be "weighted" to determine a teachers' overall score?

Schools can choose to use up to two Local Measures, and up to two State Measures, for teachers of the same grade and subject; if a school chooses to implement two State Measures (or two Local Measures), all teachers in that grade and subject must use both measures.

When multiple measures are used for the same teacher (either because the school selected to use two Local or State Measures or because teachers teach multiple grades/subjects), the different measures will be averaged (based upon number of students) to derive a teacher's overall 0-20 Local Measures and 0-20 State Measures scores.

27) Timing of Teachers' Scores: How will a teacher's Local and State Measures scores be calculated?

The method for calculating teachers' scores (i.e., 0-20 on both the State and Local Measures) varies based upon the growth measurement for the assessment.

For assessments using an SED growth model, SED will provide the DOE with teachers' scores in August 2014. For assessments using a DOE growth model, the DOE will calculate teachers' scores. The DOE will distribute both SED and DOE growth model scores to principals and teachers via the new Advance Web Application in August 2014.

For assessments using goal-setting, schools will calculate teachers' scores using tools and worksheets provided by the DOE. This calculation process will be automated if schools choose to enter student targets into the Advance Web Application.

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SPECIFIC SITUATIONS: TEACHERS

28) **Trimester, semester, cycle schools:** How are measures of student learning scores calculated for teachers who teach trimesters, semesters, or cycles?

Approved 3rd party assessments and NYC Performance Assessments are designed as annual assessments. Therefore:

- In a school where each of the terms covers annual content (e.g., the second term builds on content from the first), the fall teacher should administer the baseline and the spring teacher should administer the post-test. Teachers from all terms will be held accountable for the students' results.
- In a school where each of the terms does not cover annual content (e.g., the second term does not build on content from the first), these teachers should be assigned an assessment with a school or grade target population.

These same rules apply for teachers of courses leading to state tests. The only exception is a teacher of a course leading to a January Regents: For these teachers the post-test is the January Regents and a baseline should be administered in the fall.

For assessments that use growth models, the DOE will calculate scores following the rules outlined above. For assessments that use goal-setting, the teacher who administers the baseline will recommend targets for the students and the principal will approve. Fall term teachers should set targets on the same timeline as other teachers (i.e., principals approve goals by November 15). It is recommended that in the fall principals consult with subsequent term teachers about student targets if their assignments are known. Principals should share these targets with subsequent term teachers within the first month of the start of the new term and provide these teachers with an opportunity to recommend any additional changes to student targets. Principals should communicate any changes to targets to all affected teachers.

The DOE recognizes that in some schools (e.g., transfer schools) multiple teachers, including those teaching different courses, are responsible for a student's instruction in a given subject. In these situations, schools can opt to select the "individual" target population, even when multiple teachers are responsible for a student's learning. This would result in multiple teachers being treated as a team of co-teachers responsible for a given student's instruction. Because teacher-student attribution is more complex in these situations, goal-setting should be used as the growth measurement in these situations. As with all State and Local Measures, principals are responsible for selecting the State Measures; Local Measures Committees are responsible for recommending Local Measures to the principal. As the Excel MOSL Menu Interactive Tool and Advance Web Application will not fully account for this scenario, principals and their

designees will need to use the Excel Teacher-Level Selection Tool (available in September) to make sure that individual teachers are assigned the appropriate State and Local Measures.

29) Itinerant teachers: How do State and Local Measures work for itinerant teachers? Who does their Measures of Teaching Practice observations and conferences?

Itinerant teachers should use the State and Local Measures for the school at which they spend the most amount of time. For teachers who spend 50% of their time at one school and 50% of their time at another school, teachers should use the State and Local Measures for their payroll school.

The payroll school is also responsible for conducting itinerant teachers' Initial Planning Conferences. All observation reports must be filed at itinerant teachers' payroll school. The principals of itinerant teachers' payroll school should work with supervisors at the other schools where itinerant teachers teach to ensure that these teachers have the required observations and conferences.

30) Teachers on leave: How do State and Local Measures work for teachers on leave? What about Measures of Teaching Practice?

To the extent possible, principals should ensure that all observations and conferences are conducted for teachers who go on long-term absences or leaves. See question 39 for information about the length of time a teacher who is on leave must be assigned to students in order to receive State and Local Measures using an individual target population.

In the event that a teacher has completed all the required components of the Measures of Teaching Practice, but was assigned an individual target population and has not met the minimum student-teacher linkage requirements, the teacher will be assigned default State and Local Measures. Principals should contact their networks ahead of time in the event that they are unable to complete all the required components of the Measures of Teaching Practice.

31) Classes with students from multiple schools: How do State and Local Measures work for classes with students from multiple schools (e.g., a district school that includes students from a District 75 inclusion program or an Advanced Placement class that includes students from multiple high schools in the same building)?

Teachers are responsible for all students in the courses used for their State and Local Measures, regardless of the school where students are enrolled. The teacher should use the State and Local Measures selected by the school the teacher is assigned to.

32) Co-teaching: What are the State Measures and Local Measures for co-teachers?

Co-teachers, including ICT classes, should have the same State and Local Measures assessments and growth measurements for the class. They are both held accountable for all of the students in the class.

For goal-setting, principals are responsible for approving student targets; principals cannot set different student targets for co-teachers. Teachers are encouraged to work collaboratively on the recommended student targets they submit to principals, but this is not required.

33) Multi-grade classes: What assessments should be administered for multi-grade classes?

To the extent practicable, all relevant assessments should be administered to students in multi-grade classes. For example, in the case of a social studies class with 6th and 7th grade students, the mandated 6th grade NYC performance assessments should be administered to the 6th grade students and the mandated 7th grade NYC performance assessments should be administered to the 7th grade students.

34) District 79: How do State and Local Measures work for District 79, non-GED teachers?

The following applies to non-GED teachers at: East River Academy (ERA), Passages Academy, ReStart Academy, Phoenix Academy, and the School of Cooperative Technical Education (Co-op Tech).

Given the significant mobility of students at these programs, non-GED teachers will use the following default Local and State Measures:

Local Measures	State Measures
Assessment: All state assessments taken by students in these programs	Assessment: All state assessments taken by students in these programs
Target Population: Program, lowest-third of students	Target Population: Program
Growth Measurement: Goal-setting (principal sets targets, superintendent approves)	Growth Measurement: Goal-setting (principal sets targets, superintendent approves)

35) Teachers of students with disabilities, English Language Learners, SETSS, and AIS teachers: What are the State and Local Measures for teachers of students with disabilities, English Language Learners, SETSS and AIS teachers?

See the chart below for information on how to determine the appropriate State Measures for these teachers. Schools can determine the appropriate Local Measures for these teachers, so long as mandated ELA assessments are administered where appropriate.

Type of Teacher	State Measures
Self-contained teachers (ESL/Bilingual, students with disabilities)	Follow 50% rule AND If teacher teaches both ELA and Math, both subjects must be used.
SETSS, AIS, and other push-in and pull-out teachers	Must use grades 4-8 ELA and Math growth scores, if provided. If these scores cover less than 50% of students, must use these scores and other appropriate assessments. If no state-provided growth scores, must use other state assessments where available (can use other state assessments with school or grade target population).
Any teacher with students who take the NYSESLAT	Must use grades 4-8 ELA and Math growth scores, if provided. If these scores cover less than 50% of students, must use these scores and NYSESLAT if 10 or more students take NYSESLAT. If no state-provided growth scores, must use NYSESLAT if 10 or more students take NYSESLAT and other appropriate assessments.
Any teacher with students who take the NYSAA	Must use grades 4-8 ELA and Math growth scores, if provided. If these scores cover less than 50% of students, must use these scores and other appropriate assessments. If no state-provided growth scores, must use NYSAA and other appropriate assessments.

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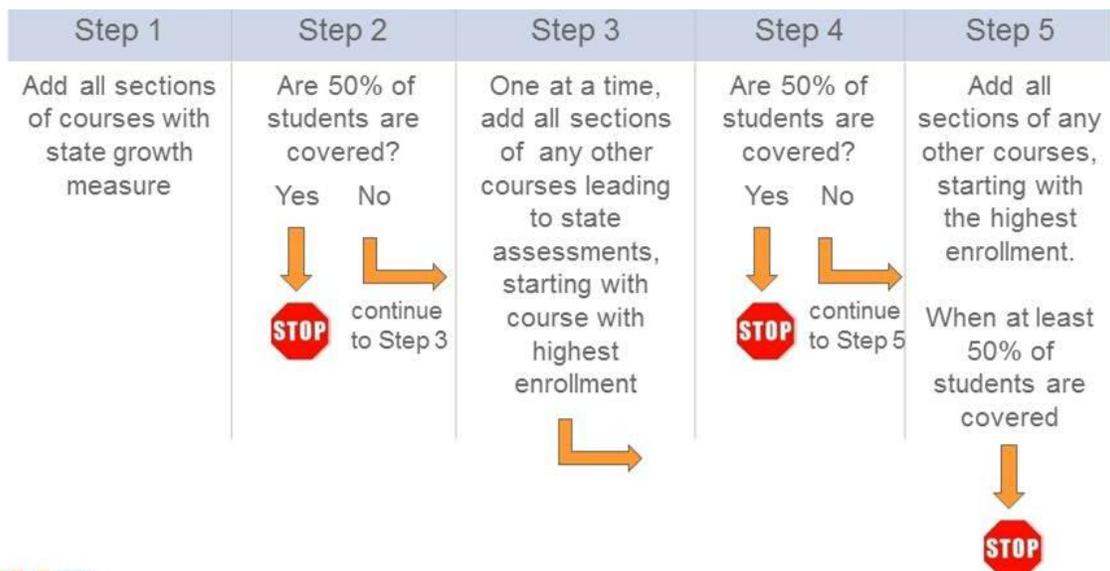
RULES FOR ASSIGNING TEACHERS TO STATE AND LOCAL MEASURES

36) **Teacher license:** Does a teacher’s license area impact his/her State or Local Measures?

State and Local Measures should be based on the grades/subjects that a teacher teaches, not on a teacher’s license area.

37) **50% rule:** What is the 50% rule? Can schools go above or below the 50% rule?

For teachers of multiple courses, any courses that result in a state growth score must always be used for a teacher’s State Measures. If a teacher does not teach any courses that result in state growth scores, or state growth score courses cover less than 50% of a teacher’s students, use the following chart to determine which courses (and associated assessments) should be used:



For State Measures, principals can choose to go above the 50% rule (i.e., to include more than 50% of a teacher’s courses). For Local Measures, DOE data tools will assume that assessment selections used to calculate a teacher score will also be based on the 50% rule. Where appropriate, principals will have the ability to make corrections to these tools to include more or less than 50% of a teacher’s courses.

38) **Minimum number of students:** Is there a minimum number of students for State and Local Measures (when using an individual target population)?

The minimum number of students for State and Local Measures varies based on the growth measurement.

For SED growth models, SED will not calculate growth scores for teachers if they have fewer than 16 students (across all applicable subjects/grades). For DOE growth models, the DOE will not calculate growth scores for teachers if they have fewer than 6 students.

There is no minimum number of students for goal-setting.

If a school anticipates that a teacher will have fewer than the minimum number of students required to calculate growth scores they should:

- a) Select an assessment with a grade or school target population (if allowed) or
- b) Use goal-setting as the growth measurement for that assessment.

39) Minimum time for student-teacher assignment: When using an individual target population, is there a minimum amount of time that a student needs to be assigned to a teacher in order to have that student's results included in the teacher's State or Local Measures score?

The minimum amount of time that a student needs to be assigned to a teacher in order to include that student's results in the teacher's State or Local Measures score is 3 months before the post-test administration.

Only students who take the post-test assessment will be included in a teacher's score. If a student is assigned to a teacher for 3 months or more but moves to a different teacher before the post-test is administered:

- For state assessments, the student will be included in the teacher's score.
- For NYC performance assessments and approved 3rd party assessments, the student will be included in the teacher's score if the post-test was administered in the same school (otherwise, the student will not be included in the teacher's score).

If a student is assigned to a teacher for 3 months or more and enters the teacher's course after baseline assessments have been administered, see question 16 for information about students without baseline assessments.

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