

*Middle School (Grades 6-8)*

# Measures of Student Learning Guide

A Guide for School Committees and Principals  
August 1, 2013



**Department of  
Education**

*Dennis M. Walcott, Chancellor*

# Introduction

## Audience

- ✓ This document is intended as a guide to support **principals and School Local Measures Committees**.

## Purpose of this Document

- ✓ **Introduce Measures of Student Learning:** Provide an overview of what Measures of Student Learning are and how they fit into the new evaluation and development system.
- ✓ **Provide enough information to get principals and School Local Measures Committees started on the work:** Outline the structure for decision making to get committees started.

## Future Resources and Next Steps

**This document is NOT designed to provide all the information you need to know. There will be additional supports released this summer.**

- ✓ **Summer Training:** Principals and school teams will be trained on the entire evaluation and development system in July/August.
- ✓ **Interactive Tool:** Committees/principals will ultimately select measures in an interactive tool to be released later this summer.
- ✓ **Measures of Student Learning Specialists:** Experts will be assigned to clusters to assist with implementation.
- ✓ **Additional information** will be provided regarding specific populations of teachers, such as teachers of students with disabilities and teachers in transfer schools.

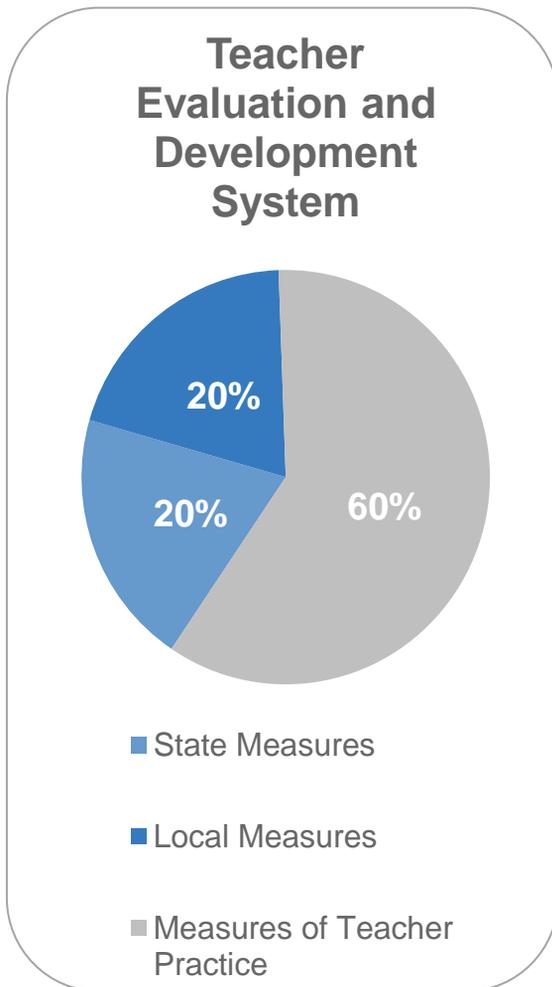
Please note that principals should still make Periodic Assessment selections through the end of the school year. After considering the Measures of Student Learning assessment options, principals will have an opportunity to inform the Periodic Assessment team at the end of the summer if they no longer want PA materials they may have ordered in June. As a reminder, schools are not required to use any resources from the Periodic Assessment portfolio.

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# Overview of Measures of Student Learning

The Measures of Student Learning requirement of the new teacher evaluation and development system offers schools an opportunity to examine their beliefs about assessment, review how they use assessment to drive instructional decision making, and refine their systems and structures to ensure teachers' use of assessment leads to more effective teaching and increased student learning.



## Measures of Student Learning (40%)

- Every teacher will have 2 different measures of student learning
  - State Measures
  - Local Measures
- Multiple measures offer a more valid, robust picture of teacher performance, providing teachers with multiple sources of feedback

The School Local Measures Committee is responsible for making recommendations to the principal about: 1) the Local Measures assessment options that all teachers in the school will implement, and 2) the growth measurements that will be used to calculate teachers' scores based on assessment results. Committees will recommend Local Measures selections to principals. This is an annual process.

Where there is choice, principals will select the State Measures for their schools.

# Guiding Principles For New System and Local Measures

**Instructionally valuable**

Supports educators in making instructional decisions

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**Supports development**

Helps educators improve their practice

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**School-level Autonomy**

Creates options to support school-level autonomy where possible

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**Reliable and Valid**

Provides consistent and accurate measures of educator effectiveness

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**Fair**

Does not disadvantage educators based on population of students served

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**Transparent**

Clear and understandable to educators

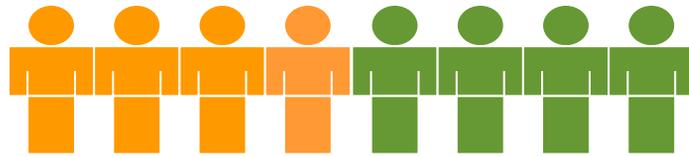
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**Feasible**

Can be implemented without undue burden

# Overview of Committee

**8 members:** The principal will select 4 members (either teachers or administrators) and the UFT chapter leader will select the other 4 members. All members must be from the school. The principal and chapter leader may be members of the committee. Generally, the principal and chapter leader are encouraged to participate in the committee to ensure alignment between state and locally selected measures.



**The committee members will determine which Local Measures make the most sense for its school. These choices are governed by SED rules (see Appendix A for more information).**

**The committee will recommend decisions to the principal, who may accept the recommendation or opt for the default measures (see Appendix C for default options).**

- **September 9 deadline:** For the 2013-14 school year, the principal must make a selection by the first day of classes.
- Schools can use existing structures/time for committees to meet, or they can create additional time with per session compensation.
- Principals should discuss with committees the expected selections for the State Measures, as this will likely inform the committee's Local Measures recommendations.

# Six Decision Steps

Committees will follow the six steps below, using this document as a resource throughout the process. It is recommended that this take place over a series of meetings. For suggested meeting agendas, see Appendix B.

## Six-Step Process

- 1 Discuss important **introductory information**.

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- 2 Review **assessment options**.

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- 3 Finalize **assessment selection**.

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- 4 Review **growth measurements**.

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- 5 Finalize **growth measurements**.

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- 6 Present **recommended approach** to principal.

# Step 1

## Six-Step Process (Estimated time: one hour per step)

- 1 Discuss important **introductory information**.

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- 2 Review **assessment options**.

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- 3 Finalize **assessment selection**.

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- 4 Review **growth measurements**.

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- 5 Finalize **growth measurements**.

---

- 6 Present **recommended approach** to principal.

# Step 1: Introductory Information



**Key Outcome:** Common understanding of the charge of the committee.

## Key Questions/Steps:

- **Research:**
  - Review the information on the following slides to answer the questions below.
- **Discuss:**
  - Group norms
  - What are we being asked to do?
  - What is pre-determined and where is there choice?
  - What is the relationship between the State and Local Measures?
  - How does this process look different for different teachers?

# Decisions to be Made: 6-8

The School Local Measures Committee is responsible for making decisions about the items in blue (with principal approval).

The principal is responsible for making decisions about the items in orange.

The items in black are pre-determined by the state.

Grade*	Local Measures	State Measures
6-8: ELA	Assessment(s): NYC Performance Assessments Target Population: Individual Measurement: _____	Assessment: 6-8 State ELA Tests Target Population: Individual Measurement: Growth Model (SED)
6-8: Math	Assessment(s): _____ Target Population: _____ Measurement(s): _____	Assessment: 6-8 State Math Tests Target Population: Individual Measurement: Growth Model (SED)
6-8: Social Studies	Assessment: _____ Target Population: _____ Measurement: _____	Assessment: NYC Performance Assessments Target Population: Individual Measurement: _____
6-7: Science	Assessment: _____ Target Population: _____ Measurement: _____	Assessment: NYC Performance Assessments Target Population: Individual Measurement: _____
8: Science	Assessment: _____ Target Population: _____ Measurement: _____	Assessment: Grade 8 Science Test <i>Baseline:</i> _____ Target Population: Individual Measurement: _____

**\*Teachers of students with disabilities** and push-in/pull-out teachers (including AIS) must use assessments in the grades/subjects they teach. For alternate assessment students see Appendix D and D75 supplement.

# Decisions to be Made: 6-8 continued

The School Local Measures Committee is responsible for making decisions about the items in blue (with principal approval).

The principal is responsible for making decisions about the items in orange.

The items in black are pre-determined by the state.

Grade*	Local Measures	State Measures
ESL	Assessment: _____ Target Population: _____ Measurement: _____	Assessment: NYSESLAT Baseline: _____ Measurement: _____
Other Teachers	Assessment: _____ Target Population: _____ Measurement: _____	Assessment: _____ Measurement: _____

**\*Teachers of students with disabilities** and push-in/pull-out teachers (including AIS) must use assessments in the grades/subjects they teach. For alternate assessment students see Appendix D and D75 supplement.

# Decisions to be Made

*Although principals make decisions about State Measures and committees make decisions about Local Measures, these two decisions go hand in hand.*



*Principals should discuss with their committees their expected selections for State Measures for teachers with non-required measures.*

*Example: Because middle school math teachers are required to use the State Math Test for their State Measure, the committee decided that to use an available 3<sup>rd</sup> Party Assessment (Scantron) for the Local Measure so that a variety of assessments are used. Note: The committee could have also selected NYC Performance Assessments or State Assessments for Local Measures. See page 21 for all available options.*

Subject	Local Measures	State Measures
6-8 Math	Assessment: 3 <sup>rd</sup> Party Assessment Target Population: Individual	Assessment: State Math Test Target Population: Individual

*A principal may also choose to adjust their selections for State Measures based on the selections made by their school committee.*

# Decisions to be Made: Sample Measures by Grade Level

*Rationale for choosing these measures: This sample minimizes new work at the school.*

Grade*	Local Measures	State Measures
6-8: ELA	<p><b>Assessment:</b> NYC Performance Assessments</p> <p><b>Target Population:</b> Individual</p> <p><b>Measurement:</b> Growth Model</p>	<p><b>Assessment:</b> 6-8 State ELA Tests</p> <p><b>Target Population:</b> Individual</p> <p><b>Measurement:</b> Growth Model (SED)</p>
6-8: Math	<p><b>Assessment:</b> State Math Tests</p> <p><b>Target Population:</b> School</p> <p><b>Measurement:</b> Growth Model</p>	<p><b>Assessment:</b> 6-8 State Math Tests</p> <p><b>Target Population:</b> Individual</p> <p><b>Measurement:</b> Growth Model (SED)</p>
6-8: Social Studies	<p><b>Assessment:</b> State ELA Tests</p> <p><b>Target Population:</b> School</p> <p><b>Measurement:</b> Growth Model</p>	<p><b>Assessment:</b> NYC Performance Assessments</p> <p><b>Target Population:</b> Individual</p> <p><b>Measurement:</b> Growth Model</p>
6-7: Science	<p><b>Assessment:</b> State Math and ELA</p> <p><b>Target Population:</b> School</p> <p><b>Measurement:</b> Growth Model</p>	<p><b>Assessment:</b> NYC Performance Assessments</p> <p><b>Target Population:</b> Individual</p> <p><b>Measurement:</b> Growth Model</p>
8: Science	<p><b>Assessment:</b> Grade 8 Science Test</p> <p><b>Target Population:</b> School</p> <p><b>Measurement:</b> Growth Model</p>	<p><b>Assessment:</b> Grade 8 Science Test</p> <p><b>Baseline:</b> Grade 7 Math.</p> <p><b>Target Population:</b> Individual</p> <p><b>Measurement:</b> Growth Model</p>
ESL	<p><b>Assessment:</b> State ELA and Math</p> <p><b>Target Population:</b> School</p> <p><b>Measurement:</b> Growth Model</p>	<p><b>Assessment:</b> NYSESLAT</p> <p><b>Baseline:</b> Prior Year NYSESLAT</p> <p><b>Target Population:</b> Individual</p> <p><b>Measurement:</b> Growth Model</p>
Other Teachers	<p><b>Assessment:</b> State ELA and Math</p> <p><b>Target Population:</b> School Lowest Third</p> <p><b>Measurement:</b> Growth Model</p>	<p><b>Assessment:</b> State ELA and Math</p> <p><b>Target Population:</b> School</p> <p><b>Measurement:</b> Growth Model</p>

\*Teachers of students with disabilities and push-in/pull-out teachers (including AIS) must use assessments in the grades/subjects they teach. For alternate assessment students see Appendix D and D75 supplement.

# Step 2

## Six-Step Process (Estimated time: one hour per step)

- 1 Discuss important **introductory information**.

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- 2 Review **assessment options**.

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- 3 Finalize **assessment selection**.

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- 4 Review **growth measurements**.

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- 5 Finalize **growth measurements**.

---

- 6 Present **recommended approach** to principal.

# Step 2: Review assessment options



**Key Outcome:** Identify options for the Local Measure in each grade and subject at your school.

## Key Questions/Steps:

- **Research:**
  - Review the assessment options on the following pages and then determine the possibilities for teachers in each grade/content area in your school.
- **Discuss:**
  - What are the pros and cons of each assessment type?
  - Which of the available assessments for each grade level currently exist in our school?
  - What are the implications of using existing assessments vs. adding new assessments?
  - Where the choice is available, do we prefer to be held accountable for school-wide outcomes, or do we prefer individual teacher outcomes?
- **Identify:**
  - Preferences for assessment types and target groups.

# Assessment Types

*Read the next few slides for information on assessment types. Discuss the pros and cons of each.*

	Assessment Type*	Target Population Options	Example (6-8)
	State Assessments	Individual** Grade School	6-8 Math and ELA State Assessments
	3 <sup>rd</sup> Party Assessments	Individual School	Performance Series
	NYC Performance Assessments (developed w/ NYC Teachers)	Individual	New! (for release this year)

\* All three types of tests are created in conjunction with assessment experts. We hope to add additional options in future years, and will update the menu of available assessments each year.

**Target Population** refers to the students who may be included in the measure for a given assessment.

**Individual:** only those students that a teacher teaches

**Grade:** students in a given grade level

**School:** all students within the school

\*\* All teachers whose courses end with a State Assessment are required to use an individual teacher's students growth for their State Measure. This cannot be repeated for the Local Measure. However, this test may be used for a Local Measure if growth is measured from a different set of students (e.g., lowest third of students in class). This also applies when the same assessment is selected in the State and Local Measures for a grade or schoolwide.

# Assessment Options: State Assessments (for Local Measures)

## State Assessments

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**State Assessments measure the performance of students on state-created tests.**

## Considerations

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State Assessments do not introduce new assessments or additional work in schools.

Teachers whose courses end with a State Assessment must be held accountable for the performance of their own students as their State Measure. If chosen for the Local Measure, the progress of the teachers' lowest-performing third of students will be used.

Even if an individual teacher does not teach a course ending with a State Assessment, it might be an option for that teacher to use grade-wide or school-wide performance on these State Assessments as their Local Measure.

Depending on a teacher's course load, there may be State Assessments that are not a part of their "state" component of their evaluation that they could use for the Local Measures component. (e.g., teachers of accelerated math in middle school would not have Integrated Algebra Regents as part of their State Measures).



# Assessment Options: 3<sup>rd</sup> Party Assessments

## 3<sup>rd</sup> Party Assessments

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**3<sup>rd</sup> Party Assessments** are developed by assessment experts. Many are already used in schools across NYC. Some of these assessments are closer to performance tasks than standardized, multiple choice assessments.

## Considerations

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Only state-approved 3<sup>rd</sup> party assessments can be used. Not all NYC assessments are on this list.

Not available for all grades and subjects.

Include both pre- and post-tests. Schools will need to implement additional administration procedures to implement 3<sup>rd</sup> party assessments for use as Measures of Student Learning for teacher evaluation.

Teachers cannot score their own students post-test results (per state law).



# 3<sup>rd</sup> Party Assessments

If your school is already using 3<sup>rd</sup> Party Assessments and decides to prioritize 3<sup>rd</sup> Party Assessments, they would be available in the following grades and subjects. For teachers without subject-specific approved assessments, schools may also choose to use assessment options available for other grades/subjects, including the 3<sup>rd</sup> Party Assessments listed below.

*Please see Appendix D for description of available 3<sup>rd</sup> Party Assessments.*

Grade	Local Measures	State Measures
6-8: Math	3 <sup>rd</sup> Party Assessments: Performance Series	

# Assessment Options: NYC Performance Assessments

## NYC Performance Assessments

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NYC Performance Assessments are authentic tasks (e.g., evidence-based essay) scored against common rubrics. NYC Performance Assessments have been developed by the NYC DOE with NYC teachers and assessment experts to be used as a Measures of Student Learning for teachers' evaluation.

## Considerations

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NYC Performance Assessments are not available for all grades and subjects. These are new assessments; they are not the same as performance assessments some schools are already implementing.

NYC Performance Assessments include both pre- and post-tests.

NYC Performance Assessments require schools to allocate additional time and resources for scoring, training, and recording students' results.

Teachers cannot score their own students' post-test results (per state law).

# NYC Performance Assessments

If your school decides to prioritize NYC Performance Assessments, they would be available in the following grades and subjects. For teachers without subject-specific approved assessments, schools may also choose to use assessment options available for other grades/subjects, including the NYC Performance Assessments listed below.

*Please see Appendix D for description of available NYC Performance Assessments.*

Additional performance assessments will be available in future years for more grades and subjects.

Grade	Local Measures	State Measures
6-8: ELA	<b>NYC Performance Assessments:</b> ELA	
6-8: Math	<b>NYC Performance Assessments:</b> Integrated Algebra	
6-8: Social Studies	<b>NYC Performance Assessments:</b> Social Studies	<b>NYC Performance Assessments:</b> Social Studies
6-7: Science	<b>NYC Performance Assessments:</b> Science	<b>NYC Performance Assessments:</b> Science
8: Science	<b>NYC Performance Assessments:</b> Living Environment	

# Assessment Options: Preface

On the upcoming slides, you will see assessment options for teachers in your school.

There are a few important items to note:

**1. The assessment list is more detailed for some teachers than for others given assessment availability.**

There are currently no approved individual assessments available for teachers with specialties, including:

Arts

Physical Education & Health

Foreign Languages

Librarians

For these teachers, schools may choose to use assessment options available for other grades/subjects, as appropriate. Teachers of these specialties do not all have to use the same assessment and measurement.

**2. Teachers of students with disabilities and push-in/pull-out teachers (including AIS) must use assessments in the grades/subjects they teach. For alternate assessment students see Appendix D and D75 supplement.**

**3. Some assessments require selecting accompanying baselines, when students do not have previous test scores to use as a baseline. Schools can chose their own baseline or one of the baselines listed in this guide.**

# Assessment Options: 6-8

The list below captures assessments that may be used for Local Measures. The target population options are indicated in parentheses under the assessment type.

In addition to the options listed below, schools may use assessments available for other MS grades/subjects, including State Assessments, 3rd Party Assessments, and NYC Performance Assessments. Allowable target populations for each assessment type are detailed on page 16.

Grade*	Local Measures	State Measures
6-8: ELA	<b>NYC Performance Assessments (Individual)</b> ELA (Choose: Writing Prompt <b>or</b> DRA2, F&P, TCRWP)	<b>State ELA Tests (Individual)</b>
6-8: Math	<b>State Assessments (School, Grade, Individual lowest third)</b> State Math**  <b>State Assessments (School, Grade)</b> State ELA  <b>3<sup>rd</sup> Party Assessments (Individual, School)</b> Performance Series  <b>NYC Performance Assessment (Individual)</b> Integrated Algebra only**	<b>State Math Tests (Individual)</b>
6-8: Social Studies	<b>State Assessments (School, Grade)</b> State Math State ELA  <b>NYC Performance Assessment (Individual lowest third)</b> Social Studies	<b>NYC Performance Assessments (Individual)</b>

**\*Teachers of students with disabilities** and push-in/pull-out teachers (including AIS) must use assessments in the grades/subjects they teach. For alternate assessment students see Appendix D and D75 supplement.

\*\*Middle schools may use Integrated Algebra Regents or NYC Performance Assessments as the Local Measures for teachers of accelerated math. They may also use the 8<sup>th</sup> grade State Math Test.

# Assessment Options: 6-8 continued

The list below captures assessments that may be used for Local Measures. The target population options are indicated in parentheses under the assessment type.

*In addition to the options listed below, schools may use assessments available for other MS grades/subjects, including State Assessments, 3rd Party Assessments, and NYC Performance Assessments. Allowable target populations for each assessment type are detailed on page 16.*

Grade*	Local Measures	State Measures
6-7: Science	<p><b>State Assessments (School, Grade)</b> State Math State ELA State Science</p> <p><b>NYC Performance Assessment (Individual lowest third)</b> Science</p>	<p><b>NYC Performance Assessments (Individual)</b></p>
8: Science	<p><b>State Assessments (School, Grade)</b> State Math State ELA State Science** (also Individual lowest third)</p> <p><b>NYC Performance Assessment (Individual)</b> Living Environment**</p>	<p><b>State Grade 8 Science (Individual)</b></p> <p><i>Baseline: Principals can select from 7<sup>th</sup> Grade Math, NYC Performance Assessment pre-test, or school-selected baseline.</i></p>

**\*Teachers of students with disabilities and push-in/pull-out teachers (including AIS) must use assessments in the grades/subjects they teach. For alternate assessment students see Appendix D and D75 supplement.**

\*\*Middle schools may opt to use Living Environment or Earth Science Regents or Living Environment Performance Assessments as the Local Measures for teachers of accelerated science. They can also use the 8<sup>th</sup> grade State Science Test.

# Assessment Options: 6-8 continued

The list below captures assessments that may be used for Local Measures. The target population options are indicated in parentheses under the assessment type.

*In addition to the options listed below, schools may use assessments available for other MS grades/subjects, including State Assessments, 3rd Party Assessments, and NYC Performance Assessments. Allowable target populations for each assessment type are detailed on page 16.*

Grade*	Local Measures	State Measures
ESL	<p>State Assessments (School, Grade) State ELA and Math</p> <p>State Assessments (School, Individual lowest third) NYSESLAT</p>	<p>NYSESLAT (Individual)</p> <p><i>Baseline: Prior year NYSESLAT</i></p>
Other Teachers	<p>For teachers without subject-specific approved assessments, schools may use assessment options available for other MS grades/subjects, including State Assessments, 3rd Party Assessments, and NYC Performance Assessments.</p>	<p><i>Principal selects from same options as Local.</i></p>

**\*Teachers of students with disabilities and push-in/pull-out teachers (including AIS) must use assessments in the grades/subjects they teach. For alternate assessment students see Appendix D and D75 supplement.**

**\*\*Middle schools may opt to use Living Environment or Earth Science Regents or Living Environment Performance Assessments as the Local Measures for teachers of accelerated science. They can also use the 8<sup>th</sup> grade State Science Test.**

# Step 3

## Six-Step Process (Estimated time: one hour per step)

- 1 Discuss important introductory information.

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- 2 Review assessment options.

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- 3 Finalize **assessment selection.**

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- 4 Review growth measurements.

---

- 5 Finalize growth measurements.

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- 6 Present **recommended approach** to principal.

# Step 3: Finalize assessment selection



**Key Outcome:** Select assessments and the level at which you wish to use them.

## Key Questions/Steps:

- **Research:**
  - Review assessment options and levels.
- **Discuss:**
  - Do we want to only use assessments we currently administer, or introduce new assessments?
  - Do we want to use a group measure whenever possible or use individual teacher/grade measures where appropriate?
  - Which choices best align with our beliefs about student learning, our student population, and our assessment recommendations?
- **Identify:**
  - Assessment and measure level for each grade level/content area.

# Select Assessments

Choose the assessment(s) and target population your committee would like to use for each grade level for the Local Measure. Remember to keep state selections in mind. A blank template is given below with EXAMPLE principal selections in the state column.

Grade*	Local Measures	State Measures
6-8: ELA	NYC Performance Assessments ELA Target Population: Individual	Assessment: 6-8 State ELA Tests Target Population: Individual
6-8: Math	Assessment: _____ Target Population: _____	Assessment: 6-8 State Math Tests Target Population: Individual
6-8: Social Studies	Assessment: _____ Target Population: _____	Assessment: NYC Performance Assessments Target Population: Individual
6-7: Science	Assessment: _____ Target Population: _____	Assessment: NYC Performance Assessments Target Population: Individual
8: Science	Assessment: _____ Target Population: _____	Assessment: Grade 8 Science Test <i>Baseline: Grade 7 Math.</i> Target Population: Individual
ESL	Assessment: _____ Target Population: _____	Assessment: NYSESLAT <i>Baseline: Prior Year NYSESLAT</i> Target Population: Individual
Other Teachers	Assessment: _____ Target Population: _____	Assessment: State ELA and Math Target Population: School

**\*Teachers of students with disabilities** and push-in/pull-out teachers (including AIS) must use assessments in the grades/subjects they teach. For alternate assessment students see Appendix D and D75 supplement.

# Step 4

## Six-Step Process (Estimated time: one hour per step)

- 1 Discuss important **introductory information**.

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- 2 Review **assessment options**.

---

- 3 Finalize **assessment selection**.

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- 4 Review **growth measurements**.

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- 5 Finalize **growth measurements**.

---

- 6 Present **recommended approach** to principal.

# Step 4: Review Methods for Measuring Growth



**Key Outcome:** Understand the difference between goal-setting and growth model and identify preference.

## Key Questions/Steps:

- **Research:**
  - Review growth measurements on the following slides.
- **Discuss:**

The pros and cons of each method:

  - What are the benefits and challenges of growth models as an option?
  - What are the benefits and challenges of goal-setting as an option?
  - Which method best aligns with our beliefs about student learning, our student population, and our assessment recommendations?
- **Identify:**
  - Pros, cons, and preferences of both methods.

# Summary of Growth Measurements

Committees will choose between one of the two growth measurements below for each assessment and level selected in Step 3.

## Two Measurement Options



**Goal-Setting:** Teachers and principals set targets for how students will perform on assessments. Principals approve targets. DOE will provide predicted targets that principals and teachers may choose to adjust.

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**Growth Models:** NYC DOE calculates student targets, results, and teachers' scores for teachers and principals. Results are shared after assessments have been administered so student growth can be compared to similar students' performance on assessments.

# Growth Measurement: Goal-Setting

## Goal-setting

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Goal-setting requires teachers and principals to set targets for how their students will perform on assessments, based on their baseline performance\* and other student characteristics. Principals approve teachers' goals. The DOE will provide teachers and principals with predicted targets based on students' baseline and historical achievement and demographic characteristics.

## Considerations

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Goal-setting requires schools to allocate additional time and resources for setting student targets and recording results.

A teacher's rating will be based on the percentage of students who meet or exceed their goal.

Goal-setting may be particularly valuable for teachers/schools with unique student populations or high mobility.

Goal-setting allows teachers and principals to take into account a broader range of qualitative information on their students.

Goal-setting will be more challenging in grades and subjects with new or changing assessments.

\* If a principal chooses a school-selected baseline for State Measures, the school must use goal-setting as their growth measurement for that assessment.



# Steps in Goal-Setting Process

- 1 Administer baseline assessments to students.** This is required for some assessment options, as well as for all newcomers without prior assessment history. Report baseline assessment results.

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- 2 DOE sends teachers and schools predicted student targets for how individual students are predicted to perform on assessments.** Predictions will be based on baseline performance, student achievement history and student demographic characteristics.

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- 3 Teachers review DOE predicted targets.** Teachers may choose to adjust these targets based on additional information about their students. Teachers submit student targets to principals.

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- 4 Principals approve or adjust student targets.** Principals and teachers report finalized student targets.



# Growth Measurement: Growth Models

## Growth Models

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Growth models are calculated by the DOE and measure students' growth compared to similar students. The DOE will provide student targets, results, and teachers' scores to teachers and principals after assessments have been administered.

## Considerations

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Growth model scores do not introduce new work in schools.

Growth model scores enable schools to compare their students' and teachers' performance to similar students.

Growth model scores give teachers credit for the degree to which students exceed predicted growth (goal-setting measures whether or not they achieved average growth).

Growth model score results are not available until after assessments have been administered (i.e., the following spring/summer).



# Step 5

## Six-Step Process (Estimated time: one hour per step)

- 1 Discuss important **introductory information**.

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- 2 Review **assessment options**.

---

- 3 Finalize **assessment selection**

---

- 4 Review **growth measurements**.

---

- 5 Finalize **growth measurements**.

---

- 6 Present **recommended approach** to principal.

# Step 5: Finalize Growth Measurements



**Key Outcome:** Select growth measurements and target populations to go with each assessment chosen in Step 3.

## Key Questions/Steps:

- **Review:**
  - Review the Step 3 assessment selections as well as state assessments/growth measures before finalizing this step.
- **Discuss:**
  - When does it make sense to use goal-setting vs. growth models?
  - Which target population do we want to use for each of the selected assessments (individual/grade/school-wide)?
- **Identify:**
  - Growth measurement and target population for each grade/content area (see next slide for example).

# Select Growth Measurements

Choose the growth measurements your committee would like to use for each selected assessment. Remember to keep state selections in mind. A blank template is given below with EXAMPLE principal selections in the state column.

Grade*	Local Measures	State Measures
6-8: ELA	NYC Performance Assessment ELA Target Population: Individual Measurement(s): _____	Assessment: 6-8 State ELA Tests Target Population: Individual Measurement: Growth Model (SED)
6-8: Math	Assessment(s): _____ Target Population: _____ Measurement(s): _____	Assessment: 6-8 State Math Tests Target Population: Individual Measurement: Growth Model (SED)
6-8: Social Studies	Assessment(s): _____ Target Population: _____ Measurement(s): _____	Assessment: NYC Performance Assessments Target Population: Individual Measurement: Growth Model
6-7: Science	Assessment(s): _____ Target Population: _____ Measurement(s): _____	Assessment: NYC Performance Assessments Target Population: Individual Measurement: Growth Model
8: Science	Assessment(s): _____ Target Population: _____ Measurement(s): _____	Assessment: Grade 8 Science Test <i>Baseline: Grade 7 Math.</i> Target Population: Individual Measurement: Growth Model

**\*Teachers of students with disabilities** and push-in/pull-out teachers (including AIS) must use assessments in the grades/subjects they teach. For alternate assessment students see Appendix D and D75 supplement.

# Select Growth Measurements

Choose the growth measurements your committee would like to use for each selected assessment. Remember to keep state selections in mind. A blank template is given below with EXAMPLE principal selections in the state column.

Grade*	Local Measures	State Measures
ESL	Assessment(s): _____ Target Population: _____ Measurement(s): _____	Assessment: NYSESLAT <i>Baseline: Prior Year NYSESLAT</i> Target Population: Individual Measurement: Growth Model
Other Teachers	Assessment(s): _____ Target Population: _____ Measurement(s): _____	Assessment: State ELA and Math Target Population: School Measurement: Growth Model

**\*Teachers of students with disabilities** and push-in/pull-out teachers (including AIS) must use assessments in the grades/subjects they teach. For alternate assessment students see Appendix D and D75 supplement.

# Step 6

## Six-Step Process (Estimated time: one hour per step)

- 1 Discuss important introductory information.

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- 2 Review assessment options.

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- 3 Finalize assessment selection.

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- 4 Review growth measurements.

---

- 5 Finalize growth measurements.

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- 6 Present **recommended approach** to principal.

# Step 6: Present Approach



**Key Outcome:** Present recommendation for Local Measure assessments and growth measurements to the principal.

## Key Questions/Steps:

- **Finalize**
  - Draft of all grades and chosen assessments and growth measurements for each.
- **Discuss:**
  - How do we want to present this to the principal?  
Staff members in our school?
  - What is the most helpful explanation of why we chose what we chose?
- **Next steps:**
  - If the principal is not on committee, decide which members of the committee will attend/make the presentation to the principal.
  - Meet with/present recommendations to the principal.
  - Agree on a protocol for discussing the work of the committee with the rest of the school community.
- **Principals:**
  - Tell the committee his/her decision on whether to use the selected options or the default options.
  - Discuss how the decision will be shared with the rest of the school community.

**Appendix A:  
Rules for Measures of Student  
Learning from the State Education  
Department (SED)**

# Overview of SED Rules

## Rules Common Throughout NY State

- SED has set specific rules for the **types of assessments** that can be used in evaluations, and how they are scored and stored.
  - For example, teachers are not allowed to select their own assessments or score their own students' work for post-tests.
- For the **State Measures component** of the evaluation system, SED has created “student learning objectives” (SLO) guidance that prescribes which assessments and grades/subjects must be assessed for different teachers.
  - For example, teachers of courses leading to State Assessments must use these assessments as part of their evaluation.
- **SED's goal** in setting these rules is to ensure that assessments used throughout the state are comparable and rigorous.

## SED Rules for NYC

- As part of SED's decision regarding the details of NYC's evaluation system, **SED set additional rules, specific to NYC, about which measures could be used for evaluation.** These rules were informed by both the DOE's and UFT's positions on this topic, as well as SED's determination of what measures were in the best interests of students.

**Notable rules are described on the next page. The DOE will release an interactive tool over the summer to support schools as they select Measures of Student Learning that follow these and other SED rules.**

# Notable Rules from SED

Grade	Local Measures	State Measures
6-8: ELA and Math	<p>Teachers must use <u>NYC Performance Assessments if available</u>. If not available, teachers must use at least one of the following options (where available): 3<sup>rd</sup> Party Assessments or State Assessments.</p>	<p>Teachers must use Growth Score provided by SED.</p>
8 Science	<p>Teachers must use at least one of the following options (where available): 3<sup>rd</sup> Party Assessments, State Assessments, NYC Performance Assessments.</p>	<p>Teachers must use State Science Test.</p>
6-7 Science & 6-8 Social Studies	<p>Teachers must use at least one of the following options (where available): 3<sup>rd</sup> Party Assessments, State Assessments, NYC Performance Assessments.</p>	<p><u>Teachers must use NYC Performance Assessments if available</u>. If not available, teachers must use 3<sup>rd</sup> Party Assessments. School-wide and grade-level results are not allowed.</p>
ESL	<p>Teachers must use at least one of the following options (where available): 3<sup>rd</sup> Party Assessments, State Assessments, NYC Performance Assessments.</p>	<p>Teachers must use NYSESLAT if more than 10 students take the NYSESLAT.</p>
All Other Teachers	<p>Teachers must use at least one of the following options (where available): 3<sup>rd</sup> Party Assessments, State Assessments, NYC Performance Assessments.</p>	<p><u>Teachers must use NYC Performance Assessments if available</u>. If not available, teachers must use at least one of the following options (where available): 3<sup>rd</sup> Party Assessments or State Assessments</p>

# Glossary of Terms

Term	Definition
3 <sup>rd</sup> Party Assessments	Assessments developed by vendors. Many are already used in schools across NYC. Some of these assessments are closer to performance tasks than standardized, multiple choice-only assessments.
NYC Performance Assessments	Authentic tasks (e.g., evidence-based essay) developed by NYC teachers, DOE, and assessment experts and scored against common rubrics.
Baseline	Baseline are paired with assessments to measure student growth over time. Some assessments require selecting accompanying baselines, such as AP exams, when students do not have previous test scores to use as a baseline.
Goal-setting model	Measurement method where students' progress is looked at in relation to targets set for each child at the beginning of the year. Predicted targets are provided by the DOE and can be adjusted by a teacher and principal; all targets must be approved by the principal.
Growth models	Measurement method where students' growth is compared to similar students. The DOE will provide student targets, results, and teachers' scores to teachers and principals after assessments have been administered.
State Measures	The category of measures of student learning that includes State Assessments or, where there are no State Assessments, the list of allowable measurements and assessments that can be used. Where there are choices in State Measures, the principal makes the choice. Options include State Assessments, 3 <sup>rd</sup> party assessments, NYC Performance Assessments.
Local Measures	The category of measures of student learning that includes options chosen by the school committee and approved by the principal (or default chosen). Options include State Assessments, 3 <sup>rd</sup> party assessments, NYC Performance Assessments. If the committee cannot reach consensus, or the principal does not approve their recommendation, a default, school-wide measure will be used.

# **Appendix B: Committee Sample Agendas for Six- Step Process**

# Example: 6 One-Hour Meetings

Committees must submit their recommendations to principals by September 9. The following pages provide a sample meeting schedule and agendas that can be used to facilitate the committee meetings necessary to formulate Measures of Student Learning recommendations.

1

Discuss important introductory information.

2

Review assessment options

3

Finalize assessment selections

4

Review growth measurements

5

Finalize growth measurements

6

Present recommended approach

# School Committee Meeting #1

## Agenda

1

Discuss important introductory information.

- 1) Discuss the purpose of the committee (relevant documents/guidance should have been assigned and reviewed prior to first meeting).
- 2) Establish norms for discussion, information sharing, and decision making.
- 3) Assign roles to committee members (e.g., chair, recorder, etc.).
- 4) Discuss:
  - What are we being asked to do?
  - What is pre-determined and where is there choice?
  - What is the relationship between the State and Local Measures?
  - How does this process look different for different teachers?
  - Review Step 1 information in guide

# School Committee Meeting #2

## Agenda

2

### Review assessment options

- 1) Brief review of norms.
- 2) Review Step 2 information in guide: Assessment Options.
- 3) Discuss:
  - What are the pros and cons of each assessment type?
  - Which of the available assessments for each grade level currently exist in our school?
  - What are the implications of using existing assessments vs. adding new assessments?
  - Where the choice is available, do we prefer to be held accountable for school-wide outcomes or do we prefer individual teacher outcomes?
- 4) Draft preliminary assessment selections based on discussion.

# School Committee Meeting #3

## Agenda

3

### Finalize assessment selections

1) Review Step 3 information in guide.

2) Discuss:

- Do we want to only use assessments we currently administer, or introduce new assessments?
- Do we want to use a group measure whenever possible or use individual teacher/grade measures where appropriate?
- Which choices best align with our beliefs about student learning, our student population, and our assessment recommendations?

3) Finalize list of assessments and target population (individual classroom, grade-wide, school-wide).

# School Committee Meeting #4

## Agenda

4

### Review growth measurements

1) Review Step 4 information in guide.

2) Discuss:

- What are the benefits and challenges of growth models as an option?
- What are the benefits and challenges of goal setting as an option?
- Which method best aligns with our beliefs about student learning, our student population, and our assessment recommendations?

3) Reflect on preferences between growth models and goal-setting.

# School Committee Meeting #5

## Agenda

5

### Finalize growth measurements

- 1) Review Step 5 information in guide.
- 2) Discuss:
  - When does it make sense to use goal-setting vs. growth models?
  - Which growth measurement do we want to use for each of the selected assessments?
- 3) Finalize growth measurement selections.

# School Committee Meeting #6

## Agenda

6

Present recommended approach

- 1) Review Step 6 information in guide.
- 2) Finalize recommended plan for Local Measures.
- 3) If the principal is **not** on committee:
  - Agree on next steps for communicating decisions with the principal.
  - Decide which members of the committee will attend/make presentation to the principal.
  - Meet with/present recommendations to the principal.
  - Discuss with the principal when approval decision will be made.
  - Agree on a protocol for discussing the work of the committee with the rest of the school community.
  - Discuss with the principal how the decision will be shared with the rest of the school community.
- 4) Agree on a protocol for discussing the work of the committee with the rest of the school community.

# Appendix C: Default Option

# Default

***Rationale:** If the school committee and principal do not agree about the Local Measures recommendation, then a default school-wide measure applies for all teachers in the building.*

Grade	Local Measures	State Measures
<p><b>All Teachers in a Building with Grades 4-8</b></p>	<p><b>Assessment:</b> State ELA &amp; Math Tests (School) <b>Measurement:</b> Growth Model (SED)</p>	<p><b>Assessment:</b> Pre-determined or determined by principal <b>Measurement:</b> Pre-determined or determined by principal</p>
<p><b>All Teachers in a Building without Grades 4-8</b></p>	<p><b>Assessment:</b> Schoolwide: All assessments at the school for State Measures. <b>Measurement:</b> Student average of school growth measures</p>	<p><b>Assessment:</b> Pre-determined or determined by principal <b>Measurement:</b> Pre-determined or determined by principal</p>

# **Appendix D: Description of 3<sup>rd</sup> Party and NYC Performance Assessment Options**

3 <sup>rd</sup> Party Assessment Options	Assessment Description
Scantron Performance Series	Scantron’s Performance Series assessments, only administered by computer, analyze each student’s individual responses to questions as the assessment is being taken and adapt the difficulty of the subsequent questions to zero-in on the student’s current instructional level (independent of his or her enrolled grade level).

Performance Assessment Option	Assessment Description
Grades 6-8	NYC Performance Assessments are authentic tasks (e.g., evidence-based essay), scored against common rubrics. NYC Performance Assessments have been developed by the NYC DOE with NYC teachers and assessment experts to be used as a Measures of Student Learning for teachers’ evaluation.
Alternate Assessment Students	District 75 has worked with partners to develop a beginning and end of year needs inventory for students who take alternate assessments, as well as CCLS-aligned benchmark assessments offered in the fall and spring. For teachers who select the NYC Performance Assessment option as their Local Measures assessment, the NYC Performance Assessment will use data from the spring benchmark assessment.

# Measures of Student Learning for Alternate Assessment Students

Below are the assessment options available for teachers of Alternate Assessment students.

*The School Local Measures Committee is responsible for making decisions about the items in blue (with principal approval).*

*The principal is responsible for making decisions about the items in orange.*

*The items in black are pre-determined by the state.*

Note: Assessments can be used to measure individual classroom performance, grade level performance, or school-wide performance. The available levels of performance are indicated next to the assessment.

Teachers of	Local Measures	State Measures
Alternate Assessment Students	<p>NYSAA State Assessments <i>Target Population:</i> School OR lowest third of students <i>Measurement:</i> Goal-Setting or Growth Model</p> <p>NYC Performance Assessments – <i>Alternative Assessment</i> <i>Target Population:</i> Individual or School <i>Measurement:</i> Goal-Setting or Growth Model</p>	<p>NY State Alternative Assessment (NYSAA)</p> <p><i>Baseline:</i> Principals must select Prior Year NYSAA, NYC Performance Assessment, or school-selected baseline</p> <p><i>Measurement:</i> Goal-Setting or Growth Model</p>