

Attachment B

**Template for Submitting District Proposed Local Indicators Based on Performance Data: P.J SCHUYLER ACHIEVEMENT**

District may propose provisional local indicators for approval by New York State Education Department (NYSED). Districts should select state provided indicators as backup, in the event the local indicators are not approved by NYSED. The proposed indicator should be research based and should have a strong correlation to student academic performance. Please provide answers to the following questions in your proposal.

1	Who will be the district's contact person with respect to this local indicator? Include phone number and e-mail address.	Mark Place, District Data Coordinator 518-475-6176 <a href="mailto:mplace@albany.k12.ny.us">mplace@albany.k12.ny.us</a>
2	What is the name of the proposed local indicator?	NWEA MATH GROWTH
3	What is the rationale for proposing this local indicator? In other words, what does the proposed indicator provide that an existing state indicator does not?	This indicator will allow us to progress monitor throughout the year whereas the indicators based on the NY State assessments will not. We have been using the NWEA MAP-Math assessment for the past three years, and our teachers are able to make instructional decisions for students after each administration.
4	Should this indicator be considered a Level 1 or Level 2 indicator? Indicate the NYSED provided indicator for which the local indicator will substitute. (Level 1 indicators are those that will improve the academic achievement or safety of all students in the school. Level 2 indicators are those that will improve the academic achievement of a subgroup/cohort of students).	Level 1 Not substituting. This is an addition
5	Is the proposed indicator already used by the school/district? If it is an existing indicator, how long has it been in use, and for what purpose is it being used (e.g., planning, reporting, accountability)?	We have been using the NWEA MAP-Reading assessment in the district for the past three years (going into our 4 <sup>th</sup> year). The assessment is the Local Measure for our APPR.  This will be considered a "new" indicator. We will use the NWEA RIT bands established by NWEA in 2011 as our levels to measure growth.

6	If expressed as a percent, which students will be included in the Numerator? Do these students have an identification code in <i>SIRS Manual</i> , <a href="http://www.p12.nysed.gov/irs/sirs/home.html">http://www.p12.nysed.gov/irs/sirs/home.html</a> ? If yes, please provide the SIRS code(s) for the students.	All of the students who have moved three or more levels.
7	If expressed as a percent, which students will be included in the Denominator? Do these students have an identification code in <i>SIRS Manual</i> , <a href="http://www.p12.nysed.gov/irs/sirs/home.html">http://www.p12.nysed.gov/irs/sirs/home.html</a> ? If yes, please provide the SIRS code(s) for the students.	All of the students who have two consecutive Spring administration scores. These students do not have a SIRS identification code.

8 What are the business rules that will be used to determine the performance standards for the indicator?

At the conclusion of the Spring administration of the NWEA Math assessment, download all of the raw data from NWEA.

Remove all records that have a value of "FALSE" in the "GrowthMeasure" column.

Match the current year's students to the previous year's Spring scores.

Remove all records where there are not two data points.

Students who have a score ranging from 0-230 will be placed in a level from 1-24 based on the NWEA Nationally normed data. Each level equating to a range of scores for grades K-7 for each test administration.

GRADE LEVEL	FALL	WINTER	SPRING		FALL	WINTER	SPRING
K	0-145	146-151	152-159	LEVELS	1	2	3
1	160-165	165-171	171-177		4	5	6
2	178-181	182-186	187-191		7	8	9
3	192-194	195-198	199-203		10	11	12
4	204-206	207-209	210-212		13	14	15
5	213-214	215-216	217-219		16	17	18
6	220-221	222-223	224-225		19	20	21
7	226-227	228-229	230		22	23	24

Students scoring above 230 will be assigned a level equal to the difference in their score from 230 plus 24. For example, a student scoring a 231 would be calculated as a level of  $(231-230)+24 = (1) + 24 = \text{Level } 25$ .

Once all scores are converted to levels, subtract the previous year's level from the current year's level to determine the number of levels the student has moved.

Count all students who have a change in level of 3 or more.

Divide the count of students who have a change in level of 3 or more by the total number of students with two data points.

9	What is the baseline performance for the school on the proposed indicator?	46.8% (95/203)
10	What are the goals the school is setting for the 2015-16, 2016-17 and 2017-18 school years? (All schools using the local indicator must have the same yearly goals).	51.8% 56.8% 61.8%
11	In the event the school does not meet the goal, are there any progress targets (yearly gains/decreases) the school is setting to achieve? (All schools using the local indicator must have the same yearly progress targets).	+1% = 47.8% +3% = 49.8% +6% = 52.8%
12	When will the data for this indicator be submitted to State Education Department (preferably by August 31, 2016)?	July 1
13	Are the data used for the indicator publicly available? If not publicly available, how will the data be shared with NYSED (e.g., e-mail, FTP)*	Not publicly available. Will be sent via email