

2017-2018 Special Education, Ancillary, and Electives/Special Staff Student Assessment Chart

Category 1 NWEA/MAP and District Common Growth Assessments (15%)

Whenever appropriate, special education, ancillary, and electives teachers along with other specialized staff should utilize NWEA/MAP and/or District Common Growth Assessment data as defined for classroom teachers. Please see details in the elementary, middle, or high school assessment charts. Art and music teachers may use MAEIA State Arts Assessments in Category I and/or II with the following criteria to evaluate growth.

- Highly effective (3) – 80% or more students meet individual growth goals
- Effective (2) – 60-79% of students meet individual growth goals
- Minimally Effective (1) – 40-59% of students meet individual growth goals
- Ineffective (0) – Fewer than 40% of students meet individual growth goals

Category 2 Assessments* All other approved data (10%)

Category 2 assessments are state assessments and other criterion-referenced assessments as approved by the principal. This includes M-STEP/MI-Access, MAEIA State Arts Assessments, WIDA, district performance tasks, Strategic Reading Inventory, Strategic Math Inventory, performance-based assessments, individual growth portfolios, student performances/projects, music performances, IEP goals, and art portfolios.

The following criteria should be used to evaluate growth:

- Highly effective (3) – 80% or more students meet individual growth goals
- Effective (2) – 60-79% of students meet individual growth goals
- Minimally Effective (1) – 40-59% of students meet individual growth goals
- Ineffective (0) – Fewer than 40% of students meet individual growth goals

**As permissible by law, all assessments used as student growth measures for the purpose of evaluation must be district-approved. Additionally, they must be consistently used among all schools operated by the district so that similarly situated teachers are using the same assessment.*

Position	Link to Student Group
Special Education Teachers	Caseload students Co-taught course roster Specific grade level/team roster
Ancillary Staff Speech, Psychologists, Social Workers, TC's, Homebound, Counselors, Librarians, Academically Talented Instructional Specialists, Placement Specialist (KAMSC), Director of Student Research (KAMSC), etc. <i>Note that Nurses, OT's, and PT's are exempt</i>	Caseload students Co-taught course roster Specific grade level/team roster Building/district level groups Special program groups (AT, etc.)
Special Populations, All Else PEEP, ECSE, Building Coaches, District Coaches, etc.	Caseload students All students on course roster All students in building All students in content area in building All students in content area in district



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2017-2018 High School Student Assessment Chart

Category 1 District Common Growth Assessments (15%)

- For Domain 5, high school teachers must use district common growth assessments (final exams) if one exists for their subject area and course. The following goal statements should be used when appropriate:
 - Students who score below 20% on the pre-test will have a post-test score of at least 60%.
 - Students who score between 20% and 50% on the pre-test will have a post-test score of at least 75%.
 - Students who score above 50% of the pre-test will have a post-test score of at least 90%.
- The following criteria should be used to evaluate growth:
 - Highly effective (3) – 80% or more students meet individual growth goals
 - Effective (2) – 60-79% of students meet individual growth goals
 - Minimally Effective (1) – 40-59% of students meet individual growth goals
 - Ineffective (0) – Fewer than 40% of students meet individual growth goals

High school teachers may elect to use NWEA/MAP data. If elected, they should follow the guidelines provided for K-8 teachers.

If required by the State of Michigan, teachers in Priority Schools will use the state assessment as a Category I assessment.

Category 2 Assessments* All other approved data (10%)

Category 2 assessments are state assessments and other criterion-referenced assessments as approved by the principal. This includes M-STEP/MI-Access, MAEIA State Arts Assessments, WIDA, district performance tasks, Strategic Reading Inventory, Strategic Math Inventory, performance-based assessments, individual growth portfolios, student performances/projects, music performances, IEP goals, and art portfolios.

The following criteria should be used to evaluate growth:

- Highly effective (3) – 80% or more students meet individual growth goals
- Effective (2) – 60-79% of students meet individual growth goals
- Minimally Effective (1) – 40-59% of students meet individual growth goals
- Ineffective (0) – Fewer than 40% of students meet individual growth goals

**As permissible by law, all assessments used as student growth measures for the purpose of evaluation must be district-approved. Additionally, they must be consistently used among all schools operated by the district so that similarly situated teachers are using the same assessment.*

2017-2018 Middle School Student Assessment Chart

- For Domain 5, ELA and math teachers must use NWEA/MAP scores for Category I in the Student Growth section. This will include 5% in each of the following three areas: 1.) Students scoring at or above grade level (50 percentile or higher); 2.) Students making one year or more of growth (CGP 50+); and 3.) Students in the low or low average percentile bands (1-40 percentile) making catch up growth targets (70-80+). Science teachers have the option to use the three measures.
- ELA and math teachers must use the NWEA/MAP assessment; science teachers have the option
- All other content area middle school teachers must use district common growth assessments, if one exists for their subject area and course. These comprise 15 of the 25 percentage points toward the overall evaluation. The following goal statements should be used when appropriate:
 - Students who score below 20% on the pre-test will have a post-test score of at least 60%.
 - Students who score between 20% and 50% on the pre-test will have a post-test score of at least 75%.
 - Students who score above 50% of the pre-test will have a post-test score of at least 90%

The following criteria should be used to evaluate growth:

- Highly effective (3) – 80% or more students meet individual growth goals
- Effective (2) – 60-79% of students meet individual growth goals
- Minimally Effective (1) – 40-59% of students meet individual growth goals
- Ineffective (0) – Fewer than 40% of students meet individual growth goals

If required by the State of Michigan, teachers in Priority Schools will use the M-STEP as a Category 1 assessment

Category 1 District Assessments NWEAP-MAP (15%)

<p style="text-align: center;">NWEA/MAP Math & Reading Science-optional (Grades 6-8)</p>	<p style="text-align: center;">Instructional Metric Goal 1: (5% of Total) The percentage of students scoring at or above grade level (national percentile ranking of 50+) on the NWEA MAP test will increase by 5 percentage points from fall to spring.</p>	<p>Highly Effective (3) – Increase of more than 5 percentage points from fall to spring Effective (2) – Increase of 3 to 5 percentage points Min. Effective (1) – Increase of 1 to 2 percentage points Ineffective (0) – No percentage point increase</p>
<p style="text-align: center;">NWEA/MAP Math & Reading Science-optional (Grades 6-8)</p>	<p style="text-align: center;">Instructional Metric 2: (5% of Total) All students will make at least one year of growth (CGP 50+) from fall to spring on the NWEA MAP test.</p>	<p>Highly Effective (3) – 65% or more students make at least one year of growth Effective (2) – 50 to 64% of students Min. Effective (1) – 40 to 49% of students Ineffective (0) – fewer than 40% of students</p>
<p style="text-align: center;">NWEA/MAP Math & Reading Science-optional (Grades 6-8)</p>	<p style="text-align: center;">Instructional Metric 3: (5% of Total) All students scoring in the low (percentile 1-20) or low average (percentile 21-40) will meet their catch up growth target (CGP of 80 or 70 respectively) from fall to spring on the NWEA MAP test.</p>	<p>Highly Effective (3) – 50% or more of low and low average students meet their catch up growth target Effective (2) – 40 to 49% of students Min. Effective (1) – 20 to 39% of students Ineffective (0) – fewer than 20% of students</p>

Category 2 Assessments* All other approved data (10%)

Category 2 assessments are state assessments and other criterion-referenced assessments as approved by the principal. This includes M-STEP/MI-Access, MAEIA State Arts Assessments, WIDA, district common growth assessments, district performance tasks, Strategic Reading Inventory, Strategic Math Inventory, performance-based assessments, individual growth portfolios, student performances/projects, music performances, IEP goals, and art portfolios.

The following criteria should be used to evaluate growth:

- Highly effective (3) – 80% or more students meet individual growth goals
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- Ineffective (0) – Fewer than 40% of students meet individual growth goals

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2017-2018 Elementary Student Assessment Chart

- For Domain 5, teachers must use NWEA/MAP scores for Category I in the Student Growth section. This will include 5% in each of the following three areas: 1.) Students scoring at or above grade level (50 percentile or higher); 2.) Students making one year or more of growth (CGP 50+); and 3.) Students in the low or low average percentile bands (1-40 percentile) making catch up growth targets (70-80+).
- Teachers in K-5 and not specialized in a specific content area will use both ELA and math scores to calculate the three instructional metrics in NWEA/MAP for 15% of the student growth scores. Teachers in 3-5 with specialized content areas will use their ELA or math scores for all the students they teach to calculate the three instructional metrics in NWEA/MAP.
- *If required by the State of Michigan, teachers in Priority Schools will use the M-STEP as a Category 1 assessment.*

Category 1 District Assessments NWEA/MAP (15%)

<p>NWEA/MAP Math & Reading (Grades K-5) Science (Grades 3-5 specialized)</p>	<p>Instructional Metric Goal 1: (5% of Total) The percentage of students scoring at or above grade level (national percentile ranking of 50+) on the NWEA MAP test will increase by 5 percentage points from fall to spring.</p>	<p>Highly Effective (3) – Increase of more than 5 percentage points from fall to spring Effective (2) – Increase of 3 to 5 percentage points Min. Effective (1) – Increase of 1 to 2 percentage points Ineffective (0) – No percentage point increase</p>
<p>NWEA/MAP Math & Reading (Grades K-5) Science (Grades 3-5 specialized)</p>	<p>Instructional Metric 2: (5% of Total) All students will make at least one year of growth (CGP 50+) from fall to spring on the NWEA MAP test.</p>	<p>Highly Effective (3) – 65% or more students make at least one year of growth Effective (2) – 50 to 64% of students Min. Effective (1) – 40 to 49% of students Ineffective (0) – fewer than 40% of students</p>
<p>NWEA/MAP Math & Reading (Grades K-5) Science (Grades 3-5 specialized)</p>	<p>Instructional Metric 3: (5% of Total) All students scoring in the low (percentile 1-20) or low average (percentile 21-40) will meet their catch up growth target (CGP of 80 or 70 respectively) from fall to spring on the NWEA MAP test.</p>	<p>Highly Effective (3) – 50% or more of low and low average students meet their catch up growth target Effective (2) – 40 to 49% of students Min. Effective (1) – 20 to 39% of students Ineffective (0) – fewer than 20% of students</p>

Category 2 Assessments* All other approved data (10%)

Category 2 assessments are state assessments and other criterion-referenced assessments as approved by the principal. This includes F&P Benchmark Assessment, Math Fluency Benchmarks, M-STEP/MI-Access, MAEIA State Arts Assessments, WIDA, district common growth assessments, district performance tasks, Strategic Reading Inventory, performance-based assessments, individual growth portfolios, student performances/projects, music performances, IEP goals, and art portfolios.

The following criteria should be used to evaluate growth:

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