

# **New York City Department of Education Design Your Own Periodic Assessment Policy 2009-10 School Year**

## **NEW AND RENEWAL APPLICATIONS DUE:**

**EARLY DECISION – MAY 21, 2009**

**FINAL DEADLINE – JUNE 5, 2009**

## **Background**

The New York City Department of Education (DOE) has worked over the past three years to procure, develop, and continuously improve and support a portfolio of high-quality, research-based Periodic Assessments that provide timely and detailed information on student strengths and weaknesses, as well as progress over time, to teachers, families, and students. The program offers a flexible menu of assessment options designed for alignment with schools' instructional approaches and New York State standards.

The Periodic Assessment Team has increased the level of flexibility and support available for the DOE-provided Periodic Assessment options for the upcoming school year. The 2009-10 portfolio allows educators interested in customized assessments to use the item authoring tool in Acuity to write their own assessment items into the item bank and take advantage of Acuity's dynamic online reporting and the opportunity to invite professional developers to schools to support educators in their use of data from the DOE-provided Periodic Assessments. Data from many DOE-provided Periodic Assessments are now in ARIS and available to families and caregivers via ARIS Parent Link. The Chancellor is encouraging schools to take advantage of the level of support offered for the DOE-provided Periodic Assessment options.

We understand that some schools already administer assessments that meet the Periodic Assessment objectives and more closely align with their own plan for improving student achievement. Other schools may find that the DOE-provided Periodic Assessment options do not provide the level of customization necessary to meet their needs. In such cases, schools may decide to combine DOE-provided with DYO Periodic Assessments, or even to opt out of the DOE-provided system completely and apply to implement only the Design Your Own (DYO) option. Schools that exercised the DYO option in the 2008-09 school year will also have the opportunity to apply to continue their DYO efforts.

Any school interested in applying for DYO should review the 2009-10 assessment offerings provided by the DOE and, through the application, explain with specificity why the DYO option is better-suited to the school's identified plan for improving student achievement. Schools must also explain how the proposed assessments provide the necessary support for that plan and how they intend to share DYO assessment results with families and caregivers. Schools will be asked to demonstrate that they have the capacity to design their own assessments and indicate the amount of devolved resources they intend to devote to this challenging task. The Division of Accountability and Achievement Resources will provide partial funding support for qualifying DYO applications this year, and DYO applicants must demonstrate that they can fund the remaining costs from their budgets.

## **2009-10 Periodic Assessment Objectives**

The Periodic Assessment program is designed to support schools by providing:

- Formative, instructionally valuable feedback to support differentiation of instruction, determination of professional development needs, and selection of instructional resources
- An early indicator of student performance on New York State standards, including those assessed on State tests, to enable educators to address areas of need
- Longitudinal measures of student growth to help educators keep students on track to success in high school and beyond

In order to meet these objectives, schools will be expected to meet the following requirements:

<b>Grade Range</b>	<b>Periodic Assessment Requirements</b>
K–2	2 literacy assessment administrations
3–8	In both ELA and math: 2 Predictive assessment administrations 2 Formative assessment administrations
High School	In Comprehensive English, Integrated Algebra, and optionally in geometry: 1 Predictive assessment administration 2 Formative assessment administrations <i>To students who have not taken the associated Regents Exam</i>

DYO applicants must demonstrate an equally rigorous program of assessments. (We understand that alternative assessments take a variety of forms and in some cases may not be directly compatible with a specific number of assessment administrations per school year).

## **Meeting the 3 Periodic Assessment Objectives with DYO**

### **DYO/Acuity Predictive Blend**

Acuity Predictive assessments provide an early indicator of how a student will perform on State tests in addition to longitudinal measures of student progress. Schools applying to combine DYO with Acuity Predictive Assessments (administered twice per year in ELA and Math in grades 3-8 and once per year in English and Integrated Algebra in high school for students who have not yet taken the associated Regents exam) must demonstrate that DYO assessments will provide the following:

- Formative, instructionally valuable feedback

### **DYO/Performance Series Blend**

Performance Series computer adaptive assessments provide formative assessment data on various ELA and math skills in addition to longitudinal measures of student progress. Schools applying to combine DYO with Performance Series Computer Adaptive Assessments must demonstrate that DYO assessments will provide the following:

- Formative, instructionally valuable feedback
- An early indicator of student performance on standards, including those assessed on State tests (as indicated by released NYSED Item Maps<sup>1</sup>)

### **DYO/PSAT Blend**

The instructional use of students' PSAT results is being piloted for high schools this year as part of the DOE's Periodic Assessment portfolio. PSAT provides formative assessment data on various ELA and math skills for 10<sup>th</sup> and 11<sup>th</sup> graders and serves as an early indicator of a student's college readiness. Schools applying to combine DYO with PSAT must demonstrate that DYO assessments will provide the following:

- Formative, instructionally valuable feedback
- An early indicator of student performance on standards, including those assessed on State tests (as indicated by released SED Item Maps<sup>1</sup>)
- Longitudinal measures of student growth

### **DYO/Acuity ITA Blend**

Instructionally Targeted Assessments (ITAs) can be selected as pre-designed assessments aligned with a genre or curriculum, customized using the Acuity Item Bank, or written by educators using the item authoring tool now available. Schools applying to combine DYO with PSAT must demonstrate that DYO assessments will provide the following:

- Formative, instructionally valuable feedback
- An early indicator of student performance on standards, including those assessed on State tests (as indicated by released SED Item Maps<sup>1</sup>)
- Longitudinal measures of student growth

### **All DYO**

Schools applying for the All DYO option must demonstrate that DYO assessments will provide the following:

- Formative, instructionally valuable feedback
- An early indicator of student performance on standards, including those assessed on State tests (as indicated by released SED Item Maps<sup>1</sup>)
- Longitudinal measures of student growth

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<sup>1</sup> Item maps of standards assessed on NY State test can be found at the following links:  
Grade 3-8 ELA and Math tests: [www.emsc.nysed.gov/3-8](http://www.emsc.nysed.gov/3-8) ; Regents Exams: [www.nysedregents.org](http://www.nysedregents.org)

## **DYO Cohorts**

DYO applicants may choose to apply individually or as cohorts. A DYO cohort of schools is a group of two or more schools that decide to jointly create a common DYO and collaborate on the implementation and DYO data analysis. In addition, DYO cohorts create multiple opportunities for cross-school professional development and inter-visitations. Schools applying as a cohort should complete a single application (new or renewal, as applicable). Schools applying to join an existing DYO cohort must complete a first-time DYO application *and* ensure that their school's information is included in the cohort's renewal application. These schools must also be sure to gain approval from both the cohort's vendor/partner and the currently participating schools.

## **Application Timeline**

Schools that choose to apply to design their own Periodic Assessments must submit an electronic application by **May 21, 2009** (early decision) or **June 5, 2009** (final deadline) to the DOE's Division of Accountability and Achievement Resources at [dyo@schools.nyc.gov](mailto:dyo@schools.nyc.gov). After submission, applications will be reviewed and returned to applicants with notice of approval or with comments for revision. If necessary, applicants will have the opportunity to revise and resubmit their application.

The DYO application process will follow the following timeline:

<b>2009-10 DYO applications posted</b>	<b>May 1</b>
<b>Periodic Assessment Guide available online</b>	<b>May 5</b>
<b>2009-10 Periodic Assessment Selection Information Sessions</b>	<b>May 6 – June 5</b>
<b>DYO Applications Due</b>	Early Decision: May 21 Final Deadline: June 5
<b>2009-10 Periodic Assessment Online Selection Window</b>	<b>Early June – June 17</b>
<b>'Early Decision' Schools Notified of Status of DYO applications</b>	<b>June 5</b>
<b>'Final Deadline' Schools Notified of Status of DYO application</b>	<b>June 19</b>
<b>Applications Requiring Revisions and Resubmission Due</b>	<b>June 24</b>
<b>Final DYO Notification Deadline</b>	<b>July 2</b>

## **Quality Reviews**

Quality Reviews are designed to evaluate schools' ability to use data to inform instruction. Periodic Assessments have been designed to support schools in building a culture of data-driven instruction and can therefore help schools in meeting relevant Quality Review criteria in English and math.

For the 2009-10 school year, Quality Reviewers will be given the following information for each school they review:

- Specific Periodic Assessment combination selected by the school
- Calendar of administration windows and report availability dates (for DOE-provided assessments)
- Samples of various reports available to the school (for DOE-provided assessments)
- DYO proposal and plan (for DYO assessments)

During the 2009-10 school year, the Division of Accountability and Achievement Resources will again conduct on-site Quality Reviews of DOE schools. For those schools that have been approved to design their own Periodic Assessments, the Quality Review will also focus on the extent to which the school has met the Periodic Assessment objectives outlined above.

## **DYO Symposia**

The Division of Accountability and Achievement Resources will hold two citywide symposia for the DYO community during the course of the 2009-10 school year. The symposia will provide a forum for DYO educators to share their work and build upon their experience with assessment design. We recognize that many current DYO schools are part of organized cohorts that hold regular professional development sessions for their member schools. DYO schools that are *not* engaged in this type of collaborative DYO professional development work will be required to attend both symposia. DYO schools that participate in organized cohorts are strongly encouraged to attend and share in these events. However, they are only required to describe how that cohort provides networking support related to DYO work.

## **Funding and Support**

A pool of funding will be allocated to support DYO schools. Schools will receive up to \$2,250 per subject (ELA and math), and potentially less depending upon the number of approved applicants. Past experience has shown that schools will need to combine this allocation with additional funds to support program design work and professional development related to their DYO program. Given the challenging nature of this work, schools are encouraged to partner with other schools and engage external partners in this process. (This is especially recommended for schools that will *not* be combining DYO assessments with Acuity Predictive Assessments.)