



District/BOCES Guide to Creating MSLs/MSOs

Measures of student learning and outcomes (MSLs/MSOs) are designed to capture the connection between an educator's practice and results for their students. The following guide offers a recommended process districts/BOCES leaders can use in the creation of MSLs/MSOs.

Districts/BOCES are encouraged to engage with educators and members of their Advisory Personnel Performance Evaluation Council (also known as 1338 Council) in the creation of MSLs/MSOs to ensure alignment with local values and educator evaluation systems.

Overview of the Process

The following process can be used holistically and/or in sections. Districts/BOCES are strongly encouraged to involve educators at every step of the process.

Part A: Definitions

Ensure that there is shared understanding of terms and the meaning for each among all stakeholders and everyone involved in the creation of the MSLs/MSOs.

Part B: Steps

A 5-step process to affirm local values and context related to MSLs/MSOs, as well as identify and calibrate weights, measures, and success criteria.

Part C: Examples

Explore examples, not necessarily exemplars, of MSLs/MSOs and related components.

Part D: Questions & Answers (FAQs)

Answers to questions regarding the creation and implementation of MSLs/MSOs.



Part A: Definitions

The following are general terms related to MSLs/MSOs. Districts/BOCES are encouraged to expand this glossary to include terms used in the local system and discuss with stakeholders to ensure shared understanding. *Please note:* This is not an exhaustive list and may be updated as needed.

- **MSL**
Measures of Student Learning, used in 30% of the final rating for the evaluation of licensed teachers and principals/APs.
- **MSO**
Measures of Student Outcomes, used in 30% of the final rating for the evaluation of special services providers (SSPs).
- **Assessment**
Evidence of student learning – not limited to only a “test” and may include formal and informal gathering of data on the part of the educator to determine student progress, growth, and mastery.
- **Measure**
The means to assess student learning, which may include assessments that demonstrate student progress and are deemed valuable by educators to provide insights and inform instructional and service delivery decisions.
- **Success criteria**
The performance expectations for student growth/achievement. It is based on learning goals and students’ prior/current performance. Each measure within an educator’s MSL/MSO has its own success criteria.

The success criteria are the means through which the earned score is determined for calculating an educator’s MSL/MSO score in the state model evaluation system. The identified success criteria can also contribute to the conversation and work between evaluator and educator to support the ongoing professional growth and development of the educator.
- **Individual measure**
Student learning results for a specified measure that are attributed to one licensed person.
- **Collective measure**
For teachers and principals, the collective measure must not exceed 10% of the educator’s final rating, with a minimum of 1%. For teachers, student learning results for a specified measure that are attributed to two or more teachers and may include SSP(s). For principals, student learning results for a specific measure that are attributed to two or more principals, APs, deans, and/or administrators.

NOTE: SSPs are not required to include a collective measure in their MSO, although it may be included based on the decision of the district/BOCES. If included, a collective measure for an SSP may not exceed 10%, minimum 1%.
- **PGP**
Professional Growth Plan, used in the evaluation process to identify an educator’s areas of focus and goals for professional growth. Opportunities exist to solidify meaningful connections between MSLs/MSOs and components of the professional practices (i.e., Quality Standards and practices within the role-specific rubric) within the PGP.



Part B: Steps

This part offers step-by-step detail that can be used in the process for creating MSLs/MSOs. Once again, districts/BOCES are encouraged to include stakeholders in these steps. These steps can be engaged in one process and include decisions for all educator groups, or the process can be applied for each distinct group, e.g., various teacher types, each SSP, and principal roles.

An overview is provided below, with additional information and details included after the overview.

Steps Overview:

1. What are the **expectations** for students to be able to know and do based on an educator's instruction and/or service delivery?
2. What are our **local values** related to measuring student learning/outcomes?
3. What **evidence** is available and relevant (including and not limited to assessments) to demonstrate a measure of student learning?
4. What data/assessments will generate results that can be attributed to the individual and collective **measures**?
5. What **success criteria** will reflect a fair and rigorous measure of the selected data/assessment?

Step 1: Expectations

What are the expectations for students to be able to know and do based on an educator's instruction and/or service delivery?

- Begin with the [Colorado Academic Standards \(CAS\)](#) to affirm what the state expectations are for students to be able to know and do based on instruction or service delivery for the applicable grade level, content area, and/or service area.
- Identify/Affirm the district/BOCES expectations.

What do we expect our students to know and be able to do because of the instruction and/or service delivery received in each area (content/course/grade) that is offered in our district/BOCES?

Output from Step 1: Confirmation/clarification of student learning expectations based on instruction and service delivery.



Step 2: Local Values

What are our local values related to measuring student learning/outcomes (MSLs/MSOs)?

- Affirm local values associated with educator evaluations, specifically regarding MSLs/MSOs. Build on the shared understanding of terms from Part A and include affirming local context and expectations for how student learning is measured.
- Use a resource such as the [Educator Effectiveness Values Activity Guide](#) to prompt and guide the discussion with stakeholders.
 - Where do your values align as a group?
 - Were there differences in your values?
 - Have your values changed if you had already participated in this activity?
 - Why did these values resonate? Why are they so important to you?
 - What can you do to ensure that these values are vibrantly evident in your work and the work of your district/BOCES?
- Leverage the discussion and identification of local values related to MSLs/MSOs to **determine the weights and allotted percentages** within the 30% for individual and collective measures – including the updated requirement that collective measures for teachers and principals can be no more than 10%, with a minimum of 1%.

Please note: For those using the Colorado Performance Management System (COPMS) in RANDA, the selection of weights/percentages must total 30%, and include a minimum of 2 measures with a maximum of 5.

Examples of possible weights/percentages in an MSL include:

- 20% individual / 10% collective
- 25% individual / 5% collective
- 10% individual / 10% individual / 10% collective

SSPs are required to have a minimum of two individual measures associated with their role. An SSP's MSO may include a collective measure, yet this is not required. If included, it must not exceed 10%, with a minimum of 1%.

Output from Step 2: Confirmation/clarification of local values related to MSLs/MSOs, and selection of weights for use in educators' MSLs/MSOs.



Step 3: Evidence

What evidence is available and relevant (including and not limited to assessments) to demonstrate a measure of student learning?

- Identify available and relevant evidence – it may or may not be an assessment – to demonstrate and measure student learning. See Part C for examples.
- Categorize which available data/assessments demonstrate achievement and which demonstrate growth.
- Determine how likely instruction (or service delivery) will be informed by this data/assessment. If too far removed (i.e., not likely to inform/influence instruction or service delivery), find a different form of evidence. That is, how strong is the connection between what the educator does in practice and the anticipated outcome from the students?
- Categorize the available data/assessments to align with the various groups of educators within the system for whom an MSL/MSO is being created.

Output from Step 3: Identification of available and relevant evidence to demonstrate and measure student learning for different groups of educators.

Step 4: Measures

What data/assessments will generate results that can be attributed to the individual and collective measures?

- For teachers:
 - Select at least one individual measure – a measure that generates results attributed to the individual educator.
 - Select at least one collective measure – a measure that generates results attributed to two or more teachers and may include SSPs, e.g., two teachers, a teacher and an SSP, or a teaching team, among others.
 - Ensure that the selection of measures aligns with the identified weights (percentages) and allocation of individual and collective measures identified in Step 2.
- For SSPs and principals:
 - Select measures to fulfill the [MSL/MSO requirements for each educator group](#).
 - Ensure that the selection of measures aligns with the identified weights (percentages) and allocation of measures identified in Step 2.

Output from Step 4: Selection of data/assessments to be included in the MSL/MSO.



Step 5: Success Criteria

What success criteria will reflect a fair and rigorous measure of the selected data/assessment?

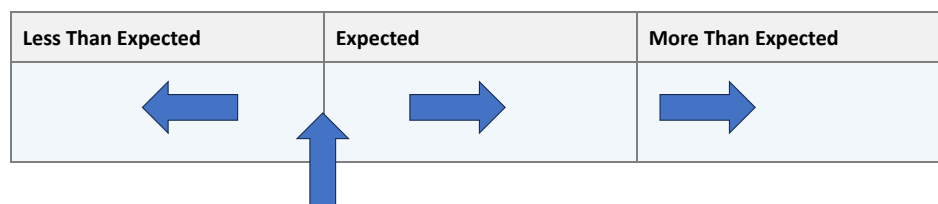
- Determine how to establish a systemic process for setting success criteria. It may include:
 - Approval processes involving communication between educators and evaluators (this may or may not involve other personnel supporting student assessment.)
 - Time to allow educators to establish success criteria collaboratively.
 - Discussions around expected levels of achievement growth based on previous or beginning of year benchmark data.
 - Conversations about the rigor of success criteria and how it will be defined and monitored.

- Explore and create the success criteria for each measure from Step 4 using the following:
 - **Grouping Strategy:**
Identify and select a grouping strategy from the options below.
 - *Individual:*
The educator sets individual goals for students and then determines how many students met their individual goals.
 - *Subgroup of Students:*
The educator sets a goal for a group(s) of students with similar baseline data levels.
 - *Whole Class/School:*
The educator sets a goal that applies to all students in a class/school.
 - *Case Load:*
The educator sets a goal for the specific students they support.

 - **Learning Targets:**
Identify and select the type of learning targets from the options below.
 - *Proficiency Targets:*
Students meeting grade level expectations.
 - *Growth Targets:*
Students growing over the course of instruction.
 - *Averaging Targets:*
Students' average score on an assessment.



- Include the following considerations when exploring and creating success criteria:
 - How can longitudinal data from previous years be used to inform setting current criteria for success?
 - How can educators easily access the data needed to set student success criteria?
 - To what extent do the success criteria reflect the school/district's values and priorities?
 - Are the success criteria inclusive of all of students?
 - Are the success criteria rigorous yet attainable?
 - How can outliers in the data or classroom/learning environment/school be handled?
 - How will progress be tracked towards meeting the success criteria and what supports do educators need from their evaluator and others?
- Identify the baseline and define the parameters within each scoring range:
 - In many cases, the data point between the “Less Than Expected” and “Expected” ranges may serve as your baseline information. Build the remaining ranges across the other rating levels once the baseline is established.



Baseline information

- Determine the success criteria for *each* measure in the MSL/MSO and ensure criteria is communicated with educators.

Output from Step 5: Success criteria established for each measure within educators' MSL/MSO.



Part C: Examples

The following are offered as examples (not necessarily exemplars) of data/assessments used in MSLs/MSOs. They are grouped by type of educator and presented alphabetically. This is not an exhaustive list.

Teachers

Elementary:

- ACCESS
- Colorado Academic Standards (CAS), curriculum-based measures
- DIBELS
- IEP goals
- iREADY
- NWEA (MAPS)
- STAR – Reading/Math
- Teacher-designed, class/content-specific measures
- TS Gold

Middle School:

- ACCESS (WIDA)
- CAS, curriculum-based measures
- Career Tech Education (CTE) Scores
- IEP goals
- iREADY
- MLL/SWD adequate growth
- NWEA (MAPS)
- STAR – Reading/Math
- Teacher-designed, class/content-specific measures

High School:

- ACCESS (WIDA)
- Accuplacer
- Advanced Placement (AP) Scores
- CAS, curriculum-based measures
- CTE Scores
- IB Scores
- IEP goals
- MLL/SWD adequate growth
- Performance capstone
- Project-based management results
- PSAT/SAT
- Teacher-designed, class/content-specific measures

Special Services Providers (SSPs)

- AIMS Web
- Behavior goals
- Colorado Academic Standards (CAS) Essential Skills
- Curriculum-based measures, e.g., SEL curriculum for Counselors
- Daily behavior charts
- Hand-strength (OT/PT)
- IEP goals
- Independence scales
- Indicator outcomes
- NWEA (MAPS)
- Post-school outcomes
- Student advocacy/agency
- Use/Understanding of figurative language (SLP)

Principals/APs

- ACCESS (WIDA)
- Benchmark assessments
- CMAS
- DIBELS
- Discipline referrals
- Graduation rate
- Instructional program review
- Family, staff, student surveys, e.g., Panorama
- PSAT/SAT
- School-based staff surveys
- School-based student surveys
- School Performance Framework (SPF) – *note: required, when available*
- Students moving off of READ plans
- TELL survey



The following highlights examples (not necessarily exemplars) of the results from the complete process to create an MSL/MSO.

NOTE: This is not intended to be used “as is” and districts/BOCES are encouraged to ensure specific measures used within educators’ MSLs/MSOs are aligned with local values and evaluation systems.

In each example the weights/percentages total 30%, which makes up the total MSL/MSO portion of the educator’s final effectiveness rating.

Example #1: 1st Grade Classroom Teacher

30% = 20% Individual + 10% Collective			
Individual Measure (20%)	Classroom results from vendor-based assessment*		
	Less Than Expected	Expected	More Than Expected
	< 58% of students meet or exceed their expected growth goal	59% to 71% of students meet or exceed their expected growth goal	> 72% of students meet or exceed their expected growth goal
Collective Measure (10%)	1 st Grade Teaching Team PLC focus on _____ (<i>defined in measure</i>) demonstrated with results from vendor-based assessment* (different from the one used in the individual measure)		
	Less Than Expected	Expected	More Than Expected
	< 58% of students meet or exceed their expected growth target	59% to 71% of students meet or exceed their expected growth target	> 71% of students meet or exceed their expected growth target

**district/BOCES determines who selects specific vendor assessment*

Remember!

Determining success criteria needs to be informed by data that reflects where students start with respect to the learning objective and what growth is expected based on identified learning targets and existing data trends for that educator/school.



Example #2: High School Art Teacher

30% = 25% Individual + 5% Collective			
Individual Measure (25%)	Students' year-end portfolios scored per standards combined with scores from submissions to external review panel		
	Less Than Expected	Expected	More Than Expected
	Class average on portfolios and external review is < 3	Class average on portfolios and external review is 3 to 3.5	Class average on portfolios and external review is > 3.5
Collective Measure (5%)	School Performance Framework (SPF)		
	Less Than Expected	Expected	More Than Expected
	School earns < 48% of available points on SPF	School earns between 48% and 60% of available points on SPF	School earns > 60% of available points on SPF

Example #3: Speech and Language Pathologist (SLP)

30% = 15% Measure #1 + 15% Measure #2			
Measure #1 (15%)	Case load results from student Individualized Education Program (IEP)		
	Less Than Expected	Expected	More Than Expected
	50% or less of students' aggregate goals are reached	Between 51% and 65% of students' aggregate goals are reached	Above 65% of students' aggregate goals are reached
Measure #2 (15%)	Case load results from SLP assessment		
	Less Than Expected	Expected	More Than Expected
	< 59% of students meet frequency and fluency goals	59% to 71% of students meet frequency and fluency goals	> 71% of students meet frequency and fluency goals



Part D: Questions & Answers (FAQs)

1. Are districts required to include state assessment data in teacher MSLs?
 - A. No. Beginning in the 2023-24 school year, districts and BOCES may use state assessment results when available.

2. Are districts required to include Colorado Growth Model data in MSLs for the 2023-24 school year?
 - A. The use of Colorado Growth Model data is required in MSLs for principals only, when available, per state statute and State Board rule. Districts may use school performance data in collective measures for teachers, provided the data was not created prior to the date on which the teacher commenced employment and that the collective measure does not exceed 10 percent. District performance data can no longer be used in MSLs/MSOs.

3. What does “when available” mean?
 - A. Data used in an educator’s MSL/MSO must be available a minimum of two weeks prior to the last class day of the school year, or evaluation cycle, to be included in the educator’s final evaluation rating. If the data comes in after that timeframe, it is considered not available for use in the educator’s MSL/MSO for that school year.

4. Are MSLs supposed to cover everything that students are learning?
 - A. No. The identified measure is a snapshot and provides a representation of student learning and growth.

5. What stakeholder values can be reflected in the MSLs/MSOs?
 - A. Ideally, the MSLs/MSOs reflect the shared local values among stakeholders in a district/BOCES. The [Educator Effectiveness Values Activity Guide](#) can prompt discussion and exploration to ensure alignment of local values and stakeholder points-of-view in the creation of MSLs/MSOs.

6. What options exist if a standardized assessment is not available for an educator’s content area?
 - A. When standardized assessments are not available or selected for use in an MSL/MSO, other assessments (either vendor-based or teacher/provider-developed) may be used. Utilizing the steps outlined within this guide, to identify expectations for student learning and the available and relevant evidence to demonstrate that learning, will support the process to determine the potential assessments that may be selected as measures for use within an educator’s MSL/MSO.



7. What options exist for collective measures for itinerant teachers?

- A. For itinerant teachers a collective measure can be made with another classroom teacher with whom the itinerant teacher spends a significant portion of their time, and the selected data/assessment and success criteria reflective of the students shared between the teachers. Alternatively, a collective measure could be created among a group of itinerant teachers in similar roles, for whom there would be an opportunity to collect the same type of data from their respective students and identify the applicable shared success criteria.

Districts/BOCES are encouraged to contact their [Educator Effectiveness Regional Specialist](#) for additional guidance and support.

8. What is considered a collective measure for principals?

- A. A collective measure for principals includes data attributed to two or more principals, APs, Deans, and/or administrators. If due to the district's size there is only one administrator for the district, please contact your [Educator Effectiveness Regional Specialist](#) for additional guidance and support related to the principal's MSL.

9. Where can I find additional support for creating MSLs/MSOs?

- A. Please contact your [Educator Effectiveness Regional Specialist](#) for additional guidance and support related to creating MSLs/MSOs aligned with local evaluations systems, values, and goals.