

# Student Impact Rating and District Determined Measures

Presentation to School Committee

April 29, 2014

# Educator Evaluation System

When the system is fully implemented, all educators will earn two ratings:



**Summative  
Performance  
Rating**

Exemplary  
Proficient  
Needs Improvement  
Unsatisfactory



**Student  
Impact  
Rating**

High  
Moderate  
Low

# Two Ratings

<b>Summative Rating</b>	Exemplary	1-yr Self-Directed Growth Plan	2-yr Self-Directed Growth Plan	
	Proficient			
	Needs Improvement	Directed Growth Plan		
	Unsatisfactory	Improvement Plan		
		Low	Moderate	High
		<b>Rating of Impact on Student Learning</b>		

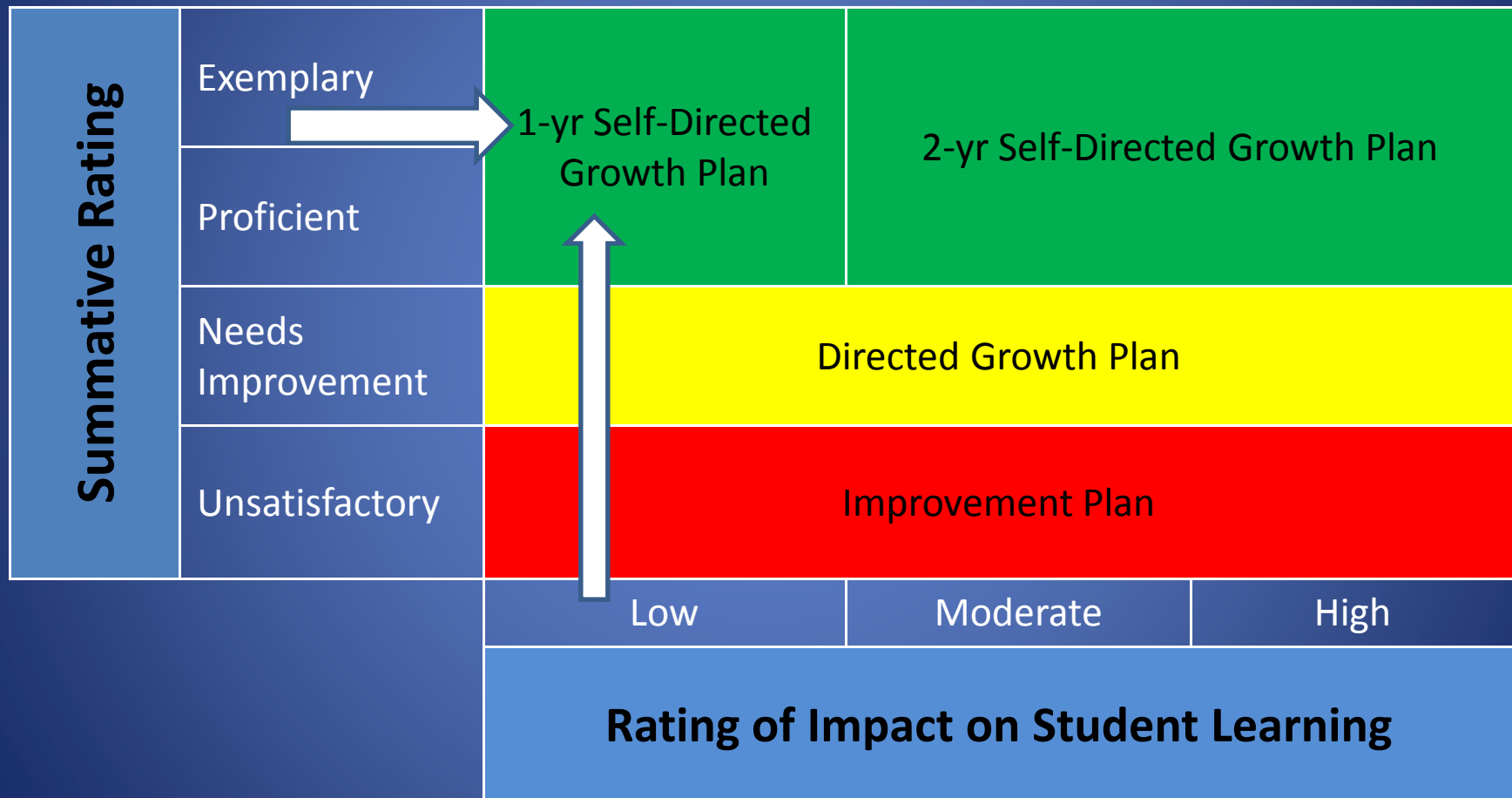
# Two Ratings

<b>Summative Rating</b>	Exemplary	1-yr Self-Directed Growth Plan		2-yr Self-Directed Growth Plan	
	Proficient	Directed Growth Plan		Directed Growth Plan	
	Needs Improvement	Improvement Plan		Improvement Plan	
	Unsatisfactory	Improvement Plan		Improvement Plan	
		Low	Moderate	High	
<b>Rating of Impact on Student Learning</b>					

# Two Ratings

<b>Summative Rating</b>	Exemplary	1-yr Self-Directed Growth Plan		2-yr Self-Directed Growth Plan	
	Proficient	Directed Growth Plan		Directed Growth Plan	
	Needs Improvement	Improvement Plan		Improvement Plan	
	Unsatisfactory	Improvement Plan		Improvement Plan	
		Low	Moderate	High	
<b>Rating of Impact on Student Learning</b>					

# Two Ratings



# Two Ratings

<b>Summative Rating</b>	Exemplary	1-yr Self-Directed Growth Plan	2-yr Self-Directed Growth Plan	
	Proficient			
	Needs Improvement	Directed Growth Plan		
	Unsatisfactory	Improvement Plan		
		Low	Moderate	High
<b>Rating of Impact on Student Learning</b>				

# Student Impact Rating

- The rating is based on the patterns of student learning, growth, and achievement (on two different measures) and trends (over 3 years).
- The measures are
  - MCAS Student Growth Percentile, for teachers of ELA and math in grades 4 through 8
  - District Determined Measures (DDMs)



# DDM Definition

“Measures of student learning, growth, and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant frameworks, that are comparable across grade or subject level district-wide. These measures may include, but shall not be limited to: portfolios, approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects.”

- ★ Student Measures
- ★ Aligned to Frameworks
- ★ Comparable Across District
- ★ Expansive Definition of Acceptable Measures

# Assessment Approaches

- *Indirect*
  - Gather information from sources other than actual samples of student work
- *Direct*
  - Gather information from actual samples of student work

# Student Impact Rating Example

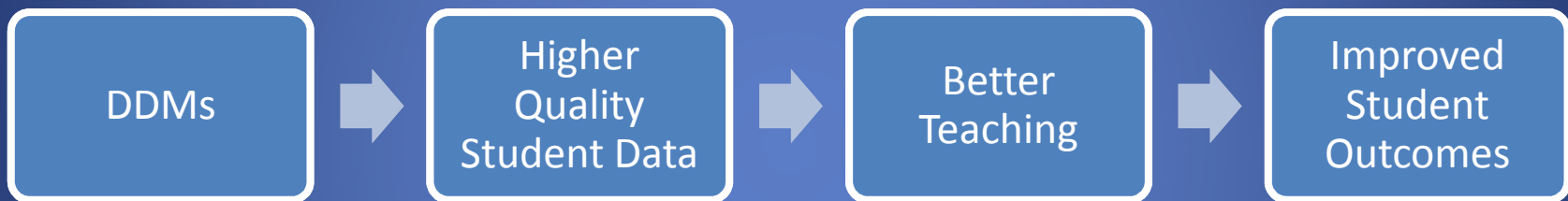
<b>Year</b>	<b>Measure</b>	<b>Student Results</b>
Year 1	MCAS SGP, grade 8 English language arts	Low growth
Year 1	Writing assessment	Moderate growth
Year 2	MCAS SGP, grade 8 English language arts	Moderate growth
Year 2	Writing assessment	Moderate growth
Year 3	MCAS SGP, grade 8 English language arts	Moderate growth
Year 3	Writing assessment	Moderate growth

# Why is this work important?

- Standard I-B: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.
- Standard I-C: Analyzes data from assessments, draws conclusions, and shares them appropriately [to improve student learning].

# Why is this work important?

- Good assessments benefit **both** students and teachers



- Closely tied to one of the key goals of the new educator evaluation framework:
  - To promote student learning, growth, and achievement by providing educators with feedback for improvement.

# Student Impact Rating Rollout:

Date	Action
Sept. 2013:	★ Decide which DDMs to pilot and submit list to ESE.
Sept. 2013 – June 2014:	★ Pilot DDMs in at least the five required areas and research DDMs in additional areas.
June 2014:	★ Submit final plans, including any extension requests, for implementing DDMs during the 2014-15 school year.
SY 2014-2015	★ Implement DDMs and collect Year 1 Student Impact Rating data for all educators (with the exception of educators who teach the particular grades/subjects or courses for which an extension has been granted).
SY 2015-2016	★ Collect Year 2 Student Impact Rating data for all educators. (Year 1 for those with extension)
SY 2016-2017	★ Collect Year 3 Student Impact Rating Data. ★ Assign Student Impact Rating for all educators with three years of data in October 2017.

# 2013-2014 Pilot Assessments

	Grade/Subject	Assessment
Early Grade Literacy	Grade 1	DIBELS
Early Grade Math	Kindergarten	Assessing Math Concepts
Middle Grade Math	Grade 6	Quarterly Cumulative Test
High School Writing to Text	Grade 12	AP English Essay
Traditionally Non-Tested Subject	Grade 9, Physical Education	Pre- and Post-Assessment for Grade 9 Wellness Course

# Our Work to Date

- Meetings with Educator Evaluation Advisory Group (BEA and Administration) to develop shared understanding of the system and monitor progress of implementation
- Inventory of current assessments
- Meetings by department, role, or grade level to explain the system, DDMs, and select measures for each
- Professional Learning Team of principals and directors to support the work



# Next Steps

- Submit DDMs for educators in most grades / subjects and all administrators to Department of Elementary and Secondary Education by June 1.
- Request extension for some roles, particularly Specialized Instructional Support Personnel, for whom guidance on indirect measures has recently been released.

# Next Steps

- Continue work on September 17, 2014 and throughout the 2014-2015 school year:
  - Select DDMs (for those with extension)
  - Determine assessment administration procedures and timing
  - Establish scoring protocols
  - Establish parameters for low, moderate, and high student growth

# Challenges

- Keeping the focus on what is meaningful and manageable
- Storing and managing assessment data so that it can be accessed by educators and evaluators
  - 2 measures x 3 years x 300+ educators
- Ensuring there is sufficient time for valuable conversations about student learning data, both among educators and between educator and evaluator