

District Determined Measures

EHS Faculty Meeting

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The Educator Evaluation Framework

Beginning 2015-16 educators earn two ratings



**Summative
Performance
Rating**

**Exemplary
Proficient
Needs Improvement
Unsatisfactory**



**Student
Impact
Rating**

**High
Moderate
Low**

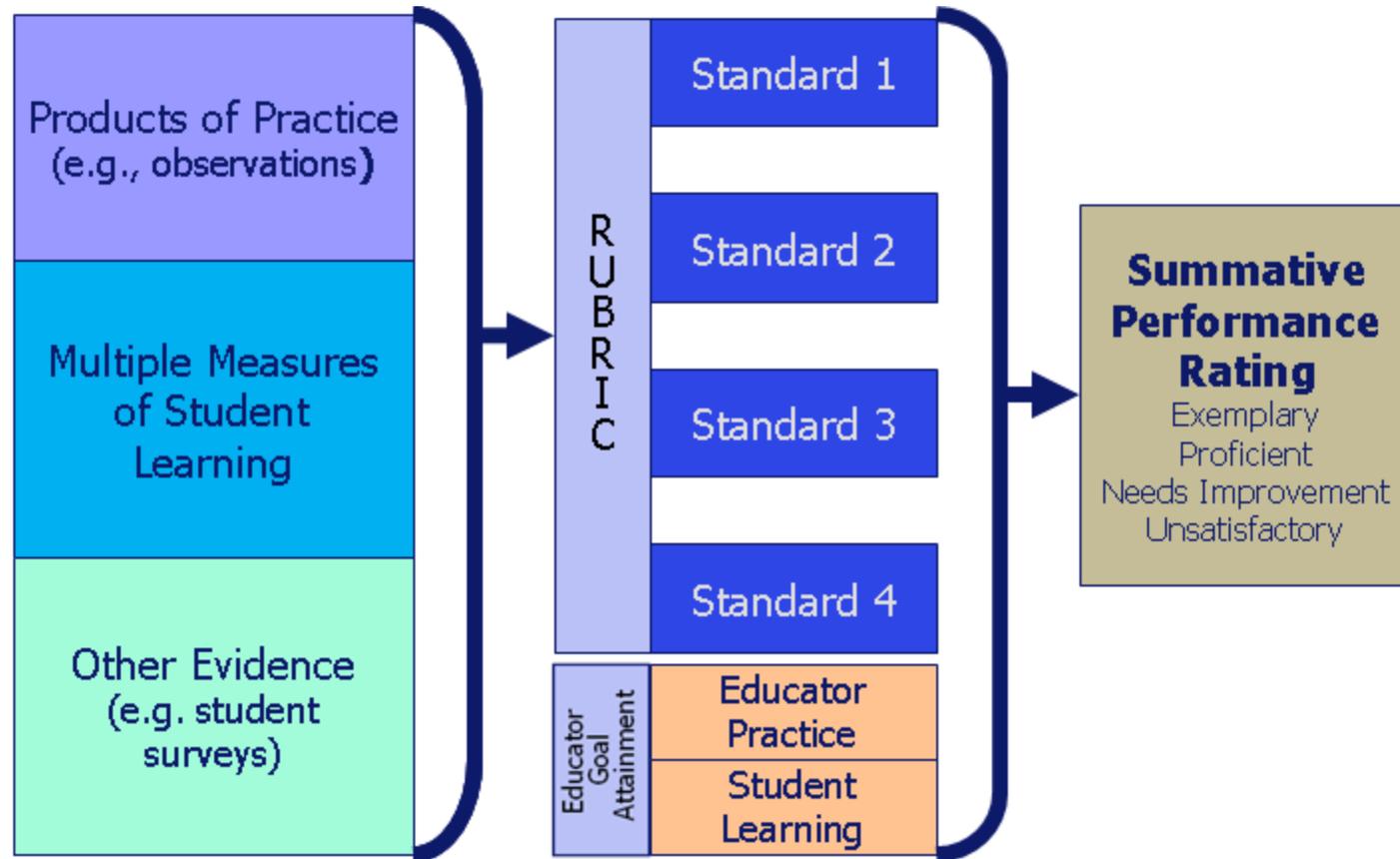
Student Impact Rating Regulations

- For each educator there must be at least two measures.
- Options – [603 CMR 35.07\(1\)\(a\)\(3-5\)](#)
 - Statewide growth measure(s)
[*MCAS SGP must use if applicable*]
 - **District-determined Measure(s)** of student learning comparable across grade or subject district-wide.
 - For educators whose primary role is not as a classroom teacher, the appropriate measures of the educator's contribution to student learning, growth, and achievement set by the district.

Two Ratings

Summative Rating	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	
Rating of Impact on Student Learning					

Multiple sources of evidence inform the summative rating





District-Determined Measures

- DDMs may inform **both** an educator’s summative performance rating and impact rating



Evidence
<ul style="list-style-type: none">• Products of practice (e.g., observations)• Other evidence relevant to one or more of the four Standards of practice (e.g., student surveys)• Multiple measures of student learning, growth and achievement, including:<ul style="list-style-type: none">○ Measures of student progress on classroom assessments○ Measures of student progress on learning goals set between the educator and evaluator



Evidence
<ul style="list-style-type: none">• Trends and patterns in student learning, growth & achievement<ul style="list-style-type: none">➤ At least two years of data➤ At least two measures<ul style="list-style-type: none">▪ Statewide growth measures, where available (including MCAS SGP)▪ Additional DDMs comparable across schools, grades, and subject matter district-wide

Student Impact Rating Regulations

- Evaluators must assign a rating based on **trends** (at least 2 years) and **patterns** (at least 2 measures)
- Options – [603 CMR 35.09\(3\)\(a-c\)](#)
 - **high** indicates significantly higher than one year's growth relative to academic peers in the grade or subject.
 - **moderate** indicates one year's growth relative to academic peers in the grade or subject.
 - **low** indicates significantly lower than one year's student learning growth relative to academic peers in the grade or subject.

District-Determined Measures

- DDMs should measure **growth**, not achievement. Student growth measures answer the fundamental question of, “Where did my students start and where did they end?”
- All DDMs have to have baseline data...some point of origin for the growth....some measure of the same core objectives
- Assessments should be administered across all schools in the district where the same grade or subject is taught. (e.g. *2nd gr ELA* will be BAS for everyone)
- DDMs should assess learning as directly as possible.

Measures of Growth – 4 Options

- Pre- Test / Post- Test *Pre- and post-tests can be identical measures administered twice or comparable versions*
- Repeated Measures Design *Some teachers use short measures throughout the year to monitor student growth on a set of skills.*
- Holistic Evaluation *A holistic evaluation of student growth combines aspects of a pre- and post-test model with the regularity of a repeated measures approach. These use a rubric that describes growth over time.*
- Post- Test only ***Not really feasible** for a locally made assessment. Only applies to MCAS and some commercial product because there is not baseline*

Two fundamental questions should be the guideposts for selecting DDMs as a measure of student learning:

1. Is the measure aligned to content?

- Does it assess what is most important for students to learn and be able to do?
- Does it assess what the **educators** intend to teach?

2. Is the measure informative?

- Do the results inform educators about curriculum, instruction, and practice?
- Does it provide valuable information to educators about their students, helping them identify whether students are making the desired progress, falling short, or excelling?
- Does it provide valuable information to schools and districts about their educators?

Measures of Growth with Specific Assessment Types

Portfolios If a portfolio is to be used as a DDM that measures growth, it must be designed to capture progress rather than to showcase accomplishments.

Unit Assessments While a common form of assessment, it is necessary to have baseline data to compare. Also, one unit alone is not enough of a measure.

End-of-Course Exams While many courses have these already, it is again necessary to have baseline data. For this reason, these are rarely used as DDMs, unless pre-assessment data is collected.

Capstone Projects Capstone Projects are large-scale student projects that represent a culmination of the work completed in a course. Perhaps the biggest challenge in using capstone projects as DDMs is the difficulty with measuring growth. The goal of DDMs is that they measure student growth over the year.

Assessment Protocols

It is important to know that there need to be a set of protocols for the assessments used as DDMs. For example, assessments must be done on the same day, have the same set of directions, use the same scoring methods, etc. The protocols are similar to the steps taken to administer MCAS and assure the reliability of the assessment.

More information will become available once DDMs have been chosen for courses.

For More Information

- MTA You Tube piece on Student Growth Percentile
- DESE website – Educator Evaluation – District Determined Measures
 - Technical Guide B
 - Example DDMs – based on Core Course Objectives
 - ✓ The examples include Core Course Objectives for many levels
 - Go to Presentations on left menu instead of DDM ...and look for Getting Started ppt for Educator Evaluation
- Materials and information stored on the district website including a
- Contact Shirley Gilfether who will get answers to your questions

Questions and Answers

IMPORTANT NOTES:

DDM **Pilot** going on now- 10th grade ELA *writing to text*

February 3rd –DDMs should be decided for each course (details still to be finalized for the tools)

April 4th – Drafts of DDMs to administrators

I will be available after the meeting to answer or take your questions for an answer later.