Introduction: District-Determined Measures and Assessment Literacy

Webinar Series Part 1
Logistics

⭐ Q&A
- Type your questions into the box on the lower right-hand corner of the screen

⭐ Recording
- Each part of the webinar series will be recorded and archived.

⭐ Supplemental Materials
- All materials needed to participate in each session will be posted on the registration page.
Today’s Outcomes

★ Part 1 outcomes for participants include:

★ Understand the schedule, content, and target audience for the remaining parts of the webinar series

★ Know policy requirements and Department expectations surrounding the implementation of DDMs

★ Define the basic supports ESE will provide to district teams

★ Complete a district assessment literacy self-assessment to identify areas of strength and challenge
<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Date</th>
<th>Length</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: District-Determined Measures and Assessment Literacy</td>
<td>3/14</td>
<td>60 minutes</td>
<td>4-5pm ET</td>
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<tr>
<td>2</td>
<td>Basics of Assessment</td>
<td>4/4</td>
<td>90 minutes</td>
<td>4-5:30pm ET</td>
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<td>3</td>
<td>Assessment Options</td>
<td>4/25</td>
<td>60 minutes</td>
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<td></td>
<td>TA and Networking Session I</td>
<td>5/23</td>
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<td>4</td>
<td>Determining the Best Approach to District-Determined Measures</td>
<td>7/18</td>
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<tr>
<td>5</td>
<td>Integrating Assessments into Educator Evaluation: Reporting Student Growth</td>
<td>8/15</td>
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<td>6</td>
<td>Integrating Assessments into Educator Evaluation: Developing Business Rules and Engaging Staff</td>
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<td></td>
<td>TA and Networking Session II</td>
<td>9/19</td>
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<td>7</td>
<td>Communicating results</td>
<td>10/24</td>
<td>60 minutes</td>
<td>4-5pm ET</td>
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<td>8</td>
<td>Sustainability</td>
<td>12/5</td>
<td>60 minutes</td>
<td>4-5pm ET</td>
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<td></td>
<td>TA and Networking Session III</td>
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Audience & Purpose

★ Target Audience:
★ District teams that will be engaged in the work of identifying and selecting District-Determined Measures

★ Purpose:
★ Build knowledge about the educator evaluation framework and assessment principles to support districts in the identification and selection of District-Determined Measures
Key Terms

- **Student Impact Rating** – a rating of high, moderate, or low for an educator’s impact on student learning

- **District-Determined Measures** – measures of student learning, growth, and achievement that will inform an educator’s Student Impact Rating
Agenda

★ The Educator Evaluation Framework
  ★ Student Impact Rating
  ★ District-Determined Measures
★ Implementation Rollout
★ Recommended Steps for Districts
★ ESE Supports
  ★ Sample Measures
  ★ Webinar Series
★ District Team Activity
The Educator Evaluation Framework

Everyone earns two ratings

Summative Performance Rating

- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

Student Impact Rating

- High
- Moderate
- Low
Two Ratings

<table>
<thead>
<tr>
<th>Summative Rating</th>
<th>1-yr Self-Directed Growth Plan</th>
<th>2-yr Self-Directed Growth Plan</th>
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Rating of Impact on Student Learning

Low | Moderate | High

Massachusetts Department of Elementary and Secondary Education
Two Ratings: Example

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Low | Moderate | High

Rating of Impact on Student Learning

Massachusetts Department of Elementary and Secondary Education
Two Ratings: Discrepancies

Summative Rating

- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

1-yr Self-Directed Growth Plan
- Directed Growth Plan
- Improvement Plan

Rating of Impact on Student Learning
- Low
- Moderate
- High

Massachusetts Department of Elementary and Secondary Education
## Two Ratings: Discrepancies

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### Rating of Impact on Student Learning

- Low
- Moderate
- High
Student Impact Rating

The Student Impact Rating must be based on at least 2 years of data (trends) across multiple measures (patterns):

- State-wide growth measures
  - MCAS student growth percentiles
- District-Determined Measures

<table>
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<tr>
<th>Year</th>
<th>Measure</th>
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<tr>
<td>Year 1</td>
<td>MCAS SGP, grade 5 mathematics</td>
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<tr>
<td></td>
<td>Unit assessment on multiplication and division of fractions</td>
</tr>
<tr>
<td>Year 2</td>
<td>MCAS SGP, grade 5 mathematics</td>
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Definition of District-Determined Measures

“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.”
District-Determined Measures

- DDMs should measure growth, not just achievement.

- Assessments should be administered across all schools in the district where the same grade or subject is taught.

- DDMs should assess learning as directly as possible.
Priorities of the new evaluation framework

✓ **Place Student Learning at the Center** – Student learning is central to the evaluation and development of educators

✓ **Promote Growth and Development** – Provide all educators with feedback and opportunities that support continuous growth and improvement through collaboration

✓ **Recognize Excellence** – Encourage districts to recognize and reward excellence in teaching and leadership

✓ **Set a High Bar for Tenure** – Entrants to the teaching force must demonstrate Proficient performance on all standards within three years to earn Professional Teacher Status

✓ **Shorten Timelines for Improvement** – Educators who are not rated Proficient face accelerated timelines for improvement

We want to ensure that each student in the Commonwealth is taught by an effective educator, in schools and districts led by effective leaders.
Agenda

- The Educator Evaluation Framework
  - Student Impact Rating
  - District-Determined Measures

- Implementation Rollout

- Recommended Steps for Districts

- ESE Supports
  - Sample Measures
  - Webinar Series

- District Team Activity
Implementation Rollout

In Sept. 2013, districts will report to ESE:

1. Grades and subjects for implementation of DDMs in 2013-2014;
2. Grades and subjects for piloting DDMs in 2013-2014;
3. Grades and subjects that still lack DDMs, for which districts will research and/or develop measures to pilot in the spring of 2014;

A plan for determining impact ratings based on DDMs for some educators by the end of the 2014-2015 school year, and all educators by the end of the 2015-2016 school year.

Quick Reference Guide: District-Determined Measures
Selecting District-Determined Measures

The regulations specifically provide that the superintendent identifies and selects these district-determined measures.

The regulations state:

“Additional District-determined Measures comparable across schools, grades and subject matter district-wide as determined by the superintendent may be used in conjunction with MCAS Student Growth Percentiles and MEPA scores to meet this requirement, and shall be used when either MCAS growth or MEPA scores are not available.”

603 CMR 35.02
Agenda

- The Educator Evaluation Framework
  - Student Impact Rating
  - District-Determined Measures
- Implementation Rollout
- **Recommended Steps for Districts**
- ESE Supports
  - Sample Measures
  - Webinar Series
- District Team Activity
Recommended Steps for Districts

- Identify a team of administrators, teachers and specialists to focus and plan the district’s work on District-Determined Measures.

- Complete an inventory of existing assessments used in the district’s schools.

- Identify and coordinate with partners that have capacity to assist in the work of identifying and evaluating assessments that may serve as District-Determined Measures.
Agenda

- The Educator Evaluation Framework
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  - District-Determined Measures
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- ESE Supports
  - Sample Measures
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- District Team Activity
ESE Supports

★ Identification of “anchor standards” for a sub-set of grades and subjects
  ★ Targeted for publication in July 2013

★ ESE is overseeing the collection and evaluation of quality assessments from MA districts and beyond that will be made available for use as DDMs
  ★ Districts are encouraged to share information about their highest quality assessments and priority grades and subjects for support by completing this survey: http://www.surveygizmo.com/s3/1152802/District-Determined-Measures
  ★ Exemplar DDMs targeted to be available in July 2013
ESE Supports

★ Supplemental guidance on the selection of DDMs and the process of determining an Impact Rating
  ★ Technical Guide A (April 2013) will focus on measuring growth and selecting appropriate measures
  ★ Technical Guide B (August 2013) will focus on determining Student Impact Ratings of high, moderate, and low.

★ Assessment Literacy Webinar Series
  ★ Visit our website for descriptions of each part of the series: http://www.doe.mass.edu/edeval/ddm/webinar.html
ESE Supports

★ Edwin Teaching and Learning

★ System components and features…

★ Access to curriculum tools enabling educators to create lesson plans, curriculum units, and maps aligned to MA Curriculum Frameworks.

★ Ability to search for and utilize standards-aligned digital content including customizable Model Curriculum Units and released MCAS items.

★ Ability to create and administer paper and online assessments to gauge student progress using resulting analysis and reports.

Contact Edwin@doe.mass.edu with questions about ET&L
Agenda

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  - Sample Measures
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District teams can use the self-assessment tool provided to determine the strengths and weaknesses of the district’s assessment literacy knowledge, policy, and practices.

The tool addresses 4 key areas of assessment literacy:
- General Statistics/Data Knowledge and Skills
- General Assessment Structures
- General Assessment Design and Reporting
- Linking Assessment and Instruction
Register for Webinar 2
Basics of Assessment

★ April 4th from 4:00pm – 5:30pm

★ Participants will learn how to determine assessment alignment, reliability, and validity – the technical qualities of an assessment for use in accountability situations – as well as the basic do’s and don’ts of creating assessments.

★ Click here to register: https://air-event500.webex.com/air-event500/onstage/g.php?d=593570656&t=a
Questions

★ Contact Ron Noble at r noble@doe.mass.edu

Feedback