Waiting Room

🌟 Today’s webinar will begin shortly.

REMINDERS:

• Dial 800-503-2899 and enter the passcode 6496612# to hear the audio portion of the presentation

• Download today’s materials from the sign-in page:
  • Webinar Series Part 3 PowerPoint slides
  • Assessment Quality Tracking Tool
  • Draft DDM-Educator Alignment Tool
Assessment Options

Webinar Series Part 3
Logistics

★ Q&A
★ Type your questions into the chat box in the lower right corner of the screen

★ Recording
★ Recordings will be archived on our webpage: http://www.doe.mass.edu/edeval/ddm/webinar.html

★ Supplemental materials
★ All materials needed to participate in each session will be posted on the sign-in page and archived on our webpage.
# Webinar Series

<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
<th>Length</th>
<th>Time</th>
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<tbody>
<tr>
<td>1 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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<td>2 Basics of Assessment</td>
<td>4/4</td>
<td>90 minutes</td>
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<td>3 Assessment Options</td>
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<td>7/18</td>
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<td>5 Integrating Assessments into Educator Evaluation:</td>
<td>8/15</td>
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<td>Reporting Student Growth</td>
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<td>6 Integrating Assessments into Educator Evaluation:</td>
<td>8/29</td>
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<td>TA and Networking Session II</td>
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<td>7 Communicating results</td>
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<td>8 Sustainability</td>
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<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
★ Participants will:
★ Understand the details of the revised DDM implementation timeline and the implications for the work of their district teams
★ Learn how to apply the concepts introduced in Part 2 of the series to conduct an inventory of the district’s assessments
★ Understand how to begin to match potential DDMs with educators and conduct an analysis of where assessment gaps exist
Agenda

★ Student Impact Rating Regulations
★ Revised Implementation Timeline
★ Opportunity for Educators
★ Assessment Quality Tracking Tool
★ DDM-Educator Alignment Tool
★ Matching Assessments to Educator Roles
★ Q&A and Next Steps
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)*
  ★ 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.

* Must be used where available (603 CMR 35.09(2)(a)(1))
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.
Student Impact Rating Regulations

Why focus on growth?

- Level playing field
- Fairness

Achievement measures may be acceptable when the district judges them to be the most appropriate/feasible measure for certain educators
Agenda

★ Student Impact Rating Regulations
★ Revised Implementation Timeline
★ Opportunity for Educators
★ Assessment Quality Tracking Tool
★ DDM-Educator Alignment Tool
★ Matching Assessments to Educator Roles
★ Q&A and Next Steps
Revised Implementation Timeline

- Commissioner’s Memo - 4/12/13
- 2013-2014 – districts pilot and identify DDMs
- 2014-2015 – districts implement DDMs and collect the first year of trend data
- 2015-2016 – districts collect the second year of trend data and issue Student Impact Ratings for all educators
- Districts positioned to accelerate the timeline should proceed as planned.
Revised Implementation Timeline

★ Minimum Piloting Requirements
  ★ Early grade (K-3) literacy
  ★ Early (K-3) grade math
  ★ Middle grade (5-8) math
  ★ High school writing to text
  ★ Traditionally non-tested grades and subjects (e.g., fine arts, music, physical education)

★ If a district is unable to identify a DDM in the grades and subjects listed above, the district must pilot one of ESE’s exemplar DDMs to be released in summer 2013.
Revised Implementation Timeline

★ Reporting Requirements

★ September 2013:
★ The identified potential DDMs the district will pilot during the 2013-2014 school year and the grades and subjects to which they are aligned (must address minimum requirements)
★ The grades and subjects for which the district has not identified potential DDMs and will research and/or develop measures to pilot in the spring 2014.

★ February 2014:
★ The final plan for determining Impact Ratings based on the DDMs for all educators by the end of the 2015-2016 school year.
Agenda

- Student Impact Rating Regulations
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- Assessment Quality Tracking Tool
- DDM-Educator Alignment Tool
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- Q&A and Next Steps
Opportunity for Educators

- 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.
Agenda

- Student Impact Rating Regulations
- Revised Implementation Timeline
- Opportunity for Educators
- **Assessment Quality Tracking Tool**
- DDM-Educator Alignment Tool
- Matching Assessments to Educator Roles
- Q&A and Next Steps
Assessment Quality Tracking Tool

★ Purpose

★ Help district teams in thinking about assessments that may be used as DDMs and how to apply the concepts introduced in Part 2 to evaluate them

★ Provide district teams with a space to record information about potential DDMs in a systematic, organized way

★ Send feedback to Ron Noble – r noble@d o e.m a ss.edu
Information Prompts

1. Grade/Subject or Course
2. Name
3. Source
4. Type
5. Type of Items
6. Assessment Components
7. Alignment and Rigor
8. Validity, Reliability, and Non-Bias
9. Feasibility
# Tracking Tool Walkthrough

<table>
<thead>
<tr>
<th>Grade/Subject or Course</th>
<th>Potential DDM Name</th>
<th>General Information</th>
<th>Assessment Components</th>
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<tr>
<td></td>
<td></td>
<td>Potential DDM Source</td>
<td>Type of Assessment</td>
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</tbody>
</table>
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- Assessment Quality Tracking Tool
- DDM-Educator Alignment Tool
- Matching Assessments to Educator Roles
- Q&A and Next Steps
DDM-Educator Alignment Tool

Purpose

- To provide district teams with a draft tool to use when beginning to match potential DDMs to educators.
- Supports a “Gap Analysis” to identify where there are gaps in the alignment of potential assessments to educators and courses within the district.

“Working” Document

- Send feedback to Ron Noble – r noble@doe.mass.edu
DDM-Educator Alignment Tool

- Structure
  - Cover Page
  - ReadMe
  - Instructions
  - Educators & Courses
  - DDM Summary
  - DDM Descriptions
  - Course Lookup
## Alignment Tool Walkthrough

<table>
<thead>
<tr>
<th>School</th>
<th>MERS ID</th>
<th>Last Name</th>
<th>First Name</th>
<th>Grade</th>
<th>Subject</th>
<th>Course</th>
<th>Course ID</th>
<th>Potential DDM1</th>
<th>Potential DDM2</th>
<th>Potential DDM3</th>
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<td>54</td>
<td>Smith</td>
<td>Bob</td>
<td>11</td>
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<td>Introduction to Agriculture and Natural Resources</td>
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<td>Green</td>
<td>Sally</td>
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<td>Language Arts (grade 1)</td>
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<td>Assessment D</td>
<td>Assessment E</td>
<td>Assessment F</td>
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<td>John</td>
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<td>Portfolio J</td>
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</table>
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National Perspective – Beyond Reading and Math Measures

- Schoolwide growth or value-added scores
- Developing additional assessments to measure student growth
- Student learning objectives (SLOs)
  - Massachusetts already includes a separate student learning goal component in teacher summative ratings
Schoolwide Growth

What do we mean by schoolwide growth measures?

- Often, this means taking existing value-added or growth measures in reading and mathematics and applying them to individual teachers in other subjects or administrators (teachers or administrators may select measures).
- Need not focus only on existing measures on reading or mathematics, however—e.g., team-based SLOs or subjects in which a small number of teachers represent the work of the school. Could be extended to nonacademic areas as well.

Examples: TN; TAP; Washington, DC
Developing New Assessments

★ Creating lists of “approved” assessments for use in the state
  ★ NY, OH (http://usny.nysed.gov/rttt/teachers-leaders/assessments/)

★ Developing new statewide assessments using internal teams and/or vendors
  ★ NC, DE, FL (http://www.dpi.state.nc.us/effectiveness-model/)

★ Providing guidance for local assessment development
  ★ MA, CO
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Register for Webinar Series Part 4

- Determining the Best Approach to District-Determined Measures

- In Part 4, participants will learn about various approaches to identifying district-determined measures and will determine whether that means building, buying, or borrowing assessments. Districts will need to have completed Parts 2 and 3 and their activities prior to beginning Part 4.

- Date: July 18, 2013
  Time: 4-5pm EST (60 minutes)
  Register: https://air-event500.webex.com/air-event500/onstage/g.php?d=595709119&t=a
Questions

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

Feedback

★ Tell us how we did: