Today's webinar will begin shortly.

**REMEMBER:**

- 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 5 PowerPoint slides
  - District DDM Piloting Plan September 2013
Measuring Student Growth and Piloting District-Determined Measures

Webinar Series Part 5
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>
</tr>
</thead>
<tbody>
<tr>
<td>1  Introduction: District-Determined Measures and Assessment Literacy</td>
<td>3/14</td>
<td>60 minutes</td>
<td>4-5pm</td>
</tr>
<tr>
<td>2  Basics of Assessment</td>
<td>4/4</td>
<td>90 minutes</td>
<td>4-5:30pm</td>
</tr>
<tr>
<td>3  Assessment Options</td>
<td>4/25</td>
<td>60 minutes</td>
<td>4-5pm</td>
</tr>
<tr>
<td>TA and Networking Session I</td>
<td>7/11</td>
<td>3 hours</td>
<td>9am-12pm</td>
</tr>
<tr>
<td>4  Determining the Best Approach to District-Determined Measures</td>
<td>7/18</td>
<td>60 minutes</td>
<td>4-5pm</td>
</tr>
<tr>
<td>5  Measuring Student Growth and Piloting District-Determined Measures</td>
<td>8/15</td>
<td>60 minutes</td>
<td>4-5pm</td>
</tr>
<tr>
<td>TA and Networking Session II</td>
<td>9/19</td>
<td>3 hours</td>
<td>2:30pm-5:30pm</td>
</tr>
<tr>
<td>6  Integrating Assessments into Educator Evaluation: Developing Business Rules and Engaging Staff</td>
<td>10/24</td>
<td>60 minutes</td>
<td>4-5pm</td>
</tr>
<tr>
<td>7  Communicating Results</td>
<td>12/5</td>
<td>60 minutes</td>
<td>4-5pm</td>
</tr>
<tr>
<td>TA and Networking Session III</td>
<td>12/12</td>
<td>3 hours</td>
<td>9am-12pm</td>
</tr>
<tr>
<td>8  Sustainability</td>
<td>1/23</td>
<td>60 minutes</td>
<td>4-5pm</td>
</tr>
</tbody>
</table>
Audience & Purpose

★ Target audience
★ District teams that will be engaged in the work of identifying, selecting, and piloting District-Determined Measures

★ After today participants will understand:
★ ESE expectations concerning DDM piloting during the 2013-14 school year
★ Multiple approaches to estimating student growth
★ Practical steps to take when piloting DDMs
Agenda

★ Updates!
- September 2013: List of Pilot DDM Due
- DDM Implementation Timeline

★ Technical Guide B
- Key Questions and Considerations
- Measuring Student Growth
- Piloting

★ Q&A and Next Steps
List of Pilot DDMs – by 9/30/13

★ All districts must submit a list of the potential DDMs the district will pilot during the 2013-14 school year

★ Must address the five required pilot areas:

1. Early grade (K-3) literacy
2. Early (K-3) grade math
3. Middle grade (5-8) math
4. High school writing to text
5. Traditionally non-tested grades/subject or course (e.g., fine arts, music, p.e.)

★ ESE template available:
http://www.doe.mass.edu/edeval/ddm/
**DDM Implementation Timeline**

- **April 12th – Commissioner’s Memorandum**
  - 2013-14 now a year for piloting DDMs
  - Established five required pilot areas
  - September 2013: Submit list of Pilot DDMs
  - February 2014: Submit final plan for determining Impact Ratings based on the DDMs for all educators by the end of the 2015-2016 school year.

<table>
<thead>
<tr>
<th>Original Timeline</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect data (Year 1)</td>
<td>Collect data (Year 2), Issue 1st Student Impact Ratings</td>
<td>Collect data, Issue Student Impact Ratings</td>
<td></td>
</tr>
<tr>
<td><strong>Revised Timeline (as of April 2013)</strong></td>
<td>Research and pilot potential DDMs</td>
<td>Collect data (Year 1)</td>
<td>Collect data (Year 2), Issue 1st Student Impact Ratings</td>
</tr>
</tbody>
</table>
DDM Implementation Timeline

★ August 15th – Commissioner’s Memorandum
  ★ Builds on earlier timeline
  ★ 2013-14 remains a year for piloting
  ★ September submission remains the same

★ Two shifts:
  ★ February submission (final plan) shifts to June 1, 2014
  ★ Commissioner intends to provide extension request process
DDM Implementation Timeline

- August 15th - Commissioner’s Memorandum
  - **Extension requests** will be coupled with June 2014 submissions
  - One-year extension of DDM implementation for particular grade(s)/subject(s) or course(s) for which the district has not yet identified DDMs.
  - Blanket extensions will not be granted.
  - Use judiciously - not all districts will need an extension
  - Not a pause button.
Technical Guide B: Measuring Student Growth and Piloting District-determined Measures
Technical Guide B

- **Publication Date:** August 30th, 2013
- **Content:**
  - Introduction
  - Key Questions and Considerations
  - Measuring Student Growth with DDMs
  - Piloting DDMs
Key Questions and Considerations for District-determined Measures
Entry point to DDM work: Two Focus Questions

- Is the measure aligned to content?
- Is the measure informative?
Entry point to DDM work: Two Focus Questions

★ 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?
Entry point to DDM work: Two Focus Questions

★ Is the measure informative?

★ Do the results of the measure inform educators about curriculum, instruction, and practice?

★ Does it provide valuable information to educators about their students?

★ Does it provide valuable information to schools and districts about their educators?
Five Considerations

1. Measure growth
2. Common administration procedure
3. Common scoring process
4. Translate to an Impact Rating
5. Comparability
Low, Moderate, or High...

★ Student growth

versus...

★ Educator Impact
What is comparability?

★ Comparable within a grade, subject, or course across schools within a district
  ★ Identical measures are recommended

★ Comparable across grade or subject level district-wide
  ★ Impact Ratings should have a consistent meaning across educators; therefore, DDMs should not have significantly different levels of rigor
Measuring Student Growth with DDMs
Approaches to Measuring Student Growth

- Pre-Test/Post Test
- Repeated Measures
- Holistic Evaluation
- Post-Test Only
Pre/Post Test

★ Description:
★ The same or similar assessments administered at the beginning and at the end of the course or year
★ Example: Grade 10 ELA writing assessment aligned to College and Career Readiness Standards at beginning and end of year

★ Measuring Growth:
★ Difference between pre- and post-test.

★ Considerations:
★ Do all students have an equal chance of demonstrating growth?
Repeated Measures

★ **Description:**
- Multiple assessments given throughout the year.
- Example: running records, attendance, mile run

★ **Measuring Growth:**
- Graphically
- Ranging from the sophisticated to simple

★ **Considerations:**
- Less pressure on each administration.
- Authentic Tasks
Repeated Measures Example

Running Record

Running Record Error Rate

Date of Administration


# of errors

Low Growth
High Growth
Mod Growth
Holistic

★ Description:
- Assess growth across student work collected throughout the year.
- Example: Tennessee Arts Growth Measure System

★ Measuring Growth:
- Growth Rubric (see example)

★ Considerations:
- Rating can be challenging & time consuming
- Option for multifaceted performance assessments
# Holistic Example

<table>
<thead>
<tr>
<th>Details</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
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<tbody>
<tr>
<td><strong>No improvement in the level of detail.</strong></td>
<td><strong>No improvement in the level of detail.</strong></td>
<td><strong>Modest improvement in the level of detail</strong></td>
<td><strong>Considerable Improvement in the level of detail</strong></td>
<td><strong>Outstanding Improvement in the level of detail</strong></td>
</tr>
<tr>
<td>* No new details across versions</td>
<td>* No new details across versions</td>
<td>* There are a few details included across all versions</td>
<td>* There are many examples of added details across all versions,</td>
<td>* On average there are multiple details added across every version</td>
</tr>
<tr>
<td>* New details are added, but not included in future versions.</td>
<td>* New details are added, but not included in future versions.</td>
<td>* There are many added details are included, but they are not included consistently, or none are improved or elaborated upon.</td>
<td>* At least one example of a detail that is improved or elaborated in future versions</td>
<td>* There are multiple examples of details that build and elaborate on previous versions</td>
</tr>
<tr>
<td>* A few new details are added that are not relevant, accurate or meaningful</td>
<td>* A few new details are added that are not relevant, accurate or meaningful</td>
<td>* There are many added details, but several are not relevant, accurate or meaningful</td>
<td>* Details are consistently included in future versions</td>
<td>* The added details reflect the most relevant and meaningful additions</td>
</tr>
</tbody>
</table>

Example taken from Austin, a first grader from Anser Charter School in Boise, Idaho. Used with permission from Expeditionary Learning. Learn more about this and other examples at [http://elschools.org/student-work/butterfly-drafts](http://elschools.org/student-work/butterfly-drafts)
Post-Test Only

Description:
- A single assessment or data that is paired with other information
- Example: AP exam

Measuring Growth, where possible:
- Use a baseline
- Assume equal beginning

Considerations:
- May be only option for some indirect measures
- What is the quality of the baseline information?
Examples

- **Portfolios**
  - Measuring achievement v. growth

- **Unit Assessments**
  - Looking at growth across a series

- **Capstone Projects**
  - May be a very strong measure of achievement
Piloting District Determined Measures
Piloting DDMs

★ Piloting:
★ Test
★ Analyze
★ Adjust
★ Repeat

★ Being strategic and deliberate:
★ Collaboration
★ Iteration
★ Information
Pilot Steps:

1. Prepare to pilot
   - Build your team
   - Identify content to assess
   - Identify the measure
     - Aligned to content
     - Informative
   - Decide how to administer & score

2. Test
   - Administer
   - Score

3. Analyze

4. Adjust
Analyzing Results: Example Focus Questions

★ Is the measure fair to special education students?

★ Is there differences in score due to rater?

★ Is growth equal across the scale?
Analyzing and adjusting:

Each DDM should have:

1. Directions for administering
2. Student directions
3. Instrument
4. Scoring method
5. Scoring directions
## Student Impact Rating Rollout:

<table>
<thead>
<tr>
<th><strong>2013-14 School Year</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September 2013:</strong></td>
</tr>
<tr>
<td><strong>October 2013 – May 2014:</strong></td>
</tr>
<tr>
<td><strong>June 2014:</strong></td>
</tr>
<tr>
<td><strong>SY 2014-2015</strong></td>
</tr>
<tr>
<td><strong>SY 2015-2016</strong></td>
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</table>
Resources

★ Existing
★ ESE Staff
★ Part VII of the Model System
★ Technical Guide A
★ Assessment Quality Checklist and Tracking Tool
★ Assessment Literacy Webinar Series
★ Materials from Technical Assistance sessions
★ Commissioner's Memorandum

★ What’s Coming
★ Technical Guide B (August 30th)
★ Exemplar DDMs (August 30th)
★ Other Supporting Materials
Register for Webinar Series Part 6

★ Part 6: Determining How to Integrate Assessments into Educator Evaluation: Developing Business Rules and Engaging Staff

★ Date: October 24, 2013
Time: 4-5pm EST (60 minutes)
Register: https://air-event500.webex.com/air-event500/onstage/g.php?d=592783893&t=a
Questions

★ Contact

Samantha Warburton swarburton@doe.mass.edu
Craig Waterman at cwaterman@doe.mass.edu
Ron Noble at r noble@doe.mass.edu

Feedback

★ Tell us how we did: