Follow the Path of DDM Development in Chelmsford

Presented by Dr. Kristan Rodriguez, Assistant Superintendent of Schools
• Development of a DDM Steering Committee

• Development of DDM Work into PD Committee, Data Team, ECAC, and Curriculum Councils

• Incorporation of DDM Study Group Into Monthly Coordinator Meetings

• Resources Provided in Budget for Assessment Training, Assessment Writing, Assessment Purchase, Assessment Equipment, Personnel to Enter Data, Data Management

• Application to State Exemplar Working Groups

• Development of DDM Newsletter and Matinee Viewing Series for Webinars

• Development of DDM SMART Goal for Every Department
  • Sample SMART Goal Templates Provided
CPS Made Assessment
By the spring of 2014, the _______ department will develop and pilot (Quantity) (Content Subject) common assessments in grade(s) ________, that meet the criteria established by the Department of Elementary and Secondary Education for District Determined Measures (DDMs), as measured by an updated department data inventory.

Purchased or Use of State Exemplar Assessments
By the spring of 2014, the _______ department will purchase/adopt and pilot (Quantity) (Content Subject) (Name Assessment) in grade(s) ________, that meet the criteria established by the Department of Elementary and Secondary Education for District Determined Measures (DDMs), as measured by an updated department data inventory.

Make sure action plan defines:
• Training on developing DDMs
• The dates of development/purchase
• The dates of implementation
• Where the data will be housed and how it will be analyzed
• How the data will be used (placement, MTSS, instructional data meetings)
Chosen Area...The Journey of One DDM

- Math K-3 (Pre and Post Benchmark Assessment)
- Supports in the Process
  - Dr. Matthew Beyranevand, K-12 Math Coordinator (Leader for this Project)
  - Anna Swierzbina, Elementary Math Coach
  - Grade Level Teams of Teachers
  - Building Principals
  - Elementary Curriculum Council (Admin.)
  - Elementary Curriculum Advisory Council (Admin. And Teachers)
• Reviewed CCSS Standards

• Reviewed Recently District Pacing Guides
  • In response to finalized MCAS Sequence for Standards and adopted CCSS version of math program
  • To Determine Covered Standards in Administration Window

• Reviewed State/WestEd Resources
  • Core Course Objectives and Sample Assessments

• Reviewed PARCC Prototype Questions

• Adaptation of Previous Benchmark Assessment-Modified to Be a Pre and Post Assessment-completed ¾ through year for Remediation Before End of year.
Purpose

• To Be Used as A Pre-Post Assessment to Measure Growth and Inform Instruction
  • Identifying potential floor and ceiling effects.
  • How effectively does the assessment measure growth?
  • Is the measurement instructionally informative?
  • How will this differ in results reporting from previous benchmark proficiency level report outs?
  • From these results, how will we define potential low, moderate, and high growth cut scores?

• To Be Used in Instructional Data Meetings for Planning, Pacing Purposes
  • Is the measurement aligned to content?
  • Adapted Protocol

• To Be a Universal Screening Measure for Piloted Math Tier 2 Intervention
• To Begin to Expose Upper Elementary Students to Electronic Assessments and Question Formats of PARCC
• To measure the effectiveness of our new curriculum
Administration

- Kindergarten: Individual Student Assessment 1:1-Administered by coaches
- Grades 1-2: Paper and Pencil Assessment-Administered by Classroom Teachers-Whole Group-15-20 Questions
- Grades 3 (and 4): Online Assessment Using Study Island program --- Questions are district developed-Administered in Computer Labs During Technology Class
- Accommodations Provided Per IEP’s
- Common Administration Window and Proctoring Protocols Across Schools
Scoring

- Kindergarten: Coaches Score
- Grades 1-2: Teachers Score
- Grades 3 (and 4): Online Scoring
Data Management

• Scores Entered By Hourly Data Clerk (K-2)

• Data Collected from K-2 Spreadsheets and Study Island Reports (3) & Summarized By District Data Specialist

• Summarized Data Analyzed by Curriculum Coordinator and Coach

• All Staff Receive a Data Summary for Their Class Against District Averages

• Utilize Data Summaries in Data Meetings

• Data Housed in Student Management System (X2)
Year One Best Practices

- Proctor/Administration Training
- Met
- Data Team Training
- Introduction to Testing Packet
- Analysis of Paper/Pencil vs Online
Sample Artifacts

2013-2014 Assessment Map

MATH BENCHMARKS

The following information was submitted by Dr. Matthew Boyeranvand.

As discussed in the opening day meeting, we will be continuing with our math benchmarks in the form of District Determined Measures. Everyone should have received draft versions of the assessment that matches the pacing guide developed over the summer. The plan for the math assessments was presented approved at ECAC on Tuesday. We will run the benchmarks in a very similar format to last year.

- Kindergarten: Donna and Ann will do all of the testing
- Grades 1 & 2: Teachers will administer and correct the tests, we will record all of the data
- Grades 3 & 4: This will be done on Study Island through the computer lab time

The only difference from last year is that we need the assessment to be able to show student growth over the academic year. Therefore, we will be using the same standards for the pre-test and 1/2 post-test in March. Most students will not be expected to be proficient on the standards during the pre-test. Principals will be developing a schedule for each school for administration and will be sharing with you soon.

Elementary Data/Coaching Meetings

September 2013 Schedule

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Topic</th>
<th>Facilitator</th>
<th>Byam</th>
<th>Center</th>
<th>Harrington</th>
<th>South Row</th>
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</thead>
<tbody>
<tr>
<td>9/9/13-9/13/13</td>
<td>Building Based Prep Time</td>
<td>Principal</td>
<td>Prep</td>
<td>Prep</td>
<td>Prep</td>
<td>Prep</td>
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<tr>
<td>9/16/13-9/20/13</td>
<td>MCAS Meeting Grade 2</td>
<td>ELA Coordinator</td>
<td>Wednesday</td>
<td>Tuesday</td>
<td>Monday</td>
<td>Thursday</td>
</tr>
<tr>
<td>9/16/13-9/20/13</td>
<td>MCAS Meeting Grade 3</td>
<td>Math Coordinator</td>
<td>Friday</td>
<td>Thursday</td>
<td>Tuesday</td>
<td>Wednesday</td>
</tr>
<tr>
<td>9/16/13-9/20/13</td>
<td>Goals/MCAS Grades K-2</td>
<td>Principal</td>
<td>Meeting</td>
<td>Meeting</td>
<td>Meeting</td>
<td>Meeting</td>
</tr>
<tr>
<td>9/23/13-9/27/13</td>
<td>MCAS Meeting Grade 4</td>
<td>Math Coordinator</td>
<td>Wednesday</td>
<td>Tuesday</td>
<td>Monday</td>
<td>Thursday</td>
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<tr>
<td>9/23/13-9/27/13</td>
<td>MCAS Meeting Grade 3</td>
<td>ELA Coordinator</td>
<td>Friday</td>
<td>Thursday</td>
<td>Tuesday</td>
<td>Wednesday</td>
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<tr>
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<td>Goals/MCAS Grades K-2</td>
<td>Principal</td>
<td>Meeting</td>
<td>Meeting</td>
<td>Meeting</td>
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<td>9/30/13-10/4/13</td>
<td>Building Based Prep Time</td>
<td>Principal</td>
<td>Prep</td>
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Common Assessments, SMART Goals, and DDMs,
Oh My!
By Christy Whittlesey, Chelmsford Public Schools

The last academic year brought about many changes for our music departments across the state as teachers began to formally be held accountable to the standards on the new evaluation tool developed by the Massachusetts Department of Elementary and Secondary Education, including the implementation of common assessments.

In an environment where many of us are stretched for time and resources in our classes, creating and implementing common assessments is a daunting task, especially considering that most music teachers work with all or at least a large portion of the students in a school. This situation is also complicated by the lack of a standardized tool that the state provides for other subject areas. However, common assessment can be a tool that everyone can implement as long as it is approached creatively and flexibly by teachers and administration.

This article will outline how teachers from the four elementary and two middle schools in Chelmsford have created and implemented district-wide common assessments in music for grades 2 and 5. I will also provide suggestions for possible options for goals incorporating common assessments for music.

Adopting Common Music Assessments

One of the greatest challenges for many teachers within the new Massachusetts Teacher Evaluation tool has been to incorporate common, district-wide assessments in order to fulfill Standard 1-B-1 to achieve a proficient rating. This rubric area states that the proficient teacher in this area "Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards." By winter of 2012, it was already clear that the "Common Assessment train" for fine arts was pulling out of the station. I advocated for the district to send our music teachers to the DESE training in the winter of 2012 hosted by Scott Schuler to get the juices flowing in this area. Our district supported our participation and provided subs for 83% of our elementary and middle school music teachers who attended the day-long workshop. At the workshop, teachers and administrators presented the Common Music Assessment Tasks that had been designed and adopted by the Connecticut State Department of Education. (Each of these common assessment tasks are posted with rubrics and recordings of student exemplars on the CT-curriculum.org web site.)

At our subsequent elementary and music faculty meetings, teachers reviewed the Connecticut Common Music Assessment Tasks to determine whether it would be feasible to adopt them in our district, and the general consensus was that the tasks are meaningful and practical. Some adaptations would be necessary to make the task work within Chelmsford's current schedules and with our available resources. To this end, our district supported summer curriculum writing time so that teachers and I could work together...
DDM Oversight Team

The district developed an overview framework for the district DDM process. This framework was approved by the district Board of Education. The DDM process was developed to address the need for a streamlined and efficient process for evaluating the effectiveness of district programs and services. The framework includes the following key components:

1. **Assessment Inventory**
   - The district developed an inventory of all educational programs and services provided to students.
   - The inventory includes all programs, services, and initiatives that are offered to students.
   - The inventory is reviewed annually and updated as needed.

2. **SCG Training**
   - The district organized training sessions for all school staff to build awareness and understanding of the DDM process.
   - The training sessions are designed to help staff understand their role in the DDM process and how to effectively participate in the evaluation process.

3. **DDM Oversight Team**
   - The district established a DDM Oversight Team to oversee the DDM process and ensure its effectiveness.
   - The team includes representatives from all educational departments and services.
   - The team meets regularly to discuss progress and make recommendations for improvement.

4. **District DDM Plan**
   - The district developed a DDM plan that outlines the processes and procedures for implementing the DDM framework.
   - The plan includes timelines, responsibilities, and guidelines for implementing the DDM process.

5. **Collaborative Partnerships**
   - The district formed partnerships with local educational organizations to enhance the effectiveness of the DDM process.
   - The partnerships include collaborations with other districts, community organizations, and educational professionals.

6. **UDM Research & Development**
   - The district conducted research to evaluate the effectiveness of the DDM process.
   - The research included data collection and analysis to identify areas for improvement and make recommendations for future implementation.

District Determined Measures Plan for CPS

Revised Implementation Timeline:

1. In 2013-2014, districts are required to review and pilot DDMs for some grades and subjects.
   - a. Early grade (K-3) literacy
   - b. Early (K-3) grade math
   - c. Middle grade (5-8) math
   - d. High school writing to test
   - e. Traditionally non-tested grades and subjects (e.g., fine arts, music, p.e.)

If a district is unable to create these DDMs in the grades and subjects listed above, the district must pilot one of ESE’s exemplar DDMs in each of these areas; ESE plans to release these DDMs in 2013.

District Planning Activities

- Districts should be actively engaged in the process of identifying and selecting appropriate DDMs. The following suggested steps will help districts position themselves for success:
  - Identify a team of administrators, teachers, and specialists to cover and plan the district’s work on DDMs.
  - Assess educators’ understanding of the basics of the work of the MGCAS Student Growth Percentile and determine how it can be used to understand student growth and progress; develop a plan for ensuring the appropriate use of this information.

- Complete an inventory of existing assessments used in the district’s schools and assess where there are strengths to build on and gaps to fill.

- Discuss with the district’s educational collaborative, or other district partners, its interest and capacity to assess student growth in the work of identifying and evaluating assessments that may serve as DDMs.

- Plan a process for implementing DDMs where appropriate measures have been identified.

- Plan a process for piloting DDMs where potential measures have been identified.

- Plan a process for researching and developing measures where no existing measures are deemed appropriate.

- Create (or augment) the district’s communication plan to ensure that educators, school board members, and other stakeholders understand the role that DDMs will play in the new evaluation framework as well as their timetable for implementation.

Source: http://www.doe.mass.edu/edeva/resources/ORG-Measures.pdf