District Determined Measures (DDMs)

January 2015

Educator Evaluation Committee

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.

The Educator Evaluation Framework
Educators earn two ratings

Student Impact Rating Regulations

- Evaluators must assign a Student Impact Rating based on:
  - **trends** (at least 2 years)
  - and **patterns** (at least 2 measures)
    *Note: IEA Educator Evaluation language states that a trend is equivalent to **3 years** of data. MTA recommends **3 measures** per educator.*

- Measures – *603 CMR 35.07(1)(a)(3-5)*
  - **Statewide growth measure(s)**
    MCAS SGP must be used if applicable (Grades 4 – 8)
  - **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.

Student Impact Rating Regulations

- Ratings– 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.

- The final DDMs as well as the method of calculating combined high, moderate or low ratings are subject to collective bargaining.

Two Ratings:

Summative rating determines the type of plan.
Impact rating determines duration of plan for those on Self-Directed Growth Plans.

Summative Rating		1-yr Self-Directed Growth Plan	2-yr Self-Directed Growth Plan	
	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		

SGP from MCAS as Growth Measure

- Must be used where available (Grades 4 – 8)
- Scores not available until fall of following year
- **Student Impact Rating only determines if you are on a one or two-year plan. This is a separate from the Summative Rating which determines the type of plan.**
- The State has determined the SGP range for Student Impact Ratings

LOW	MODERATE	HIGH
34 ↓	35 - 65	66 ↑

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.

- Elementary grades need at least one ELA and one Math DDM.

- Middle School and High School teachers need at least two DDMs for the courses or subjects they teach.

- DDMs should assess learning as directly as possible.

Measures of Growth – 4 Options
Every measure MUST have a BASELINE

- <u>Pre- Test / Post- Test</u> *Pre- and post-tests can be identical measures administered twice or comparable versions*

- <u>Repeated Measures Design</u> *Some teachers use short measures throughout the year to monitor student growth on a set of skills.*

- <u>Holistic Evaluation</u> *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.*

- <u>Post- Test only</u> *Not really feasible for a locally made assessment. Only applies to MCAS and some commercial product because there is not baseline*

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.

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?

Developing a DDM Assessment

Step 1 – Identify the key content   (CCSS, key standards, concepts or skills…)
- may be taught repeatedly across the year, or once in the year
- be sure that it is informative (informs teachers, students, and administration)

Step 2 - Ensure that change in performance represents student growth
- starts with a baseline, measures similar content, demonstrates what students know and don't know

Step 3 - Select an approach for measuring growth
- pre/post, repeated measures, holistic which might include portfolios, performance tasks, unit assessment, capstone projects, etc.   Think about the type of assessments coming with PARCC

Developing a DDM Assessment (cont.)

Step 4 – Begin to select assessments

- align to content, seek ideas from other resources as available, think about weighting of certain questions

Step 5 - Decide on a scoring protocol

- raw score, percent score, rubric score
- how will growth be determined [raw to raw, % to %....]

Step 6 – Draft a scale for low, moderate and high impact

- moderate is based on what would be the expectation for most students or a year's worth of growth; low is below the expectation; and high is significantly higher than the expectation

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 should 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 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 *Assessment Literacy Webinar Series*
  - Go to Presentations on left menu instead of DDM …and look for Getting Started ppt for Educator Evaluation
- Contact your Administrator or Educator Evaluation representative with questions.
  - IHS   Rebecca Slawson
  - IMS   Dennis Hurley
  - Winthrop   Gretchen Marinopoulos
  - Doyon   Andrea Welch

Next Steps

- Determine draft DDMs for all educators

- Identify system(s) for maintaining DDM data

- Determine assessment administration procedures and timing

- Establish scoring protocols – Establish parameters for low, moderate, and high student growth

- Our goal is to begin collecting data during the 2015-16 school year. This is contingent upon collective bargaining and ratification of our agreement.