

## Quick Reference Guide: District-Determined Measures

### **EDUCATOR EVALUATION REGULATIONS: SECOND DIMENSION**

Phase 2 of the Massachusetts Model System for Educator Evaluations is set to launch in September, 2013. This phase requires that every educator receives a rating of high, moderate, or low for their impact on student learning. The impact is based on trends and patterns in student learning, growth, and achievement using at least two years of data and at least two measures of student learning, each of which is comparable across grade or subject district wide. These are referred to as **district-determined measures (DDM)**. DDMs should provide valuable feedback that can be used to adjust curriculum and instruction.

#### **KEY CRITERIA**

- Measure student learning growth, not just achievement.
- Direct measures which assess growth in a specific area over time and use baseline assessment data, are strongly preferred.
- Same subject and/or grade across all schools in the district.
- Include pre- and post- assessments and common rubrics.
- Data is based on trends over time of at least 2 years and reflects a pattern in the results on at least 2 different assessments.
- MCAS SGP and MEPA must be used where available.

#### **EXAMPLES**

##### Direct Measures

- Formative, interim and unit pre-and post-assessments in specific subjects.
- Growth based on performances and/or portfolios.
- Mid-year and end-of-course exams.
- Progress monitoring.

##### Indirect Measures

- Changes in promotion and graduation rates.
- Attendance and tardiness rates.
- Rigorous course-taking pattern rates.
- College course matriculation and course remediation rates.
- Discipline referral and other behavior rates.

#### **CREDIBLE MEASURES**

In order for assessments to be sound, they must be free of bias and distortion. Reliability and validity are two concepts that are important for defining and measuring bias and distortion. Districts may choose to pilot new assessments they are thinking of using as district-determined measures. Pilots also enable educators to identify exemplars of student work at different levels of proficiency.

#### *Key Concepts*

- *District-determined measures are measures of student learning, growth, and achievement related to the MA Curriculum Frameworks that are comparable across grade or subject level district-wide. Examples include portfolios, progress monitoring, pre- and post-exams, projects, or quarterly common assessments.*
- *Direct Measures measure the most immediately relevant outcomes of the education process; they measure student growth in a specific area over time using baseline and post assessment data.*
- *Indirect Measures do not measure student growth in a specific content area or domain of social-emotional learning but do measure the consequences of that learning.*
- *Impact Rating involves measuring student learning gains and identifying trends and patterns in growth over at least 2 years.*
- *Validity refers to the accuracy of an assessment - whether or not it measures what it is supposed to measure.*
- *Reliability refers to the extent to which assessments are consistent.*

## MCAS, MEPA, and ACCESS

MCAS student growth percentile (SGP) scores must be used as one measure where available. Gain scores on the MEPA will also be used until guidance is released on the use of ACCESS which will replace the MEPA test.

Educator Category	Grade Levels	Subject Area	MCAS Required
Teachers	4-8	Mathematics	Mathematics SGP
		English/Reading	ELA SGP
Administrators	Enrolling 4, 5, 6, 7, 8 and/or 10	Math and/or ELA	Math and ELA
Specialists who support specific teachers or subjects	Grades 4, 5, 6, 7, 8 and/or 10	Math and/or ELA	Math and/or ELA depending on the subject(s) being taught by teacher being supported

## RATING EDUCATOR IMPACT ON STUDENT LEARNING

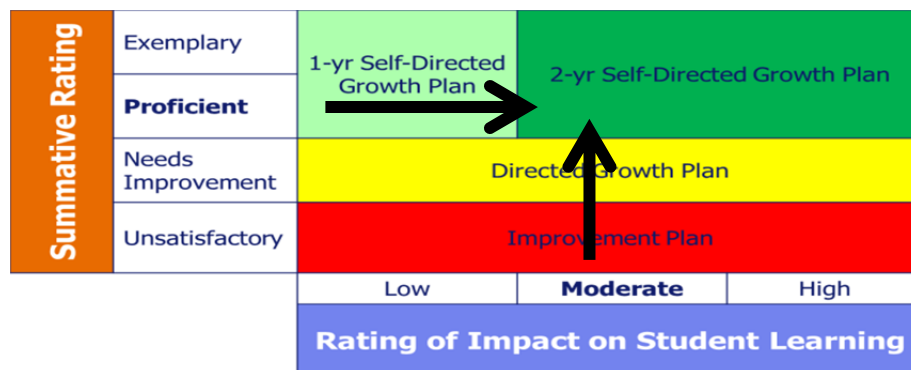
The Impact Rating of high, moderate, or low based on an analysis of trends and patterns in student learning, growth, and achievement. Growth should be measured as a change in learning and provides a way to determine:

- High: Students are attaining significantly more than one year's growth in one year's time.
- Moderate: Students are attaining one year's growth in one year's time.
- Low: Students are attaining significantly less than one year's growth in one year's time.

Every educator will need data from at least 2 state or district-wide measures. The types of measures that are most appropriate for measuring an educator's impact on student learning vary by role.

## USING THE IMPACT RATING

The Impact Rating is used to determine an educator's plan, prompt dialogue about discrepancies, and guide the development of goals and actions.



## IMPLEMENTATION TIMELINE: Required Plans Submissions

### September 2013

- Identified potential DDMs to pilot during 2013-2014 and grades/subjects to which they are aligned.
- Must pilot at least one DDM aligned to MA Frameworks in each of 5 areas (K-3 literacy, K-3 math, 5-8 math, high school writing to text, & traditionally non-tested grades & subjects (e.g. art, PE).
- Grades and subjects for which DDMs have not been identified and will be piloted in spring 2014.

February 21, 2014: Submit final plan for determining Impact Ratings based on DDMs for all educators.

2014-2015: Implement DDMs for all educators (collect year 1 data)

2015-2016: Collect year 2 data. Submit Impact Ratings based on 2 years of data.

Source: Massachusetts Department of Elementary and Secondary Education