



JEFFREY M. YOUNG, Ed.D.
Superintendent of Schools

159 THORNDIKE STREET, CAMBRIDGE, MASSACHUSETTS 02141
Telephone: (617) 349-6494 • Email: jyoung@cpsd.us

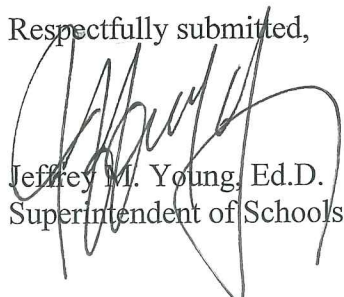
December 1, 2015

TO THE HONORABLE MEMBERS OF THE SCHOOL COMMITTEE:

Approval of Tentative Agreement between the Cambridge School Committee and the Cambridge Education Association Units A & B Regarding District Determined Measures

- Recommendation: That the School Committee approve the Tentative Agreement between the Cambridge School Committee and the Cambridge Education Association Units A & B regarding district determined measures. This tentative agreement has been ratified by the Cambridge Association Units A & B as detailed in the attached agreement.
- Description: This Agreement addresses the process of using state and district determined measures to arrive at an Educator or Administrators rating of impact on student learning, growth and achievement, including language which shall be incorporated into paragraph 22 of Appendix D, of the collective bargaining agreement between the parties.
- Supporting Data: Attached is the Tentative Agreement between the Cambridge School Committee and the Cambridge Education Association Units A & B.

Respectfully submitted,


Jeffrey M. Young, Ed.D.
Superintendent of Schools

2

**Tentative Agreement
between
Cambridge School Committee and Cambridge Education Association Units A&B**

This document sets forth the tentative agreement between the Cambridge School Committee and the Cambridge Education Association with respect to the process of using state and district determined measures to arrive at an Educator or Administrator's rating of impact on student learning, growth and achievement, including language which shall be incorporated into paragraph 22 of Appendix D of the parties collective bargaining agreement for the period of September 1, 2012 through August 31, 2016 and into the Preamble of the collective bargaining agreement between the parties. (Currently, the collective bargaining agreement between the parties for the period of September 1, 2012 through August 31, 2016 provides that at least two years of data from the district-determined measures and state assessments used in determining the Educator's or the Administrator's rating on impact on student learning as high, moderate or low will be used for required reporting to the Massachusetts Department of Elementary and Secondary Education and that after at the first reporting cycle that three years of data from the district-determined measures and state assessments used in determining the Educator's or the Administrator's rating on impact on student learning as high, moderate or low will be used for required reporting to the Massachusetts Department of Elementary and Secondary Education.)

This tentative agreement(s) is subject to ratification by one vote of both the Cambridge School Committee and the Cambridge Education Association Units A&B. For purposes of further negotiations and/or impasse procedures, this tentative agreement shall be considered off the record for all purposes until ratification occurs. Failing such ratification, this tentative agreement shall be deemed void and both parties will be free to return to their last on the record bargaining positions. If this tentative agreement is ratified by both parties, it shall be placed on the record and implemented by the parties.

The language of the 2012-2016 collective bargaining agreement shall continue in the successor agreement except as modified below:

1. Preamble

The Preamble to the collective bargaining agreement will be amended to include the following paragraph after the current second paragraph of the Preamble, and this language will be incorporated into the successor collective bargaining between the parties:

The Cambridge Public Schools and the Cambridge Education Association are committed to the development of the academic, creative, social, emotional and behavioral health of all students and seek to utilize a holistic approach to educate all students. The Cambridge Public Schools and Cambridge Education Association further believe that demonstration of a positive impact on student learning can be through a range of artifacts.

2. Paragraph 22 of Appendix D of the Teacher, Caseload Educator and Unit B Administrators Contract Language - Rating Impact on Student Learning Growth

The current language of paragraph 22 of Appendix D - Teacher, Caseload Educator and Unit B Administrators Contract Language shall be deleted in its entirety and the following language inserted in its place and this language will be incorporated into the successor collective bargaining between the parties:

The school district will collect the first year of data for determining Student Impact Ratings for all educators during the school year 2015-2016. The school district will collect the second year of data for determining Student Impact Ratings for all educators during the school year 2016-2017 and the school district will determine Student Impact Ratings for all educators at the end of the school year 2016-2017. Subsequent collection and determination of Student Impact Ratings for all educators will be conducted in accordance with state law and regulations and the terms of the collective bargaining agreement between the parties as then in effect.

The Student Impact Ratings of high, moderate and low will be based on evidence from multiple measures of student learning, growth or achievement. The multiple measures that will be used are as follows:

- (i) Two (2) common measures using the median student growth percentile (“SGP”) for ELA and Math from Massachusetts state assessments. The district-established parameter for high, moderate and low growth or achievement that will be in place for these two (2) common measures will be “High” equals a SGP of 61 or higher; “Moderate” equals a SGP of between 40 and 60; and “Low” equals a SGP of 39 or lower.; and
- (ii) An Educator, at time of development of the Educator Plan, also will identify another educator-specific outcomes-based measure of student learning, growth or achievement from one of the following categories:
 - a. Pre-test/post test: Pre-test and post-test rater scores that are both on the same rubric and which are used in order to measure student knowledge before and after instruction. These scores are then used to determine a student’s growth during the course of a school year or during a course. Pre- and post-tests are defined as identical measures administered twice or comparable versions.
 - b. Repeated measures: Repeated measures design is a portfolio of short and authentic assessments using the same rubric and looking at student growth over the course of the school year through repeated administrations of a short and authentic assessment throughout the school year or throughout a

course. These repeated measures serve a similar function to a pre- and post-test by illustrating change over time in student learning or performance.

- c. Holistic evaluation: Holistic evaluation of student growth combines aspects of a pre- and post-test model with the regularity of a repeated measures approach and uses a rubric to score student work but the rubric differs in that it is designed to compare two or more examples of student work by looking at growth across multiple samples that are collected systematically, spanning the course or year.
- d. Post-test only: Use of a post-test only is a measure of student performance at or near the end of the grade or a course or is a measure that is only available annually.
- e. Portfolios: Portfolios is a measure of student performance when it is designed to capture progress of a student rather than to showcase accomplishments. When portfolios are identified as an educator-specific outcomes-based measures of student learning, growth or achievement only a representative sampling of portfolios from a course or year will be used.
- f. Unit Assessments: Unit assessments can be utilized to measure student growth by examining student performance on a series of units from a course or year.
- g. End of Course Exams: End of course exams are well-aligned to content and informative with regard to student achievement. Baseline information within the same year or same course should be captured utilizing a baseline test or baseline task that is as similar as possible to the end-of-course exam in order to be able to measure student growth.
- h. Capstone projects: Capstone Projects are large-scale student projects that represent a culmination of the work completed in a course. These projects often include extensive planning, problem solving, creative thinking, research, and/or formal presentations. Capstone projects could include original research papers, extended science experiments, or a theatrical show. The Capstone project assesses content that is instructionally sensitive and students must demonstrate knowledge or skills explicitly taught as part of the curriculum and need to reflect student work, and not the work of other students, parents/guardians, teachers, or support staff.

5

At the time of the development of the Educator Plan, the Educator will provide the Evaluator with a copy of the educator-specific outcomes-based measures he or she has identified. The educator-specific outcomes-based measure that is identified by the Educator must be one that is currently available and used within the school year or courses being taught by the Educator. The Evaluator will inform Educator if there is any concern with educator-specific outcomes-based measure of student learning, growth or achievement that the Educator has identified at the time that the Educator Plan is being developed, and educator-specific outcomes-based measure should be revised to reflect the Evaluator's recommendation; however, the approval of the educator-specific outcomes-based measure identified by the Educator should not be unreasonably denied .

To determine a Student Impact Rating of high, moderate or low for an Educator, an Evaluator will use his/her professional judgment.

3. Communications Plan and Training

The parties agree that a communications plan will be developed by the joint labor management evaluation team for sharing with Educators and Evaluators the process for evaluating and determining Student Impact Rating and for providing training to Educators and Evaluators about this process during the 2015-2016 school year.

CAMBRIDGE EDUCATION ASSOCIATION Units A&B

By: Terry Jost
Date: Nov. 24, 2015

CAMBRIDGE SCHOOL COMMITTEE

By: _____
Date: _____