

CPS

Cambridge Public Schools

DDM

Implementation Resource Packet

March 2016



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DDM Implementation
Resource Packet



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What is a District Determined Measure (DDM)?

Measures of teacher impact on student learning, growth, and achievement

- Aligned to MA Frameworks
- Can be district-or teacher=developed, or text=book based. Test common among like components, i.e. sixth grade math, Spanish 1

MA Education Laws and Regulations

Final Regulations on Evaluation of Educators

Adapted from 603.CMR 35.02

<http://www.doe.mass.edu/lawsregs/603cmr35.html?section=02>

Guiding Questions for Selecting DDMs

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 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 the district about their educators?

Source: Massachusetts Department of Elementary and Secondary Education



Developing a District Determined Measure Assessment

Step 1: Identify the key content [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 administrators)

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 MCAS 2.0.

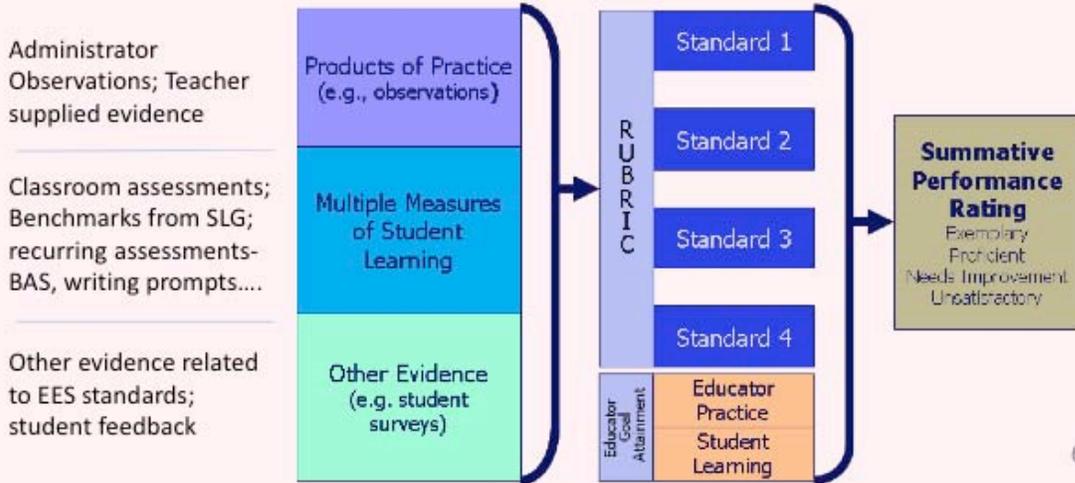
Source: Massachusetts Department of Elementary and Secondary Education



Student Impact Rating Regulations

- For each educator there must be at least two measures.
- Options – 603 CMR 35.07(1) (a) (3-5)
 - Statewide growth measure(s)
 - [MCAS SGP must use if applicable]
 - District-determined Measure(s) of student learning
 - 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.
- Evaluators must assign a rating based on **trends** (at least 2 years) and **patterns** (at least 2 measures)
- Options – 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.

Multiple sources of evidence inform the summative rating

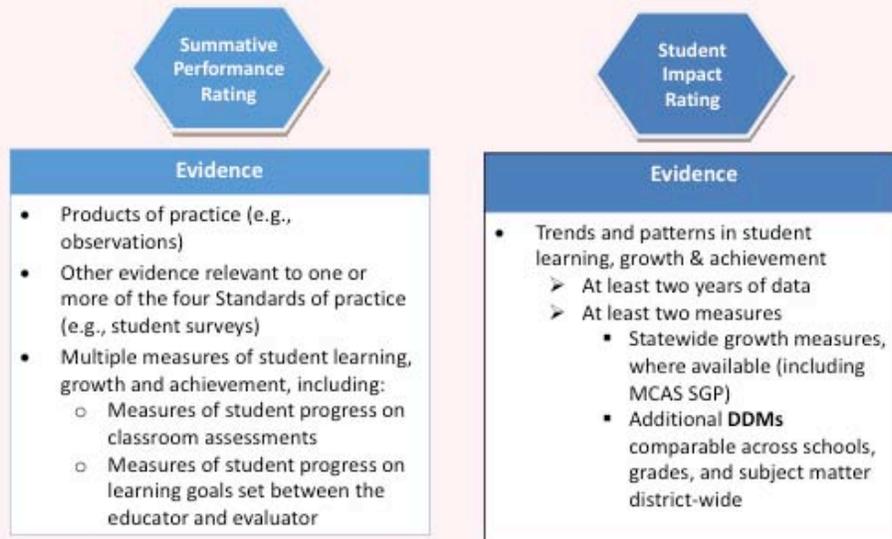


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District-Determined Measures



- DDMs may inform **both** an educator’s summative performance rating and impact rating



The Difference Between Growth and Achievement

Growth

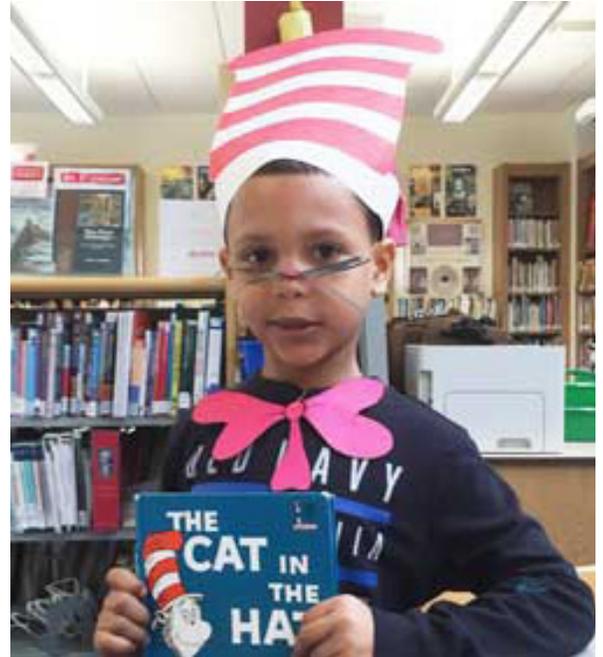
- SGP (student growth percentile):

The result of a statistical model that calculates each student's change in achievement between two or more points in time on a State assessment or other comparable measure and compares each student's performance to that of similarly achieving students.

Achievement

- Pre-Post test

Student gains to be measured as a change in student learning over time; that is, it should measure the difference between a baseline assessment and a post-assessment covering similar concepts and content.



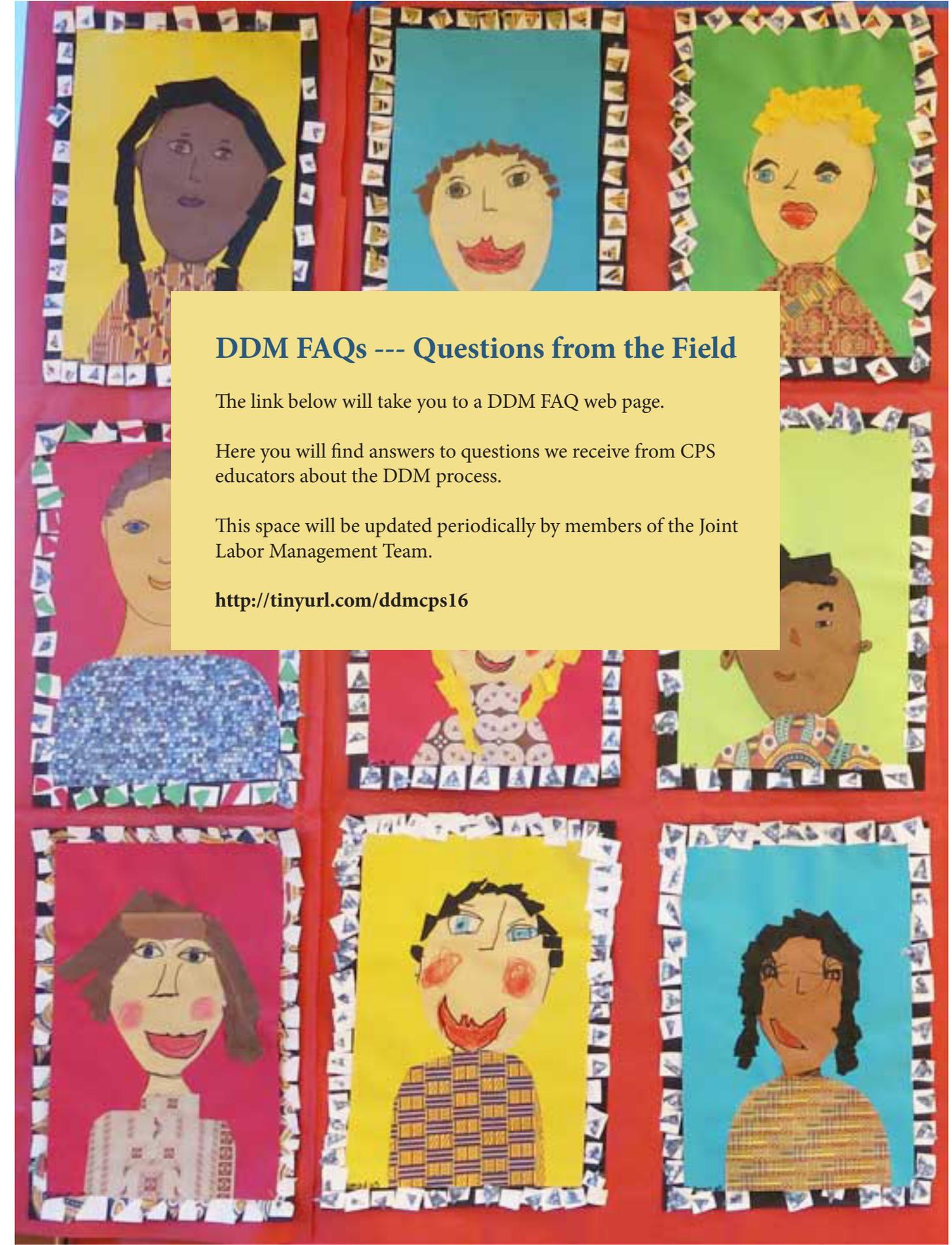
Timeline Information

For 2016

1. Educator submits assessment (not data) to Evaluator by **April 1, 2016** via email
2. Evaluator approves assessment by **May 1, 2016**
 - Evaluator creates a second “Educator Plan” in TeachPoint that only includes the assessment
3. Educator submits assessment data by **June 15, 2016**
 - Educator creates an additional Educator Record of Evidence Form.
 - The “Summary of Evidence” should give a 2-3 sentence interpretation of the data
 - A list of all data should be entered into the “Attachments” field.
 - Any data that can be easily converted to electronic format should be attached
 - Any data that cannot be easily converted to electronic format should be kept by the educator and made available to the evaluator.
4. Evaluator reviews the data and provides feedback to the educator by **October 15, 2016**.
 - Evaluator creates a Rating of Impact on Student Learning form in Teachpoint
5. **There is no rating created in October 2016**

For SY2016-17 and Beyond

1. Educator submits assessment (not data) to Evaluator by October 15, as a part of the plan
2. Evaluator approves assessment (and plan) by November 1
3. Educator submits assessment data by June 1
4. Evaluator reviews the data and provides feedback to the educator by September 1
5. Rating completed by October 1



DDM FAQs --- Questions from the Field

The link below will take you to a DDM FAQ web page.

Here you will find answers to questions we receive from CPS educators about the DDM process.

This space will be updated periodically by members of the Joint Labor Management Team.

<http://tinyurl.com/ddmcps16>

**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.

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: Tony Scot
Date: Nov. 24, 2015

CAMBRIDGE SCHOOL COMMITTEE

By: Judith Martin
Date: 12/1/15
C15-364 12/1/15

For More Information

A range of support measures are being designed to facilitate the implementation of District Determined Measures in Cambridge. Below is the current list of available resources:

- DESE website – Education Evaluation – district Determined Measures
- CPS Resource Packet to be posted online. This packet will include a FAQ section that will be periodically updated based on questions received from the field.
- CEA Officers are available to answer questions or point you to the appropriate person to assist
- Members of the Teaching & Learning Team are available to answer questions or point you to the appropriate person to assist
- Training for teachers new to Cambridge will be included as part of the New Teacher Induction Program
- Training for administrators new to Cambridge will be included as part of PD sessions for new administrators
- CPS will offer a mini-course, available to any staff member, as part of the Professional Development Choice Courses for SY:2016-2017.



Thank you to members of the Joint Labor Management Team for your thoughtful conversations as we continue to navigate this important work together.

Terry Gist, Jesse Kaplan, Dan Monahan, William MacDonald, Meg Moloney, Jill Coleman, Barbara Allen, Victoria Greer, Jessica Huizenga, Maryann MacDonald, Maureen MacFarlane, Carolyn Turk