

# ATTACHMENT M

**Educational Delivery Fee – Estimated Breakdown  
Morgan Full Service Community School**

<b>Elements of Fee</b>	<b>Estimated cost</b>
Academic design, coaching, and implementation	\$100,000
Operations design, coaching, and implementation	\$100,000
Leadership and talent coaching and development	\$75,000
Community and family support design, coaching, and implementation	\$50,000
Back-office support (e.g., logistics, grant writing)	\$25,000
<b>Total</b>	<b>\$350,000</b>

**Academic design, coaching, and implementation:**

- Development of academic model, inclusive of curriculum development, master schedule development, and professional development
- Close collaboration with school leadership team and coaches
- Supported primarily by Project GRAD CEO, Chief Academic Officer, Senior Vice President of School Operations, Vice President of School Development, ELA Consultant, Math Consultant, Director of Data, and Chief of Staff

**Operations design and implementation:**

- All business operations related to school, including development of systems and processes for logistics, procurement, technology, finance, data, etc.
- Close collaboration with DESE and HPS as appropriate
- Supported primarily by CFO, COO, Senior Vice President of School Operations, and Director of Data

**Leadership and talent coaching and development:**

- National recruitment, coaching, and development of leadership team and teacher leaders, as well as teachers, especially Principal, Instructional Director, STEM Director, and Director of Business Operations
- Supported primarily by CEO, Chief Academic Officer, and Chief of Staff

**Community and family support design, coaching, and implementation:**

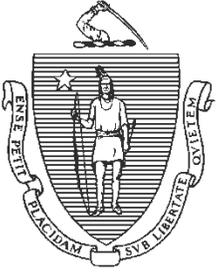
- Development of community and family partnerships, inclusive of community based organizations, nonprofit organizations, institutions of higher educations, businesses, foundations, faith-based organizations, and parent groups
- Close collaboration with and development of Family Engagement Coordinator and Community Partner Coordinator
- Supported primarily by CEO, Senior Vice President of School Operations, Vice President of School Development, and Chief of Staff

**Back-office support:**

- National functions, including logistics, grant-writing, procurement, accounts payable, management of websites, marketing and communications, etc.
- Close collaboration with DESE and HPS as appropriate

- Supported primarily by CFO, COO, Director of Business Operations, Accounts Payable Coordinator, Development Coordinator, and Marketing and Communications Coordinator

# ATTACHMENT N



# Massachusetts Department of Elementary and Secondary Education

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Mitchell D. Chester, Ed.D.  
Commissioner

## Proposed Modifications to the Morgan Preliminary Turnaround Plan: Information regarding adopted modifications

To: Superintendent Sergio Paez  
Mayor Alex Morris, Chair, Holyoke School Committee  
Morgan Elementary School Local Stakeholder Group  
From: Mitchell D. Chester, Ed.D., Commissioner  
Date: April 18, 2014

Today, I released my final Level 5 school turnaround plan for Morgan Elementary School.

Pursuant to M.G.L. c. 69, § 1J(p), the Superintendent, the Holyoke School Committee, and the Morgan Local Stakeholder Group had the opportunity to propose modifications to the plan. (Proposing modifications was not required.) Superintendent Paez and the School Committee did not propose any modifications to the Morgan preliminary turnaround plan; the Local Stakeholder Group submitted its proposed modifications on April 6, 2014.

I appreciate the thoughtful input of the Local Stakeholder Group and have considered the modifications it proposed. Below, I provide information about the modifications I have chosen to adopt and those I have declined to adopt. For those I have adopted, I have provided information about where they are incorporated into the final turnaround plan.

### Modifications I have adopted in the final Morgan turnaround plan

#### Priority Area 1:

No modifications were proposed for this Priority Area.

#### Priority Area 2:

No modifications were proposed for this Priority Area.

#### Priority Area 3:

- *Include “If student growth in the Holyoke Public Schools other than Morgan outstrips student growth at Morgan, the superintendent and the receiver will meet to identify promising practices in the district that might be incorporated at Morgan.”*
  - This has been incorporated into Strategy 3.5.

#### Priority Area 4:

- *Include “the receiver should put an intensive focus on attendance in Pre-K and Kindergarten.”*

- This has been incorporated into Strategy 4.4.

#### Appendix A/Working Conditions

- *In the last “sub-bullet” in the middle of page 39, remove the remainder of the sentence after the words “Tutoring of students as needed” [the rest of the sentence contains a mischaracterization of the work of Special Education and ELL teachers as “tutoring”]*
  - This language has been clarified in Appendix A, Section I (in the section regarding expectations for staff members).

#### Other Proposed LSG Modifications:

- *Insert where appropriate: “In order to assure high quality services and supports for students with disabilities, the Receiver will develop and implement plans and processes for the following essential elements of a Special Education system: effective facilitation of the Special Education Team process under the leadership of a licensed special education professional; identifying, hiring, and supporting an appropriate number of licensed special education teachers, paraprofessionals, and other specialists needed to meet the requirements of IEP and 504 accommodations; and, implementation of multiple interventions and services to be provided at the school in order to meet the individual needs of Students with Disabilities.”*
  - Additional information about students with disabilities has been incorporated into Strategy 2.7, and Strategy 4.6 has been added.
- *Insert where appropriate: “In order to protect the rights of students to the Least Restrictive Environment, existing Holyoke Public Schools district protocols, including the involvement of HPS educators external to the Morgan School, will apply to any contemplated assignment of a Morgan student to a special education placement outside the school.”*
  - Language regarding compliance with federal and state special education regulations has been incorporated into Strategy 4.6.

#### Proposed modifications that will be addressed in the development of the Memorandum of Agreement

The Local Stakeholder Group also proposed a variety of modifications relating to assorted operating conditions for the school. Although I have not incorporated these changes into the turnaround plan, these operational issues will be addressed during the creation of the Memorandum of Agreement (MOA) that is currently being developed between ESE, Project GRAD, and Holyoke Public Schools. These issues include:

- The agreements between Holyoke Public Schools and the US Department of Justice related to services for ELLs
- The name of the school
- How parent and family complaints will be handled at Morgan
- How special education services (including external special education placements) will be handled between Morgan and the district
- District’s liability for Morgan employees selected by the Receiver
- The impact of district funding and staffing reductions on Morgan
- Grant applications by Morgan School
- The impact of a potential future district attendance zone revision or reconfiguration on Morgan

#### Modifications I have declined to adopt in the final Morgan turnaround plan

Priority Area 1:

- No modifications were proposed for this Priority Area.

Priority Area 2:

- No modifications were proposed for this Priority Area.

Priority Area 3:

- *Include “If student growth in district outpaces Morgan’s growth, Commissioner will reconsider receivership arrangement at Morgan.”*
  - I decline to adopt this modification because my assessment of when the Morgan will exit Level 5 status will be based on a variety of factors. For example, as part of my annual assessment of the school, I will consider the progress on the implementation of the Level 5 school turnaround plan, including:
    1. Attainment of annual benchmarks in each Priority Area of the Level 5 turnaround plan
    2. Attainment of Measureable Annual Goals (Appendix B)
    3. Institutionalization of the Conditions for School Effectiveness (<http://www.doe.mass.edu/apa/ucd/CSE.pdf>)
    4. Likelihood of sustainability of the academic progress made by the school if the school is returned to the district

Priority Area 4:

- *Include “the plan should reflect that Pre-K at Morgan is a top priority item for the school, and that the receiver should make a firm commitment to open a Pre-K classroom there in Fall 2014.”*
  - I decline to adopt this modification, because the plan clearly states (Strategy 4.4) our desire to create a Morgan pre-kindergarten program, pending available space.
- *Strike the following two sentences: “The overwhelming amount of material at Morgan is not organized for easy access by teachers. In mathematics, the current text does not appear to be well aligned with the Common Core State Standards.”*
  - I decline to adopt this modification because ESE and Project GRAD staff have been present at the school and viewed the disorganization of materials; we have also heard this from teachers. We have reworded the Challenges section of Priority Area 4 to indicate that the extent of Morgan’s curricular material alignment with state standards is currently unclear.
- *Insert “teachers who do not hold the SEI Endorsement will be granted appropriate release time to complete the training if training options overlap with the extended work day for teachers.”*
  - I decline to adopt this modification. However, ESE and Project GRAD are working together to plan the SEI endorsement training, and to the degree possible, plan to embed it in the school’s PD.
- *Insert “in light of historic stagnation at ELL Level 3 among many Morgan students, in planning for supports for ELLs, special attention and focus will be placed on the needs and progress of students at this level.”*
  - I decline to adopt this modification, because the turnaround plan includes a consistent, school-wide focus on SEI strategies and differentiated instruction that will include appropriate instruction for Level 3 ELLs. The Morgan plan focuses on SEI instruction to ensure that **all** students receive what they need; it does not only target specific subgroups of students.

Priority Area 5:

- *While the Turnaround Plan includes information about planned efforts related to family and community engagement, it does not appear that these efforts will follow the Full Service Community School development strategy used in the Holyoke Public Schools. If this is incorrect (if plans are in place for the Full Service Community School strategy to be continued at Morgan), a commitment to the FSC strategy should be directly stated in the Turnaround Plan. Alternatively, if a different strategy is planned, the LSG requests that “Full Service Community” be removed from the school’s name.*
  - I decline to adopt this modification. I recognize that Morgan students come to school with many needs and challenges, and I am committed to ensuring that all students’ needs are met so they can learn to their full potential. The turnaround plan includes multiple strategies to address students’ and families’ needs (see especially Priority Area 5), and to engage community stakeholders in the process of turning around the school (including, for example, Strategy 3.4); the turnaround plan also includes staff positions designed to lead the school’s engagement work with both families and community partners. While there may be slight differences between Holyoke’s definition of what constitutes a “full service community school” and what the turnaround plan describes, the differences are not so radical that the school’s name needs to be changed to something other than Morgan Full Service Community School.

Appendix A/Working Conditions:

- *The LSG acknowledges a gap between the increased hours/days to be worked by teachers according to the Turnaround Plan and the proposed teacher pay rates in the plan. The LSG suggests revisions to the required hours/days worked by teachers and/or the compensation provisions of the plan in order to provide for a compensation structure that will support the receiver’s ability to hire and retain high-quality teachers.*
  - I decline to adopt this modification. The final turnaround plan includes a new performance-based compensation system that I believe will support the Receiver’s ability to attract and retain high-quality teachers who are committed to the goals of the turnaround plan.
  - Lawrence Public Schools has a similar compensation approach; this compensation system has been an incentive the district uses to attract applicants and retain teachers.
- *Regarding the compensation of teachers for 2015-16 and beyond: in light of a lack of research supporting compensation systems based on student and teacher performance as effective in improving student achievement, the LSG proposes tabling the proposed performance-based compensation system in order to allow for further study of multiple forms of salary schedule constructs in order to determine which will be most effective in attracting and retaining high-quality teachers at Morgan School.*
  - I decline to adopt the requested modification and, as noted above, have decided to implement the performance-based compensation plan for the upcoming school year. For the reasons spelled out in Appendix C of the preliminary turnaround plan, the development of a performance-based compensation plan is an essential strategy for maximizing the rapid academic achievement of students at the Morgan school. Further, early results from the Lawrence Public Schools, where a similar compensation plan is in place, are demonstrating the efficacy of compensation based on performance that is tied to opportunities for teacher leadership and expanded responsibility. It is envisioned that a new professional compensation system, coupled with a rich professional learning environment and a high-performing, collaborative culture, will contribute to increases in student outcomes by attracting and retaining high potential teachers and leaders.
- *Replace the final bullet in the Dispute Resolution section with the following: “If the employee is not satisfied with the decision of the Receiver, the employee may request resolution by an external*

*arbitrator using a “fast-track” arbitration process similar to that currently in use for arbitration of grievances related to Level 4 schools.”*

- I decline to accept this modification. The fast-track arbitration procedure set out in G.L. c. 69, § 1J(o) is applied specifically to dismissals of teachers with professional teacher status from Level 5 schools. This procedure will be used for such dismissals. For issues other than dismissals, the dispute resolution process in the turnaround plan will be an effective process for resolving concerns in an expeditious manner.

**Other Proposed LSG Modifications:**

- *Insert where appropriate: “The Morgan Local Stakeholder Group will remain in existence throughout the implementation of the Turnaround Plan. Copies of all reports related to Turnaround Plan progress will be shared with the Local Stakeholder Group. Representatives of the Department of Elementary and Secondary Education and/or Project GRAD will meet quarterly with the LSG to report on progress in implementing the Turnaround Plan.”*
  - I appreciate the service that Morgan’s Local Stakeholder Group (LSG) has provided, first making its recommendations for the Level 5 turnaround plan, and then proposing modifications to the preliminary plan as the final plan was being developed. The law does not provide a continuing role for the LSG. However, there will be many opportunities for LSG members to remain involved with Morgan. Several of these opportunities are highlighted in the turnaround plan, including the School Site Council (Strategy 5.1), the ELL Parent Advisory Committee (Strategy 5.1), the working group around a potential STEM magnet middle school at Morgan (Strategy 3.5), and the stakeholder input process in the development of pre-K for Morgan (Strategy 4.4).
- *Additionally, LSG members want to call attention to the critical importance of student MCAS results as measured by DESE’s Performance and Progress Index (PPI) system in the Commissioner’s decision to declare Morgan a Level 5 school, and to call for the same level of focus on MCAS results and PPI as the single most critical indicator of improvement at Morgan School during the receivership period.*
  - I share the LSG’s belief in the critical importance of MCAS results as a measure of progress in Level 5 schools. The Morgan Level 5 turnaround plan already includes Priority Area benchmarks and Measurable Annual Goals (Appendix B) that are based on MCAS scores.
  - I will evaluate the Morgan school at least annually. The purpose of the evaluation will be to determine whether the school has met the annual goals in its turnaround plan and assess the implementation of the plan at the school. However, MCAS scores aren’t the only measure I will consider as I determine whether Morgan is making progress, and eventually, whether Morgan is ready to exit Level 5 status. I will also consider
    - Attainment of annual benchmarks in each Priority Area of the turnaround plan
    - Attainment of the Measurable Annual Goals (Appendix B)
    - Institutionalization of the Conditions for School Effectiveness (<http://www.doc.mass.edu/apa/ucd/CSE.pdf>)
    - Likelihood of sustainability of the academic progress of the school if the school is returned to the district

# ATTACHMENT O



## **Educator evaluation data:**

Student growth percentiles, race/ethnicity,  
gender, and professional teaching status

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April 2014

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Mitchell D. Chester, Ed.D.  
Commissioner

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## Executive summary

In November 2013, the Massachusetts Department of Elementary and Secondary Education (ESE) released the first set of summative performance ratings under the state’s new educator evaluation system. The ratings included educators in the 234 Race to the Top districts required to implement the new regulations and evaluate at least half of their educators in the 2012–13 school year. Ultimately, 37,940 educators were evaluated in 2012–13 through the Commonwealth’s new system, representing 62 percent of the 61,441 educators in the districts that met the criteria to be evaluated and 43 percent of educators statewide.

This report expands upon the November report in two ways: by showing how the summative performance rating relates to one measure of impact on student learning, the MCAS median student growth percentile; and by disaggregating the overall performance ratings by race and gender.

A primary purpose for conducting this analysis was to promote continuous learning and improvement, a goal of the educator evaluation system itself. By examining the state’s early evaluation data, we can better understand the first year of implementation of the new system and provide information to help districts improve their continued implementation. This report also helps support two goals of the educator evaluation system: placing student learning at the center and setting a high bar for professional teaching status.

Key findings include:

- **Teachers<sup>1</sup> rated Exemplary in the summative performance rating were more likely than other teachers to have achieved high student academic growth, and teachers rated Needs Improvement or Unsatisfactory were more likely than other teachers to have achieved low student academic growth.**
  - Less than 10 percent of teachers rated as Exemplary had a median student growth percentile (SGP) below 35.5 in English language arts, as compared to 41 percent of teachers rated Unsatisfactory. Conversely, 33 percent of teachers rated as Exemplary had a median SGP above 64.5 in English language arts, versus 5 percent of teachers rated Unsatisfactory. Median student growth percentiles in mathematics showed similar patterns.
  - Teachers rated as Exemplary in the summative performance rating had an average median student growth percentile of 56.7 in English language arts and 58.3 in mathematics, as compared to 42.5 and 43.1 respectively for teachers rated Unsatisfactory.
- **The distribution of ratings for educators of color is more disperse than the distribution for white educators.**
  - Looking at all types of educators, 7.1 percent of white educators received an Exemplary rating, versus 10.7 percent of African Americans and 10.0 percent of

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<sup>1</sup> Throughout this report we use the term “educators” to mean all educators that must be evaluated according to state regulation, including classroom teachers, specialized instructional support personnel, principals, and others. “Teachers” refers just to classroom teachers.

Hispanics and Latinos. Likewise, 6.5 percent of white educators were rated as Needs Improvement and 0.6 percent Unsatisfactory, versus 10.3 and 2.4 percent of African Americans and 9.6 and 1.1 percent of Hispanics and Latinos, respectively.

- **Female educators were more likely than males to receive high summative performance ratings and less likely to receive low ratings.**
  - Statewide, 8.0 percent of all female educators were rated as Exemplary, versus 5.4 percent of males. Similarly, 5.9 percent of female educators were rated as Needs Improvement and 0.6 Unsatisfactory, versus 9.6 and 1.1 percent of male educators, respectively.
- **Teachers without professional teaching status (PTS, or tenure) were more likely to be evaluated than PTS teachers and were more likely to receive low ratings.**
  - 66 percent of PTS teachers eligible to be evaluated in 2012–13 were actually evaluated, as compared with 82 percent of non-PTS teachers.
  - Statewide, 7.7 percent of PTS teachers were rated as Exemplary, as compared to 3.0 percent of non-PTS teachers. PTS teachers were also one-third as likely to receive a rating of Needs Improvement as non-PTS teachers (4.6 percent versus 13.5 percent).
  - Patterns for professional teaching status by race/ethnicity and gender were similar to the statewide results.

These data should be considered in light of several important methodological notes.

- These data are from the 2012–13 school year, the first year of large-scale implementation of the educator evaluation system. Only Race to the Top districts were required to implement the new system that year; those districts were required to evaluate at least 50 percent of their educators. Thus, the data on the summative performance ratings comes only from the 37,940 educators in Race to the Top districts who were rated in 2012–13.
- The educators evaluated in 2012–13 are not a random or representative sample of all educators, but rather are representative of those educators in Race to the Top districts that districts chose to evaluate in the first year of implementation.
- Data on the distribution of individual ratings within districts is suppressed when the number of educators in a group is fewer than six or publishing the data would compromise the confidentiality of individual educators' ratings (for instance, when all educators or all but one within a district have the same rating).
- Most of the educators of color in Massachusetts are concentrated in a small number of districts. Thus, in the accompanying district-level report we can only show disaggregated ratings by district for educators of color in the 19 districts with sufficient numbers of those educators.

## Background

On June 28, 2011, the Massachusetts Board of Elementary and Secondary Education adopted new regulations to guide the evaluation of all educators serving in positions requiring a license: teachers, principals, superintendents, and other administrators. The new regulations were based in large part on recommendations from a 40-member statewide task force charged by the Board of Elementary and Secondary Education with developing a new framework for educator evaluation in Massachusetts.

The educator evaluation framework described in the new regulations was explicitly developed to support the following goals:

- Promote growth and development of leaders and teachers,
- Place student learning at the center, using multiple measures of student learning, growth and achievement,
- Recognize excellence in teaching and leading,
- Set a high bar for professional teaching status, and
- Shorten timelines for improvement.

The regulations specify several key elements of the new evaluation process. All educators engage in a five-step evaluation cycle that includes self-assessment; analysis, goal setting, and plan development; implementation of the plan; a formative assessment/evaluation; and a summative evaluation. Throughout this process, three categories of evidence are collected: multiple measures of student learning, growth, and achievement, including statewide assessment data (i.e., MCAS) where available; judgment based on observations, including unannounced observations; and additional evidence relating to performance.

Ultimately, educators receive two ratings: a summative performance rating related to their performance on the statewide standards of effective practice, and a rating of their impact on student learning. The summative performance rating is categorized into four levels of performance (Exemplary, Proficient, Needs Improvement, and Unsatisfactory) and is composed of ratings on the four standards of effective teaching or administrative leadership defined in state regulation. The impact on student learning is categorized as high, moderate, or low and is based on district-determined measures of student growth that include state assessment data where applicable.<sup>2</sup> In 2012–13, the year to which these results pertain, the Race to the Top districts were required to issue a summative performance rating only. The student impact rating will not be issued until the end of the 2015–2016 school year.

## Data and methodology

In November 2013, the Massachusetts Department of Elementary and Secondary Education (ESE) released statewide data on the distribution of educator evaluation ratings among the 37,940 educators<sup>3</sup> evaluated in 2012–13. These findings showed that 85.2 percent of educators

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<sup>2</sup> More information about the educator evaluation framework is available at <http://www.doe.mass.edu/eval/>.

<sup>3</sup> Throughout this report we use the term “educators” to mean all educators that must be evaluated according to state regulation, including classroom teachers, specialized instructional support personnel, principals, and others. “Teachers” refers just to classroom teachers.

evaluated that year were rated Proficient and 7.4 percent Exemplary, while 6.8 percent were rated Needs Improvement and 0.7 percent Unsatisfactory. This report expands upon the previous analysis in two ways: by showing how the summative performance rating relates to one measure of impact on student learning, the median student growth percentile; and by disaggregating the overall performance ratings by race/ethnicity and gender.

To conduct these analyses, we relied upon evaluation ratings data reported to the state through the Education Personnel Information Management System (EPIMS), the statewide system for collecting demographic and work assignment data on educators. We also used the Student Course Schedule (SCS) data, a separate state data collection, to determine which teachers were assigned to which students. This allowed us to calculate how much improvement each teacher's students made on statewide assessments.

The data presented in this report are from the 2012–13 school year, the first year of large-scale implementation of the educator evaluation system. Only the 234 Race to the Top districts were required to implement the new system that year; those districts were required to evaluate at least 50 percent of their teachers. Thus, the data on the summative performance ratings comes from the 37,940 educators in Race to the Top districts rated in 2012–13. This represents 62 percent of the 61,441 educators in those districts and 43 percent of educators statewide in that year.

The educators evaluated in 2012–13 are not a random or representative sample of all educators, but rather are representative of those educators in Race to the Top districts that districts chose to evaluate in the first year of implementation. For instance, many districts selected to focus first on evaluating their non-professional teaching status (non-tenured) educators. Indeed, 82 percent of non-PTS teachers were evaluated, versus 65.8 percent of those with professional teaching status. As additional data become available in future years, we will be able to determine how representative this initial sample is of educators statewide.

To examine how the summative performance rating relates to student improvement, we examined the data on student growth percentiles (SGPs), which measure a student's improvement from one year to the next on state assessments relative to other students with similar test score histories. We calculate a student growth percentile for each student and then find the median SGP for the students taught by each teacher.<sup>4</sup> Only teachers that had at least 20 students with available student growth percentile data are included in this analysis. We also only attribute student assessment data to teachers for whom they are directly relevant: for instance, for middle school mathematics teachers, we include their students' SGP in mathematics but not English language arts. As a result, data on student growth percentiles are only available for approximately 10 percent of the educators that received a summative performance rating in 2012–13.

Educators in Massachusetts are accustomed to thinking of the definition of moderate growth for schools or districts as a median student growth percentile between 40 and 60. However, teachers typically have smaller numbers of students contributing to their SGP than schools or districts do. Thus in this analysis we expanded the definition of moderate to include median SGPs between 35.5 and 64.5 in order to account for the greater variability of the measure at the teacher level.

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<sup>4</sup> More information on student growth percentiles is available at <http://www.doe.mass.edu/mcas/growth/>.

As part of this report, we are also publishing district-level disaggregations of the summative performance ratings by race/ethnicity and gender. In order to protect educators’ confidentiality, data are suppressed for groups of fewer than six educators and when all educators or all but one within a group received the same rating. Further, most of Massachusetts’ educators of color are concentrated in a small number of districts. For instance, 60 percent of all African-American educators in Massachusetts and 33 percent of all Hispanic or Latino educators work in the Boston Public Schools, as compared to 8 percent of white educators. Thus, in the accompanying district report, we can only show disaggregated ratings by district for educators of color in the 19 districts with sufficient numbers of those educators.

## Findings: Student growth percentiles

Our first analysis compares the summative performance ratings, which are based on professional judgment and a robust evidentiary base, against the student growth measure, which is based on improvement on statewide assessments. If the two generate similar results, this is an indication that the summative performance rating is related to improved student outcomes. If the two are different, this could signal to the state and districts that additional support or training for evaluators is needed to ensure that ratings are appropriately calibrated.

*Table 1: Percent of teachers statewide in each SGP growth category, by summative performance rating*

Summative performance rating	English language arts				Mathematics			
	Low 0–35 SGP	Moderate 35.5–64.5 SGP	High 65–99 SGP	N % of total	Low 0–35 SGP	Moderate 35.5–64.5 SGP	High 65–99 SGP	N % of total
Exemplary	8.5%	58.4%	33.1%	317 (8.0%)	10.8%	50.2%	39.0%	231 (6.5%)
Proficient	15.5%	64.8%	19.7%	3,329 (84.2%)	16.7%	60.3%	23.0%	3,015 (84.8%)
Needs improvement	28.9%	59.3%	11.9%	270 (6.8%)	29.2%	56.6%	14.2%	281 (7.9%)
Unsatisfactory	40.5%	54.1%	5.4%	37 (0.9%)	39.3%	50.0%	10.7%	28 (0.8%)

Table 1 breaks down teachers’ median student growth percentile data into three categories: low growth (median SGP of 0 to 35), moderate (median SGP between 35.5 and 64.5), and high (median SGP of 65 to 99). It then shows, for a given summative performance rating, what percentage of teachers at that rating exhibited a low, moderate, or high impact on student learning as measured by the student growth percentile.

For instance, among teachers rated Exemplary, all but 8.5 percent had median English language arts SGPs in the moderate (58.4 percent) or high (33.1 percent) category. Similarly, all but 10.8 percent had median mathematics SGPs considered moderate or high. At the other end of the spectrum, in both English language arts and mathematics about 40 percent of the teachers rated unsatisfactory had low median SGPs, and relatively few had high median SGPs.

*Table 2: Percent of teachers in each SGP growth category, by summative performance rating, urban districts only*

Summative performance rating	English language arts				Mathematics			
	Low 0–35 SGP	Moderate 35.5–64.5 SGP	High 65–99 SGP	N % of total	Low 0–35 SGP	Moderate 35.5–64.5 SGP	High 65–99 SGP	N % of total
Exemplary	12.9%	56.1%	31.1%	132 (8.4%)	15.4%	50.5%	34.1%	91 (6.8%)
Proficient	20.8%	61.7%	17.4%	1,238 (79.7%)	22.7%	56.3%	21.0%	1,075 (80.5%)
Needs improvement	35.5%	57.4%	7.1%	169 (10.9%)	38.1%	50.3%	11.6%	155 (11.6%)
Unsatisfactory	66.7%	33.3%	0.0%	15 (1.0%)	57.1%	35.7%	7.1%	14 (1.0%)

Table 2 shows the same breakdown, but just for teachers in the 24 urban districts<sup>5</sup>. The patterns in these districts are generally similar to the statewide patterns. However, urban teachers rated Exemplary are somewhat more likely to have high SGPs and those rated Unsatisfactory are substantially more likely to have low SGPs. Indeed, not a single teacher rated Unsatisfactory had a high median SGP in English language arts and only one did in mathematics.

A different way to look at these same data is to calculate the average median student growth percentile for educators in each summative performance rating category. For example, we calculate the median SGP for each educator rated as Exemplary, then average those SGPs across all Exemplary educators to find the average median SGP for those educators. If the system is working well, the average median SGP should increase as the summative performance rating improves. Table 3 shows these results.

*Table 3: Average median SGP for teachers statewide, by summative performance rating*

Summative performance rating	All teachers		Teachers in urban districts	
	Average ELA SGP	Average mathematics SGP	Average ELA SGP	Average mathematics SGP
Exemplary	56.7 (n=317)	58.3 (n=231)	54.7 (n=132)	55.9 (n=91)
Proficient	51.1 (n=3,329)	51.7 (n=3,015)	49.0 (n=1,238)	49.4 (n=1,075)
Needs improvement	44.7 (n=270)	46.8 (n=281)	41.3 (n=169)	42.9 (n=155)
Unsatisfactory	42.5 (n=37)	43.1 (n=28)	34.0 (n=15)	33.2 (n=14)

As anticipated, teachers rated Exemplary had the highest average median SGPs, at 56.7 in English language arts and 58.3 in mathematics. The average median SGP decreases for each

<sup>5</sup> The urban districts are: Boston, Brockton, Cambridge, Chelsea, Chicopee, Everett, Fall River, Fitchburg, Framingham, Haverhill, Holyoke, Lawrence, Leominster, Lowell, Lynn, Malden, New Bedford, Pittsfield, Revere, Salem, Somerville, Springfield, Taunton, and Worcester.

performance level, with the lowest SGPs among the teachers rated Unsatisfactory. The patterns in urban districts are similar, though the average median SGP for each summative performance rating category is lower than it is for teachers statewide.

Taken together, the findings related to student growth percentiles provide early, suggestive evidence that the system is working as it should. The educators who have been rated the strongest on the basis of professional judgment are also, on average, those who have the strongest impact on student learning. Nonetheless the relationship is not perfect: About 10 percent of educators rated as Exemplary have a low impact on student learning as measured by the median student growth percentile, and between 5 and 11 percent of educators rated Unsatisfactory have a high impact on student learning.

## Findings: Race/ethnicity

Our second analysis disaggregates the summative performance ratings by race/ethnicity to examine whether the patterns of ratings are similar across demographic groups. We present findings for all educators and just for teachers, both for all evaluated educators and just for those in the 24 urban districts.

*Table 4: Summative performance ratings by race/ethnicity, all educators*

Demographic group	Total N	N evaluated	% evaluated	Among those evaluated			
				% Exemplary	% Proficient	% Needs Improvement	% Unsatisfactory
<b>All educators</b>	<b>61,441</b>	<b>37,940</b>	<b>61.8</b>	<b>7.4</b>	<b>85.2</b>	<b>6.8</b>	<b>0.7</b>
African-American	2,380	1,677	70.5	10.7	76.6	10.3	2.4
American Indian or Alaskan Native	67	47	70.1	6.4	87.2	4.3	2.1
Asian	797	563	70.6	10.1	80.3	8.5	1.1
Hispanic or Latino	1,926	1,339	69.5	10.0	79.2	9.6	1.1
Multi-race	260	173	66.5	5.8	84.4	8.1	1.7
Native Hawaiian or Pacific Islander	37	29	78.4	10.3	69.0	20.7	0.0
White	55,974	34,112	60.9	7.1	85.9	6.5	0.6

Table 4 shows the statewide breakdown of the summative performance ratings by race and ethnicity. Overall 61.8 percent of educators were evaluated in this first year of implementation of the new system, with a higher percentage of educators of color being evaluated as compared to white educators.

The distribution of ratings for educators of color is wider than it is for the state as a whole. For instance, 10.7 percent of African-American educators were rated Exemplary, as compared to 7.4 percent overall, and 12.7 percent were rated below Proficient, as compared to 7.5 percent overall. We see similarly wide distributions for Asian, Hispanic or Latino, and Native Hawaiian or Pacific Islander educators, while American Indian/Alaskan Native, multi-race, and white educators show patterns similar to the state as a whole.

*Table 5: Summative performance ratings by race/ethnicity, all educators, urban districts only*

Demographic group	Total N	N evaluated	% evaluated	Among those evaluated			
				% Exemplary	% Proficient	% Needs Improvement	% Unsatisfactory
<b>All urban educators</b>	<b>25,272</b>	<b>16,200</b>	<b>64.1</b>	<b>9.0</b>	<b>80.6</b>	<b>9.3</b>	<b>1.1</b>
African-American	1,949	1,413	72.5	10.0	77.5	9.9	2.6
American Indian or Alaskan Native	41	32	78.0	9.4	84.4	6.3	0.0
Asian	510	380	74.5	11.3	79.5	8.2	1.1
Hispanic or Latino	1,448	1,027	70.9	10.1	79.9	8.6	1.4
Multi-race	103	66	64.1	7.6	84.8	6.1	1.5
Native Hawaiian or Pacific Islander	19	15	78.9	20.0	60.0	20.0	0.0
White	21,202	13,267	62.6	8.7	81.1	9.3	0.9

Table 5 shows the same breakdown by race/ethnicity, but just for educators in the 24 urban districts. Urban educators show a wider range ratings than the statewide results, not surprising since the urban districts house the majority of the state’s educators of color. For instance, out of the state’s 2,380 African-American educators, 82 percent of them (1,949) work in urban districts; similarly, urban districts employ 75 percent of the state’s Hispanic or Latino educators and 64 percent of the Asian educators.

Looking next at the breakdowns just for teachers, as opposed to all educators, we see similar patterns once again. Table 6 summarizes these results.

*Table 6: Summative performance ratings by race/ethnicity, teachers only*

Demographic group	Total N	N evaluated	% evaluated	Among those evaluated			
				% Exemplary	% Proficient	% Needs Improvement	% Unsatisfactory
<b>All teachers</b>	<b>50,729</b>	<b>32,945</b>	<b>64.9</b>	<b>6.9</b>	<b>85.1</b>	<b>7.3</b>	<b>0.7</b>
African-American	1,826	1,387	76.0	10.2	75.6	11.6	2.7
American Indian or Alaskan Native	55	38	69.1	5.3	86.8	5.3	2.6
Asian	688	519	75.4	9.4	80.5	9.1	1.0
Hispanic or Latino	1,566	1,145	73.1	8.8	79.9	10.0	1.2
Multi-race	218	153	70.2	3.9	85.0	9.2	2.0
Native Hawaiian or Pacific Islander	30	26	86.7	11.5	65.4	23.1	0.0
White	46,346	29,677	64.0	6.7	85.8	6.9	0.6

Here we see that a larger share of the state’s teachers have been evaluated than educators overall (64.9 percent of those evaluated), almost irrespective of racial/ethnicity group. This is unsurprising since many districts prioritized evaluating teachers (versus other staff) as they began their initial implementation of the new educator evaluation framework. The spread across

summative performance ratings categories again shows a wider distribution of ratings at both ends of the spectrum among teachers of color as compared to white teachers.

## Findings: Gender

Next, we examined the distribution of summative performance ratings by gender, for educators overall and for teachers. In general we find that male educators receive lower ratings on average than their female counterparts.

*Table 7: Summative performance ratings by gender, all educators*

Demographic group	Total N	N evaluated	% evaluated	Among those evaluated			
				% Exemplary	% Proficient	% Needs Improvement	% Unsatisfactory
<b>All educators</b>	<b>61,441</b>	<b>37,940</b>	<b>61.8</b>	<b>7.4</b>	<b>85.2</b>	<b>6.8</b>	<b>0.7</b>
Female	46,804	29,012	62.0	8.0	85.6	5.9	0.6
Male	14,637	8,928	61.0	5.4	83.9	9.6	1.1

Table 7 shows that female and male educators were about equally likely to receive a summative performance rating during the first year of implementation. Female educators were more likely than males to be rated as Exemplary (8.0 percent, versus 5.4 percent) and less likely to be rated as Needs Improvement (5.9 percent, versus 9.6 percent) or Unsatisfactory (0.6 percent, versus 1.1 percent).

*Table 8: Summative performance ratings by gender, all educators, urban districts only*

Demographic group	Total N	N evaluated	% evaluated	Among those evaluated			
				% Exemplary	% Proficient	% Needs Improvement	% Unsatisfactory
<b>All urban educators</b>	<b>25,272</b>	<b>16,200</b>	<b>64.1</b>	<b>9.0</b>	<b>80.6</b>	<b>9.3</b>	<b>1.1</b>
Female	19,290	12,435	64.5	9.7	81.2	8.2	0.9
Male	5,982	3,765	62.9	6.6	78.8	13.0	1.7

In Table 8, which looks just at the 24 urban districts, male urban educators were more likely to be rated as Needs Improvement (13.0 percent, versus 8.2 percent of female) and Unsatisfactory (1.7 percent, versus 0.9 percent), and less likely to be rated as Exemplary (6.6 percent, versus 9.7 percent).

*Table 9: Summative performance ratings by gender, teachers only*

Demographic group	Total N	N evaluated	% evaluated	Among those evaluated			
				% Exemplary	% Proficient	% Needs Improvement	% Unsatisfactory
<b>All teachers</b>	<b>50,729</b>	<b>32,945</b>	<b>64.9</b>	<b>6.9</b>	<b>85.1</b>	<b>7.3</b>	<b>0.7</b>
Female	38,579	25,133	65.1	7.5	85.6	6.4	0.6
Male	12,150	7,812	64.3	5.1	83.5	10.2	1.2

Lastly, Table 9 shows the breakdown of ratings by gender just for teachers, as opposed to all educators. We again see a similar pattern with male teachers more likely to receive ratings below Proficient and less likely to receive a rating of Exemplary.

## Findings: Professional teaching status

Finally, we examined the distribution of summative performance ratings by professional teaching status (PTS, or tenure). In Massachusetts, teachers, including school librarians, school adjustment counselors, social workers, school nurses, and school psychologists, are typically awarded professional teaching status after three consecutive years of satisfactory service. Without PTS, a teacher is considered probationary and is employed on an annual basis, allowing a district to not renew the teacher’s contract without stating a specific reason. With PTS, the teacher is considered continuously employed unless the district terminates the employment for cause, and dismissal decisions can be appealed. As such, PTS teachers are more experienced than their non-PTS counterparts.

In this first year of statewide implementation, districts appeared to focus their evaluation efforts first on the teachers for whom they will need to make future tenure decisions. As Table 8 shows, 66 percent of the 33,902 PTS teachers eligible to be evaluated in 2012–13 were actually evaluated that year, as compared with 82 percent of the non-PTS teachers. Further, as compared to non-PTS teachers, PTS teachers were more than twice as likely to be rated Exemplary (7.7 percent versus 3.0 percent) and one-third as likely to be rated as Needs Improvement (4.6 percent versus 13.5 percent).

*Table 8: Summative performance ratings by professional teaching status*

Demographic group	Total N	N evaluated	% evaluated	Among those evaluated			
				% Exemplary	% Proficient	% Needs Improvement	% Unsatisfactory
All teachers	50,729	32,945	64.9	6.9	85.1	7.3	0.7
PTS teachers	33,902	22,302	65.8	7.7	87.1	4.6	0.6
Non-PTS teachers	10,244	8,446	82.4	3.0	82.5	13.5	1.0

Breaking down the professional teaching status findings by race/ethnicity (Table 9) shows similar patterns to the statewide results. Educators of color have more disperse summative performance ratings than white educators do, whether or not they have professional teaching status. Further, within most racial/ethnic groups, PTS educators were more likely to receive Exemplary ratings than their non-PTS counterparts. 9.2 percent Hispanic or Latino PTS educators were rated Exemplary, as compared to 3.4 percent of non-PTS Hispanic or Latino teachers.

Non-PTS educators of color, however, were more likely to receive Needs Improvement or Unsatisfactory ratings than were PTS educators of color. Looking just at the Needs Improvement category, 8.6 percent of African-American PTS educators received this rating, versus 19.1 percent of African-American non-PTS educators. We see similar patterns for Asian (5.8 percent versus 13.8 percent) and Hispanic or Latino (6.8 percent versus 13.8 percent) educators.

Comparing Table 9 to Table 4 (which shows the overall statewide breakdown of summative performance ratings by race) demonstrates that PTS teachers within a given racial/ethnic

subgroup are similarly likely to receive an Exemplary rating as educators in that subgroup overall. For example, 10.7 percent of African-American PTS teachers were rated Exemplary, equal to the 10.7 of African-American educators overall that received that rating. PTS teachers of color are somewhat more likely to receive Needs Improvement or Unsatisfactory ratings than educators of color statewide, however.

*Table 9: Summative performance ratings by professional teaching status and race/ethnicity*

Demographic group	Total N	N evaluated	% evaluated	Among those evaluated			
				% Exemplary	% Proficient	% Needs Improvement	% Unsatisfactory
<b>All teachers</b>	<b>50,729</b>	<b>32,945</b>	<b>64.9</b>	<b>6.9</b>	<b>85.1</b>	<b>7.3</b>	<b>0.7</b>
<b>PTS teachers</b>	<b>33,902</b>	<b>22,302</b>	<b>65.8</b>	<b>7.7</b>	<b>87.1</b>	<b>4.6</b>	<b>0.6</b>
African-American	1,131	945	83.6	10.7	77.5	8.6	3.3
American Indian or Alaskan Native	31	21	67.7	4.8	95.2	0.0	0.0
Asian	425	329	77.4	9.7	84.2	5.8	0.3
Hispanic or Latino	947	731	77.2	9.2	82.2	6.8	1.8
Multi-race	133	93	69.9	5.4	86.0	7.5	1.1
Native Hawaiian or Pacific Islander	12	10	83.3	20.0	60.0	20.0	0.0
White	31,223	20,173	64.6	7.5	87.8	4.2	0.5
<b>Non-PTS teachers</b>	<b>10,244</b>	<b>8,446</b>	<b>82.4</b>	<b>3.0</b>	<b>82.5</b>	<b>13.5</b>	<b>1.0</b>
African-American	401	299	74.6	4.3	74.9	19.1	1.7
American Indian or Alaskan Native	19	14	73.7	7.1	78.6	14.3	0.0
Asian	165	145	87.9	5.5	78.6	13.8	2.1
Hispanic or Latino	354	297	83.9	3.4	82.5	13.8	0.3
Multi-race	38	35	92.1	0.0	88.6	8.6	2.9
Native Hawaiian or Pacific Islander	16	14	87.5	7.1	71.4	21.4	0.0
White	9,251	7,642	82.6	2.9	82.8	13.3	1.0

In a final analysis, we disaggregated the findings by gender for PTS and non-PTS teachers. Table 10 shows these results.

*Table 10: Summative performance ratings by professional teaching status and gender*

Demographic group	Total N	N evaluated	% evaluated	Among those evaluated			
				% Exemplary	% Proficient	% Needs Improvement	% Unsatisfactory
<b>All teachers</b>	<b>50,729</b>	<b>32,945</b>	<b>64.9</b>	<b>6.9</b>	<b>85.1</b>	<b>7.3</b>	<b>0.7</b>
<i>PTS teachers</i>	<i>33,902</i>	<i>22,302</i>	<i>65.8</i>	<i>7.7</i>	<i>87.1</i>	<i>4.6</i>	<i>0.6</i>
Female	26,095	17,216	66.0	8.3	87.1	4.1	0.5
Male	7,807	5,086	65.1	5.4	87.3	6.2	1.1
<i>Non-PTS teachers</i>	<i>10,244</i>	<i>8,446</i>	<i>82.4</i>	<i>3.0</i>	<i>82.5</i>	<i>13.5</i>	<i>1.0</i>
Female	7,642	6,332	82.9	3.2	84.2	11.7	0.9
Male	2,602	2,114	81.2	2.4	77.2	18.9	1.5

Similar to the findings for gender overall, we see that both for PTS and non-PTS teachers, females are more likely than males to receive Exemplary ratings. Among non-PTS teachers, for instance, 3.2 percent of females were rated Exemplary, versus 2.4 percent of males. At the other end of the spectrum, males were more likely to receive Needs Improvement or Unsatisfactory ratings, whether or not they had professional teaching status.

## Conclusion

A primary purpose for conducting this analysis was to promote continuous learning and improvement, a goal of the educator evaluation system itself. By examining the state’s early evaluation data, we can better understand the first year of implementation of the new system and provide information to help districts improve their continued implementation.

This preliminary evidence from the first year of implementation of the new Massachusetts educator evaluation system suggests that implementation is off to a strong start. Most educators who are rated as Proficient or Exemplary on the summative performance rating also exhibit moderate or high growth among their students, as measured by the median student growth percentile. The distribution of summative performance ratings is wider for educators of color than for white educators, and male educators receive lower ratings on average. But the differences are not stark and may be explained by the fact that the educators rated in this first year of implementation were not a random or representative sample of educators statewide.

These data provide a point of comparison for districts, so they can understand whether the patterns they see in their own evaluation results are typical of those statewide. Where results are unexpected, districts should dig deeper to understand why these results have occurred. For instance, districts that see a larger than average number of discordant ratings (Exemplary educators with low student growth or vice versa) should closely examine their evaluation processes to ensure that the summative performance ratings are appropriately calibrated across evaluators and relative to available student impact data.

These data also underscore the small number of educators of color across the state and their heavy concentration in the urban districts. Indeed, we were only able to provide separate district-level breakouts of summative performance ratings for non-white educator subgroups in 19 districts. The remainder had too few educators of color to be able to preserve their confidentiality in district-level disaggregations. The statewide Diversity Initiative Task Force has focused

attention on this important issue in recent months, and ESE will be working to implement their recommendations to help increase the diversity of the state's educator workforce.

As more and better data becomes available about the effectiveness of the state's educator workforce, reports such as this will help to shed light on the distribution of effective educators without resorting to proxies such as educational attainment or length of service. Ultimately this will help districts and the state to develop policies and programs to ensure that the most effective teachers serve the students who most need their support.

# ATTACHMENT P

## M.A.S.S Model CBA Language on DDM's

March 19, 2014

Introduction – The language in the introduction is not necessarily intended for inclusion in collective bargaining agreements.

M.A.S.S. believes the interpretation and application of data from DDMs reflects a best practice for the profession which, if used to benefit students, is an important part of understanding how children learn, thereby improving instructional practice. Teachers know what measures best reflect effective instructional practices and their expertise is crucial to productive use and analysis of DDMs. We are concerned that an overly structured, rules based approach to utilization of DDMs will not serve students and will lead to inefficient misunderstandings and conflict with employee representatives. Additionally, little evidence has been provided which establishes a reliable and valid correlation between overall educator performance ratings and student impact ratings, as they measure very different things according to very different criteria. Conflating these distinct items will contribute to public confusion as to their meaning and may be cited by some as the basis for incorrect or unsupported judgments and conclusions about a particular school, school system, or even individual teachers.

1. Purpose of DDM's: To provide educators and evaluators with additional information, including but not limited to trends and patterns in student LGA, for discussion and consideration about an educator's impact on student performance.

2. Working Group: A DDM's Working Group shall be established pursuant to G.L., c. 71, §38 to identify and select DDMs from a pool of existing measures.

a.. Additional Measures: Additional measures to be added to the pool of DDM's will be considered by the parties (the Working Group) at either's suggestion, and neither party may unreasonably withhold consent to changes in the pool of DDM's provided remaining DDM's or new DDM'S are aligned with relevant curriculum, Vocational or other relevant Massachusetts framework.

b. Supplemental DDM's for Individuals: If in the course of the discussion between an educator and the evaluator the educator believes the DDM's selected by the evaluator should be supplemented, a reasonable number of additional or different DDM's may be identified by the educator and may be considered by the evaluator.

3. Composition of Working Group: The school committee shall designate the superintendent as one of its designees, unless the superintendent recommends another school administrator, in which case the designation of the nominated administrator shall be appointed by the school committee. The Working Group shall be co-chaired by the president of the employee bargaining unit or designee and the superintendent or designee. The recommendations to be made to the superintendent by the Working

Group may either be by consensus or by majority vote so that the employer/employee members each represent a 50% of the Working Group members, notwithstanding their actual numbers.

#### 4. Definitions:

a. Criterion: Norm Referenced: DDM's may include but are not limited to criterion and norm referenced measures such as formative interim and unit pre-post assessments in specific subjects, assessment of growth based on performance and/or portfolios of student work judged against common scoring rubrics and mid-year or end of year course examination.

b. Comparability: DDM's must be comparable across grade or subject level district wide and aligned with relevant curricular, Vocational, or other relevant Massachusetts Frameworks. DDM's must be scored using a consistent, transparent process which establishes clear parameters for: 1) educators to understand the criteria, 2) for evaluators to apply their professional judgment as to what constitutes low, moderate or high student growth and, 3) for educators and evaluators to review any significant discrepancies between student LGA and the evaluator's professional judgment as to overall performance.

c. Ratings Definition: A rating of "high" means students have significantly more than one year's growth relative to academic peers in the grade or subject. A rating of "moderate" indicates one year's growth relative to academic peers in the grade or subject. A rating of "low" indicates significantly lower than one year's growth relative to academic peers in the grade or subject.

#### 5. Identification and Selection Criteria:

a. Educator's Expertise: Through their practice educators in the system are intimately familiar with commonly accepted measures of student performance and know that existing measures produce relevant information useful in improving student performance and in determining an educator's impact on student LGA. As a result, an educator's DDM's will be drawn from a pool of existing measures recommended by the Working Group to the Superintendent as comparable across grade or subject levels, meeting the above definitions, and currently utilized in the \_\_\_\_\_ Public Schools.

#### 6. Utilization:

a. DDM's in Goal Setting: To encourage the development of a reflective practice, the educator and evaluator will discuss the nature and range of the educator's impact rating during goal setting, and at the formative and summative phase. The evaluator's final judgment as to whether an educator has a low, moderate, or high impact on student LGA, as such impact is defined above and by reference to DESE standards, will only occur after the educator and the evaluator have again discussed, at the summative phase, the information available from DDM's and from trends and patterns in student LGA. The educator will have an opportunity to provide to the evaluator a self- assessment in relation to information from DDM's, trends and patterns.

b. Student Enrollment Issues: For full-year or fall semester courses, the DDM results from students who were not enrolled in the grade or course by October 1st or did not remain enrolled through the final date the DDM is administered shall not be used in the determination of an educator's impact on student growth.

For spring semester courses, the DDM results from students who are not enrolled in the grade or course by the end of the fourth week of the semester or do not remain enrolled through the final date the DDM was administered shall not be used in the determination of an educator's impact on student growth.

DDM results from students who were not present for instruction or education services for at least 80 percent (eighty percent) of the allotted instructional or service time shall not be used in the determination of an educator's impact on student growth.

c. Modifications to Practice: The discussion between the educator and the evaluator may result in recommended modifications to an educator's practices or methods

d. DDM's use as Evidence An educator's impact on student LGA is one piece of evidence to be considered in the formulation of an educator's plan, and is an element of the educator's overall/summative rating as required by 603 CMR 35.07. A summative rating is fundamentally derived from classroom observation and evidence of practice across the four Board of Education approved standards or other standards subsequently adopted by the Board. Evidence and the evaluator's professional judgment shall inform the overall rating and the impact rating, which are separate and distinct ratings. The impact rating, however, shall not be the primary factor utilized by the evaluator in the summative portion of the evaluation process, as the sole basis for personnel decisions, or by either party in any statutory or contractual dispute involving personnel decisions or the evaluation article of the contract. The impact rating shall be considered in determining the nature and length of an educator plan per 603 CMR 35.06(7).

e. DDM's and Growth Plans: The impact rating for an educator ranked proficient or exemplary may affect the duration of a self-directed growth pursuant to the evaluation article of the contract, and 603 CMR 35.06 (3) & (7), and 603 CMR 35.09. The parties agree that for proficient and exemplary educators with a moderate or high impact rating may receive additional recognition.

Educators who are identified as Proficient or Exemplary, and who have a moderate or high impact rating may be placed on a self-directed growth plan of up to two years duration. A Proficient or Exemplary educator with a low impact rating shall be placed on a one year plan. The educator and the evaluator will meet as noted above, to discuss their views as to the basis for the impact rating and what steps will be taken as a result.

7. Dispute resolution: If either party unreasonably withholds consent to initial DDM's or recommended changes in the DDM's utilized in the district, the superintendent, pursuant to the prior authorization of the school committee, or the employee collective bargaining representative, may request an expedited final binding interest arbitration process pursuant to G.L., c. 71, §38 to resolve an impasse concerning

the performance standards for teachers and other school personnel. If the impasse concerns the procedures for conducting such evaluations the parties may jointly agree to submit such matters to the arbitrator for resolution in the same manner as the performance standards are resolved (c. 71, §38).