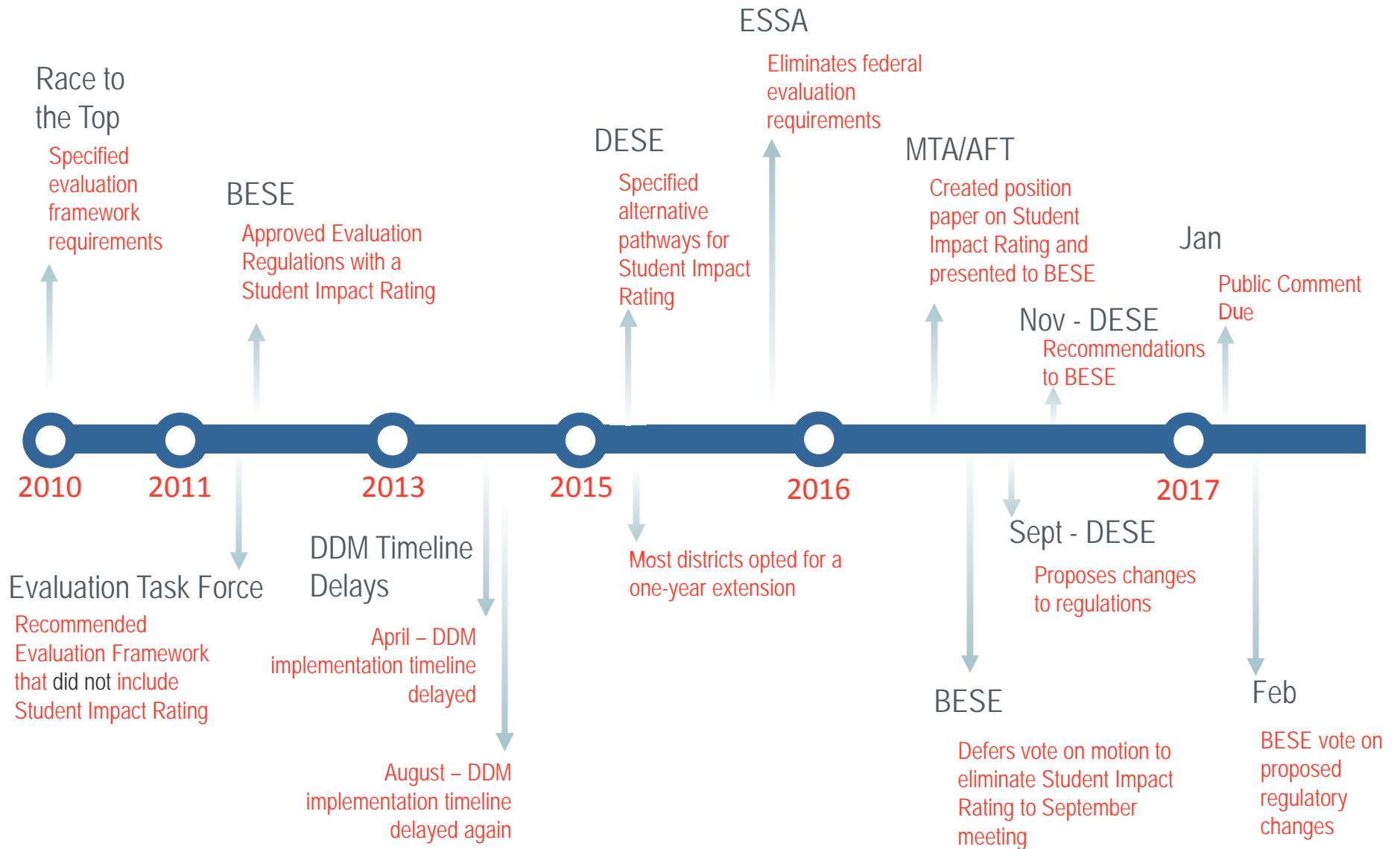
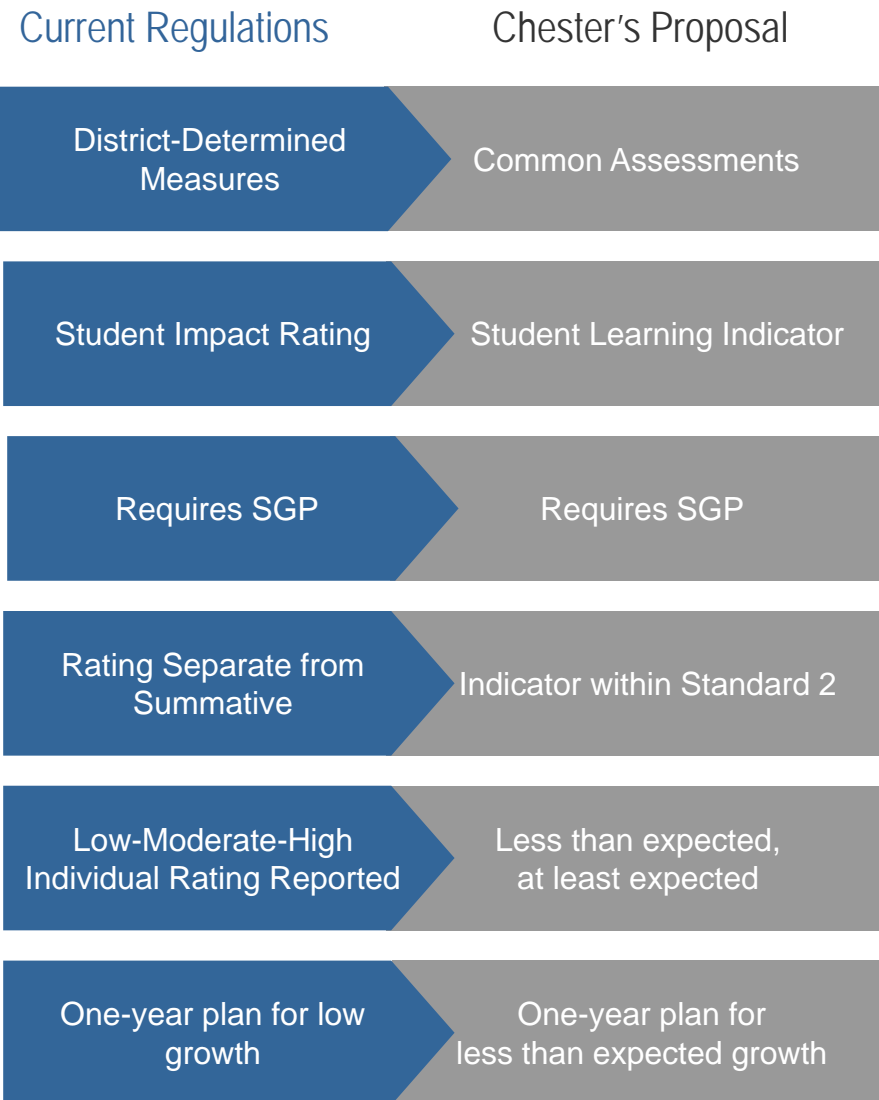


# Student Impact Rating Timeline



# Student Impact Rating – Proposed Regulations



On November 29, the BESE approved to send the Commissioner's recommended changes to the educator evaluation regulations out for public comment.

The proposed regulations do not address the problems with the Student Impact Rating that have been identified by educators over the past five years.

In most instances, the flawed elements of the current regulations have been replicated in the proposed regulations with different names.

Further, the proposal would allow invalid and unreliable student learning measures to count even more than they do now. While the current Student Impact Rating is separate from the Summative Rating, the new Student Learning Indicator is directly in Standard II, where it can have a disproportionate impact on the educator's Summative evaluation.

A less than proficient rating on Standard II prevents an educator from receiving an overall Proficient rating. Using student test scores as the basis for such high-stakes ratings is methodologically unsound and educationally harmful.

# Student Impact Rating – Proposed Regulations

## Current Regulations

## Chester's Proposal

District-Determined Measures

Common Assessments

Common assessments required for teachers responsible for direct instruction

Student Impact Rating

Student Learning Indicator

Requires SGP

Requires SGP

Rating Separate from Summative

Indicator within Standard 2

Low-Moderate-High Individual Rating Reported

Less than expected, at least expected

Individual Rating Not Reported to DESE

One-year plan for low growth

One-year plan for less than expected growth

# MTA/AFT Possible Solutions

## Proposal 1- June 2016 Eliminate Student Impact Rating

~~603 CMR 35.09  
Student Performance Measures~~

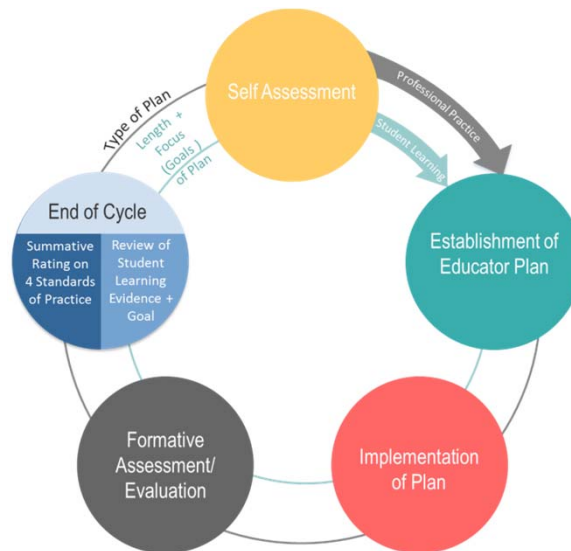
Delete the provision in the Educator Evaluation Regulations that requires the Student Impact Rating for each educator based on district-determined measures and the Student Growth Percentile where available.

- ⊙ Motion made at June BESE meeting
- ⊙ Action deferred and superseded by Commissioner's proposal

## Proposal 2 – September 2016 Two Track System

A five-step cycle that includes a professional practice and a student learning component at each step. At the end of the evaluation cycle:

- ⊙ Summative rating based on four practice standards
- ⊙ Reflection on student learning
- ⊙ Evaluator and educator discuss and analyze relationship between practice and student learning evidence, including the student population and the specific learning context.



- ⊙ Rejected by Commissioner via DESE Staff

## Proposal 3 – October 2016 Student Learning Evidence

- ⊙ Eliminate the Separate Impact Rating (low, moderate, or high)
- ⊙ No Separate Student Learning Indicator in Any of the Standards
- ⊙ Allow the Use of Student Learning Evidence in Evaluations with Conditions
  1. The evidence relates to the specific indicators or elements that reference student learning;
  2. Consideration of the contextual factors, including but not limited to the educator's student population and specific learning environment, that may be advancing or impeding student learning;
  3. Identification of the strength(s) and/or problem(s) in practice that the evaluator believes are advancing or impeding student learning; and
  4. Student learning evidence is not the primary basis for the rating judgment made by the evaluator on any standard

- ⊙ Rejected by Superintendents and Principals because it does not meet Commissioner's requirements

# Student Impact Rating – Superintendents’ Proposal

Current Regulations	Chester’s Proposal	Superintendents’ Proposal
District-Determined Measures	Common Assessments	Common Assessments
Student Impact Rating	Student Learning Indicator	Student Learning Goal
Requires SGP	Requires SGP	Requires SGP
Rating Separate from Summative	Indicator within Standard 2	Student Learning Goal Rating Informs Overall Summative Rating
Low-Moderate-High Individual Rating Reported	Less than expected, at least expected No rating reported to DESE	Does not meet, meets, exceeds expectations No rating reported to DESE
One-year plan for low growth	One-year plan for less than expected growth	All ratings – overall, four standards, two goals – inform length of plan

Both proposals contain a version of an “impact rating;” the difference between the two is where the impact rating is located.

- Chester’s proposal – the rating becomes a Student Learning Indicator within Standard 2;
- Superintendents’ Proposal – the rating is based on the Student Learning Goal

Both proposals substitute the Low, Moderate or High labels with ratings of student performance relative to “expectations.”

Use of the SGP is required under both proposals.

Public Comment Link – Proposed Regulations

[www.doe.mass.edu](http://www.doe.mass.edu)

## Education Laws and Regulations Headlines

[www.doe.mass.edu/news/news.aspx?id=24042](http://www.doe.mass.edu/news/news.aspx?id=24042)

January 27, 2016