

V.G.

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO BE PROPOSED:

April 5, 2017

RESOLVED, That the State Board of Education, pursuant to subsection (c)(2) of Section 10-151b of the Connecticut General Statutes, amends the guidelines for an educator evaluation and support program, known as the Connecticut Guidelines for Educator Evaluation, by approving recommendations put forth by the Performance Evaluation Advisory Council (PEAC), dated March 29, 2017, regarding the appropriate use of state mastery test data in the state educator evaluation and support system, and directs the Commissioner to take the necessary action.

Approved by a vote of _____ this fifth day of April, Two Thousand Seventeen.

Signed: _____
Dianna R. Wentzell, Secretary
State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Dr. Dianna R. Wentzell, Commissioner of Education

DATE: April 5, 2017

SUBJECT: PEAC Recommendations Regarding the Appropriate Use of State Mastery Test Data in Connecticut's Educator Evaluation and Support System

Executive Summary

Introduction

On April 6, 2016, the State Board of Education (SBE) adopted the following amendment to the [Connecticut Guidelines for Educator Evaluation](#) (Guidelines) based on a recommendation from the Performance Evaluation Advisory Council (PEAC).

Use of State Test Data in Educator Evaluation: PEAC recommends the extension of current flexibility with respect to the incorporation of state test data in the evaluation of educators during the 2016-17 school year. PEAC will continue to discuss the use of state test data as part of educator evaluation beyond 2016-17 and will make recommendations at a later date.

Since April 2016, PEAC has met regularly to further discuss key elements of the educator evaluation and support system with a focus on the appropriate use of state mastery test data. PEAC has consulted stakeholders, research experts, educators, and leaders throughout this process. In March 2017, PEAC developed recommendations for the appropriate use of state mastery test data within the educator evaluation system.

To summarize, PEAC's current recommendation maintains the requirement that an educator's final summative rating include 22.5% from standardized test data, consistent with the current version of the Guidelines. PEAC recommends the state mastery test data be used to inform goal setting and professional learning for educators in the appropriate subject areas, as well as ten other critical purposes outlined on page two of Attachment A. PEAC recommends that statewide mastery test data not be included as one of the many standardized measures schools and districts use to calculate the final summative rating. It is also important to note that state mastery test data is a heavily weighted measure within Connecticut's Next Generation Accountability System.

History/Background

A brief timeline of PEAC activities, Board actions, and statewide activities related to the Educator Evaluation and Support System is listed below:

Date:	Important PEAC Recommendations, SBE Actions and Related Activities
January 25, 2012	PEAC reached unanimous agreement on the state’s required evaluation framework for teacher evaluation
February 6, 2012	PEAC reached unanimous agreement on the required evaluation framework for administrator evaluation
June 2012	The SBE, in consultation with PEAC, adopted core requirements for educator evaluation and support, formally entitled the “Connecticut Guidelines for Educator Evaluation”
Fall 2013 – Present	Each local or regional board of education has been implementing new systems for educator evaluation and support that align with the Guidelines
January 2014	Informed by the University of Connecticut’s Neag School of Education, as well as stakeholder feedback, PEAC reached consensus on recommendations to the SBE regarding flexibilities to the Guidelines
February 6, 2014	SBE approved flexibilities to the Guidelines
December 2015	ESSA removed any requirements for teacher evaluation allowing decisions to be made at the state level
April 2016	PEAC requested and received an extension from the SBE of current flexibility
September 2016 - Present	PEAC identifies positive aspects of the Guidelines and the educator evaluation and support system, as well as opportunities for refinement. PEAC focuses on the appropriate use of state mastery test data within Connecticut’s educator evaluation system
November 2016	PEAC provided the SBE with a progress report on their survey of local and regional Professional Development and Evaluation Committees (PDECs); district perspectives on teacher and administrator evaluation and support systems; and their review and discussion of research and state policies regarding the use of standardized and non-standardized indicators within educator evaluation
March 2017	PEAC reached unanimous consensus on the appropriate use of state mastery test data within Connecticut’s educator evaluation system (outlined in Attachment A)

Recommendation and Justification

The CSDE and PEAC have worked in close partnership in order to arrive at consensus around the appropriate use of state mastery test data as part of the educator evaluation and support system. The recommended guidance provided in the attached document preserves:

- The continued use of state mastery test data to inform educator goal setting and guide educator professional learning, as well as ten other critical purposes outlined on page two of Attachment A;

- Accountability to use important standardized test data in calculating the final summative rating of an educator's evaluation. It is important to note that a myriad of standardized test measures are used in Connecticut as benchmarks and pre/post testing. Examples include: The Iowa Test of Basic Skills; NWEA's Measure of Academic Progress (MAP); STAR testing; the California Achievement Test, and Dynamic Indicators of Basic Early Literacy (DIBELS); and
- The collaboration and continued dialogue around the performance evaluation experience that has been established across the state which upholds accountability, professional learning, objective and qualitative data, and ultimately continuous improvement.

The CSDE recommends that the SBE take the following action: Adopt the attached guidance on the recommended use of state mastery test data within the educator evaluation and support system and direct the Commissioner, in collaboration with PEAC, to take the necessary action to incorporate this guidance into the existing Guidelines for Educator Evaluation.

It is critical to provide timely guidance to superintendents as LEAs are in the process of planning educator evaluation and support implementation for the coming school year. Therefore, we recommend that the SBE adopt the proposed recommendations for the appropriate use of state test data to be applied in the 2017-18 academic year.

Follow-up Activity

The CSDE will communicate the amended policy/guidance on the appropriate use of state mastery test data to all LEAs. At its April 26, 2017, meeting, PEAC will consider revisions to the Guidelines for Educator Evaluation in order to incorporate the updated guidance and will make this available to LEAs. PEAC will continue to meet to discuss key elements of the educator evaluation and support model and make any additional Guidelines recommendations, as appropriate.

Prepared by: Shannon Marimón, Division Director
Educator Effectiveness

Approved by: Sarah J. Barzee, Ph.D., Chief Talent Officer
Talent Office

Proposal for Amendment to the Guidelines for Educator Support and Evaluation Programs
(March 29, 2017)

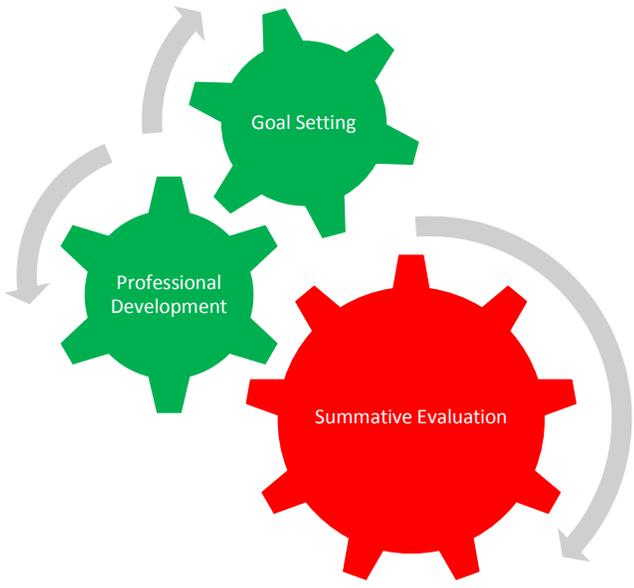
PEAC has continued to meet frequently and consensus of the group supports many strengths of the current educator evaluation and support system, as well as some areas for improvement. Areas of continued discussion include the role of the state mastery test in educator evaluation and support, the weight of the components of the system in arriving at a summative rating for educators, as well as an analysis of lessons learned from districts that obtained waivers to pursue flexibility from aspects of the *CT Guidelines for Educator Evaluation*, as well as best practices developed in districts that have adhered to the Guidelines.

Recommendation Related to the Role of the State Mastery Test in the Educator Support and Evaluation System:

At the phase of system development, it was a desire for coherence in our improvement efforts that supported the inclusion of the mastery test as a required measure of one of the educator's student learning objectives (SLOs), in appropriate grades and subjects. There has been great change in context in the past five years. Our state now utilizes an Accountability System for school and district accountability that is much more sophisticated and developed than was possible in the era of No Child Left Behind. Additionally, our field of educators is much more sophisticated in the application of the current educator support and evaluator system, and our stakeholders have engaged deeply in a review of our mastery examination systems for the state of Connecticut. The report that the Mastery Examination Committee filed this fall with the legislature includes a purpose statement regarding the mastery test system. This statement emphasizes that "the primary purpose of the statewide mastery examination is to provide an efficient and reliable estimate of a student's overall performance in a subject area relative to grade level standards." (MEC Report page 6, January 2017)

It is recommended that to preserve the fundamental purpose of the state mastery tests and protect the positive outcomes of the first five years of our educator evaluation system, that the state mastery test be used in the educator evaluation and support system to inform educator goal-setting, to inform professional development planning, but not be used as a measure of goal attainment for educators. While the state mastery test results can be used to identify an area for improvement and focus, they cannot be a measure included in an educator's SLO.

What can the state test be used for:	What can the state test Not be used for:
<ul style="list-style-type: none"> Informing goals for individual educators 	<ul style="list-style-type: none"> Inclusion in the calculation of the rating in the summative evaluation
<ul style="list-style-type: none"> Informing Professional Development for individual educators 	<ul style="list-style-type: none"> Measure of SLO/goal attainment
<ul style="list-style-type: none"> Discussion at the summative evaluation conference 	
<ul style="list-style-type: none"> Informing collaborative goals 	
<ul style="list-style-type: none"> Informing professional learning for groups or teams of educators 	
<ul style="list-style-type: none"> Any communications around planning 	
<ul style="list-style-type: none"> Development of curriculum 	
<ul style="list-style-type: none"> Program evaluation 	
<ul style="list-style-type: none"> Selecting or evaluating effectiveness of materials/resources 	
<ul style="list-style-type: none"> School/district improvement planning 	
<ul style="list-style-type: none"> Informing whole school professional development to support school improvement 	



The state mastery test results can be used to inform goal-setting and professional learning for appropriate educators, but cannot be used as a measure of goal attainment or in the calculation of the summative rating for an educator.