



STATE OF CONNECTICUT
BOARD OF EDUCATION



TO: Superintendents of Schools
Superintendents of Unified School Districts
Directors of Public Charter Schools
Executive Directors of Regional Educational Service Centers
Directors of Approved Private Special Education Programs

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

DATE: April 10, 2017

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

The Connecticut State Department of Education (CSDE) and the Performance Evaluation Advisory Council (PEAC) have met regularly since April 2016 to discuss key elements of the educator evaluation and support system with a focus on the appropriate use of state mastery test data. Throughout this process, the CSDE and PEAC have consulted educators, other stakeholders, and research experts.

On March 29, 2017, PEAC reached consensus on appropriate uses for state mastery test data within the educator evaluation system (**Attachment A**). PEAC recommended that 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 the attachment. PEAC recommended 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.

During the April 5, 2017, State Board of Education (SBE) meeting, CSDE Talent Office staff and PEAC members presented their proposal, which was adopted by the SBE as follows:

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.

PEAC will continue to meet to discuss key elements of the educator evaluation and support model and make any additional Guidelines recommendations, as appropriate. If you have any questions, please contact me by email: shannon.marimon@ct.gov or phone: 860-713-6816.

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

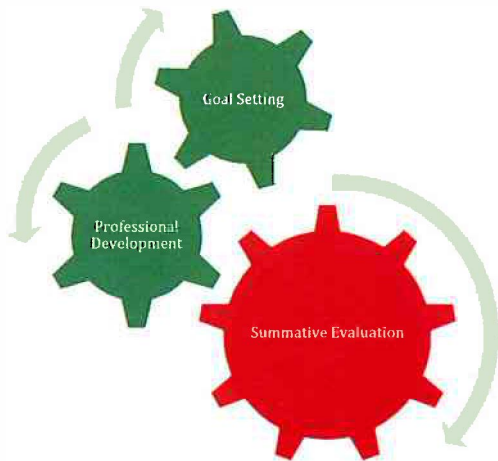
PEAC has continued to meet frequently and consensus of the group supports many strengths of the current educator evaluation and support system, as well as some areas for improvement. Areas of continued discussion include the role of the state mastery test in educator evaluation and support, the weight 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.