

Every Boston Public School will have a school wide student-learning goal based on the new state accountability framework, Progress and Performance Index (PPI). RA&E will provide schools with PPI targets in the coming days for students in the aggregate, as well as for every subgroup. The PPI targets will include Composite Performance Index (CPI) targets in ELA, Math, and Science, and median Student Growth Percentile (SGP) in ELA and Math. Schools will select the measures that best reflect their improvement plans. The attached document provides an example of how to calculate the SY2012-13 CPI target for a school, based on the current accountability report available on the DESE website.

If you have already completed school-wide goals for student learning, and educators in your school have already adapted their personal goals to that target please **do not** change the school-wide goals you have shared with your staff. After the October 1 self-assessment and goal-setting deadline, you have an opportunity to revise goals with your educators. This may be an opportunity to seek further alignment between these targets and your educators' individual and team goals. The forthcoming information from the state's accountability framework may be helpful for schools which have limited coherence and alignment across goals, and this presents an opportunity to ensure that you and all your educators are on the same page, working towards the same performance target.

We acknowledge that the timing of this message may prove difficult with looming deadlines for evaluation, and the upcoming release of the WSIP template. However, the completion of the self-assessment and goal-setting activities for educator evaluation will support the completion of the revised and streamlined WSIP.

All licensed educators must set two goals as part of their performance evaluation; one student-learning goal and one professional practice goal. The student-learning goal should be aligned to the school wide goal by measuring the progress educators are making in reaching the school wide goal. These measures may include one or more of the following: ATI predictive assessments, end of unit assessments, common writing assessments or other performance based measures that demonstrate measurable academic achievement ***within the evaluation cycle of the educator.***

For those educators on a one-year plan, the cycle would end on May 15th. For those educators on a shorter plan, the evaluator must set a student-learning goal that can be measured within the duration of the plan. There are no requirements that the student-learning goal needs to last for the full duration of the plan. Therefore, an educator may use ATI scores from September through December. RA&E will provide ranges of expected growth on the ATI between the September and December administration. ATI is a particularly strong measure of growth as it is aligned with the state curriculum frameworks, provides a measure of growth within the academic year, is reliable and valid, and is administered across all schools serving the same grade spans in ELA and Math.

Lastly, it is possible for principal and headmasters to set goals using MCAS ELA preliminary results that come out in June. Both growth and CPI could be used for this purpose. This data can be used because principals and headmasters do not need to have their evaluations completed by May 15th but rather by the end of the school year.

More guidance can be found on our website <http://educatoreffectiveness.weebly.com/>.