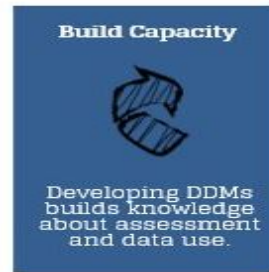


# DDMs for School Nurses

## Four Key Messages about Student Impact Ratings



\*Source ESE

### Points to remember:

- **District Determined Measures**
  - Are set by the district and are typically universal to educators serving in a particular role.
  - The main focus of DDMs is comparability—so student learning and impact can be discussed across schools and educator roles.
  - Should remain relatively stable from year to year because they address key responsibilities for particular educator roles that are unlikely to change dramatically from year-to-year.
  - Are a look at student growth over 2 years – ESE requests 2 DDMs to be done over 2 years
  - Should reflect the school nurse job functions and responsibilities and should align to what they do to support students, educators, administration, and/or parents.
- **When identifying your DDM ask**
  - **Is the measure aligned to content?**  
Does it assess what the educators (school nurses) intend to teach and what's most important for students to learn?
  - **Is the measure informative?**  
Do the results tell educators (school nurses) whether students are making the desired progress, falling short, or excelling?  
Do the results provide valuable information to schools and districts about their educators?
- **Direct or Indirect Measure**
  - Direct Measure – directly measures the impact of the school nurse's instruction on student outcome i.e. teaching about healthy practices, self-care for health issues
  - Indirect Measure – measures the contribution the school nurse provides to allow students to access the curriculum i.e. school nurse communications at meetings, with staff, and/or parents, addressing time in health office/return to class rates.
- **Components of District Determined Measure**
  - Instrument – set of test questions, survey, etc.

- Student Directions – what students need to know
- Scoring Methods – answer key, rubric, etc.
- Scoring Directions

▪ **Approaches to Measuring Student Growth**

- Pre-Test/Post Test - The same or similar assessments administered at the beginning and at the end of the course or year.
- Repeated Measures - Multiple assessments given throughout the year.
- Holistic Evaluation - Assess growth across student work collected throughout the year.
- Post-Test Only - A single assessment or data that is paired with other information.

**DDM Ideas proposed MA School Nurses**

1. Educational assessment of population related to nutritional need/s to access curriculum (D)
2. Communication – notification of communicable illness/es – via educational materials, etc. (I)
3. Changes in student knowledge and practice of healthy habits (D)
4. Addressing how students manage chronic health conditions (D)
5. Provide education to students with chronic health conditions – out of class time (D)
6. Improving nutritional awareness and its impact and value on learning and health (D)
7. Increase the rate of return for district health forms – multiple health forms (I)
8. Promote student self-management of chronic health / care conditions (D)

(D) = Direct measure

(I) = Indirect measure

**Resources:**

- Massachusetts Comprehensive Health Curriculum Frameworks (1999)
- The National Health Education Standards
- Core Course Objectives (2013)
- ESE Educator Evaluation Resources  
<http://www.doe.mass.edu/eeval/>
- Technical Guide B:  
<http://www.doe.mass.edu/eeval/ddm/TechnicalGuideB.pdf>

\* Information from the ESE website – Technical Guide B and PowerPoint presentations