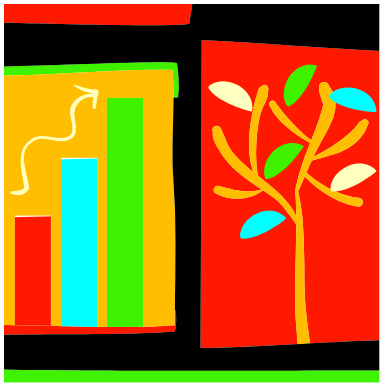
Student Growth Workgroup



Meeting #1

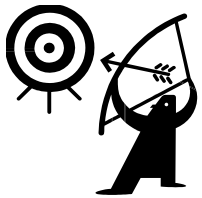
Sept. 27, 2011

Kerrie Naylor, Ph.D
and
Lynne Baty

Purpose for the Student Growth Workgroup

- Overall charge: Make recommendations for student growth measurements for tested and non-tested subjects and grades and how they will be used to measure teacher and leader performance in educator evaluation systems

Supporting charges

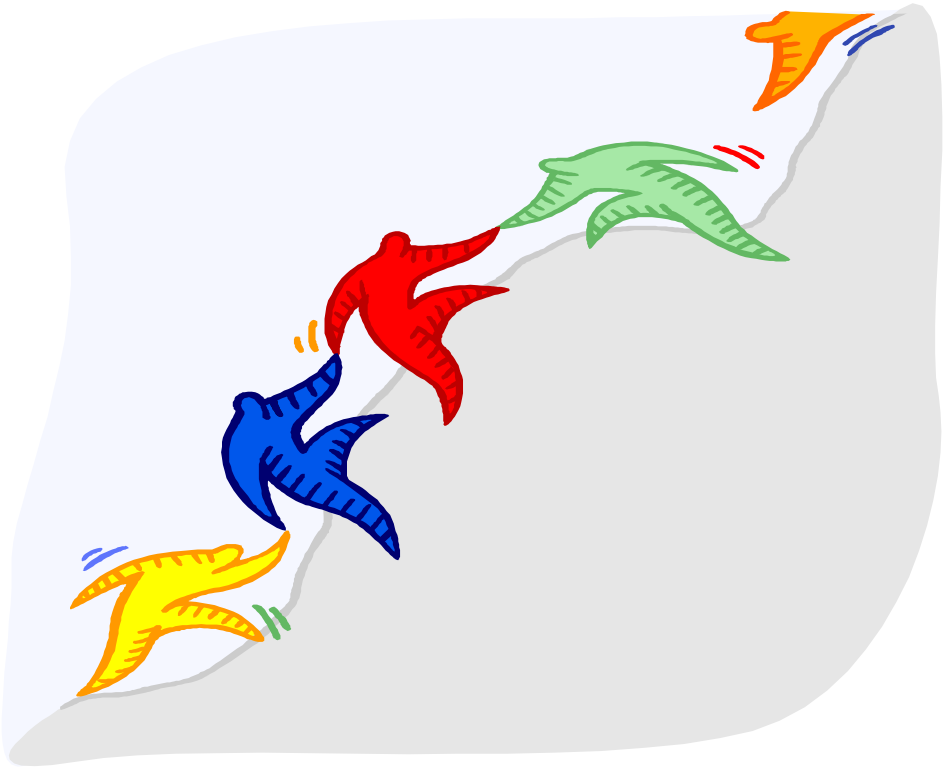


- Discuss the philosophy, research, and questions / concerns behind using student growth measures (Sept. 27)
- Understand what is going on in other states and districts around measuring student growth and learning (Oct. 19)
- Coordinate with the work of the Grading School Task Force (Oct. 19 and ongoing)
- Decide on what type of Student Growth Model – Value added or Student Growth Percentages? (Oct. 19 and 28)
- Develop valid and reliable measures for tested subjects and grades (on-going)

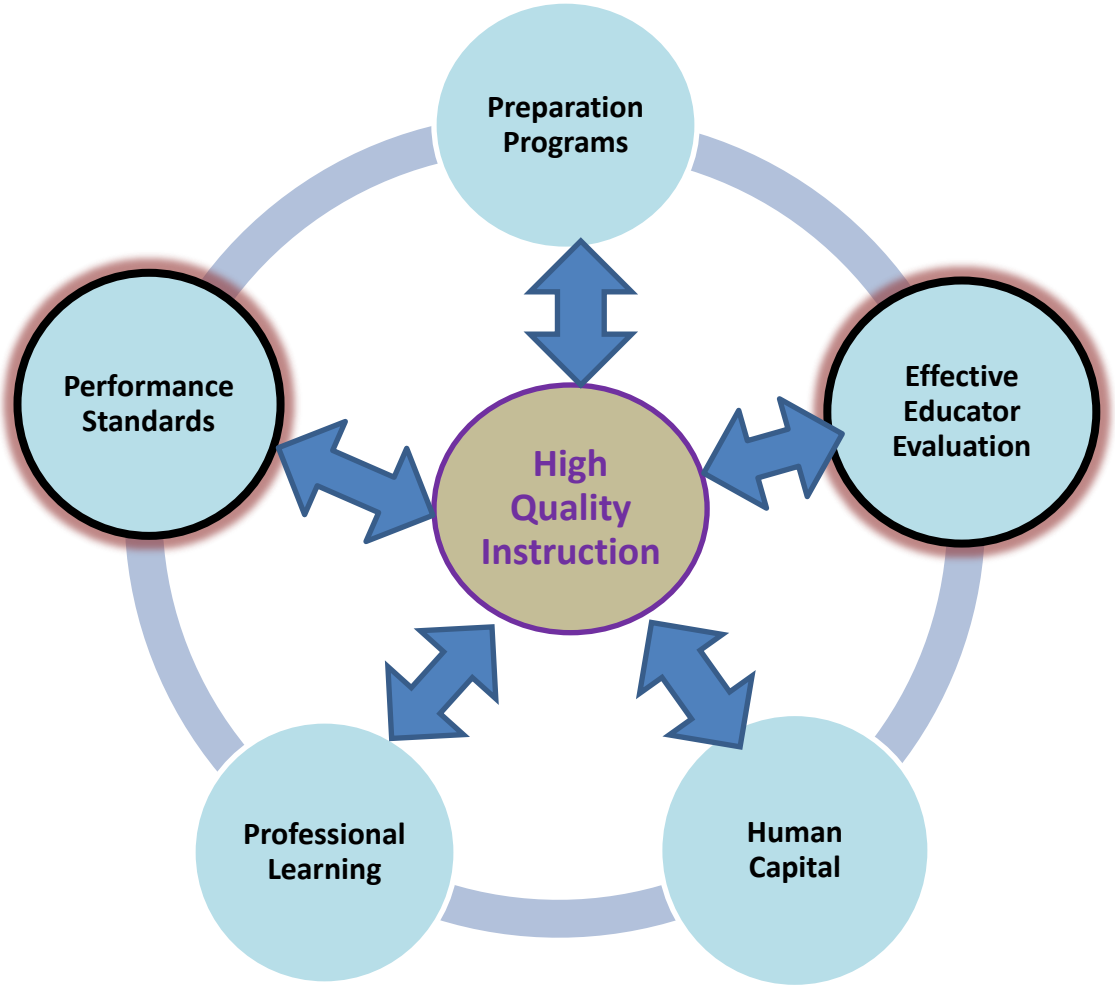
Supporting Charges continued…

- Develop criteria for evaluating the quality of student assessment measures (on-going)
- Develop a plan and timeline for non-tested subjects and grades (Nov. 15)
- Discuss the weighting of student growth measures as indicated in PEER R277-531 (Dec. 6)
- Create a recommended timeline for implementation of student growth measurements tied to educator evaluation (Dec. 6)
- Discuss the processes associated with piloting evaluation measurements for districts and state (Dec. 6)

HOW DID WE GET TO THIS PLACE?



Educator Effectiveness Project



Standards and Evaluation Framework Completed 2010-11

- State Board Rule: R277-530 Utah Effective Teaching Standards and Educational Leadership Standards

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- State Board Rule: R277-531 Public Educator Evaluation Requirements (PEER)
  - Local Requirements and Parameters
  - State Support and Accountability

State Board Rule R277-530

This rule establishes statewide effective teaching standards for Utah public education teachers and statewide educational leadership standards for Utah public education administrators.

Utah Effective Teaching and Educational Leadership Standards

USOE will use the Standards:

- to ensure the implementation of the Utah Common Core.
- as the basis for an educator effectiveness system and tiered-licensing system.
- as the basis for a model educator evaluation system for use by LEAs.

- **LEAs will use the Standards:**
- as the basis for policies to support implementation of the standards.
- as the basis for professional learning plans and experiences.
- as the basis for formative and summative educator evaluation systems.
- to support the development of a collaborative professional culture.

Utah's Evaluation Framework

State Board Rule R277-531 PEER

- What it does? Causes us to rethink how we evaluate teachers and leaders and to improve the tools we use for assessing teachers and leaders;

- It also includes student performance as a significant criterion among multiple measures in how we determine educator effectiveness.

- The Evaluation Framework requires LEAs to use student achievement results as a measure of teacher and leader performance, as well as include meaningful, regular observations of teacher classroom practice and administrator instructional leadership, with timely feedback for professional growth and learning

State Board Rule R277-531

Public Educator Evaluation Requirements (PEER)

This rule provides a statewide educator evaluation system framework that includes required Board directed expectations and components and additional LEA determined components and procedures.

LEA educator evaluation system:

- is based on rigorous educator performance standards aligned with R277-530
- establishes and articulates performance expectations for all licensed LEA educators
- includes valid and reliable measurement tools including observations of instructional quality, evidence of student growth, parent and student input, and other indicators determined by the LEA
- provides a summative yearly rating of educator performance using uniform statewide terminology and definitions.
- aligns all related LEA policies, as necessary, to be consistent with the LEA Educator Evaluation System
- includes summative and formative components, valid and reliable tools, a variety of measurement tools, differentiated methodologies for measuring student growth for educators in subject areas for which standardized tests are available and for educators in subject areas for which standardized tests are not available, and evaluation for non-instructional licensed teachers and administrators

PEER: Evaluation Framework
Local Requirements

- Standards and Performance Expectations
- Quality Assurance
- Evaluation Processes
- Multiple Measures and Ratings
- Professional Growth

State Board Rule R277-531

Public Educator Evaluation Requirements (PEER)

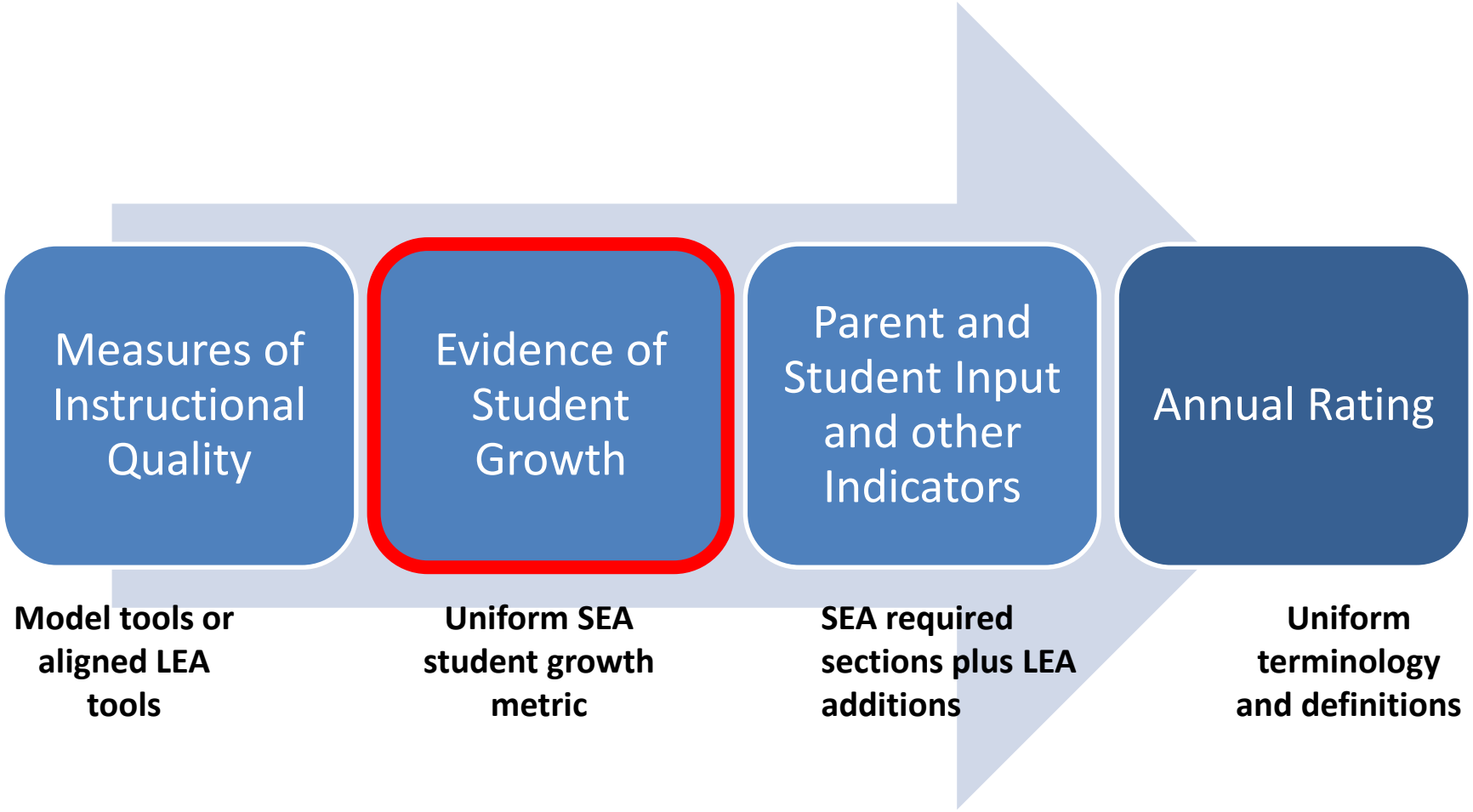
The Board/USOE:

- establishes a State evaluation advisory committee for ongoing review and support. The committee will analyze LEA evaluation data for reporting, assessing instructional improvement, and assessing student achievement
- reviews required evaluation components regularly and evaluates their usefulness in providing a consistent statewide framework for educator evaluation, instructional improvement, and commensurate student achievement.
- reviews LEA educator evaluation plans for alignment with Board requirements
- develops a model educator evaluation system that includes performance expectations and student growth
- develops and recommend tools and measures for use by LEAs as they develop and initiate their local educator evaluation systems
- Provides professional development and technical support to LEAs to assist in evaluation procedures and to improve educators' ability to make valid and reliable evaluation judgments.

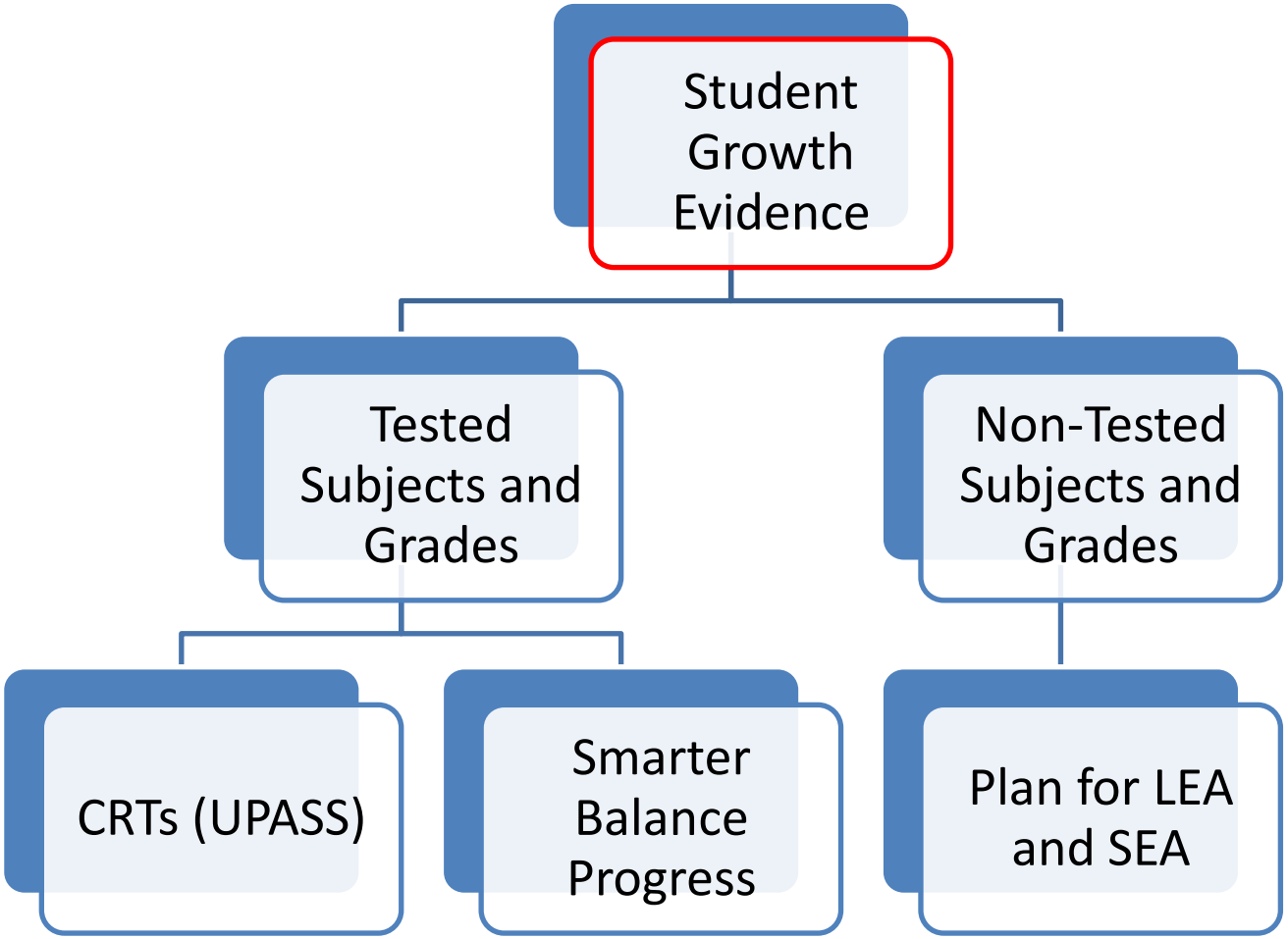
State Support and Accountability for Educator Evaluation Systems

- Student Growth Measures tied to Performance Ratings
- State Educator Evaluation Advisory Committee
- Creates a Model Evaluation System for both Teachers and Leaders
- Professional Development

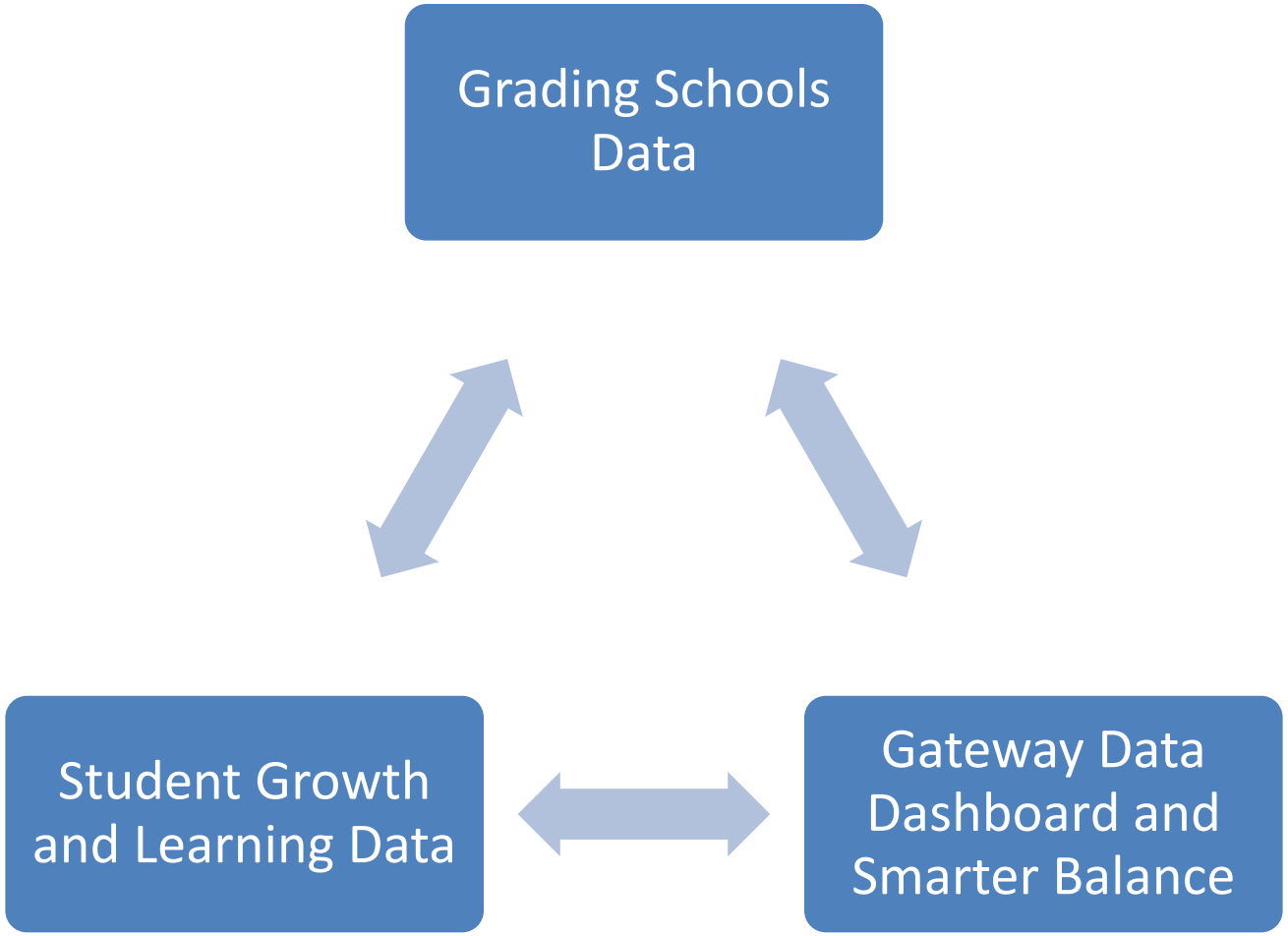
Summative Educator Evaluation Model
Teacher and Leader Evaluations



Graphic Description of Our Work



Importance of Consistency of DATA



Timelines – R277-531 PEER

- Establish LEA Evaluation Committee by Oct. 2011
- Begin review of current system 2011
- Report Yearly effectiveness data in UCA
- Work on LEA system or adopt SEA system 2012-13/ Some LEAs will pilot in 12-13
- Implementation of Evaluation Tools by 2013-2014
- Student growth - 2015

Educator Effectiveness Project 2011 – 2012 Timeline

September 2011-January 2012

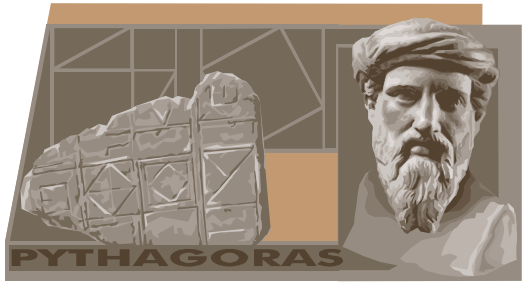
- Utah Educator Evaluation Summit
- Higher Education Program Standards Work Group
- Measurement Tools Work Groups, Teaching and Leadership
- Student Growth Work Group
- Preparation Program Review Process
- Develop alignment documents with Common Core

January 2012-June 2012

- Professional Development Work Group
- Regional Professional Development and Program Development
- Validate Evaluation Models
- Establish Educator Evaluation Advisory Committee
- Develop plan for ongoing system evaluation

Philosophical Discussion….

- Measuring student growth and learning and connecting it to teacher and leader performance evaluations will improve instruction.



- Measuring student growth and using is it to determine educator effectiveness is too overwhelming and challenging to invest valuable resources such as time, money, and personnel.

SWOT Analysis:

What are the strengths, weaknesses, opportunities, and threats/challenges associated with measuring student growth and learning?

Refer to Meeting Agenda

Guiding Principles

- Meeting standards (proficiency) and improving academic achievement (growth) are BOTH valued.
- All schools, including those that serve traditionally low performing students, should have an opportunity to demonstrate success.
- The system should include strong incentives for schools to improve achievement for the lowest performing students.
- Growth expectations for non-proficient students should be linked to attaining proficiency.
- Growth expectations for all students, including students above proficiency, should be appropriately challenging and meaningful.

Teachers and Leaders Matter!

- "Teachers are the single most important school-level influence on student achievement." Hanushek and Rivkin, 2010

- Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school: Wallace Foundation, 2010

- **What makes an effective teacher and an effective leader?**

Highly Qualified vs. Highly Effective

- Moving away from highly qualified
- Highly effective requires more evidence and is more work!
- Definition of Effectiveness:

  "Providing instruction in ways that will lead to high levels of student achievement" National Comprehensive Center for Teacher Quality

- ***And, effective teachers and leaders are expected to be accomplished in behaviors and actions that lead to higher levels of student growth and learning***

Additional Purpose for Student Growth Workgroup

- Build data systems that measure student growth and success, and inform teachers and leaders about how to improve instruction

- Create student growth data sets that assist in improving instruction

This is a focus of the Educator Effectiveness Project and Utah's *Promises to Keep*

What do we need to know about using student growth measures?

- Examine **value-added models** and **student growth percentile models** for the purpose of evaluating teacher and leader performance;

- Explore the challenges related to ensuring **rigor and comparability** for measuring student growth in non-tested grades and subjects

Value – added models (VAMs)	Student growth percentile model
•Examines changes in scores over time •Determines how specific teachers or schools affect growth over time •Addresses the question – to what extent can changes in performance be attributed to the specific teacher or school •Asks how is that change compared with the average teacher or school	•Examines the contribution of teachers to student growth (Student Growth Percentile -SGP) •Monitors the growth being made by students who scored below proficient in the prior year on standardized assessment •Evaluates the SGPs relative to proficiency targets called Adequate Growth Percentiles (AGP)
• Is a complex statistical model •Takes into account student or school background characteristics and isolates the amount of learning attributable to a specific school or teacher	•Uses a different type of statistical procedure to examine changes in student achievement for individual students compared with other students in peer group
•More growth than expected, the teacher or school is said to “add value”	•Information is aggregated to the teacher level to produce an estimate of the teacher’s impact on student learning

Value-added Models

- **Ranks teachers** in a district by contribution to student learning
- Three types of VAMs:
  - Gain score models: measure year to year change by simply subtracting the prior year score from the current year score and then averaging the gains for all students for that teacher's score
  - Covariate adjustment models: model current year test scores as a function of the prior year test scores and other student and classroom characteristics
  - Layered models (including the persistence model): model scores for multiple years in multiple subjects that may or may not include student background variables
- Complicated method of <u>predicting</u> a student's score on a test and giving the **teacher a ranking** when they either "added-value" because the student performed better than predicted or if not, then the teacher or school

Value-added Models

- Value-added requires use of prior year's achievement scores
- Student achievement test scores must be linked to individual teachers
- Student characteristics and information may be included (e.g., race, socioeconomic, special education, family background)
- Teacher data may also be included (e.g., years of experience)
- Uses two years of students' test scores and may take into account other student and school related variables and predicts the growth of the student

Student Growth Percentile Model

- Measure student growth by **tracking** the same students
- Answers the question: **How much, on average**, did the students' performance change from one grade to the next
- **Assumes the measurement scales across grades** are vertically linked (i.e., that student scores on different tests across grades are directly comparable and represent a developmental continuum of knowledge and skill

Non Tested Grades and Subjects

- It is easier to determine performance-based measurements using student growth models when standardized student assessment data are available
- Statewide tested grades and subjects afford large and robust data sets that can be used to measure changes in student academic achievement
- It is more challenging to develop **fair, rigorous, and comparable measures of student growth when standardized achievement data do not exist**
- Must be rigorous and comparable across classrooms and must be between two points in time Federal Register (Vol. 75. No. 150, Race to the Top) 2010

What other types of measures are needed to determine student growth in NTGS?

- **Student Learning Objectives (SLOs)**: A participatory method of setting measureable goals or objectives, based on class, subject matter, baseline performance, and measurable gain during course of instruction.
- Can be based on teacher developed assessments or other assessments that are comparable across classrooms. Teachers set measurable expectations for learning, in collaboration with other teachers and the principal
- A rubric for SLOs can be created to help with consistency (like in Austin, TX)

Other types of NTGS measures…

- New or existing measures of student growth: This can include **pre and post** tests, **portfolios** assessments, **benchmarked, interim, or unit** assessments

- The goal for the assessment option is to increase the amount of **comparable student learning data** available for use in a broader system of educator effectiveness that differentiates and tailors professional development and improves student outcomes

Other types of NTGS measures…

- Measures of collective performance: Assess the performance of the school, grade, instructional department, team, or other groups of teachers

- These measures can take a variety of forms including school-wide student growth measures, PLCs collaboration achievement projects, and shared student growth percentile scores for co-teaching situations

- Teachers in non-tested subjects are given the school-wide average for their student growth component, which is combined with the other scores (like observation measures)

For NTGS, it is recommended…

- Use existing assessment tools already available (the Center for Educator Compensation Research is developing a bank of assessments in grades, subjects, and languages not part of ESEA)
- Work with vendors to create a state bank of tests and test items
- Identify opportunities for collaboration with other states and LEAS to determine best practices and identify common assessments
- Engage in developing new assessments
- SEA should provide support for LEAs and maintain quality control by requiring districts to submit their plans and methods for developing growth measures for NTGS
- Whatever the model or method used, prioritize the work
- Make sure the models selected are fair and reliable, rigorous, and transparent.

The bottom line for student growth measures…

- Model and measures should provide useful information about effectiveness
- Those models that yield actionable information are most likely to contribute to improvements in teacher practice
- Standardized test scores provide little information about how to change practice
- Teacher and leader practice linked to multiple student outcomes is most actionable
- Teachers benefit from knowing how their specific practices resulted in student learning
- *Create opportunities for teachers (and leaders) to examine outcomes in light of their practice* Laura Goe, February 8, 2011