

Battelle
for **Kids**
Bringing clarity to
school improvement

CREATING A POSITIVE CULTURE AROUND STUDENT GROWTH MEASURES

OLAC Action Forum
December 5, 2012

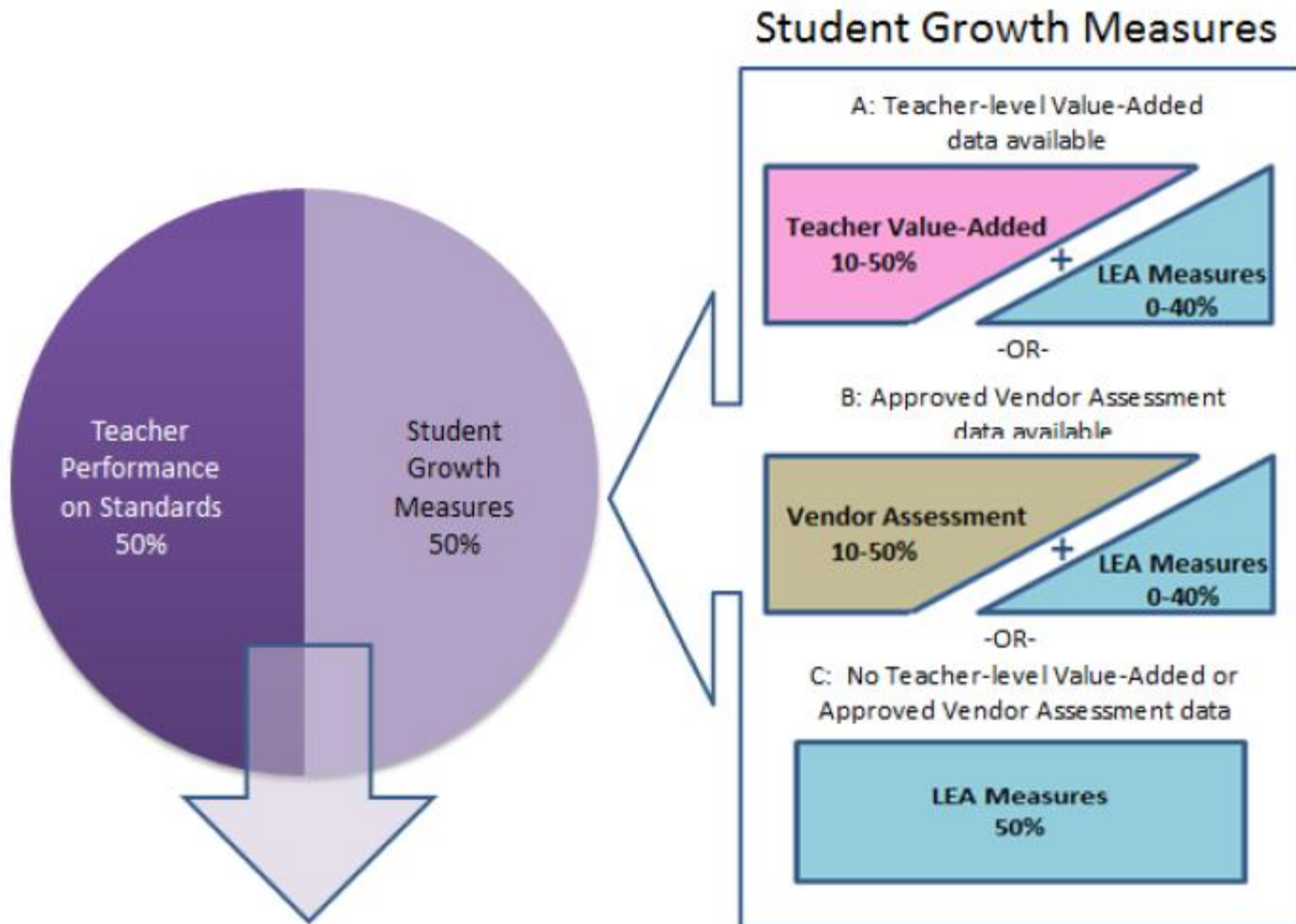
Focus Zone Objectives

- Establishing a capacity-building model
- Sustaining/Creating a positive culture
- Keeping the focus on student and educator growth
- Making good SGM decisions based upon shared understanding

Ohio Teacher Evaluation System OTES

- Exploring OTES Connections
- 50% Performance on Educator Standards
- 50% Student Growth Measures

Ohio's Educator Evaluation Model



New Evaluation Systems: OTES/OPES

- Will the new evaluation system make a difference for students?
- How may we ensure that we are creating/sustaining a culture that enables us to effectively use the data from our student growth measures to **improve student learning** and **professional practice**?

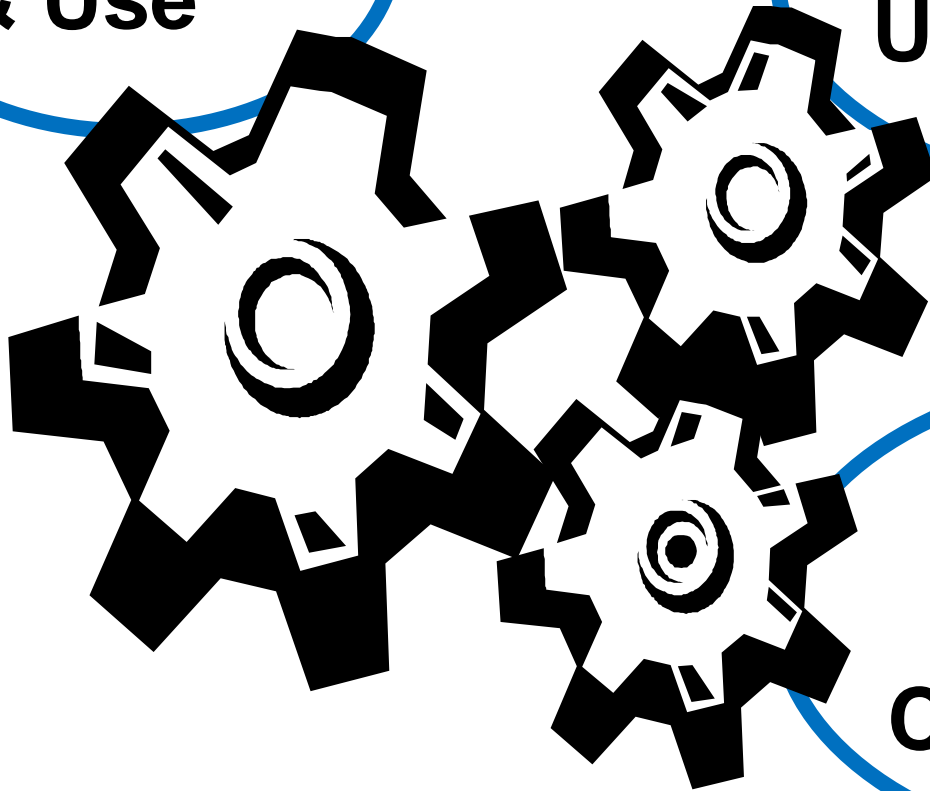
Using Data to Improve Learning and Teaching

- **Setting the Stage**
 - Capacity building structures and protocols
 - Sufficient, allocated time
 - Focused priorities
 - Monitoring, committing, persevering

Using Data to Improve Learning & Teaching

**Analysis
& Use**

**Access & Shared
Understanding**



**Trust,
Support &
Commitment**

Capacity-Building Model

Distributive Leadership

District Leadership Team

Building Leadership Teams

Teacher Based Teams

Collaborative Culture Based Upon Shared Understanding

- **Congenial**

- Friendly, pleasant

- **Collegial**

- Respect for another's commitment to the common purpose and ability to work toward it
- Explicitly united in a common purpose

- **Congenial relationships foster collegial relationships**

1

Keep the Focus on Growth: For Students and Educators

- How may student growth measures help educators improve their classroom practices; and therefore, improve student learning?

Student Growth Measures and Professional Growth Opportunities

- What skills, knowledge and understandings do our educators already have that will ensure we're making good decisions about implementing and using student growth measures in their classrooms?
- What other skills, knowledge, and understandings do we need?

Ohio Standards for the Teaching Profession

“...were developed for use as a guide for teachers as they continually reflect upon and improve their effectiveness as educators throughout all of the stages of their careers.”

— Standards for Ohio Educators,
September 2007, pg. 13

Educator Standards: Build Shared Understanding

Standard 3: Using Assessment Data

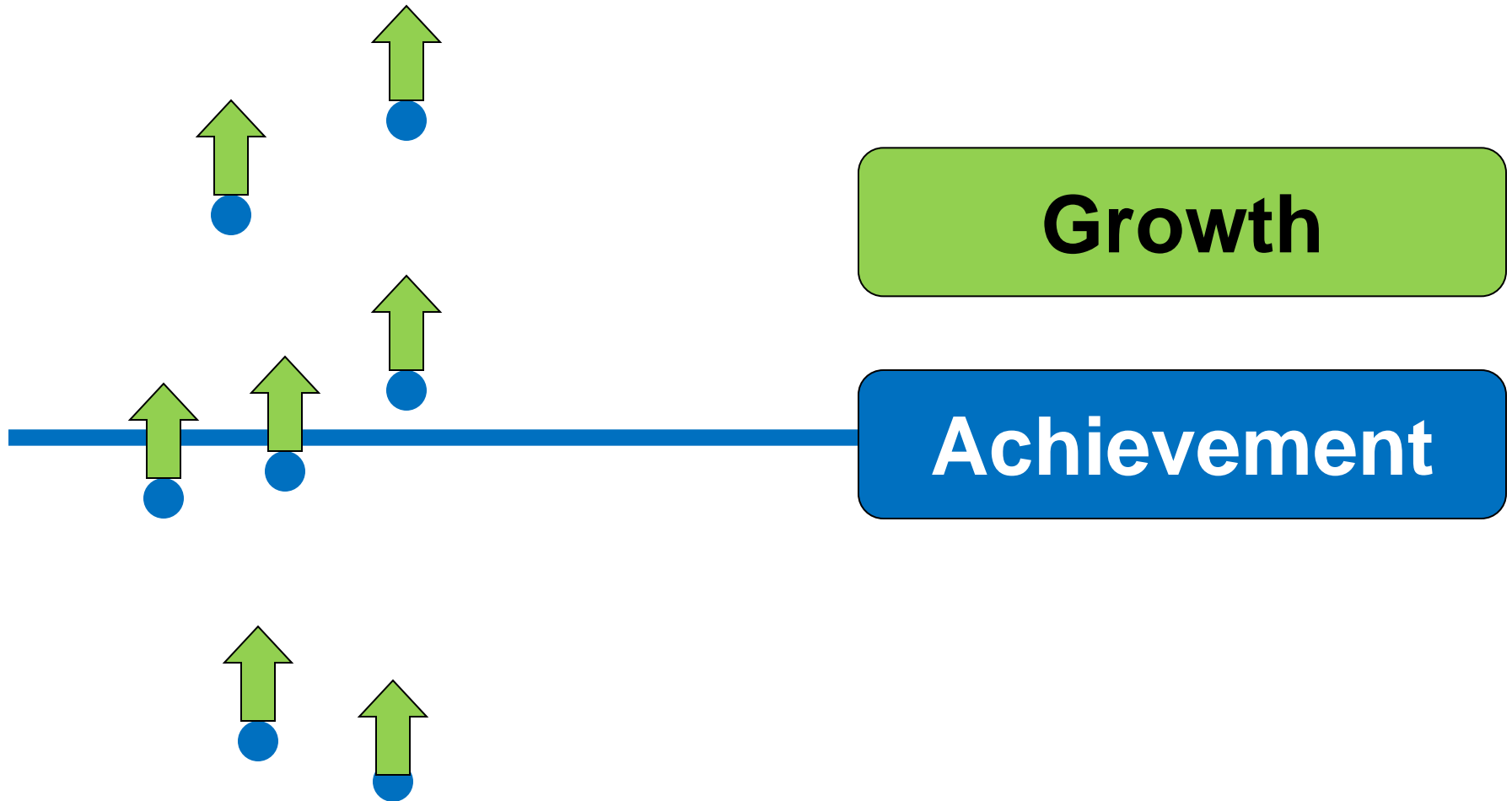
- | | |
|----------|---|
| A | Uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success. |
| P | Provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel. |

Student Growth: Build Shared Understanding

- Growth/Progress/Gain
- The change in achievement for a student between two or more points in time.
- What did the student **know and understand** before instruction and after instruction?
- What was the student **able to do** before and after instruction?

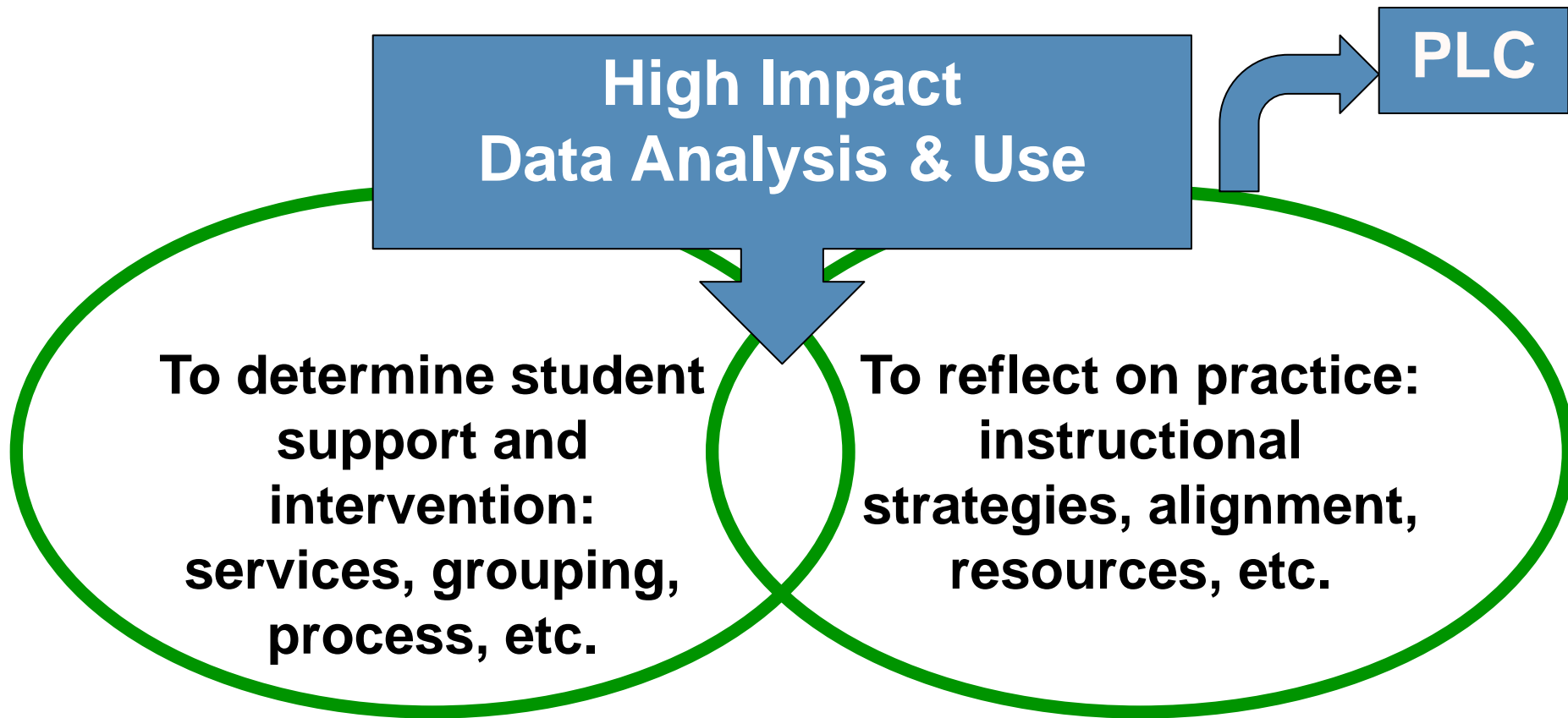
Growth & Achievement

Build Shared Understanding



Student Growth Measures

Data Analysis & Use



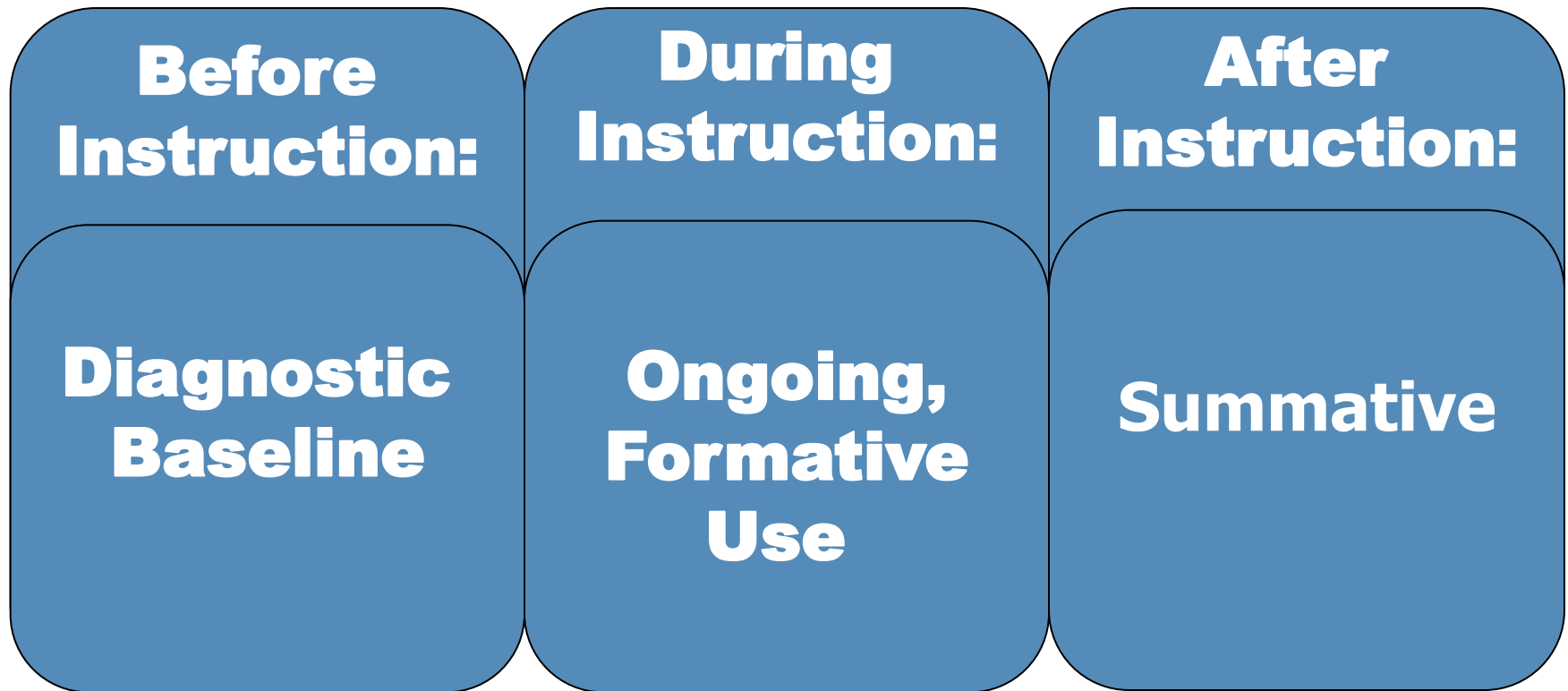
Educator Standards: Shared Understanding

Standard 3: Balanced Assessment

- A** Purposefully plans assessments...incorporating a range of appropriate **diagnostic, formative, and summative** assessments into lesson plans.
- P** Demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating **diagnostic, formative, and/or summative** assessments into lesson planning.

Balanced Assessment System

- *What do I know about my students?*



2

Make Good SGM Decisions Based Upon Shared Understanding

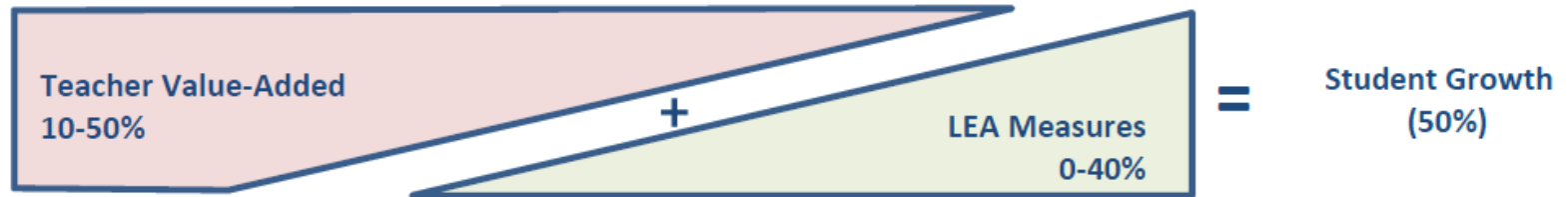
- Value Added
- Vendor Assessments
- Local Student Growth Measures and the SLO Process

Implementing Growth Measures: Keep the Focus on Growth

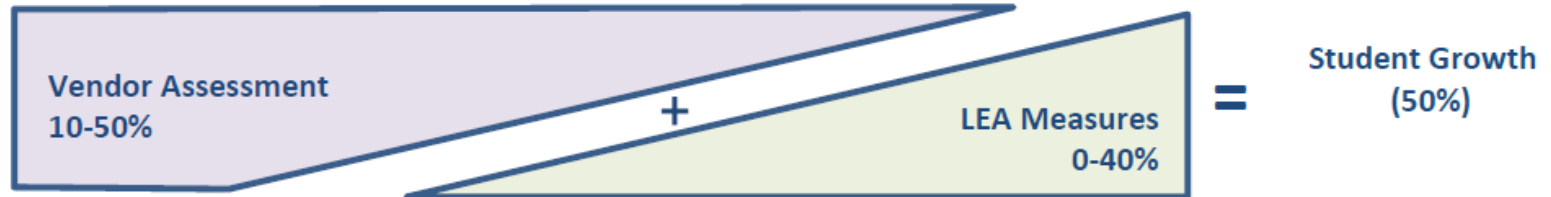
- Making good decisions about selecting and developing student growth measures is critical to ensuring we are generating data from which **reliable inferences** about student learning and educator learning can (and will) be made.
- **The Right Measures** generate data from which reliable inferences can be made.
- First, do no harm.

Student Growth Measures (SGMs)

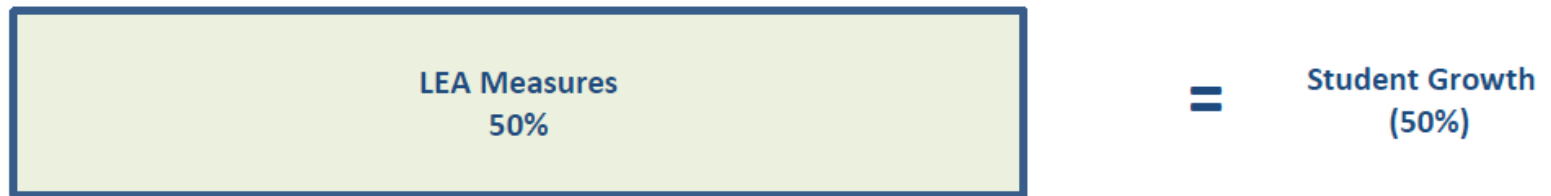
A: Teacher-level Value-Added data available



B: Approved-Vendor Assessment data available



C: No Teacher-level Value-Added or Approved-Vendor Assessment data available



Student Growth Measures

“As the teacher evaluation system is implemented and matures, LEAs may consider a phased-in, stepped approach in designing percentage breakdowns within categories.”

—Ohio Department of Education

Assessment Literacy: Think Big, Start Small

- Validity
- Reliability
- Authenticity
- Multiple, Valid Measures

- **Keep the focus on learning**
 - Students & Educators

Professional Learning: A Bit of Perspective

Which option will attract the most interest at your school?

□ **Option A:**

- Attend this PD session to learn about assessment validity and reliability.

□ **Option B:**

- Attend this PD session to learn how test scores are being misused to evaluate student learning and teacher performance.

The Right Growth Measures

Building a Shared Understanding

□ Content-Related Validity

- Does it measure what it intends to measure?
- Can we make an accurate score-based/data-based inference about learning and teaching?

□ Reliability

- Consistency
- Generates consistent results

□ Authenticity

- Real world application

Content-Related Validity

- Does the assessment measure what I want my students to know, understand, and be able to do?
- Will the assessment yield results/data that will support valid inferences?

Why is Validity Important?

“Valid inferences about students serve as the foundation for defensible instructional decisions. Invalid inferences don’t.”

—W. James Popham,
Test Better, Teach Better, 2003

Alignment: Content Related Validity

What do I want my students
to know and be able to do?

Content

Skills

Developing a Trained Eye

Consumer Beware: Analyze alignment claims



**Aligned to
Ohio's
Standards!**



ALL NEW!
***Now Aligned to
the National
Common Core
Standards!***

National Common Core Standards PARCC 14-15

- Grade 3 Reading Informational Text
- (RI 3.3) **Determine** the main idea of a text; **recount** the key details and **explain** how they support the main idea.
- (RI 3.1) Ask and answer questions to demonstrate understanding of a text, **referring explicitly** to the text as the basis for answers.

Grade 3 Sample Item

An important idea in the reading selection is that seahorses are born in a special way.

What detail from the selection supports this idea?

- a. The baby seahorses live in warm, shallow water.
- b. The baby seahorses hold on to each other's tails.
- c. The baby seahorses are carried in the father's pouch.

Grade 3 PARCC Sample Item

Part A

What is one main idea of “How Animals Live?”

- a. There are many types of animals on the planet.
- b. Animals need water to live.
- c. There are many ways to sort different animals.
- d. Animals begin their life cycles in different forms.

Part B

Which sentence from the article best supports the answer to Part A?

- a. “Animals get oxygen from air or water.”
- b. “Animals can be grouped by their traits.”
- c. “Worms are invertebrates.”
- d. “All animals grow and change over time.”
- e. “Almost all animals need water, food, oxygen, and shelter to live.”

Validity Considerations

- If our student growth measures are not generating data from which valid inferences about student growth can be made, how may this affect the decisions we make about...
 - ▣ supporting student learning?
 - ▣ supporting professional growth?

Measuring What Matters

- Before identifying/developing the student growth measure, consider...
 - What does our board-adopted articulated curriculum say is important?
 - Are we teaching this?
 - Are we developing SLOs based upon this?
 - Are we developing SGMs based upon this?

Reliability Considerations

- When using selected response (multiple choice) items, how may the distractors (incorrect options) impact reliability?
- How may the number of choices on selected response items impact reliability?

Assessment, Beyond Traditional Testing

- There are multiple ways of knowing, documenting, and measuring what our students know, understand, and are able to do:

How students share
and interact

What students say

What students do;
How they perform

What students write

Acknowledge and Strive for Authentic Assessment Opportunities

Multiple Assessment Measures

Students Demonstrate Learning through the Traditional Approach		Students Demonstrate Learning through Performance	
Selected Response	Constructed Response	Visual Performance	Auditory/Verbal Performance

Learning is measured through selection of response.

Learning is measured through rubrics or scoring guides

Reliability Considerations

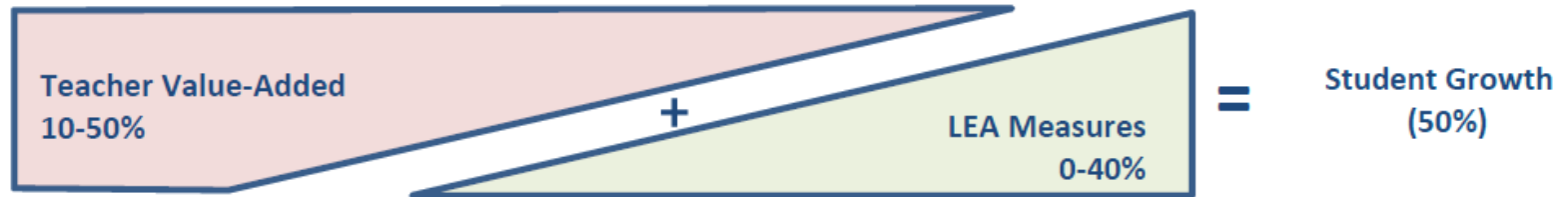
- When scoring performance-based or constructed response measures with rubrics / scoring guides, are we consistent in our scoring to ensure reliability?
- If not, how may the use of this data negatively impact student growth and professional growth?

Valid, Reliable Multiple Measures

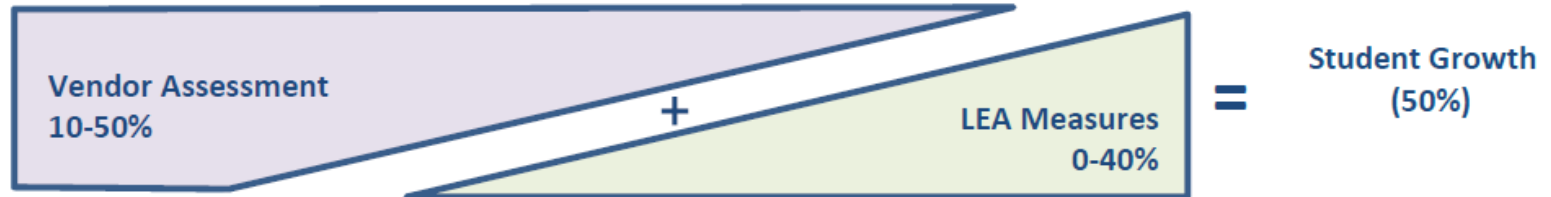
- **Valid** multiple measures can increase reliability.
 - ▣ Since all educational measures contain error, multiple measures can soften the error of any single measure.
- **Invalid** multiple measures may result in distrust if measures yield inconsistent results.
 - ▣ Further, valid inferences cannot be made; minimalizing their use for improving teaching and learning.

Considering Weights

A: Teacher-level Value-Added data available



B: Approved-Vendor Assessment data available

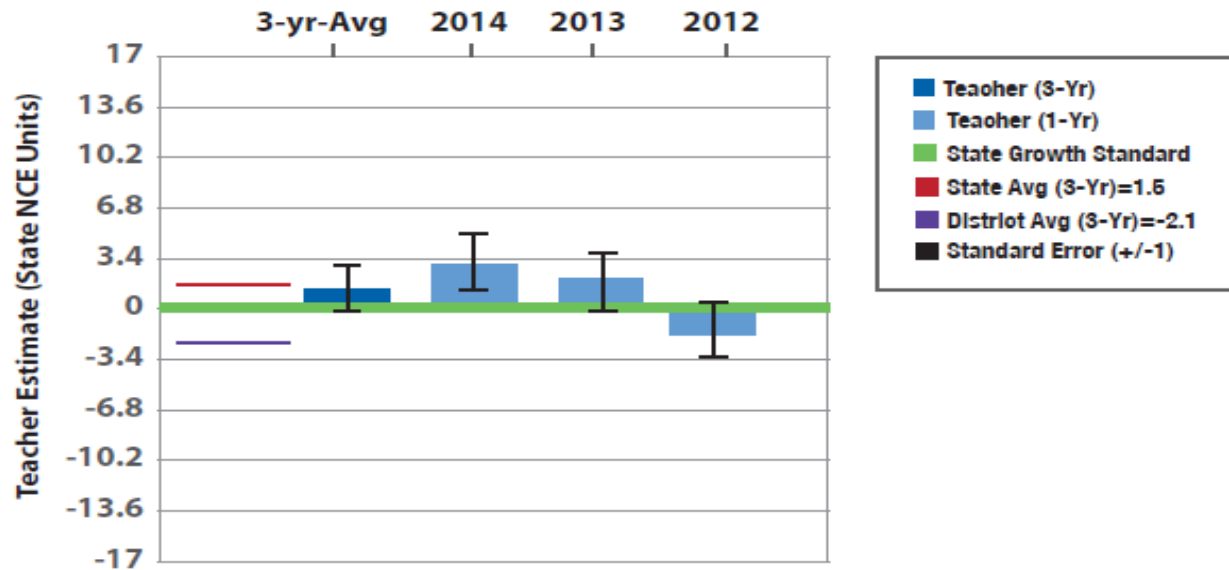


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Value-Added Growth Measures

Teacher Progress Estimates and Standard Errors				
Year	Estimate	Standard Error	Index	Level
3-Yr-Avg	1.2	1.1	1.12	Above Average
2014	<u>3.1</u>	2.0	1.52	Above Average
2013	1.8	1.9	0.96	Average
2012	-1.3	1.6	-0.82	Average



Consider the Strength of the Measure

- Increase the weight of measures as reliability and validity increase.
- Only when we build shared understanding about validity and reliability can decisions about the most appropriate student growth measures and the most appropriate weights be made.

Shared Understanding Fosters Shared Ownership

- When teachers work collaboratively to identify and develop valid, reliable assessment measures, they develop a greater sense of ownership and commitment to thoughtful, meaningful use of the results.
- When used formatively by teachers, information and data generated from growth measures have high-impact results on student learning.

Developing and Using Student Progress Measures

□ Building on a Solid Foundation

- Keep the focus learning: students and educators
- Establish culture of using data to inform professional practice
- Develop strong understanding of educator standards
- Develop strong understanding of Value Added
- Build assessment literacy
 - Validity, reliability, authenticity

Student Growth Measures Considerations

1. Why is it important for **all teachers** to implement student growth measures?
2. What may be our current challenge of readiness to implement valid, reliable growth measures in all subject areas?
3. What evidence and assessment formats are we willing to accept as appropriate measures of academic growth in the short term, in the long term?

Short Term Considerations 2013–2014

1. What measures can be implemented next year that we consider to be our most valid and reliable options?
2. How will we appropriately weight these measures?
3. What resources and support do we need?
4. Do we have capacity to collect and manage our data for vendor assessments and local measures?

Long Term Goals: Beyond 2013–14

1. What measures may we begin identifying and developing to improve the strength of our measures?
2. What resources and support will we need along the way?
3. How do we build shared understanding and support for our short term and long term goals?

What Do We Hope to Accomplish?

- When all is said and done...
simply documenting observations and compiling test score data in reports, charts, graphs, and databases will not improve learning for students...or professional growth for educators.

Make a Statement: Share What You Hope to Accomplish

Here's an example:

“While implementing progress measures in all subject areas and grade levels is a consistent theme across federal and state educational policy, our goal is to work collaboratively with classroom teachers to identify, develop, and use multiple, valid measures of student progress in our classrooms to guide our instruction and our professional learning.”



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