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**
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

<table>
<thead>
<tr>
<th>Standard 3: Using Assessment Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
</tr>
<tr>
<td><strong>P</strong></td>
</tr>
</tbody>
</table>
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

High Impact Data Analysis & Use

To determine student support and intervention: services, grouping, process, etc.

To reflect on practice: instructional strategies, alignment, resources, etc.

PLC
## Educator Standards: Shared Understanding

<table>
<thead>
<tr>
<th>Standard 3: Balanced Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
</tr>
<tr>
<td><strong>P</strong></td>
</tr>
</tbody>
</table>
Balanced Assessment System

- What do I know about my students?

Before Instruction: Diagnostic Baseline

During Instruction: Ongoing, Formative Use

After Instruction: Summative
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

Teacher Value-Added
10-50%

LEA Measures
0-40%

= Student Growth (50%)

B: Approved-Vendor Assessment data available

Vendor Assessment
10-50%

LEA Measures
0-40%

= Student Growth (50%)

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

LEA Measures
50%

= Student Growth (50%)
“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!
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.
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.
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?
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 do; How they perform
- What students say
- What students write
# Acknowledge and Strive for Authentic Assessment Opportunities

## Multiple Assessment Measures

<table>
<thead>
<tr>
<th>Students Demonstrate Learning through the Traditional Approach</th>
<th>Students Demonstrate Learning through Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected Response</td>
<td>Visual Performance</td>
</tr>
<tr>
<td>Constructed Response</td>
<td>Auditory/Verbal Performance</td>
</tr>
</tbody>
</table>

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**

- Teacher Value-Added: 10-50%
- LEA Measures: 0-40%

\[ \text{Student Growth (50%)} \]

**B: Approved-Vendor Assessment data available**

- Vendor Assessment: 10-50%
- LEA Measures: 0-40%

\[ \text{Student Growth (50%)} \]

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

- LEA Measures: 50%

\[ \text{Student Growth (50%)} \]
### Value-Added Growth Measures

**Teacher Progress Estimates and Standard Errors**

<table>
<thead>
<tr>
<th>Year</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>Index</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Yr-Avg</td>
<td>1.2</td>
<td>1.1</td>
<td>1.12</td>
<td>Above Average</td>
</tr>
<tr>
<td>2014</td>
<td>3.1</td>
<td>2.0</td>
<td>1.52</td>
<td>Above Average</td>
</tr>
<tr>
<td>2013</td>
<td>1.8</td>
<td>1.9</td>
<td>0.96</td>
<td>Average</td>
</tr>
<tr>
<td>2012</td>
<td>-1.3</td>
<td>1.6</td>
<td>-0.82</td>
<td>Average</td>
</tr>
</tbody>
</table>

**Graph**

- **Teacher (3-Yr)**
- **Teacher (1-Yr)**
- **State Growth Standard**
- **State Avg (3-Yr)=1.5**
- **District Avg (3-Yr)=-2.1**
- **Standard Error (+/-1)**
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?
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.
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.”