

## Student Growth Measures Overview

Ohio's new system for evaluating teachers will provide educators with a richer and more detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The new system relies on two key evaluation components, each weighted at 50 percent: a rating of teacher performance (based on classroom observations and other factors), and a rating of student academic growth.

The challenge for measuring student growth is that there is not a single student assessment that can be used for all teachers. Local education agencies (LEAs) must use data from the state Ohio Achievement Assessment and Ohio Graduation Test when available. If those are not applicable for a given subject or grade, LEAs can choose to use other assessments provided by national testing vendors and approved for use in Ohio. For subjects in which traditional assessments are not an option – such as art or music – LEAs should establish a process to create student learning objectives (SLOs) to measure student progress in those courses.

This overview will outline the three types of measures to be included, provide important definitions, and explain the three categories of teachers based on data availability and LEA decisions.

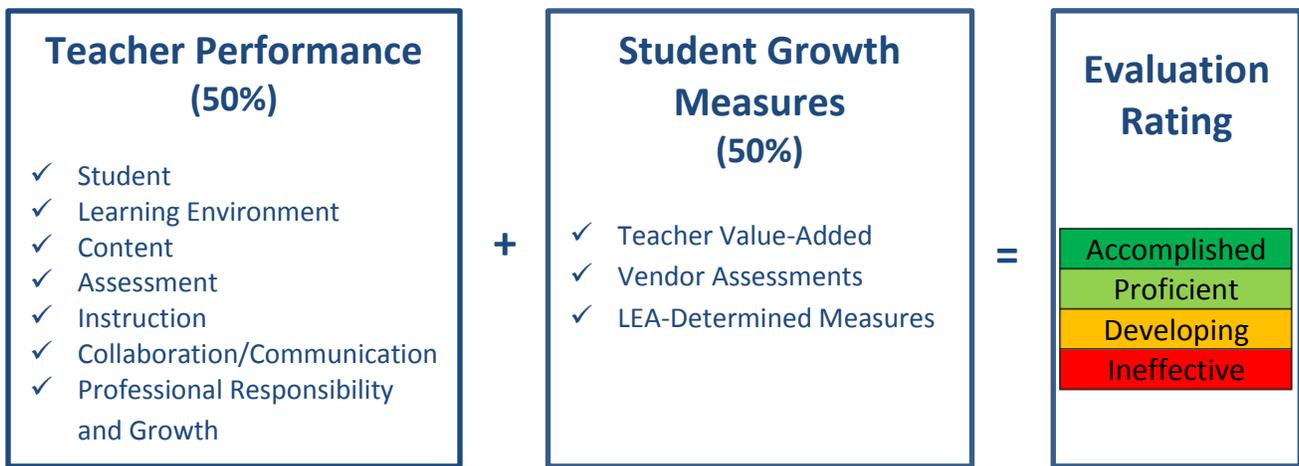
- HB 153 requires **50 percent** of the teacher (and principal) evaluation framework to include measures of student growth.
- The student growth component includes **multiple measures**.
- The student growth component includes student growth measures for **three categories of teachers** based on availability of Teacher Value-Added and LEA decisions
- **Teacher-level Value-Added** *must* be included where available (“tested grades and subjects” = reading and mathematics, grades 4-8).
- The Ohio Department of Education (ODE) must create an **assessment list** for measuring growth in “non-tested grades and subjects.”
- **LEA-determined** measures also will be included.
- A **Student Learning Objective (SLO)** process will be utilized for LEA-determined measures.
- Data from these measures will be scored based on five levels, comparable to Teacher Value-Added reports, and converted to a score in one of three levels of student growth (Above, Expected, Below).
- The student growth component shall be updated as **research and best practices** emerge.

**Why measure student growth?**

The National Comprehensive Center for Teacher Quality (NCCTQ) states, “the focus on evaluating educators by measuring growth rather than attainment is fairer to teachers and principals whose students enter classrooms well below grade level.” These measures have the potential to inform instruction, build stakeholder commitment, provide a critical dimension to the assessment of teacher effectiveness and, most importantly, improve student performance across a broader set of expectations.

**How does the Student Growth Measures component fit into the evaluation framework?**

Teacher performance and student growth measures are combined in a summative teacher evaluation rating:



Each component’s sub-scores are combined on the lookup table to determine rating:

		<b>Teacher Performance</b>			
		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Student Growth</b>	Above	Accomplished	Accomplished	Proficient	Developing
	Expected	Proficient	Proficient	Developing	Developing
	Below	Developing	Developing	Ineffective	Ineffective

## Important terms and definitions

**Student growth.** For the purpose of use in evaluation systems, student growth is defined as *the change in student achievement for an individual student between two or more points in time* (excerpted from *Measuring Student Growth for Teachers in Non-Tested Grades and Subjects: A Primer*).

**Tested grades and subjects.** The U.S. Department of Education (USDOE) defines “tested grades and subjects” as *those covered by the state’s assessment under the ESEA* and “non-tested grades and subjects” as *those without such data*. Because the definition of student growth requires individual student achievement data from two or more points in time, this definition typically limits the tested grades and subjects to Grades 4–10 in the subjects of English language arts and mathematics. In Ohio, this is limited to reading and mathematics, Grades 4-8.

**Value-Added.** In Ohio, Value-Added refers to the EVAAS Value-Added methodology, provided by SAS, Inc. This is distinct from the more generic use of the term “value-added,” which can represent a variety of statistical modeling techniques. The Ohio EVAAS Value-Added measure of student progress at the district and school level has been a component of the Ohio Accountability System for several years. Ohio’s Race to the Top (RttT) plan provides for the expansion of Value-Added to the teacher level. Value-Added calculations currently utilize data from the Ohio Achievement Assessments (OAA). As the new Partnership for Assessment of Readiness for College and Careers (PARCC) assessments become operational and replace the current assessment system, they will be integrated into the Value-Added calculations. Additionally, the EVAAS data reporting system has added several features to help educators use this important data. Battelle for Kids (BFK) is providing professional development and other related services across the state.

**Vendor Assessment.** HB 153 requires ODE to develop a list of student assessments that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification examinations, or end-of-course examinations for grade levels and subjects for which the Value-Added measure does not apply (the non-tested grades). ODE released a Request for Qualifications (RFQ) so interested vendors could demonstrate that their assessments qualified for use in Ohio schools. The list of approved assessments will be maintained and updated by ODE.

**Student Learning Objectives (SLOs).** SLOs are goals identified by a teacher or group of teachers that identify expected learning outcomes or growth targets for a group of students over a period of time. SLOs are determined by teachers after analyzing data on student academic performance and identifying areas that need a targeted effort for all students and subgroups of students. As a way to measure student growth, the objectives demonstrate a teacher’s impact on student learning within a given interval of instruction. Further, they enable teachers to use their own knowledge of appropriate student progress to make meaningful decisions about how their students’ learning is measured. As a collaborative process, SLOs also support teacher teams in their use of best practices.

**Shared Attribution Measures.** Shared attribution measures are student growth measures that can be attributed to a group. This could include a district, building, department or grade-level team. These measures encourage collaborative goals and may be used as data in the student growth component.

**Multiple measures.** The teacher evaluation framework is based on multiple measures of performance and student growth. It is important that the holistic evaluation rating consider multiple factors across time. Accordingly, there are multiple measures within teacher performance and student growth, within and across years. The student growth measures may include data from multiple assessments and subjects.

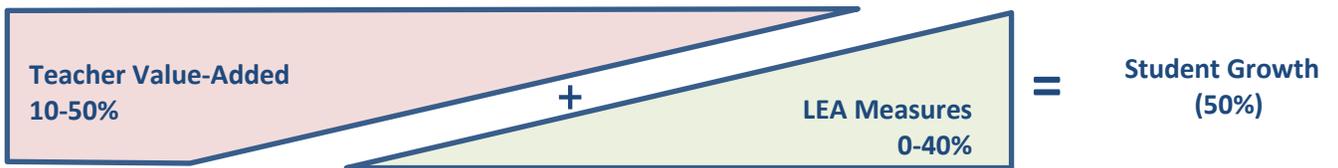
Teacher Value-Added, by methodological definition, includes multiple measures on multiple levels. First, the EVAAS methodology incorporates student test histories (across all state-tested subjects) in determining growth metrics. Second, Value-Added creates effectiveness ratings for each tested grade and subject, as well as an aggregate composite rating. For example and analogous to Value-Added on the Local Report Card, a 5<sup>th</sup>-grade teacher may have a Value-Added rating for 5<sup>th</sup>-grade mathematics, a separate rating for 5<sup>th</sup>-grade reading, and an overall composite rating. Third, the Value-Added metric eventually will roll into a three-year average so that multiple years of multiple measures are represented.

**Three categories of teachers based on availability of Teacher Value-Added and LEA decisions**

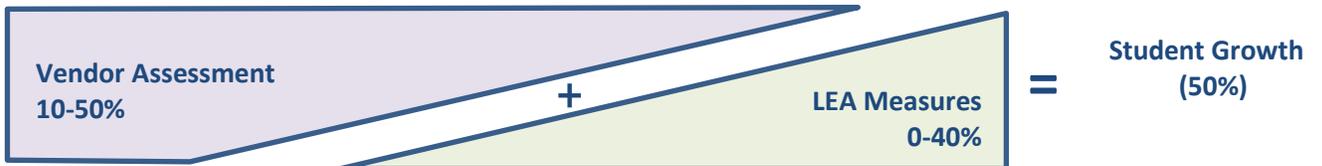
It is important to note that the combination of measures within this general framework will vary, depending on the grades and subjects taught. There is not enough research yet to say which combination of measures will provide the most accurate and useful information about teacher effectiveness. Therefore, these guidelines will be updated as research and best practices emerge to inform revisions.

Subsequently, the specific student growth components will be divided into three categories (A, B, C) for teachers based on the availability of Teacher Value-Added and LEA decisions:

**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**



As the teacher evaluation system is implemented and matures, LEAs may consider a phased-in, stepped approach in designing percentage breakdowns within categories. Some student growth data will be based on the previous year's results (due to testing schedules, Value-Added processing and HB 153 evaluation requirements for evaluation schedule). The Value-Added metric will utilize a three-year average, which will itself mature on a rolling basis as LEAs implement Teacher Value-Added on a phased-in schedule beginning in 2010-2011.

## Some examples of the teacher categories

The following four examples demonstrate some different scenarios.

*Example #1:* A 6<sup>th</sup>-grade mathematics teacher in Category A, based on LEA decisions, might utilize a stepped approach so that:

Year 1: 10% Teacher Value-Added (1 year) + 40% LEA Measures

Year 2: 25% Teacher Value-Added (2-year average) + 25% LEA Measures

Year 3: 50% Teacher Value-Added (3-year average)

*Example #2:* A 7<sup>th</sup>-grade social studies teacher works in a district that implements the Stanford 10, which is on the ODE-Approved Vendor List. This teacher would be in Category B. A stepped approach could include:

Year 1: 10% Vendor Assessment + 40% LEA Measures

Year 2: 25% Vendor Assessment + 25% LEA Measures

Year 3: 40% Vendor Assessment + 10% LEA Measures

*Example #3:* A high school music teacher without Value-Added or Vendor Assessment data would be in Category C, and will utilize relevant Student Learning Objectives as LEA measures:

Year 1: 50% LEA Measures

*Example #4:* A new teacher in a state-tested grade may not have Value-Added data in the short-term, therefore might temporarily be in a different category. For example, a new 4<sup>th</sup>-grade reading teacher could be in Category C for a year until relevant Value-Added data is available which would then move the teacher to Category A:

Year 1: 50% LEA Measures

Year 2: 10% Teacher Value-Added (1 year) + 40% LEA Measures

Year 3: 20% Teacher Value-Added (2-year average) + 30% LEA Measures

Year 4: 25% Teacher Value-Added (3-year average) + 25% LEA Measures

Data from these measures will be scored based on five levels, comparable to Teacher Value-Added reports, and converted to a score in one of three levels of student growth (Above, Expected, Below).

### Three types of Student Growth Measures

The following table describes the three types of student growth measures including certain legislative requirements and LEA options.

1	Teacher Value-Added	<ul style="list-style-type: none"> <li>• MUST use if available               <ul style="list-style-type: none"> <li>○ 10-50% if applicable</li> <li>○ Phased-in implementation of reading and mathematics, Grades 4-8</li> <li>○ Extended reporting (other grades and subjects) being piloted</li> </ul> </li> <li>• EVAAS Value-Added metric, aggregated across subject areas               <ul style="list-style-type: none"> <li>○ 1-year report; or 2- or 3-year rolling average, based on availability</li> </ul> </li> </ul>
2	Vendor Assessments	<ul style="list-style-type: none"> <li>• MUST use if LEA has assessment in place               <ul style="list-style-type: none"> <li>○ 10-50% if applicable and no Value-Added data available</li> </ul> </li> <li>• From ODE-Approved List               <ul style="list-style-type: none"> <li>○ Vendors demonstrate how assessment can measure growth</li> </ul> </li> </ul>
3	LEA-Determined Measures	<ul style="list-style-type: none"> <li>• MAY use: LEA decision (Teacher Categories A and B)               <ul style="list-style-type: none"> <li>○ 0-40% if used in combination with Type One or Two measures</li> </ul> </li> <li>• MUST use (Teacher Category C)               <ul style="list-style-type: none"> <li>○ 50% if no Type One or Two data available</li> </ul> </li> <li>• Three types of LEA-Determined Measures               <ul style="list-style-type: none"> <li>○ <b>Student Learning Objectives</b> process for using measures that are specific to relevant subject matter. Measures must be district-approved and may include:                   <ul style="list-style-type: none"> <li>• Locally developed assessments;</li> <li>• Pre/Post assessments;</li> <li>• Interim assessments;</li> <li>• Performance-based assessments;</li> <li>• Portfolios.</li> </ul> </li> <li>○ <b>Shared attribution</b> measures to encourage collaborative goals and may include:                   <ul style="list-style-type: none"> <li>• Building or District Value-Added is recommended if available;</li> <li>• Building teams (such as content area) may utilize a composite Value-Added score;</li> <li>• Performance Index gains;</li> <li>• Building- or District-based SLOs.</li> </ul> </li> <li>○ Teacher Category A (with Value-Added) also may use <b>Vendor assessments</b> as an LEA-determined measure if using both.</li> </ul> </li> </ul>