

Student Growth Measures: Policy & Practice



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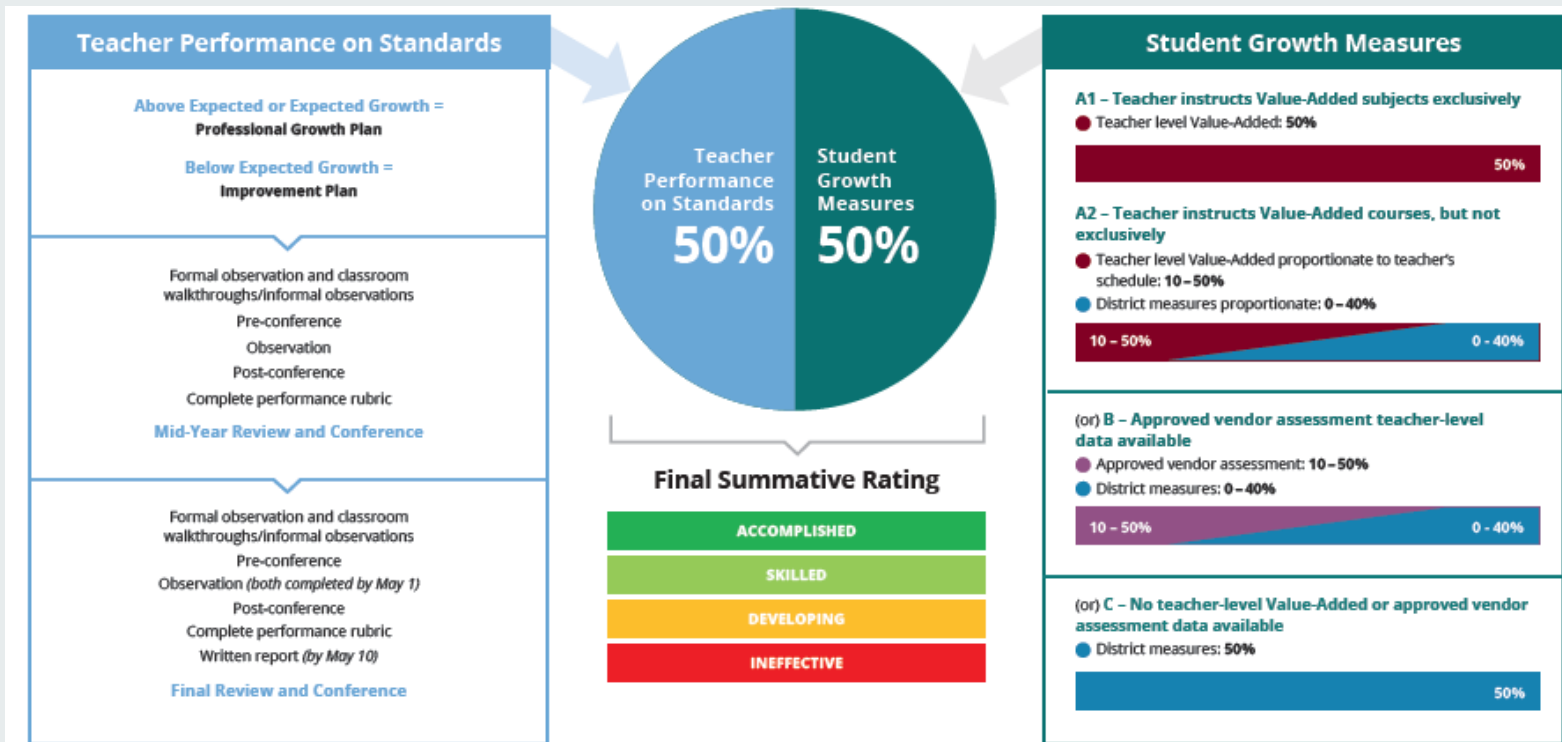
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OVERVIEW OF THE RESEARCH

- 01/2013 – 12/2014: Investigate implementation of Student Growth Measures in OTES/OPES
- Data collection and analyses ...
 - Site visits (Fall 2013 & Winter 2014): 13 LEAs in ODE's SGM Pilot
 - - 25 Focus-groups with teachers
 - - Separately for Category A vs. B&C
 - - 12 Interviews/Focus-groups with Principals
 - Survey (Feb-Apr 2014) of teaching staff in all 13 LEAs
 - - 22% response rate
 - - 469 teachers + 97 intervention specialists
 - eTPES Data Analysis: 2012-13 & 2013-14



SGM CATEGORIES IN OTES



FINDINGS FROM SITE VISITS & SURVEY

- Teachers see value in accountability, in assessing student progress, in using student performance data formatively, and in pretest-posttest assessments

However, many express concerns about being evaluated on the basis of student growth measures:

“It is valuable to use Student Growth Measures in teacher evaluation.”

Response	Number	Percent
Strongly Agree	15	2.5
Agree	129	21.5
Neutral	133	22.2
Disagree	158	26.4
Strongly Disagree	164	27.4
Total	599	100.0



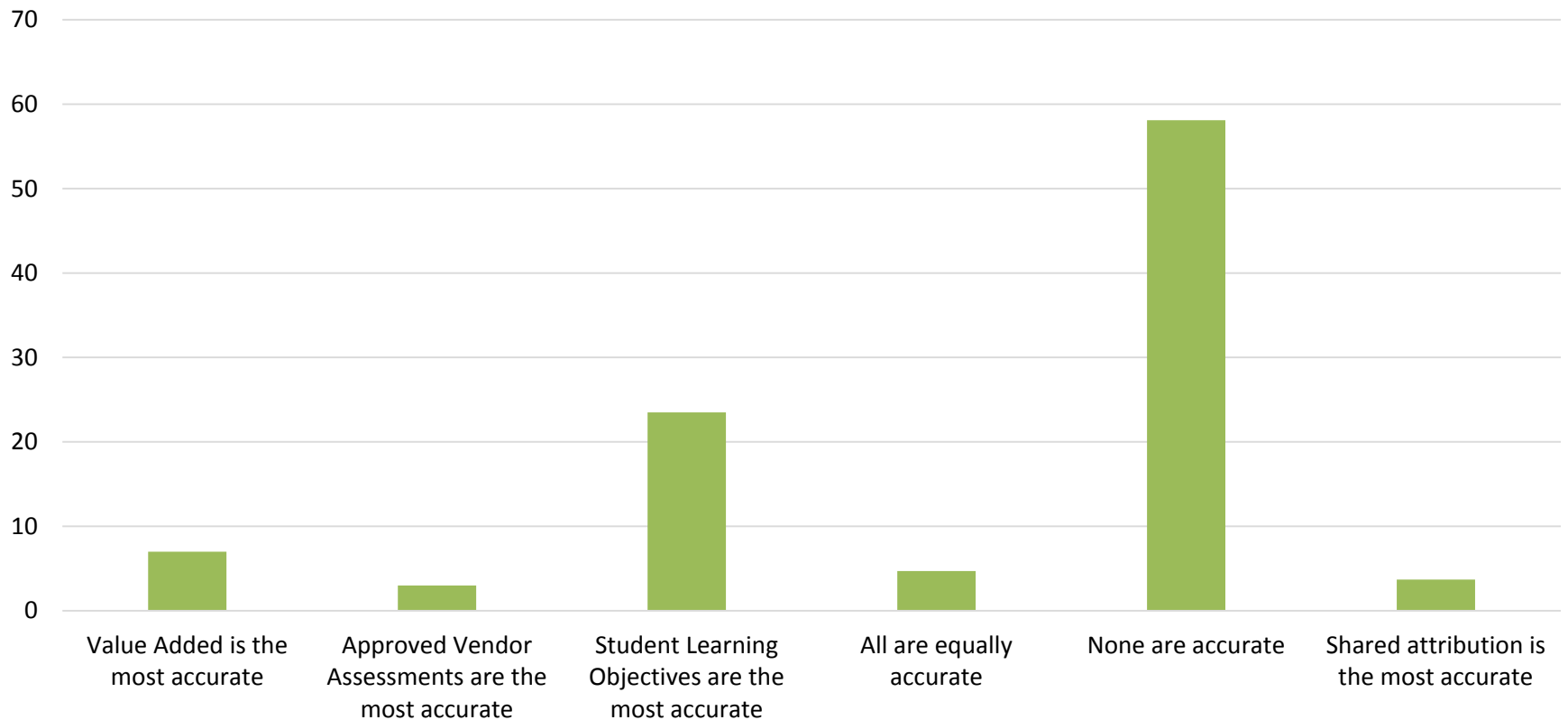
SOME QUOTES ON VALUE OF SGMs...

- “This is honest. I don’t like it. I don’t think it is fair to have somebody’s job rely on student growth measures because everybody knows you can have a bad day and that could ruin someone’s career, their chosen path. I just don’t think it is right.”- Category B/C Teacher
- “You know, it is good to track student progress. To link that to a teacher’s success may not be the best strategy or the best method to evaluate a teacher because there are so many outside factors that we cannot control. But, those are not accounted for, at least we don’t feel like they’re accounted for in our evaluation, when it comes to like students actually achieving success.” - Category A Teacher



PERCEIVED ACCURACY OF SGMs

Survey Question: Which of the following Student Growth Measures (Value-Added, Approved Vendor Assessments, Student Learning Objectives, Shared Attribution) most accurately assesses a teacher's instructional impact?



FAIRNESS OF MULTIPLE MEASURES IN SGM

- Administrators and Teachers concerned about different measures treated equally in OTES

“About the only thing I’ve got to say about value-added is the fact that value-added versus SLOs is not an equal measure – Administrator”

- Why?

- SLOs involve pretest-posttest in same year\semester; Value-Added is from the preceding year AND based on state assessments outside a teacher’s control

“SLOs have their item analysis, they can look at their pretest, they can see the questions, the exact questions they gave, where the kids struggled. When I’m giving them a Star progress monitoring, I have no idea what questions they are asking them, so I don’t know if they have grown in that area of vocabulary, or if they’re still struggling in comprehension?”- Category B/C Teacher



PERCEPTIONS OF VALUE-ADDED

- Difficulty of comprehending how Value-Added is calculated
 - Lack of pretest-posttest feature in Value-Added
 - Stakes are high; feel they carry the load for Report Card
 - Challenge of showing growth for low-performing/high-performing students
- “I have the gifted kids on my team and we worry about showing a year’s worth of growth and so far, at the initial data that we have looked at, it is turning out to be very challenging.” - Category A Teacher



OTHER COMMONLY VOICED CONCERNS

- Assessing non-core subjects
- Too much testing, particularly for early grades
- Locus of Control
 - Usual factors relating to students' home environments
 - “F” district teachers more likely to point to these factors
 - “A” district teachers more likely to point to structural factors of OTES
 - - Relies on tests given on one day
 - - Variability in Value-Added for individual teachers
 - - inability of tests to pickup all aspects of student growth)



ANALYZING THE OTES DATA

- Slides that follow walkthrough highlights of OTES analyses
- Begin with overview of eTPES database (2013-14)
- Final Summative Ratings of teachers
- Some comparisons of Student Growth Measures Ratings versus Performance Standards Ratings



SNAPSHOT OF DATABASE (OTES)

LEA Type	No. of Records	No. of Records		No. of LEAs
		Not in RttT	In RttT	
CTPD	24	24	0	1
Comm. Sch.	4,748	1,040	3,078	230
ESC	1,532	1,532	0	46
JVSD	1,981	1,981	0	29
District	78,318	24,586	53,732	470
STEM	57	26	31	2
Total	86,660	29,189	57,471	778



OTES DATA (2013-14)

- 86,600 teachers received OTES ratings

SGM Category	Number of Teachers	Percent of Teachers
A1	5,144	5.94%
A2	11,865	13.69%
B	12,120	13.99%
C	57,531	66.39%



SGM COMPONENT USAGE BY CATEGORY

- Total number of A2 teachers who used one of the three options below to determine their final SGM rating?
 - SLO's = 7,346 (61.91%)
 - Shared Attribution = 3,265 (27.51%)
 - Vendor Assessments = 0 (0.00%)
- Total number of B teachers who used one of the two other options to determine their final SGM rating?
 - SLO's = 5,830 (48.10%)
 - Shared Attribution = 2,569 (21.19%)
- Total number of C teachers who used shared attribution to determine their final SGM rating?
 - Shared Attribution = 20,141 (35.00%)



USE OF VENDOR ASSESSMENTS

- Total number of LEAs who used Vendor Assessments?
 - 369 (47.42%)
- How many teachers state wide used Vendor Assessments?
 - 11,813 (13.63%)
- Total Vendor Assessment SGM scores entered into eTPES?
 - 9,622

Number of Vendor Assessments	Number of Teachers	Percent of Teachers
1	5,615	58.36%
2	3,501	36.39%
3	295	3.07%
4	211	2.19%



USE OF SHARED ATTRIBUTION

- Total number of LEAs who used Shared Attribution?
 - 293 (37.66%)
- How many teachers statewide used shared attribution?
 - 26,985 (31.13%)
- What was the percentage breakdown by usage?

Shared Attribution %	Number of Teachers	Percent of Teachers
10%	7,281	26.98%
20%	1,437	5.33%
30%	443	1.64%
40%	2,493	9.24%
50%	11,159	41.35%



USE OF STUDENT LEARNING OBJECTIVES

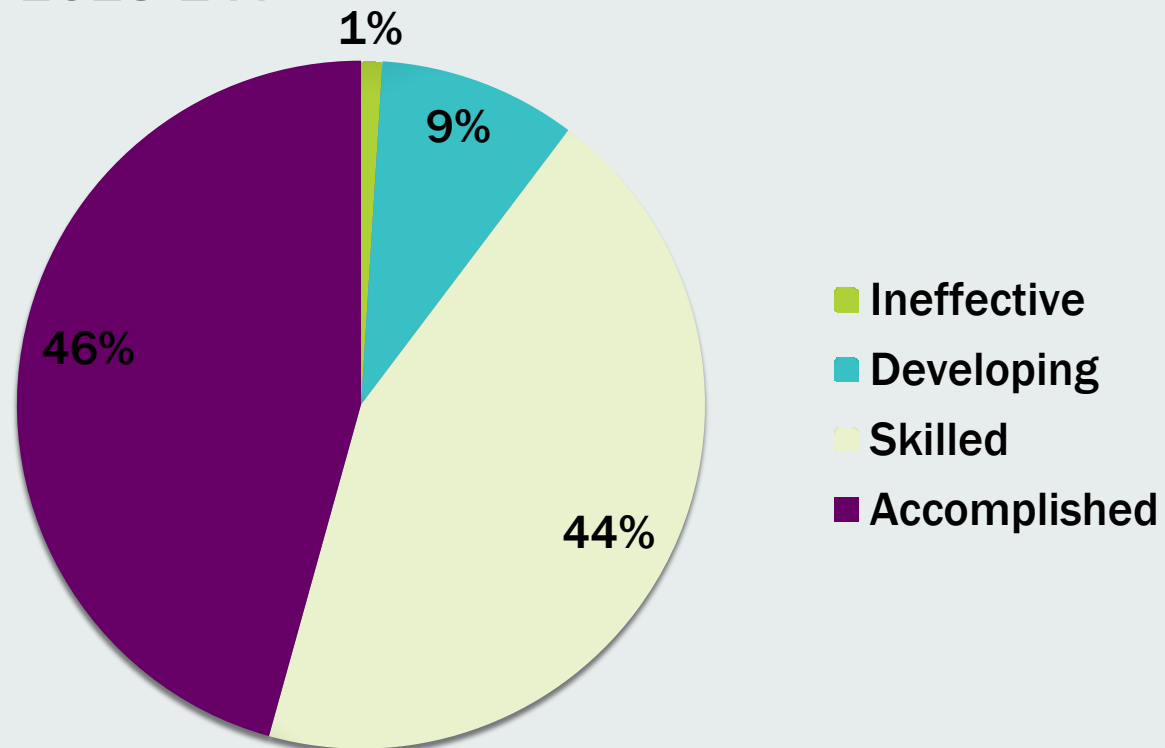
- Total number of LEAs who used SLOs?
 - 675 (86.76%)
- How many teachers state wide used SLOs?
 - 57,349 (66.17%)
- How many total SLOs were entered into eTPES? = 103,502

Number of SLOs	Number of Teachers	Percent of Teachers
1	14,182	24.88%
2	40,281	70.76%
3	1,564	2.74%
4	864	1.52%
5	122	0.21%



FINAL SUMMATIVE RATINGS

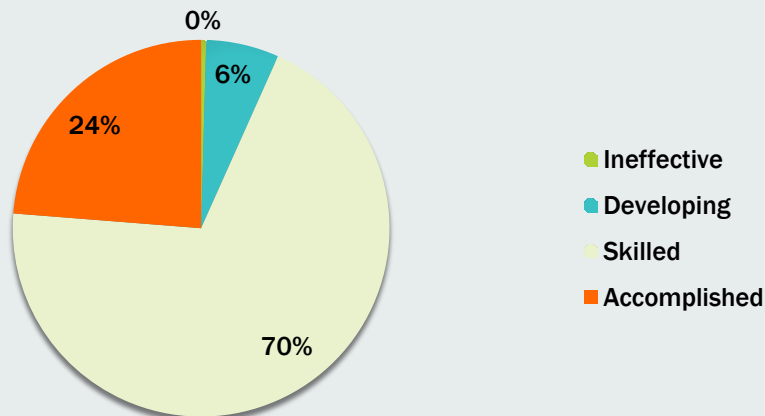
- What was the final summative rating profile for Ohio teachers with data for 2013-14?



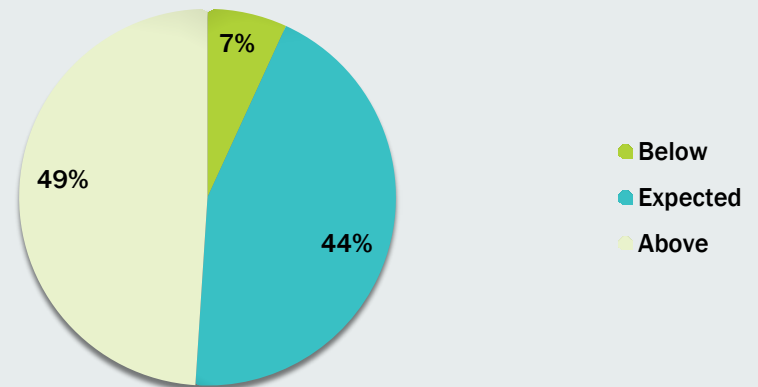
PERFORMANCE STANDARD VS. STUDENT GROWTH MEASURE RATINGS

- How do Student Growth Measures (SGM) ratings for teachers compare to the Performance Standard ratings?

Performance Standard Ratings



SGM Ratings



OTES RATINGS (BY LEA TYPE)

LEA Type	Ineffective	Developing	Skilled	Accomplished	Total
CTPD	0 (0.00%)	4 (16.67%)	10 (41.67%)	10 (41.67%)	24 (100%)
Comm. School	144 (3.03%)	1,025 (21.59%)	2,617 (51.12%)	962 (20.26%)	4,748 (100%)
ESC	11 (0.72%)	145 (9.46%)	764 (49.87%)	612 (39.95%)	1,532 (100%)
JVSD	22 (1.11%)	177 (8.93%)	844 (42.60%)	938 (47.35%)	1,981 (100%)
District	685 (0.87%)	6,700 (8.55%)	33,886 (43.27%)	37,047 (47.30%)	78,318 (100%)
STEM	2 (3.51%)	7 (12.28%)	24 (42.10%)	24 (42.10%)	57 (100%)
Total	864	8,058	38,145	39,593	86,660



FINAL SUMMATIVE RATINGS: DO THEY VARY BY SGM RATINGS?

Rating	A1	A2	B	C	Total
Ineffective	37	140	107	580	864
Column Percent	(1%)	(1%)	(1%)	(1%)	(1%)
Developing	610	1,532	1,145	4,771	8,058
Column Percent	(11.9%)	(12.9%)	(9.4%)	(8.3%)	(9.3%)
Skilled	2,881	5,393	6,398	23,473	38,145
Column Percent	(56.0%)	(45.5%)	(52.8%)	(40.8%)	(44.0%)
Accomplished	1,616	4,800	4,470	28,707	39,593
Column Percent	(31.4%)	(40.5%)	(36.9%)	(49.9%)	(45.7%)
Total	5,144	11,865	12,120	57,531	86,660
Column Percent	(100%)	(100%)	(100%)	(100%)	(100%)

Yes they do. A1 teachers had a 31% chance of being rated Accomplished while C teachers had a 50% chance of being rated Accomplished



PUBLIC DISTRICT TEACHERS' OTES RATINGS (BY SGM CATEGORY)

Rating	A1	A2	B	C	Total
Ineffective	34 (0.69%)	131 (1.15%)	86 (0.77%)	434 (0.85%)	685
Developing	548 (11.22%)	1,390 (12.25%)	954 (8.62%)	3,808 (7.46%)	6,700
Skilled	2,709 (55.49%)	5,113 (45.06%)	5,792 (52.32%)	20,272 (39.73%)	33,886
Accomplished	1,591 (32.59%)	4,713 (41.53%)	4,239 (38.29%)	26,504 (51.95%)	37,047
Total	4,882	11,347	11,071	51,018	78,318



WEIGHTS ON VALUE-ADDED – A1 & A2

Value-Added	Ineffective	Developing	Skilled	Accomplished	Total
>= 26% & < 50%	116	1,292	4,532	5,168	11,108
Row Percent	(1.0%)	(11.6%)	(40.8%)	(46.5%)	(100%)
= 50%	61	850	3,742	1,248	5,901
Row Percent	(1.0%)	(14.4%)	(63.4%)	(21.1%)	(100%)
Total	177	2,142	8,274	6,416	17,009
Row Percent	(1.0%)	(12.6%)	(48.6%)	(37.7%)	(100%)

For A1 & A2 teachers with value-added being the only SGM component, their chance of being rated Accomplished was less than half that of A1 & A2 teachers with value-added weighted at less than 50%



WEIGHTS ON VENDOR ASSESSMENTS

Vendor Assessment	Ineffective	Developing	Skilled	Accomplished	Total
>= 1% & < 50%	68	658	3,208	3,580	7,514
Row Percent	(0.9%)	(8.8%)	(42.7%)	(47.6%)	(100%)
= 50%	39	487	3,190	890	4,606
Row Percent	(0.8%)	(10.6%)	(69.3%)	(19.3%)	(100%)
Total	107	1,145	6,398	4,470	12,120
Row Percent	(0.9%)	(9.4%)	(52.8%)	(36.9%)	(100%)

Vendor Assessments = 50% also meant lower chance of being rated Accomplished



WEIGHTS ON SLOs

SLO	Ineffective	Developing	Skilled	Accomplished	Total
$\geq 1\%$ & $< 50\%$	240	2,312	9,832	10,445	22,829
Row Percent	(1.0%)	(10.1%)	(43.1%)	(45.8%)	(100%)
$= 50\%$	432	3,448	16,396	17,114	37,390
Row Percent	(1.2%)	(9.2%)	(43.9%)	(45.8%)	(100%)
Total	672	5,760	26,228	27,559	60,219
Row Percent	(1.1%)	(9.6%)	(43.55)	(45.76)	(100%)

Note the symmetry for SLO = 50% and those with SLOs weighted at $< 50\%$... your chances of being Accomplished were equal regardless of the weight placed on SLOs



WEIGHT ON SHARED ATTRIBUTION

Shared Attribution	Ineffective	Developing	Skilled	Accomplished	Total
>= 1% & < 50%	120	1,137	6,464	8,105	15,826
Row Percent	(0.8%)	(7.2%)	(40.8%)	(51.2%)	(100%)
= 50%	68	652	3,293	7,146	11,159
Row Percent	(0.6%)	(5.8%)	(29.5%)	(64.0%)	(100%)
Total	188	1,789	9,757	15,251	26,985
Row Percent	(0.7%)	(6.6%)	(36.2%)	(56.5%)	(100%)

If Shared Attribution = 50% (i.e., all of your SGM component) then you had a much higher chance of being rated Accomplished than if Shared Attribution was used but < 50%



CORE VERSUS NON-CORE SUBJECTS

- Do the Final Summative ratings differ for teachers of core subjects (ELA, Mathematics, Science, Social Studies) versus teacher of non-core subjects (Arts, Physical Ed., Foreign Language, Health)?

Core\Non-Core	Ineffective	Developing	Skilled	Accomplished
Core	1.4%	11.5%	46.2%	40.9%
Non-Core	0.8%	7.0%	40.3%	51.9%



PERFORMANCE STANDARDS VS. STUDENT GROWTH MEASURES

		Student Growth Measures			
		Below	Expected	Above	Total
Performance Standards	Ineffective	120	128	85	333
	Row percent	(36.04%)	(38.44%)	(25.53%)	(100%)
	Developing	698	2,561	1,750	5,009
	Row percent	(13.93%)	(51.13%)	(34.94%)	(100%)
	Skilled	4,188	26,841	26,896	57,925
	Row percent	(7.23%)	(46.34%)	(46.43%)	(100%)
	Accomplished	683	7,202	11,984	19,869
	Row percent	(3.44%)	(36.25%)	(60.32%)	(100%)
	Total	5,689	36,732	40,715	83,136
	Row Percent	(6.84%)	(44.18%)	(48.97%)	(100%)



CONCLUSIONS ...

- Teachers perceived (many were told so) it would be next to impossible to receive an *Accomplished* rating. eTPES data reveal this perception to be incorrect given that 46 percent of teachers were rated Accomplished
- Ohio's distribution of teacher ratings mirrors that seen in other states; Very small percentage of teachers are receiving the lowest rating
- The two sides of OTES - Performance Standards versus Student Growth Measures – appear to be somewhat incongruent, both in terms of teachers' perceptions as well as in terms of the OTES ratings
- Teachers with SLOs and those with Shared Attribution more likely to be rated higher than teachers with Value-Added data or Vendor Assessments
- Big 8 Urban and districts with high levels of student poverty, weight placed on the SGM components, and SGM Category influence the Final Summative, the Performance Standards, and the Student Growth Measures ratings.



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