STUDENT GROWTH MEASURES

Office of Educator Quality

2013-2014
Norms

- Be Present and Professionally Courteous
- Be Open Minded
- Be Willing to Engage in Conversation, Share Ideas, and Ask Questions
- Look through the Lens of “How Might I Transfer...”
Why is Educator Evaluation Important?

The single most important influence on student learning is the quality of the teacher.

Charlotte Danielson
Why is Educator Evaluation Important?

The greatest challenge that most students experience is the *level of competence* of the teacher.

John Hattie
Refresher
Educator Evaluation

- **Senate Bill 291** (2010)
- **Development of New Teacher Standards** (2011)
- **NCLB Flexibility Waiver** (2012)
- **Essential Principles of Effective Evaluation** (2012)
- **Missouri Educator Evaluation Model—Pilot** (2012-2013)
- **Educator Evaluation Overview and Training** (2012-2014)
Missouri’s NCLB Waiver says...

“The essential principles of effective evaluation are the foundation for the state’s model. Local evaluation models align to these principles to create consistency in assessing educator performance across the state.”
To Clarify...

- All training shared today is *model neutral*, as each school district has local control over what model is developed or adopted.

- The intent of each Educator Evaluation System training module is to support schools in their efforts to *align their chosen model to the 7 Essential Principles* (as outlined in the ESEA Waiver of June 2012).

- What are school districts accountable for?
7 Essential Principles Per NCLB Waiver (June, 2012)

1. Measures educator performance against research-based proven practices

2. Differentiated levels of performance

3. Probationary period

4. Measures of growth in student learning

5. Meaningful and descriptive feedback

6. Training for evaluators

7. Results and data informs decisions regarding personnel, employment, and policy
2013-2014 Training Roadmap*

Foundation

Probationary

Evaluator Training and Feedback

Educator Evaluation Training

Student Growth Measures
Essential Principles
Per NCLB Waiver (June, 2012)

1. Measures educator performance against research-based proven practices

2. Differentiated levels of performance

3. Probationary period

4. Measures of growth in student learning

5. Meaningful feedback

6. Training for evaluators

7. Results and data informs decisions regarding personnel, employment, and policy
Principle #4
Critical Components

1. Student growth measures are a **significant contributing factor** in educator evaluation

2. Uses multiple measures including **formative and summative** assessments

3. Includes **multiple years** of comparable student data

4. Highlights student growth **across two points in time**

5. Includes the **state assessment where available and appropriate** and additional district and school determined assessments
Intended Outcomes

1) Understand *how to include student growth measures* as one component of an entire educator evaluation system.

2) Be able to *identify effective student growth measures* that align with the critical components of Essential Principle #4.

3) Develop an *example Student Growth Measure* using the Student Learning Objective (SLO) process.
Keep in Mind...

This training will not answer every question or address every issue, but it will provide LEAs with a starting point in terms of how to begin to incorporate “student growth measures” in the evaluation process.
<table>
<thead>
<tr>
<th>Student Learning Objective</th>
<th>Student Growth Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator Growth Plan</td>
<td>Value-Added Model</td>
</tr>
<tr>
<td>Student Growth Measure</td>
<td>Missouri Growth Model</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>Normal Curve Equivalent</td>
</tr>
<tr>
<td>Summative Assessment</td>
<td>Data-Based Decision Making</td>
</tr>
<tr>
<td></td>
<td>Score Pairs</td>
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</tbody>
</table>

Terminology*
Student Growth Measures
as part of an
Educator Evaluation System
Confirm or discredit assumptions about students and school practices.

Get to the “root” cause(s) of problems.

Help schools evaluate program effectiveness.

**Why Student Growth Measures**

Reeves-Decision Making for Results
Provide the feedback teachers and administrators need to keep going and stay on course.

Prevent “one size fits all” and “quick solutions”...

Help build a culture of inquiry and continuous improvement.

Why Student Growth Measures

Reeves-Decision Making for Results
With a partner, take a moment to reconnect with the 3 Professional Frames...

**Professional Frames of the Educator**

**Data Sources**

- Professional Commitment
  - agreement
  - pledge
  - intent/potential plan

- Professional Practice
  - action
  - process
  - response/reaction behavior

- Professional Impact
  - effect
  - result
  - consequence
  - outcome

**Personnel Files & Records**
- Credentials
- License
- Certificate
- PD Plan

**Observations**
- Using Strategies
- Rapport/Voice tone
- Class management
- Awareness
- Organizing

**Unit of Instruction**
- Lesson Plan
- Lesson Design
- Learning objectives
- Resources

**Applied Learning**
- New Strategies
- Data use
- Research use
- Monitor impact

**Student Performance Measures**
- Benchmark data
- Observable behaviors
- Projects/portfolios
- Standardized tests

**Student Feedback on the Learning Experience**
- Surveys/questionnaires
- Questions in class
- Classroom behavior
- Focus groups
Professional Frames of the Educator

Data Sources

- Professional Commitment
  - Agreement
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- Professional Practice
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Student Feedback on the Learning Experience
- Surveys/questionnaires
- Questions in class
- Classroom behavior
- Focus groups

Where would Student Growth Measures fit?
Reflecting on your current educator evaluation system... *which of the three frames is most used?*

How do you measure and reflect on impact?
Principle #4
Critical Components

1. Student growth measures are a significant contributing factor in educator evaluation.

2. Uses multiple measures including formative and summative assessments.

3. Includes multiple years of comparable student data.

4. Highlights student growth across two points in time.

5. Includes the state assessment where available and appropriate and additional district and school determined assessments.
1: Student growth measures are a significant contributing factor in educator evaluation.
2: Uses *multiple measures* including formative and summative assessments

**Formative**

Assessments used throughout the school year to inform teacher of student learning growth.

What instructional decisions can I make, based on this information, that will allow me to successfully reach my goal?

**Summative**

Assessments used by the teacher to determine the “outcome” of student learning.

Was the learning goal “met” or “not met”...
3: Includes *multiple years* of comparable student data
3: Includes multiple years of comparable student data
4: Highlights student growth across two points in time
4: Highlights student growth **across two points in time**
5: Includes the state assessment where available and appropriate and additional district and school determined assessments.
How is student learning currently monitored or reflected upon in your school?
Missouri Model as Example...

Let’s take a moment to connect this concept of Student Growth Measures as “one” component of an educator evaluation system.

What does this look like in terms of a process?
**Educator Evaluation System**

*Manageability Consideration (System-Wide)*

**School Improvement Goals**

District Level-Building Level

What has been identified as those practices in which *all teachers in our system* will learn deeply, apply and embed in the teaching and learning process?

---

**Quality Indicator #1**

#1 out of 2 focus areas for all teachers to work towards growth

---

**Educator Growth Plan**

The following strategies will be used to reach desired goal:

---

**Student Learning Objective**

SMART Goal

*By implementing Educator Growth Plan, the following student learning outcomes will result:*

---

**Documentation of Growth**

What sources of evidence can be collected and shared in regards to professional growth in these QI areas?

---

**Quality Indicator #2**

#2 out of 2 focus areas for all teachers to work towards growth

---

**Educator Growth Plan**

The following strategies will be used to reach desired goal:

---

**Student Learning Objective**

SMART Goal

*By implementing Educator Growth Plan, the following student learning outcomes will result:*

---

**Documentation of Growth**

What sources of evidence can be collected and shared in regards to professional growth in these QI areas?

---

**“Common Understanding”**

Observation Look For(s):

Teacher Behaviors
Student Behaviors
Sources of Evidence

---

**Professional Development**

The staff professional development activities will support collective knowledge and skill in these 2 areas?
### Educator Growth Plan*
(Missouri Model)

<table>
<thead>
<tr>
<th>1. FOCUS</th>
<th>2. GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority – the FOCUS – for your growth plan.</td>
<td>Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measurable, achievable, relevant, and timely. What will be the result indicators?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. STRATEGY</th>
<th>4. RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and a timeline.</td>
<td>What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS.</td>
</tr>
</tbody>
</table>

We are “adding” to the conversation here…moving beyond only reflecting on teacher observation experiences.
Determining Student Growth Measures
At this time, in table teams, use the below criteria and begin to *brainstorm* possible Student Growth Measures:

<table>
<thead>
<tr>
<th>Core</th>
<th>Non-Core</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Includes multiple measures including *formative and summative* assessments
- Allows for *multiple years* of comparable student data
- Highlights student growth *across two points in time*
Measures of Student Growth Examples

- Common benchmark and formative district-generated assessments
- Individualized student growth objectives defined by the teacher
- Curriculum-Based Measurements
- Unit assessments
- Results on pre-tests and post tests
- Student work samples such as presentations, papers, projects, portfolios
As school leaders, we might think about the “end in mind” of using student growth measures as part of the evaluation system.

Might we want to consider selecting measures which will:

- *truly measure what is essential for students to master in the learning process?*

- *give the teacher and leader good “formative” information for future actions/goal setting...*
What skills and conceptual knowledge will students gain that last from one academic year to the next?

Example:
Constructing an informative essay is something that students need throughout their academic career. It is a skill that endures over time.

Non-Example:
The same cannot be said, for example, of the requirement that a student memorize a poem or passage.
Essential for Progress to the Next Level of Instruction?

In a continuing dialogue with teachers at all grade levels, we must determine what is essential for future success.

**Non-Example:**
When 11th grade history teachers are asked what is essential for success in their classes, they rarely respond with items of historical knowledge that should have been memorized in middle school.

**Example:**
Rather, they typically respond that students should have skills in reading and writing, knowledge of map reading, and an understanding of the difference between democracy and authoritarianism.
Contributes to Understanding of Other Standards?

Standards that, once mastered, give a student the ability to use reasoning and thinking skills to learn and understand other curriculum objectives.

Example:

In a middle school mathematics class, the properties of a triangle and rectangle might be selected as standards which “contribute to the understanding of other standards”, because this understanding will allow students to comprehend information about other shapes – such as rhombus, trapezoid, parallelogram...
Something to Consider...

If we take the time to ensure we are teaching to and monitoring the learning which has the following characteristics:

1) endurance

2) essential for progress to the next level

3) contributes to the understanding of other standards

Then we will have a better chance of ensuring that the reflective conversations within the educator evaluation system will have a significant impact on:

- Student learning
- Teacher growth and development
Do the example measures in which you brainstormed have the potential to measure the following:

<table>
<thead>
<tr>
<th><strong>Endurance</strong></th>
<th>What skills and knowledge will students gain that last from one academic year to the next?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential</strong></td>
<td>What skills are essential for progress to the next level of instruction?</td>
</tr>
<tr>
<td><strong>Contributes to...</strong></td>
<td>What skills will contribute to understanding of other standards?</td>
</tr>
</tbody>
</table>
Multiple Measures:

- End of Course Assessment
- Unit Assessment (Pre-Post)
- The Constitution

Example: American Government
Multiple Measures:

- MAP (ELA and MA)
- Reading Comprehension Benchmark Assessment
- Mathematics Fluency

Example: Grade 3
Multiple Measures:

- Disease Prevention Presentation
- Nutritional Goal Plan
- Unit Tests (specific standards)

Example: Health Education
Multiple Measures:

- Performance Event
- Portfolio
- Unit Tests

Example: Art I
Student Growth Measure “List of Examples”

Massachusetts Department of Elementary and Secondary Education

Full List of Example Assessments for use as District-Determined Measures

http://www.doe.mass.edu/edeval/ddm/example/fulllist.html
Step 1:

Identify the *assessments or evidence sources* that could be used as student growth measures within your school setting.

*Action Plan*
Value-Added Approach:
Missouri Growth Model
Principle #4
Critical Components

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Missouri Growth Model

For those teachers who are involved in state assessment...

*What is the process for incorporating this type of data?*
Please Understand...

The "What" and "So What":
To facilitate awareness of how the state department will be determining "growth" on the state assessment so that districts can thoughtfully address critical component #6

Non-purpose:
To overwhelm you with technical procedures...as these reports will be provided for you.
The Oak Tree Analogy
For the past year, these gardeners have been tending to their oak trees trying to maximize the height of the trees.

Each gardener used a variety of strategies to help their own tree grow... which of these two gardeners was more successful with their strategies?
To measure the performance of the gardeners, we will measure the height of the trees today (1 year after they began tending to the trees).

• Using this method, Gardener B is the better gardener.

This method is analogous to using an **Achievement Model**.
... but this **achievement** result does not tell the whole story.

- These trees are 4 years old.

- We need to find the starting height for each tree in order to more fairly evaluate each gardener’s performance during the past year.

- The trees were much shorter last year.
We can compare the height of the trees one year ago to the height today.

- By finding the difference between these heights, we can determine how many inches the trees grew during the year of gardener’s care.

- Oak B had more growth this year, so Gardener B is the better gardener.

This is analogous to a **Simple Growth Model**, also called **Gain**.
... but this **simple growth** result does not tell the whole story either.

- We do not yet know how much of this growth was due to the strategies used by the gardeners themselves.

- This is an “apples to oranges” comparison.

- For our oak tree example, three environmental factors we will examine are: **Rainfall**, **Soil Richness**, and **Temperature**.
<table>
<thead>
<tr>
<th>External condition</th>
<th>Oak Tree A</th>
<th>Oak Tree B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rainfall amount</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Soil richness</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Temperature</td>
<td>High</td>
<td>Low</td>
</tr>
</tbody>
</table>

Gardener A

Gardener B
We can use this information to calculate a predicted height for each tree today if it was being cared for by an average gardener in the area...

- We examine all oaks in the region to find an average height improvement for trees.
- We adjust this prediction for the effect of each tree’s environmental conditions.
- We compare the actual height of the trees to their predicted heights to determine if the gardener’s effect was above or below average.
In order to find the impact of rainfall, soil richness, and temperature, we will plot the growth of each individual oak in the region compared to its environmental conditions.
Now that we have identified growth trends for each of these environmental factors, we need to convert them into a form usable for our predictions.

<table>
<thead>
<tr>
<th>Rainfall</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth in inches relative to the average</td>
<td>-5</td>
<td>-2</td>
<td>+3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Soil Richness</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth in inches relative to the average</td>
<td>-3</td>
<td>-1</td>
<td>+2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Temperature</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth in inches relative to the average</td>
<td>+5</td>
<td>-3</td>
<td>-8</td>
</tr>
</tbody>
</table>

Now we can go back to Oak A and Oak B to adjust for their growing conditions.
To make our initial prediction, we use the average height improvement for all trees:

- Based on our data, the average improvement for oak trees in the region was 20 inches during the past year.
- We start with the trees’ height at age 3 and add 20 inches for our initial prediction.
- Next, we will refine our prediction based on the growing conditions for each tree. When we are done, we will have an “apples to apples” comparison of the gardeners’ effect.
Based on data for all oak trees in the region, we found that high rainfall resulted in 3 inches of extra growth on average.

For having high rainfall, Oak A’s prediction is adjusted by +3 to compensate.

Similarly, for having low rainfall, Oak B’s prediction is adjusted by -5 to compensate.
For having poor soil, Oak A’s prediction is adjusted by -3.

For having rich soil, Oak B’s prediction is adjusted by +2.
For having low temperature, Oak B’s prediction is adjusted by +5.

For having high temperature, Oak A’s prediction is adjusted by -8.
Now that we have refined our predictions based on the effect of environmental conditions, our gardeners are on a level playing field.

The predicted height for trees in Oak A’s conditions is 59 inches.

The predicted height for trees in Oak B’s conditions is 74 inches.
Finally, we compare the actual height of the trees to our predictions.

Oak A’s actual height of 61 inches is 2 inches \textbf{more} than we predicted. We attribute this above-average result to the effect of Gardener A.

Oak B’s actual height of 72 inches is 2 inches \textbf{less} than we predicted. We attribute this below-average result to the effect of Gardener B.
Using this method, Gardener A is the superior gardener.

By accounting for last year’s height and environmental conditions of the trees during this year, we found the “value” each gardener “added” to the growth of the tree.

This is analogous to a Value-Added measure
### How does this analogy relate to value added in the education context?

<table>
<thead>
<tr>
<th>What are we evaluating?</th>
<th>Oak Tree Analogy</th>
<th>Value-Added in Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Gardeners</td>
<td>• Districts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Grades</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Classrooms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Programs and Interventions</td>
</tr>
<tr>
<td>What are we using to measure success?</td>
<td>• Relative height improvement in inches</td>
<td>• Relative improvement on standardized test scores</td>
</tr>
<tr>
<td>Sample</td>
<td>• Single oak tree</td>
<td>• Groups of students</td>
</tr>
<tr>
<td>Control factors</td>
<td>• Rainfall • Soil richness • Temperature</td>
<td>• Students’ prior test performance (usually most significant predictor)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Other demographic characteristics such as:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Grade level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Gender</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Race / Ethnicity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Low-Income Status</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ELL Status</td>
</tr>
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<td></td>
<td></td>
<td>• IEP Status</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Homelessness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mobility</td>
</tr>
</tbody>
</table>
Missouri Growth Model

Purpose for this model includes:

• Measuring district-level growth against a standard tied to state targets

• Using student-level results to inform classroom practice

• Providing districts with growth data to incorporate into their educator evaluation systems

• Providing growth data for the educator preparation program accreditation process
Benefits of Value-Added Model

• Positive correlation between student growth measures and other measures of teacher performance (e.g. instructional practice, principal evaluations).

• Evidence that teachers with high value-added scores do something different (as measured through observations) than teachers with low value-added scores.

• Evidence that teachers with high value-added scores have a positive effect on future student achievement and other long-term outcomes.

Weber & Lempke (2011)
A Presentation to the Washington State House of Representatives Education Committee
American Institutes of Research
**Sample Data Report**

| Student ID | Exam Year | Exam Grade | Previous year math score (NCE units) | Predicted current math score (NCE units) | Observed current math score (NCE units) | Residual (NCE units) | American Indian (≠1) | Asian (≠1) | Black (≠1) | Hispanic (≠1) | Multi-Race (≠1) | FRL Eligible (≠1) | Female (≠1) | IEP Flagged (≠1) | English as a Second Language (≠1) | Student was in building where tested for less than the full school year (≠1) | Super-Subgroup (≠1) |
|------------|-----------|------------|--------------------------------------|------------------------------------------|----------------------------------------|----------------------|----------------------|----------------|-------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------------------------|-----------------------------------------------|-----------------|
| 999487625  | 2010      | 04         | 56.1                                 | 55.3                                     | 72.5                                   | 67.3                 | 0                    | 0                | 0             | 0              | 0              | 0              | 0              | 0              | 0              | 0                                 | 0                                                             | 0               |
| 999487625  | 2011      | 05         | 72.5                                 | 65.8                                     | 72.5                                   | 56.7                 | 0                    | 0                | 0              | 0              | 0              | 0              | 0              | 0              | 0              | 0                                 | 0                                                             | 0               |
| 999487625  | 2012      | 06         | 72.7                                 | 66.2                                     | 55.3                                   | 39.0                 | 0                    | 0                | 0              | 0              | 0              | 0              | 0              | 0              | 0              | 0                                 | 0                                                             | 0               |
| 888487625  | 2010      | 05         | 39.5                                 | 35.5                                     | 47.5                                   | 62.0                 | 0                    | 0                | 0              | 0              | 0              | 0              | 0              | 1              | 0              | 0                                 | 0                                                             | 0               |
| 888487625  | 2011      | 06         | 47.3                                 | 41.2                                     | 46.6                                   | 55.5                 | 0                    | 0                | 0              | 0              | 0              | 0              | 0              | 0              | 0              | 0                                 | 0                                                             | 0               |
| 888487625  | 2012      | 07         | 46.6                                 | 40.3                                     | 42.8                                   | 52.5                 | 0                    | 0                | 0              | 0              | 0              | 0              | 0              | 0              | 0              | 0                                 | 0                                                             | 0               |
| 777487625  | 2010      | 06         | 53.8                                 | 48.3                                     | 59.3                                   | 61.0                 | 0                    | 0                | 0              | 0              | 0              | 0              | 1              | 0              | 0              | 0                                 | 1                                                             | 1               |
| 777487625  | 2011      | 07         | 59.1                                 | 55.5                                     | 43.7                                   | 38.2                 | 0                    | 0                | 0              | 0              | 0              | 0              | 1              | 0              | 1              | 0                                 | 1                                                             | 0               |
| 777487625  | 2012      | 08         | 43.5                                 | 45.2                                     | 44.5                                   | 49.4                 | 0                    | 0                | 0              | 0              | 0              | 0              | 1              | 0              | 1              | 0                                 | 0                                                             | 1               |

*Note: Achievement data in this report will be in “NCE” units, which resemble percentiles, but can be meaningfully averaged while percentiles cannot. For the residuals—

- NCE of 50 indicates performance that met expectation or prediction;
- NCE above 50 indicates performance exceeded prediction or over-performing; and
- NCE below 50 indicates performance fell below prediction or under-performing*
After receiving its 2012 math assessment data, Anytown R-V was able to find growth results for Mrs. Smith’s 5th grade classroom of 18 students. The average NCE of these students’ residuals was 39.3. However, the residuals making up this average are all spread out, ranging from a low of 7.9 to a high of 74.6.
All of Mrs. Smith’s students are predicted to score well, but a significant number of them fall short.
Mrs. Smith’s 5th graders, on average, fell below prediction (average NCE less than 50) for three consecutive years. Growth data over multiple years can help reveal patterns. Can Mr. Doe help Mrs. Smith try new strategies to raise her students’ academic achievement?
Reflections

• An average residual tells part of the story:

  - Pro: using the average helps keep from putting too much focus on any one student
  
  - Con: if the data are very spread out, the average may not be as meaningful

• Graphing the data on an entire classroom at once helps tell the full story

• One year of data – was it a fluke?

• How does Mrs. Smith compare to Anytown’s other 5th grade teachers?
Remember...

- Multiple years of data such as NCEs are used as one of multiple measures.
To Access Student Growth Data
To Access Student Growth Data
Security: Username & Password

DESE Secured Web Application Logon

IMPORTANT NOTICE:
Inactive Account - Received an email concerning your inactive account? If so, please click HERE for more information.

If you already have a User Name, enter it below. Click [Login]

User Name: 
Password: 

Login

To view information available to the general public, click [View Public Applications]

If you do not have a user name and password, click [Register]

If you forgot your Username/Password, to reset your password, click [Forgot Username/Password]

To have your account unlocked or to reset your password, please send your first and last name, user ID (if known) and phone number to webappsloginassistance@dese.mo.gov. Staff will respond to your email between the hours of 7:00 - 4:00 p.m. MT not including holidays.
Choose Quick Facts – State Assessment

Welcome to the new Missouri Comprehensive Data System

The MCDS is a new resource provided by the Missouri Department of Elementary and Secondary Education that allows school personnel and the public to access education-related data.

The data made available to the public masks or hides data for groups with 10 or fewer students to protect confidential information about individual students, as required by federal law. The MCDS is still in development. In the coming months, a secured area of the website will become available to authorized school personnel to access unmasked school district and school building data.

Three tools are available to assist you:
- Quick Facts for basic reports and documents.
- Guided Inquiry for summary reports allowing simple filters.

Early Childhood Education
This data includes information about Missouri early childhood programs and initiatives, including educator qualifications and Parent as Teachers participation.
Download Files

MAP Data Download supporting documentation is located here: [http://dese.mo.gov/MOSIS/documents/MAPDataDocumentation2013.xls](http://dese.mo.gov/MOSIS/documents/MAPDataDocumentation2013.xls)

### MAP Data Downloads

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Please Understand...

The “What” and “So What”:
To facilitate awareness of how the state department will be determining "growth" on the state assessment so that districts can thoughtfully address critical component #6

Non-purpose:
To overwhelm you with technical procedures...as these reports will be provided for you.
Principle #4
Critical Components

1. Student growth measures are a significant contributing factor in educator evaluation
2. Uses multiple measures including formative and summative assessments
3. Includes multiple years of comparable student data
4. Highlights student growth across two points in time
5. Includes the state assessment where available and appropriate and additional district and school determined assessments
As you consider how your district might possibly address component #5:

1. What did you learn from this segment that might be helpful?

2. What might be important to keep in mind about the use of state assessment results in their EES?

3. What person or group in your districts might benefit from this information when they return?
An Example Process:
Student Learning Objective
Student Learning Objective: WHY?

States have adopted the Student Learning Objective (SLO) process as a means to incorporate measures of student growth into an educator evaluation system.

SLOs offer a documented, focused process for those grades and courses which do not participate in state assessment.
Educator Evaluation System
Manageability Consideration (System-Wide)

School Improvement Goals
District Level - Building Level
What has been identified as those practices in which all teachers in our system will learn deeply, apply and embed in the teaching and learning process?

Quality Indicator #1
#1 out of 2 focus areas for all teachers to work towards growth

Educator Growth Plan
The following strategies will be used to reach desired goal:

Student Learning Objective
SMART Goal
By implementing Educator Growth Plan, the following student learning outcomes will result:

Documentation of Growth
What sources of evidence can be collected and shared in regards to professional growth in these QI areas?

Quality Indicator #2
#2 out of 2 focus areas for all teachers to work towards growth

Educator Growth Plan
The following strategies will be used to reach desired goal:

Student Learning Objective
SMART Goal
By implementing Educator Growth Plan, the following student learning outcomes will result:

Documentation of Growth
What sources of evidence can be collected and shared in regards to professional growth in these QI areas?

“Common Understanding”
Observation Look For(s):
Teacher Behaviors
Student Behaviors
Sources of Evidence

Professional Development
What whole staff professional development experiences will support collective knowledge and skill in these 2 areas?
Targeting Growth
Using Student Learning Objectives as a Measure of Educator Effectiveness

As States and districts implement educator evaluation systems that include measures of student growth, one of the challenges they face is identifying measures for non-tested grades and subjects.

Using student learning objectives (SLOs) is one promising approach to addressing this challenge.

SLOs have their origins in the experience of Denver Public Schools, which in 1999 began using them to link teachers pay to student outcomes. Districts like Austin Independent School District and Charlotte-Mecklenburg Schools, as well as States that won Race to the Top grants—including Rhode Island, Georgia, New York and several others—are building on the experience of Denver Public Schools and developing methods for using SLOs as a tool to incorporate measures of student growth for non-tested grades and subjects (NTGS) in their evaluation systems.

What are SLOs?
At the heart of an SLO is a specific learning goal and a specific measure of student learning used to track progress toward that goal. There are many options for student growth measures. It is possible to use large scale standardized tests, even State standards tests for SLOs. However, it is also possible to use other methods for assessing learning, such as end of course exams in secondary courses, student performance demonstrations in electives like art or music, and diagnostic pre- and post-tests in primary grades or other relevant settings.

Teachers, principals and other administrators and their supervisors can set SLOs for any subject, grade or group of students. Groups of teachers in the same subject or grade in the same school or district can set them as well. With their supervisors, principals can set objectives focused on school-wide learning goals, and district-level administrators can develop SLOs with district goals in mind.

Although many early adopters of SLOs expect them to be set collaboratively by teachers and their evaluators, there is no hard and fast rule for their development. Georgia, for instance, is piloting a process through which SLOs are developed at the district level and then approved by the State.

SLOs show potential as an evaluation method to incorporate student growth measures in the evaluation process, but they are also an important method for improving instructional practice. Research on Denver’s use of SLOs found that rigorous and high-quality growth objectives were associated with higher student achievement. Like well-constructed SLOs, good instruction includes gathering data, setting goals based on that data, and then assessing whether the goals have been met.

Solo article

# off as “Experts”

1. What are SLOs?
2. SLOs and Teacher Evaluation
3. Challenges

Share most important points from assigned “expert” area!
## Student Learning Objective

<table>
<thead>
<tr>
<th>Student Learning Objective</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
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<tbody>
<tr>
<td>Population</td>
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<td></td>
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<tr>
<td>MO Learning Standard(s)</td>
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<td>Timeframe</td>
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<td>Target(s) and Scoring</td>
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<tr>
<td>Action Steps/Strategies</td>
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<tr>
<td><em>(Standard/QI)</em></td>
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Let’s Practice!

Student Learning Objective
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<tr>
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</tbody>
</table>
Choose One!

Clean Room
Chocolate Chip Cookie
Manicured Lawn
Family Vacation

Create Example SLO

As a team, use the Student Learning Objective template to create a “mock” SLO for your chosen goal.
Teams

Mathematics
English Language Arts
Science
Social Studies
Music
Art
Physical Education
Business/Technology

Create Example SLO

As a team, use the Student Learning Objective template to create a “mock” SLO for your content area.

SLO Activity
Gallery Walk

Post your example SLO on the wall.

# off 1-5

Begin at the station # which matches your assigned number.

Using post-it notes, provide team feedback to the SLO being reviewed. Use the “Guiding Questions” to assist your feedback.
Step 2:

Think about how your school will begin to develop, or refine, a process where teachers are setting and monitoring measurable student learning goals.

How might this process be connected to your educator evaluation system?

Action Plan*
Getting Started!

Student Growth Measures
If this is the “End in Mind” ... where do we start?
1. Determine Measures

- What should be measured in each classroom, each course?
- What measuring tool will be used in order to provide:
  
  * multiple measures including formative and summative assessments
  
  * multiple years of comparable student data
  
  * student growth across two points in time
  
  * inclusion of state assessment where available and appropriate and additional district and school determined assessments
<table>
<thead>
<tr>
<th>Measures of Growth</th>
<th>Examples</th>
</tr>
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<tbody>
<tr>
<td>Common benchmark and formative district-generated assessments</td>
<td>Individualized student growth objectives defined by the teacher</td>
</tr>
<tr>
<td>Peer reviewed performance assessments</td>
<td>Results on pre-tests and post tests</td>
</tr>
<tr>
<td>Mutually developed student learning objectives by evaluator/teacher</td>
<td>Student work samples such as presentations, papers, projects, portfolios</td>
</tr>
</tbody>
</table>
2. Establish a Process

How can this become a **systematic process** where teachers become familiar in focusing their own growth and development toward student learning outcomes?

*A process where I, as leader, can have meaningful conversation on the impact of teaching on student learning...*
Missouri Educator Evaluation

Protocol

Identify Quality Indicators
End-Year/Begin-Year

Assess Baseline Performance
End-Year/Begin-Year

Create Educator Growth Plan
August-September

Apply Plan and Receive Feedback
October-February

Assess Final Performance
By March 15

Reflect and Plan
March thru End-Year
3. Determine how staff can be educated, modeled to and supported in this defined process.

How can we start simplistically and focus on one area so that staff are not overwhelmed with the process?

If using the Student Learning Objective format, how might the staff be modeled how to construct high quality SLOs?
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<tr>
<td>Guide(s) (Standard/QI)</td>
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</tbody>
</table>
4. Continue to be reflective of the alignment within Curriculum-Instruction-Assessment at your school.

We want to make sure that the Student Growth Measures selected *match up with the curriculum* of our school...

When we reflect with teachers about their student growth...we want them to be able to think about instructional techniques that are *research-based*...
Alignment

Curriculum
- Missouri Learning Standards

Instruction
- Research-Based Instructional Practices

Assessment
- Formative and Summative measures

Reflection
- Reflection on what instructional practice impacts student learning at high levels...
PLC Corollary Questions

What do my students need to know and be able to do?

Curriculum
PLC Corollary Questions

How will we “teach” to ensure students learn at high levels?

Instruction
PLC Corollary Questions

How will we know if our students have learned?

Assessment
Ultimately…

How will our teachers reflect on whether or not students are learning and *whether or not their instructional practices are proving to be effective*?

Reflective Practices
I taught Stripe how to whistle.

I don't hear him whistling.

I said I taught him, I didn't say he learned it.
Step 3:

As a school team, take the time to *reflect on the alignment* of the following supportive elements to effectively using student growth measures as part of an educator evaluation system:

Curriculum – Instruction – Assessment - Reflective Practice

What is in place? Possibilities?

**Action Plan**
Recommendations from MO Schools Sub-Pilot Group (2012-2013)

Common Theme #1:
Create a collaborative, trusting culture where teachers are trained to look at data, use quality instructional strategies and construct high quality assessments.

Common Theme #2:
Develop common benchmark assessments utilizing a pre- and post-assessment structure on important (essential) standards.

Common Theme #3:
Evaluators receive specific training on how to use student growth measures in the evaluation process. SLO...how to get started?
Considerations

• The Missouri Growth Model and Student Learning Objectives offer a few of many opportunities for schools to address Student Growth Measures as their own comprehensive evaluation systems are under development, refinement, or replacement.

• *Share what you are thinking and doing in your own schools* with other schools beyond your borders. Develop a network of support by contributing, discussing, piloting, implementing, and assessing your efforts and the efforts of others.
• DESE "Guidelines for Use of Student Growth Measures in Educator Evaluation"

  a. Are found in the "Essential Principles of Educator Evaluation" section of the Missouri Educator Evaluation System which can be accessed through the DESE website at www.dese.mo.gov...

  b. Offer a solid start for understanding the extreme importance of Student Growth Measures within local school district educator evaluation systems as of 2014-15. This is a must read.

  c. Provide numerous "References and Resources," "State Resources," and "Additional Sample SLOS from other states."
Massachusetts Department of Elementary and Secondary Education

Full List of Example Assessments for use as District-Determined Measures

http://www.doe.mass.edu/edeval/ddm/example/fulllist.html
EES Guideline: Student Growth Measures

http://dese.mo.gov/eq/edeval.htm
2013-2014 Training Roadmap*

Building a Foundation

Probationary

Evaluator Training and Feedback

Educator Evaluation Training

Student Growth Measures
1) Understand *how to include student growth measures* as one component of an entire educator evaluation system.

2) Be able to *identify effective student growth measures* that align with the critical components of Essential Principle #4.

3) Develop an *example Student Growth Measure* using the Student Learning Objective (SLO) process.
Contact Us

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Email: communications@dese.mo.gov
Phone: 573-751-3469