



OHIO EDUCATION
RESEARCH CENTER

Student Growth Measures (SGM) Mini-Grant Program for Extended Value-Added Testing

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IMPORTANCE

SGMs include a variety of metrics reflecting student growth, including local measures, vendor assessments and value-added scores determined from state administered grades 4-8 tests. In Ohio, SGMs are included in the Ohio Teacher Evaluation System (OTES) and the Ohio Principal Evaluation System (OPES). The SGM mini-grant project will provide value-added data for some high school courses and for grades 1, 2 and 3; the scores will be used as part of the OTES and OPES.

BACKGROUND

During the 2011-13 academic years, 81 of Ohio's Local Educational Agencies (LEAs) received mini-grants to implement extended testing and receive value-added data in selected grades and content areas not covered by the Ohio Achievement Assessments. An OERC research team developed a two year research plan to evaluate the following broad areas regarding Year 1 (Round 1) and Year 2 (Round 2) mini-grant recipients:

- 1) **Implementation.** Identify successes and areas in need of improvement, including the "buy-in" of teachers.
- 2) **Roster Verification.** Investigate experiences related to linking students to the teacher of record with the appropriate percentage of time.
- 3) **Educator Evaluation Systems.** Determine how the data from the extended testing will be used to inform OPES and OTES, including the relationship between the teacher performance standards component and expanded value-added metrics, and the impact on instructional practice decisions.
- 4) **LEA Solutions.** Identify implementation practices LEAs have adopted.

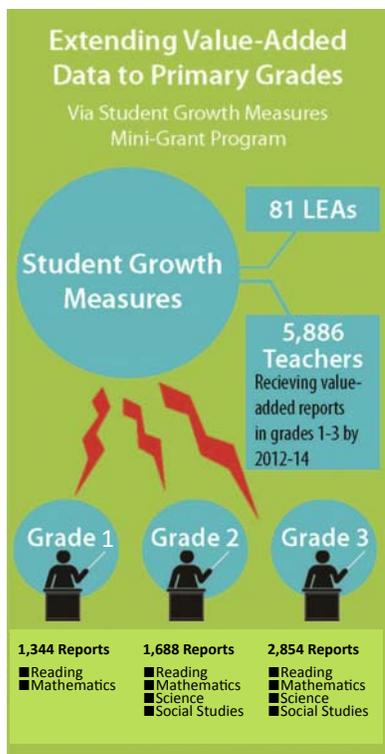
RESEARCH DESIGN

A mixed methods research design is in place. Qualitative data collection for the two-year study involves structured interviews with superintendents, administration team members, principals, teachers, and guidance counselors, as well as surveys of some Round 2 teachers and administrators. The selected LEAs will be visited twice annually to assess progress.

In the quantitative component researchers will work with SAS to model value-added data based on multiple scenarios of percentage of instructional responsibility reported through the roster verification process. This modeling will inform ODE and LEAs about the required accuracy of reporting shared instructional responsibility.

DATA

Institutional Review Board (IRB) approval was granted in August 2012; participants are guaranteed confidentiality. All Round 1 LEAs (13) were recruited for participation. For Round 2, 12 LEAs were recruited as a representative sample using characteristics such as ODE typology, report card rating, performance index, building- and district-level value-added scores.





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PRELIMINARY FINDINGS

Data collection is complete from 11 Round 1 LEAs that have agreed to participate. For Round 2 LEAs, 8 site visits are complete. Based on the data collected thus far, the following preliminary findings are presented with caution. Data collection is ongoing.

Implementation. Challenges with implementation centered on timing of the test and the subsequent results, alignment with the common core, student motivation to perform well on the extended testing, understanding how to interpret value-added scores from the extended testing, and the use of technology to administer tests. There was some concern regarding teacher familiarity with Terra Nova due to the fact that the test does not change annually. There is not a clear understanding of how vendor approved assessments will provide value-added data.

Roster Verification. Challenges with roster verification centered on timing of the process and the belief that much of the data required could be populated more efficiently and with more accuracy from existing databases. Teachers would like to be able to account for student absences and prefer more flexibility in what percentages are assigned among multiple-teachers assignments.

Educator Evaluation Systems. One LEA will include SGM in the OPES this year. The majority are implementing only the performance components. No LEA has made a final decision regarding percentages. Some LEAs plan to use the lowest allowed percentage for value-added scores in order to 'minimize the impact.' Some LEAs stated a preference for the state to make the percentage decisions. Comfort levels with SLOs ranged from very low to high, with concerns about rigor and validity. How to include shared attribution is unclear to the majority of LEAs visited.

Having SGM in the evaluation systems caused one principal to build in more teacher collaboration time in the daily schedule. Some principals described using SGM to rethink student placement and teacher placement. Teachers indicated that the use of the SGM data sparks conversations about moving forward. Because SGM is used for both teachers and principals, teachers hoped for more principal support regarding services needed for struggling students. The concerns with including SGM in evaluation systems included misunderstandings related to calculations of value-added scores, dislike of having one test have such an impact on evaluation, and the fact that teachers have little control over factors that impact a student's performance. Parent and student accountability were identified as missing elements.

LEA Solutions. Some LEAs administer the extended testing simultaneously with the OAA testing. Administrators at one LEA developed a grid of optional linkage percentages to use in specific multiple-teaching situations. One LEA is piloting the performance standards component by having three evaluators score one teacher. Conversations regarding scoring decisions provided a type of inter rater reliability. An LEA's transition team developed a list of sample artifacts that align with the performance standards components. One LEA asked teachers of untested content and grade levels to document that using a value-added shared attribution for those teachers is appropriate.

Suggested Citation

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