Student Learning Objectives

Getting Assessments and Growth Targets Right!

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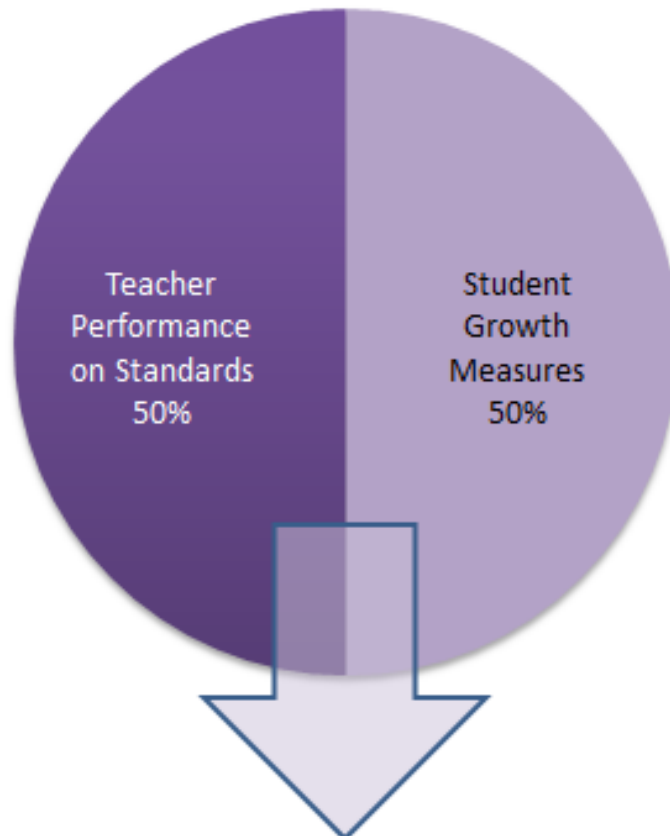
Ohio Federation of Teachers

Cleveland Heights

November 21, 2013

Student Growth Measures

Teacher Performance on Standards 50%

Student Growth Measures 50%

Final Summative Rating

| Accomplished | Skilled | Developing | Ineffective |

**A1: Teacher Instructs Value-Added Subjects Exclusively

| Teacher Level Value-Added 50% |

*A2: Teacher Instructs Value-Added Courses, But Not Exclusively

Teacher Level Value-Added Proportionate to teacher's Schedule 10-50%

0-40% LEA Measures Proportionate

-OR-

B: Approved Vendor Assessment teacher-level data available

Approved Vendor Assessment 10-50%

LEA Measures 0-40%

-OR-

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

| LEA Measures 50% |

Who Will Be Evaluated Under OTES?

- Any person who is employed under a teaching license or under a professional or permanent teacher's certificate and who spends at least 50 percent of his/her time employed providing student instruction. This does not apply to a teacher employed as a substitute.

- This usually excludes:
  - Speech pathologists, occupational therapists
  - Teachers on assignment
  - Nurses, psychologists, guidance counselors

A: Teacher-level Value-Added Data Available

A1. Teacher Instructs Value-Added Subjects Exclusively

2013-14
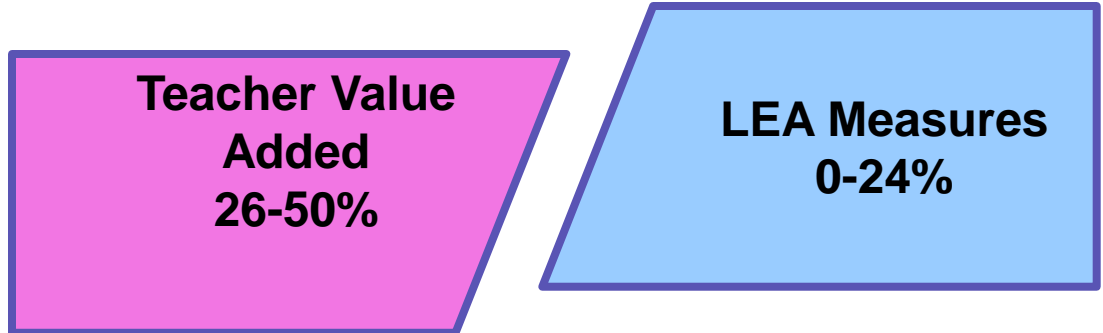
Teacher Value Added 26-50%

LEA Measures 0-24%

A2. Teacher Instructs Value-Added Subjects, but Not Exclusively

Teacher-Level Value Added
Proportional to teaching schedule
10-50%

0-40%
LEA Measures
Proportional to teaching schedule

A: Teacher-level Value-Added Data Available

A1. Teacher Instructs Value-Added Subjects Exclusively
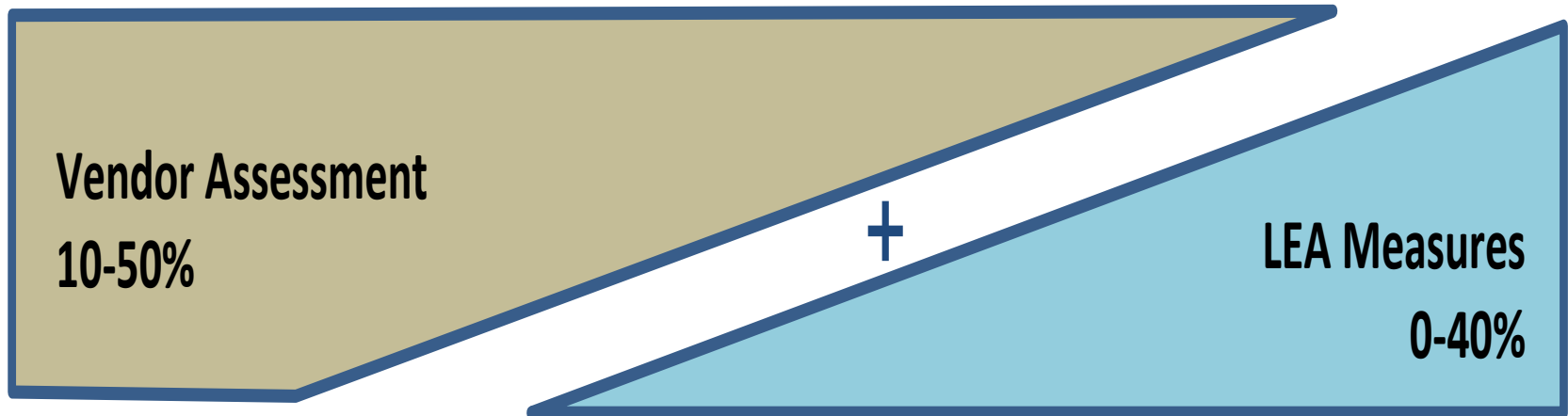
2014-15

**Teacher Value Added
50%**

A2. Teacher Instructs Value-Added Subjects, but Not Exclusively

Teacher-Level Value Added
Proportional to teaching schedule
10-50%

0-40%
LEA Measures
Proportional to teaching schedule

B: Approved Vendor Assessment Data Available

Vendor Assessment 10-50%

+

LEA Measures 0-40%

C: No Teacher-level Value-Added or Approved Vendor Assessment Data Available

LEA Measures

50%

SLO Components 5-6

5. Assessment(s).

- Assessments that will be used to measure student growth for the objective.

- Assessment(s) should be reviewed by content experts to effectively measure course content and should have sufficient "stretch" so that all students may demonstrate learning.

- If supplemental assessments are needed to cover all ability levels in the course, this section should provide a plan for combining multiple assessments.

6. Growth Target(s).

- The target for student growth should reflect high expectations for student achievement that are developmentally appropriate.

- The targets should be rigorous yet attainable.

Locating Assessments

1.
- National or state assessments

2.
- Commercially available assessments

3.
- District- or team-created assessments

4.
- Teacher-created assessments

Selecting Appropriate Assessments

- Does the assessment
  - Align with content standards and course content?
  - Have stretch?
  - Have sufficient validity and reliability?

Alignment Considerations

- Assessments should cover key subject and grade-level content standards.
- No items, questions, or prompts should cover standards that the course does not address.
- The assessment structure should mirror the distribution of teaching time devoted to course content.
- The cognitive demand of the assessment should match the full range of cognitive thinking required during the course.

Alignment Scenario

- Mr. Hinton is a seventh-grade social studies teacher.

- The curriculum covers relevant world developments from 750 B.C. to A.D. 1600.

- By the end of the course, students should be able to collect, organize, evaluate, and synthesize information from multiple sources to draw logical conclusions as well as communicate this information.

- An available 40-question assessment has 20 multiple-choice questions focused on Ancient Greece and 20 multiple-choice questions focused on Ancient Rome.

Is this assessment sufficiently aligned with the content and skills of the course?

Stretch

- Assessments should
  - Allow both low- and high-performing students to demonstrate growth.
  - Challenge highest performing students.

Student B

Student A

Student E

Student C

Student D

Student F →

Lowest performing students

Highest performing students
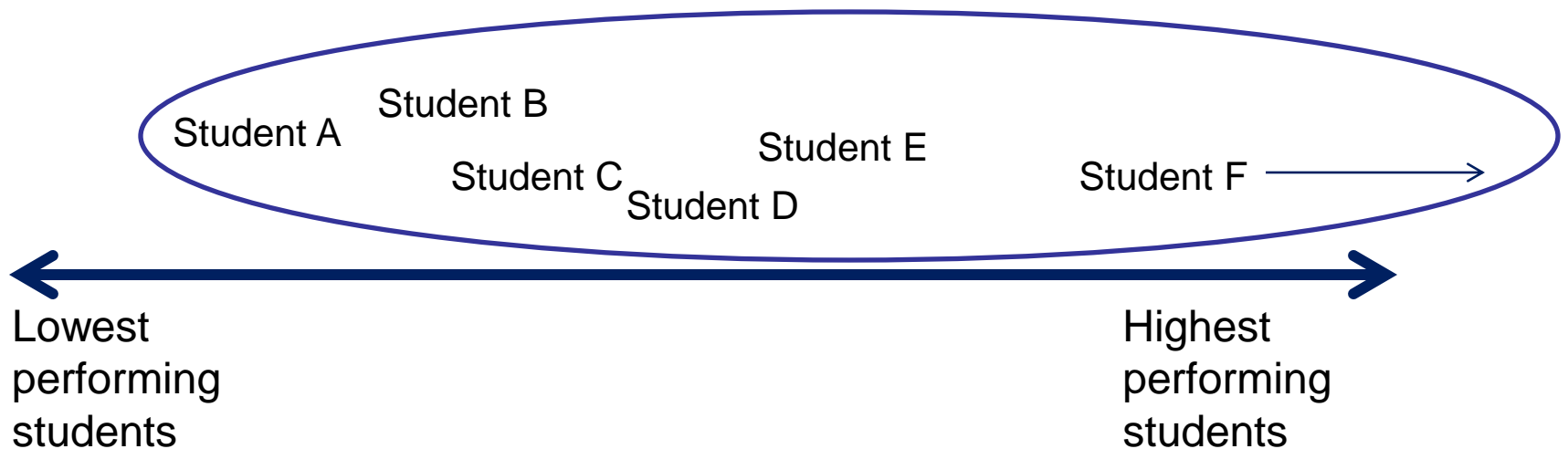
Stretch Scenario

- Ms. Simpson teaches second-grade reading.

- Most of her students are reading on grade level. One student reads at a first-grade level, and three students are reading slightly above grade level.

- The selected assessment
  - Covers all reading standards for informational text and literature for second grade.
  - Some questions also cover first- and third-grade expectations for reading.

Does this assessment have enough stretch?

Validity and Reliability Considerations

- The assessment should
  - Be **valid**—it measures what it says it measures.
  - Be **reliable**—it produces consistent results.
  - Contain clearly written and concise questions and directions.
  - Be fair to all groups of students.

Growth Targets

- Should be informed by baseline or, in some cases, trend data.

- Should include specific indicators of growth that demonstrate an increase in learning between two points in time.

- Should be tiered whenever possible and appropriate.

- Should be set so that all students can demonstrate developmentally appropriate growth.

Growth Targets

- All students must be expected to demonstrate growth.

- The expectations captured in growth targets should be rigorous yet attainable.

- Growth targets should articulate a specific minimum expected performance.

Example Growth Targets

Target 1
During the fall semester, all of my students will progress at least one fitness zone on the FitnessGram.

Example Growth Targets

Target 2
Students will increase their scores by half the difference between 100 and their pre-assessment score. For example, a student with a pre-assessment of 50 would be expected to increase his or her score by 25 points on the post-assessment. 100 – 50 = 50 / 2 = 25

19

Example Growth Targets

Target 3	
Taking into account student's entry level of skill, all students will meet their target score on the post assessment:	
Pre-Assessment Baseline Score Range	**Target Score on Post-Assessment**
41-60	70
61-80	85
81-90	95 plus 85 or higher on capstone project
91-100	95 plus 90 or higher on capstone project

Example Growth Targets

Target 4	
Taking into account student's entry level of skill, all students will meet their target score on the post assessment:	
Pre-Assessment Baseline Score Range	**Target Score on Post-Assessment**
41-60	**70** or **increase score by 15 points**, whichever is greater
61-80	**85** or **increase score by 15 points**, whichever is greater
81-90	**95** or **increase score by 7 points**, whichever is greater, **plus 85 or higher on capstone project**
91-100	**97** plus **90 or higher on capstone project**

Descriptive Growth Target

Target 5
Students will improve their performance by meeting the following growth targets using LinguaFolio Can-Do Assessments, supporting data, and a final individualized performance assessment as sources of evidence:

Baseline Data (from Spanish I)	Growth Target (for Spanish II)
Novice Mid	Novice High
Novice High	Intermediate Low
Intermediate Low	Intermediate Mid

How Could This Growth Target Be Improved?

Target 6
During the fall semester, 50 percent of the students will earn a National Physical Fitness award for their performance on the Physical Fitness test.

This target is focused on proficiency, not growth. It also only requires 50 percent of students to meet the specified goal.

Revisions:
- Use baseline data to inform the target(s).
- Focus on growth, not proficiency.
- Consider using a different assessment.

How Could This Growth Target Be Improved?

Target 7

Students scoring 80 or lower on the pre-assessment will increase their scores on the similar post-assessment by at least 10 points. Any students scoring 81 or higher on the pre-assessment will maintain their scores.

This target could be stronger. It does not sufficiently aim to bring students up to proficiency. Not all students are required to show growth.

Revisions:
- **Consider revising targets if students are very low performing so that all low-performing students are moving towards proficiency.**
- **Revise targets for students scoring 81 or higher so that they must demonstrate growth.**

How Could This Growth Target Be Improved?

Target 8	
Pre-Assessment Baseline Score Range	**Target Score Range on Post-Assessment**

Taking into account student's entry level of skill, all students will meet their target score on the post-assessment:

| Pre-Assessment Baseline Score Range	Target Score Range on Post-Assessment
41-60	65-74
61-80	75-90
81-90	91-100
91-100	95 plus 85 or higher on capstone project

The growth target uses tiered targets that are differentiated based upon student baseline data. However, use of ranges does not require ALL students to demonstrate growth.

Revisions:
- **Use minimum expectations (cut scores and/or expected improvement in points) rather than ranges**

An Approach to Setting Growth Targets
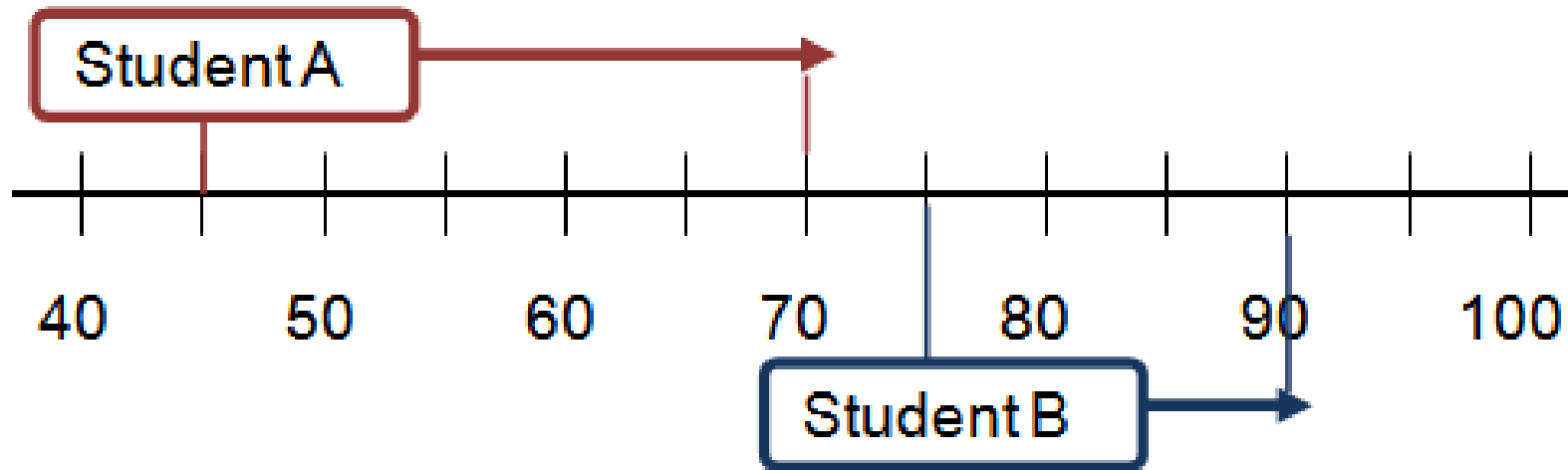
Using Assessment Data to Help Set Appropriate Growth Targets

- Use growth goals or targets set by providers (e.g., Scholastic) or the local school district.

- Consult with a data, assessment, or content-area expert in your school district who is familiar with the assessment.

- Use technical reports from the vendors to see what the expected growth or benchmarks are.

- Look at trend data from your past students, provided your classes have a similar composition.

Requirements and Promising Practices

Requirements for Implementing SLOs	Promising Practice Recommendations
Minimum of two SLOs representative of the teacher's schedule for Category C teachers.	Two to four SLOs representative of the teacher's schedule for Category C teachers.
Gather and use baseline data for each student represented in the SLO.	
Use the Student Learning Objective Template when writing SLOs.	
Identify a rigorous and attainable growth target for students.	Identify rigorous and attainable tiered targets.
Select rigorous and appropriate assessments (not developed by the individual teacher).	• Consult the *Guidance on Selecting Assessments* when choosing assessments. • Complete the *Checklist for Selecting Appropriate Assessments.*

What Comprises an SLO Score?

An SLO final score represents the percentage of students that met their growth targets.
The percentage of students that met the growth target then falls within a range that corresponds to one of five descriptive and numerical ratings.

What Comprises an SLO Score?

SLO Scoring Matrix		
Percentage of Students That Met or Exceeded Growth Target	**Descriptive Rating**	**Numerical Rating**
90–100	Most Effective	5
80–89	Above Average	4
70–79	Average	3
60–69	Approaching Average	2
59 or less	Least Effective	1

SLO Scoring Sample

- A teacher has 100 students included in an SLO.

- 90 students, or 90 percent of students, met their growth targets.

- This percentage corresponds to a rating of "Most Effective."

SLO Scoring Example

SLO Scoring Matrix		
Percentage of Students That Met or Exceeded Growth Target	**Descriptive Rating**	**Numerical Rating**
90–100	**Most Effective**	**5**
80–89	Above Average	4
70–79	Average	3
60–69	Approaching Average	2
59 or less	Least Effective	1

32

Sample Scoring Example

Teacher Name: Ms. Montenegro	School: Sunny Elementary				
SLO Title: 2nd grade writing	Assessment Name (if available): District-created writing portfolio				

Student Name	Student Number	Baseline Score	Growth Target	Final Score	Exceeds/Meets Target? (yes/no)
Anna Warren	123456A	20	30	32	Yes
Bob Quindlen	652241B	31	37	35	No
Chris Rodriguez	133248V	19	29	29	Yes
Dylan Xavier	432590C	24	32	31	No
Emma Smith	463856V	30	36	41	Yes

% of students that exceeded/ met growth target	Descriptive Rating	Numerical Rating
90 - 100	Most Effective	5
80 - 89	Above Average	4
70 - 79	Average	3
60 - 69	Approaching Avg.	2
59 or less	Least Effective	1

Final SLO Percentage

% Exceeding/Meeting Target: 60%

% Below Target: 40%

NUMERICAL RATING OF SLO:

2

Student Growth Measure Scoring

- The local education agency (LEA) will submit the district plan in the Electronic Teacher and Principal Evaluation System (eTPES).

  – The plan will provide default percentages attributed to types of student growth measures based on three categories of teachers.

- Designated administrators from LEAs will enter teacher scores into eTPES.

- Provides a consistent process

- Minimizes burden on LEA

Entering Student Growth Measure Scores Per Teacher

A worksheet similar to this one will be completed for each teacher.

Value-Added	Score	Vendor Assessment	Score	SLO/Other	Score	LEA Measure Shared Attribution	Score
MRM Composite	_____	Vendor 1	_____	SLO 1	_____	Shared Attribution	_____
URM Composite	_____	Vendor 2	_____	SLO 2	_____		
		Vendor 3	_____	SLO 3	_____		
		Vendor 4	_____	SLO 4	_____		
		Vendor 5	_____	SLO 5	_____		
Value-Added Score		Vendor Assessment Score		SLO/Other Score		Shared Attribution Score	
Value-Added Percentage		Vendor Assessment Percentage		SLO/Other Percentage		Shared Attribution Percentage	
		STUDENT GROWTH MEASURES =					

35

Final Student Growth Measure Score

- Once the individual SLO scores are input into eTPES, the system will generate a final score that incorporates scores from all student growth measures.

- Teacher index score converted to an effectiveness rating
  - Above
  - Expected
  - Below

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