Understanding Teacher Value-Added Reports
Mary Peters, Ph.D., Battelle for Kids
OSBA Capital Conference – Fall 2012

Session Targets

- Learn how to use teacher value-added reports for school improvement and not just evaluation.
- Understand how teacher value-added reports are created.
- Discover what you and your staff need to understand about teacher value-added reporting.
- Know how you can support teachers who receive value-added reports.

Being Future Ready in Ohio
Evidence of Student Learning

Collecting and measuring student progress and attainment.

**Implications:**
- Collecting evidence of student learning using multiple measures, including indicators of student growth
- Developing a strong, reliable, and balanced assessment system
- Collecting formative evidence of student learning around new standards
- Preparing for new assessments

Evidence of Teacher Effectiveness

Measuring teacher success using multiple measures.

**Implications:**
- Ohio is currently working to identify and develop multiple measures of teacher effectiveness.
- Educators need useful information to help them know if their classroom practices are effective and how they may improve.
- Measures of student growth must be determined that are: fair and equitable; sufficiently rigorous; and reliable and valid.

Backdrop: Key Statewide Deliverables of RttT

- Teacher Value-Added Reporting
  - 30% of LEAs link in Year 1 RttT—reports received fall 2011 (primarily LEAs in Battelle for Kids’ expanded value-added reports projects along with some SIG schools)
  - 60% of all LEAs link in Year 2 (represents RttT LEAs)
  - 100% of all LEAs in Ohio link in Years 3 & 4
  - Requires teacher linkage each spring to verify teacher assignments and teachers’ instructional time with students
- Professional development and resources will address the use of value-added for school improvement and implications of teacher-level reporting
Why Value-Added?

Achievement and Progress

School Performance and Poverty Level – Math
School V-A Gains and Poverty Level – Math

School Performance and Poverty Level – Reading

School VA Gains and Poverty Level – Reading
The Power of Two: Achievement & Progress

MAAP: Matrix of Achievement and Progress

What is a Growth Measure?

- "Growth, in its simplest form, is a comparison of the test results of a student or group of students between two points in time where a positive difference would imply growth."

--- Excerpted from Selecting Growth Measures: A Guide for Leaders, Battelle
Spectrum of Growth Measures

- Simple comparisons of student achievement
  - Compare academic growth of a group of students between two points in time
- Descriptive analyses
  - Begin by describing a student’s performance relative to that of peers
  - Can be aggregated
- Value-added models
  - Estimate the influence of schools or classrooms on academic growth rates of a group of students with statistical confidence
  - Can be simple or advanced. Ohio has an advanced model.

Why Is It So Difficult To Measure Growth?

- Tests are the most convenient way to measure students’ achievement levels, but:
  - All measures have error
  - Students don’t always score where they should
    - Guessing
    - Cheating
    - Other outside factors beyond a teacher’s control
  - Small numbers of students in some teachers’ classrooms make it even more difficult to produce a system that is fair

Ohio’s EVAAS®: Value-Added Analysis Overview

- Follows individual students across time
- Uses all available student test data
- Students’ growth is compared to their own history
- Estimates the school’s influence or “school effect” on a group of students
- Growth expectations are a policy decision and can be fixed (pre-determined standard) or normative (compared to the pool)
- Statistical models can accommodate various testing regimens
Required Test Properties for Value-Added Analysis

- Tests must possess the following three properties:
  - They must be highly correlated to curricular objectives
  - They must have sufficient stretch to differentiate student achievement levels at both the lower and higher ends
  - They must be sufficiently reliable

EVAAS® Information Used for Diagnostic Purposes

- Value-added measure
  - Group statistic – measures the impact schools and teachers have on a group of students
  - It’s about us, the adults
  - Tells us: Is this ‘program’ working? For whom?
  - It’s about the past – fall report release represents the effects of the program the prior school year

- Projection information
  - It’s about individual students
  - Tells us: To what extent are students on a positive trajectory?
  - It’s about the future – probability of future success

What Do You See In Value-Added Reports?

- Standard error calculations
  - Establishes confidence band or range of values plus or minus the most likely value

- Scores represented on Normal Curve Equivalency scale versus scaled scores or percentiles
  - Provides equal intervals from 1 to 99
  - Allows for averaging over time
Extended Value-Added Reporting Uses Different Approach

- The analysis used for the Ohio value-added results in grades 4-8 math and reading can only be used when tests are uniformly administered in consecutive grades.
- A different analysis must be used when tests are not given in consecutive grades.
  - Predicted mean approach
  - Requires a minimum of three prior student data points (across subjects)
  - Normalized—annual comparison is to the pool.

Value-Added Reports

Battelle for Kids is utilizing visual representations of copyrighted EVAAS® Web reporting software from SAS Institute, Inc. in this presentation for instructional purposes.

Key Reports
School Value-Added (MRM)
Key Reports
School Diagnostic (MRM)

Teacher Value-Added Reports

- What reports do teachers have access to?
- How can they interpret these data?

Ohio Teacher Evaluation System (OTES)

http://www.youtube.com/ohiodept
Student Growth and Teacher Value-Added

Using Multiple Measures Correctly
- All measures should inform practice
- Multiple measures should clarify, not confuse
- More measures are not necessarily better
- Strong measures should “count” the most

Remember, All Measures Are Estimates
- No measure is perfect, including student growth.
  - Observations of teacher performance are also imperfect estimates.
- Educators need to continuously improve all measures by how:
  - We administer them,
  - We build our confidence that they are reliable estimates, and
  - We use them to improve practice.
What is Link/Roster Verification?

- Process of accurately linking students to teachers for the purpose of ensuring accuracy of value-added reports
- It provides reliable data that reflects what is actually taking place in the classroom, capturing the instruction that each teacher provides over the course of a school year
- Link/Roster Verification training will be available in the winter and spring

Teacher-Level Value-Added Report: Aggregate Level Reporting

Aggregate-level effectiveness of this teacher over time

The table also displays how this teacher performed compared to the state’s three-year average and the district’s three-year average in that same grade level and subject area (most recent year first).

Teacher Value-Added Diagnostic Report: Disaggregate-Level Report

This teacher’s relative effectiveness with her three prior achievement subgroups
Responding to Classroom-Level Value-Added Information

How can I use this information to:
- Accelerate student growth?
- Help teachers grow professionally?
- To inform school improvement?

Leadership Practices Matter

- Leadership practices that contribute to better instruction:
  1. Focusing on goals and expectations for student achievement
  2. Creating structures and opportunities for teacher collaboration
  3. Attending to teachers’ professional development needs

Source: Wahlstrom K., et al., 2010
1. Support a Healthy Culture

How is your leadership team preparing to:

- Be sensitive to the impact teacher reports have on a teacher’s sense of self-worth?
- Build an environment where teacher-level data can be routinely shared openly among colleagues in a manner that is safe and respectful?
- Help teachers respond to the information they receive by guiding them toward reflective thinking and taking productive action?

2. Initiate Strength-Based Conversations

- How can you leverage effective practices?
  - What patterns of strength do you see in your data?
- How can you leverage your strengths?
  - With which student achievement subgroups are you producing the most growth? Why?
- How can you leverage the strengths of your team?
  - Who is producing the most overall growth?
  - With which student achievement groups?
  - What can you learn from each other?

3. Align This Work To:

- Teacher-Based Team processes
  - Monitoring student progress
  - Ongoing data-based decision making
- Ohio Teacher Evaluation System
  - Professional growth plans
  - Evidence of student growth
- Formative Instructional Practices
  - Effective pedagogy
  - Monitoring student progress
4. Differentiate Support for Teachers

Leaders Support High Quality Instruction: Formative Instructional Practices

- In order to move teachers to higher levels of observed practice, professional learning should be aimed at moving teachers’ instructional competencies forward.

FIP Your School® Ohio

WHY?
Additional Support

**Take Advantage of Ohio’s Value-Added Network of Support: VALs & DVALs**

- **Value-Added Leaders (VALs):** 90 VALs who support district/community school value-added teams

- **District Value-Added Leaders (DVALs):** On average, 3–5 person team from districts/community schools who provide support to principals and teachers in the use of value-added information

2. Choose “Value-Added Network of Support” from Quicklinks
3. Utilize “Find your VAL/DVAL” feature to contact your local support system.

**Helpful Tools for Leaders and Staff**

- EVAAS® Interactive Site – Diagnostic Reports and Help Menu
- Online Courses via OhioLearn: value-added and FIP
- Focus Guides, A system of continuous improvement
- Understanding & Using Value-Added Analysis Toolkit
- VA Book: How to Use Value-Added to Improve Student Learning
Graduate Course Credit Available

Introducing “Read 2 Earn”

Through our relationship with California Lutheran University, an NCATE-accredited institution, educators can now receive one semester hour of graduate course credit for reading any Corwin book. Yes, that’s right: any Corwin book can now be used in an independent study course to earn one semester hour of graduate credit.

This gives busy educators who need graduate credit to take the next step in their careers the opportunity to earn credit at their own pace through independent study. Simply select a Corwin book, register for credit at www.corwin.com/read2earn, read the book, and complete three writing assignments within three months.

Best of all, this option only costs $199, which is affordable for educators on a budget.

Start spreading the word today! Read 2 Earn can help a teacher or administrator earn graduate credit from an accredited university.

Visit www.corwin.com/read2earn for more information.
Organized into four role-based learning paths, the following interactive online courses will help educators to further understand, interpret and use EVAAS® value-added analysis to inform practices and accelerate student progress. The courses are designed for educators to work independently or with a professional learning team. Since many of the courses in these paths overlap, all four series could be completed in approximately 24 hours.

A suite of updated value-added online courses is now available at no cost to all Ohio K–12 public schools as part of Race to the Top. To enroll, visit the Ohio Student Progress Portal at www.BattelleforKids.org/Ohio. Log in to “My Portal” and select “My Learning”. For more detailed instructions, select “New BFK-Learn™ User Guide”.

© 2012, Battelle for Kids.
Through Race to the Top, Ohio educators have access to free formative instructional practices online learning modules designed to help teachers and leaders advance their practice. Learning paths include:

- **Foundations of Formative Instructional Practices** which consists of five modules designed to build foundational understanding of the core components of FIP.
- **Leading and Coaching Formative Instructional Practices** is designed to help school administrators, coaches, and others in leadership or coaching roles learn how to ensure a successful and systemic implementation of FIP.
- **Creating Clear Learning Targets** (two paths) in English language arts (ELA) and social studies are designed to help educators transition to Ohio’s New Learning Standards. Teachers, curriculum directors, instructional coaches, and others working on new standards can use these grade- and subject-specific modules to learn how to deconstruct standards, create and classify learning targets, and organize the targets into logical progressions for learning.

Visit [www.FIPYourSchoolOhio.org](http://www.FIPYourSchoolOhio.org) to learn more about these modules, associated facilitation guides, and professional development opportunities.
How to Use Value-Added Analysis to Improve Student Learning
*A Field Guide for School and District Leaders*

Kate Kennedy, Mary Peters, Mike Thomas

*A step-by-step guide to transforming student learning with value-added analysis*

Value-added analysis is the most robust, statistically significant method for helping educators see student growth over time. This book provides a field-tested continuous improvement model for using value-added information to increase student learning in both the classroom and schoolwide. The five-step process shows how to:

- Create the conditions for success
- Examine district, school, and classroom reports to assess strengths and challenges
- Use these reports to create an improvement plan
- Implement instructional changes
- Evaluate and adjust the changes as the new school year starts

Table of Contents

December 2011, 200 pages, 7" x 10"
Paperback: **$31.95**, D11863-978-1-4129-9633-4
“This book offers a practical, engaging introduction to value-added assessment. It should be read by educators at all levels. The authors demystify a complex topic and give educators the tools they need to use value-added data to help students learn.”
—Bob Taft, Former Governor of Ohio
Distinguished Research Associate, University of Dayton

“Value-added assessment is an extraordinarily important breakthrough in education research that provides a direct empirical measure of instructional effectiveness at the classroom level. This book could not be more timely, given the sea change now underway in how teachers and administrators are being evaluated and compensated.”
—Theodore Hershberg, Professor, Public Policy & History Center for Greater Philadelphia, University of Pennsylvania

“A welcome, plain-spoken, and eminently practical guide to making the most of value-added analysis to strengthen data-driven decision making and boost achievement in our schools.”
—Chester E. Finn, Jr., President
Thomas B. Fordham Institute

---

**ORDER FORM**

**BILL TO** (if different)

☐ Purchase Order #

Please attach original purchase order.

Name: __________________________________________

Title: ___________________________________________

Organization: ___________________________________

Address: _______________________________________

City: __________________ State: ________

Zip Code: _______________________________________

Fax: ___________________________________________

Telephone: ______________________________________

**SHIP TO**

Name: __________________________________________

Title: ___________________________________________

Organization: ___________________________________

Address: _______________________________________

City: __________________ State: ________

Zip Code: _______________________________________

**Priority Code:** D11863

**Four EASY WAYS to order!**

**ONLINE**

www.corwin.com

**CALL**

(800) 233-9936 Toll Free

Monday–Friday: 6 am–6 pm PT

**FAX**

(800) 417-2466 Toll Free

**MAIL**

2455 Teller Road
Thousand Oaks, CA 91320

**New Product E-Alerts**

Receive a monthly email about new Corwin products prior to their release

Sign Up Today at www.corwin.com/alerts

**Satisfaction Guaranteed or Your Money Back!**

---

**DISCOUNTS ARE AVAILABLE for large quantity orders — CALL (800) 831-6640 and ask for a sales manager.**

Prices subject to change without notice. Professional books may be tax-deductible.

Federal ID Number 77-0260369

---

**Payment Method**

☐ Check #______ Payable to Corwin

**CREDIT CARD**

☐ AMEX  VISA  MASTERCARD

Credit Card #: _______________________________________

Expiration Date: ________________________

Security Code: ________________________

(3 or 4 digit code from back of card)

Signature: _______________________________________

---

**Quantity**

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Book #</th>
<th>Title</th>
<th>Unit Price</th>
<th>Total Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D11863-978-1-4129-9633-4</td>
<td>Paperback</td>
<td>$31.95</td>
<td></td>
</tr>
</tbody>
</table>

---

**Total Book Order**

Sales Tax

Add appropriate sales tax in AL, AZ, CA, CO, CT, DC, FL, GA, IL, IN, MD, MA, MN, NC, NJ, NY, OH, PA, RI, TX, VA, VT, WA. (Add appropriate GST & HST in Canada)

Shipping and Handling

$5.95 for first book, $1.00 each additional book

Canada: $11.95 for first book, $2.00 each additional book

---

**Total Amount Due**

Remit in U.S. dollars

---

In case we have questions...

Telephone: _______________________________________

Fax: _____________________________________________

Email: ___________________________________________

☐ Yes, you may email other Corwin offers to me.

Your email address will NOT be released to any third party.