

WS 3: Tues. 8:30 – 11:45 a.m.



Student Growth for Ed Evals (SGP & SLO)

If it were only as simple as measuring a
child's height on the back of a door at home.

by
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siTimeline.com

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Student Growth (SLO & SGP) for MEMSPA

8/2/2016

0 Comments

Additional blog posts below highlight SLO and SGP resources found on this site or only here in the blog. Specific to the MEMSPA Summer Institute is a copy of the [majority of slides \(PDF\)](#) from the presentation. In addition, there will be new resources this fall with samples provided on the [Growth Plan \(aka SMART PGP\)](#) page.



Like 0



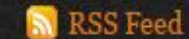
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[siTimeline.com](#)

Updates

Check here for recent updates or simply add to your RSS Feeds



RSS Feed

2016-17 Annual Ed Report Delayed until late Fall 2016.

7/29/2016

0 Comments

Annual Education Reports (AERs) are typically required before school starts. The 2016-17 AER report has been delayed until late fall, as clarified in an MDE memo dated June 2, 2016. Click the picture below to read the full memo. District and School AER templates can be found by clicking [HERE](#).

Archives

[July 2016](#)

[May 2016](#)

[February 2016](#)

[January 2016](#)

[December 2015](#)

[May 2015](#)

[April 2015](#)

[March 2015](#)

[February 2015](#)

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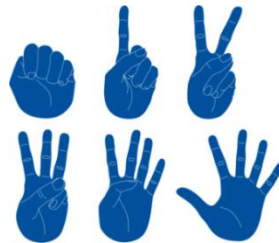
[November 2014](#)



Student Growth (SGP & SLO)

- What is meant by student growth from experts, other states and MI law?
- Why should we care about a Student Learning Objectives (SLOs)?
- How do we guide the implementation of the SLO process?
- How might we better understand Student Growth Percentiles (SGPs)?

Fist to Five:



Development or Measurement?

What should be the focus of your teacher evaluation system?

1. Purely to develop teachers
2. Emphasize development but also measure
3. Equal emphasis on measurement and development
4. Emphasize measurement but also develop
5. Purely to measure teachers



Drive by Daniel Pink

“Dan Pink says human are motivated by 3 things:

- 1) Autonomy (Set our own goals)
- 2) Mastery (always striving to be a little better than the day before) and
- 3) Purpose (connects to a higher cause).”

Summary

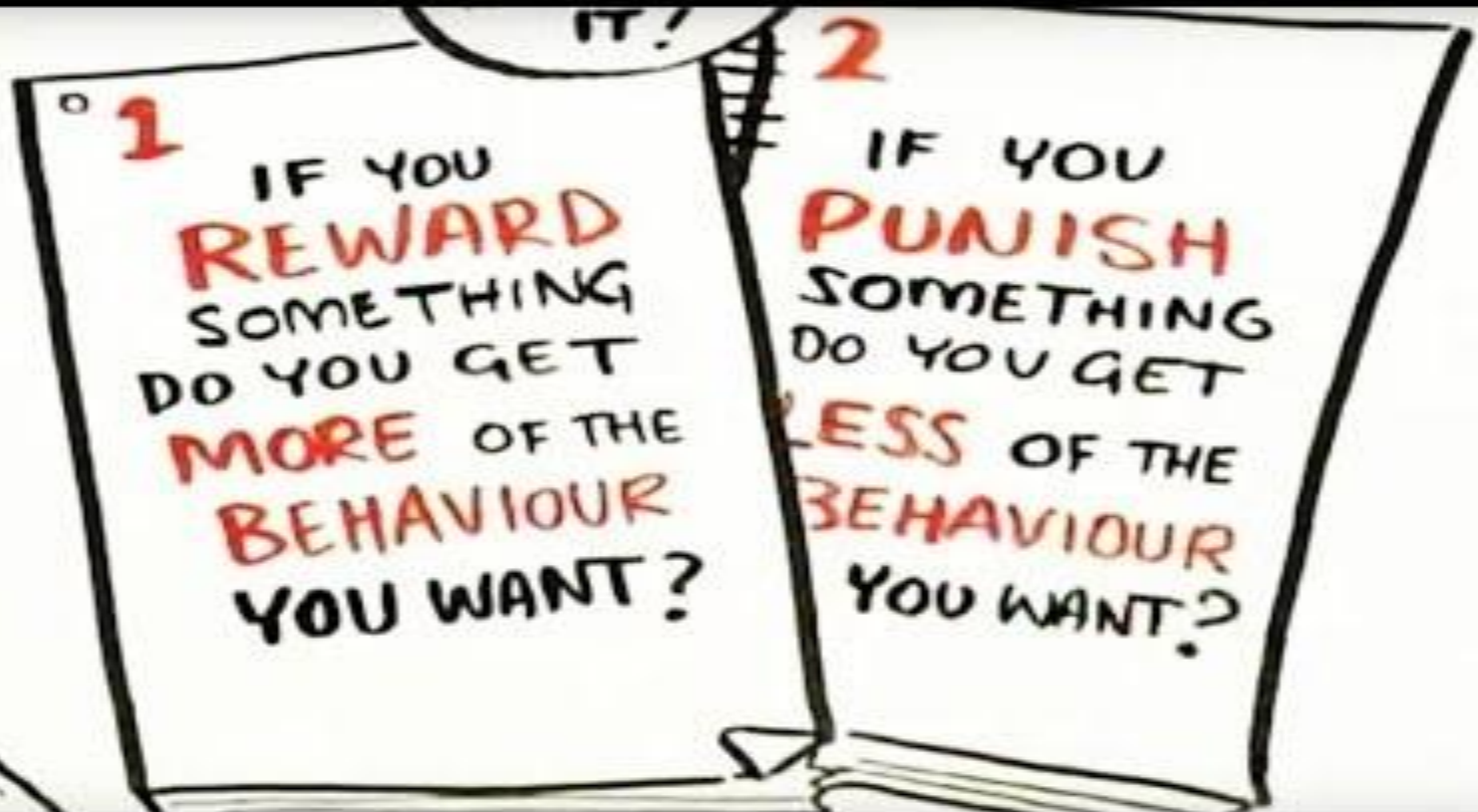


Drive by Dan Pink: What motivates us? (FIRST 5 minutes)



RSA

ANIMATE



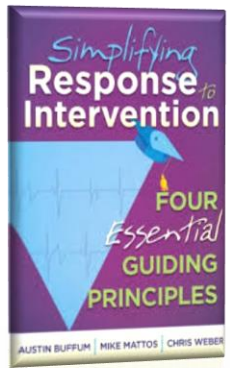
PLC Critical Questions:

1. What do we expect students to learn?
Essential Standards

2. How do we know when they have learned it?
Standard Based Assessments

3. How will we respond when students don't learn?
Analysis, Dialogue, Respond

4. How will we respond when students have learned?
Dialogue re: Growth Targets



Simplifying Response to Intervention



Major Components of a SLO

- 1) Describe the **student population**
- 2) Describe the **essential standards** or most important learning from the course
- 3) Describe **previous data** known about the given student population
- 4) Describe the **assessment** that will measure the essential standards.
- 5) Establish **rigorous and attainable growth targets** for groups of students or the whole.
- 6) **Rationalize** the specific growth targets.
- 7) **Instructional Strategies** for how teachers will help students reach the #5 goals.

Aligned to PLC?

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[Coming in 2016/17](#)

What do you believe?

What **SHOULD** be the primary purpose of Ed Evals?

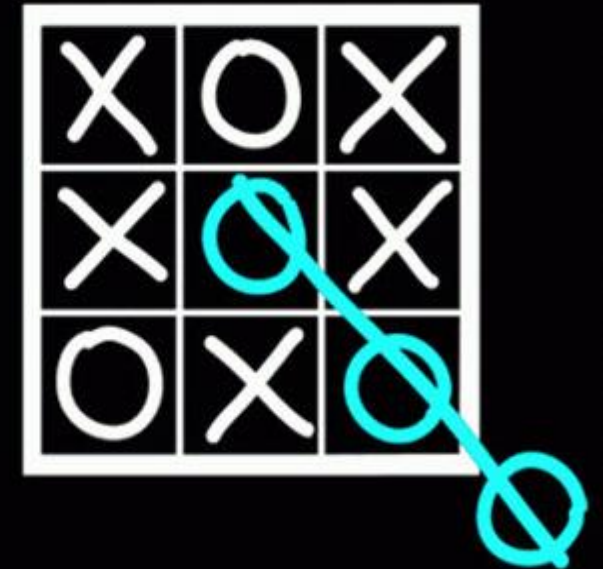
- Compliance to State Law (PA 173)
- Compliance to Federal Law (ESSA)
- Rank order teachers for placement, recall and layoff
- Create a sense of urgency to motivate teachers
- Provide feedback and growth opportunities

If Other please specify:

Which of the following statements about Student Growth for Ed Evals is **TRUE**?

- Student Growth Percentiles are flawless
- Multiple years of data must account for different class sizes
- Student Learning Objectives are required
- Growth must use pre-/post-tests
- If 80% of students do not meet the target, a teacher cannot be effective
- Growth can be more about dialog and less about a final number
- Instructional Assessments may not be used

THINK OUTSIDE THE BOX



Original artwork above by Art Jonak, Oct. 16, 2011
Video below based on Daniel Pink's "Drive."





“...essentially, all models are wrong,
but some models are useful.”

-George E.P. Box

Seven Common Ways to Measure Academic Growth

1. **Residual Gain Model** (Delaware and Reading Now Network)
 2. **Projection Model**
 3. **Multivariate Model** (Tennessee, North Carolina & others)
 4. **Student Growth Percentile (Michigan & Colorado)**
-
5. **Simple Gain Score** (vertical scale or pre/post test)
 6. **Trajectory Model**
 7. **Categorical Model** (ideal for SLOs, standard setting)

A Practitioner's Guide to
Growth Models



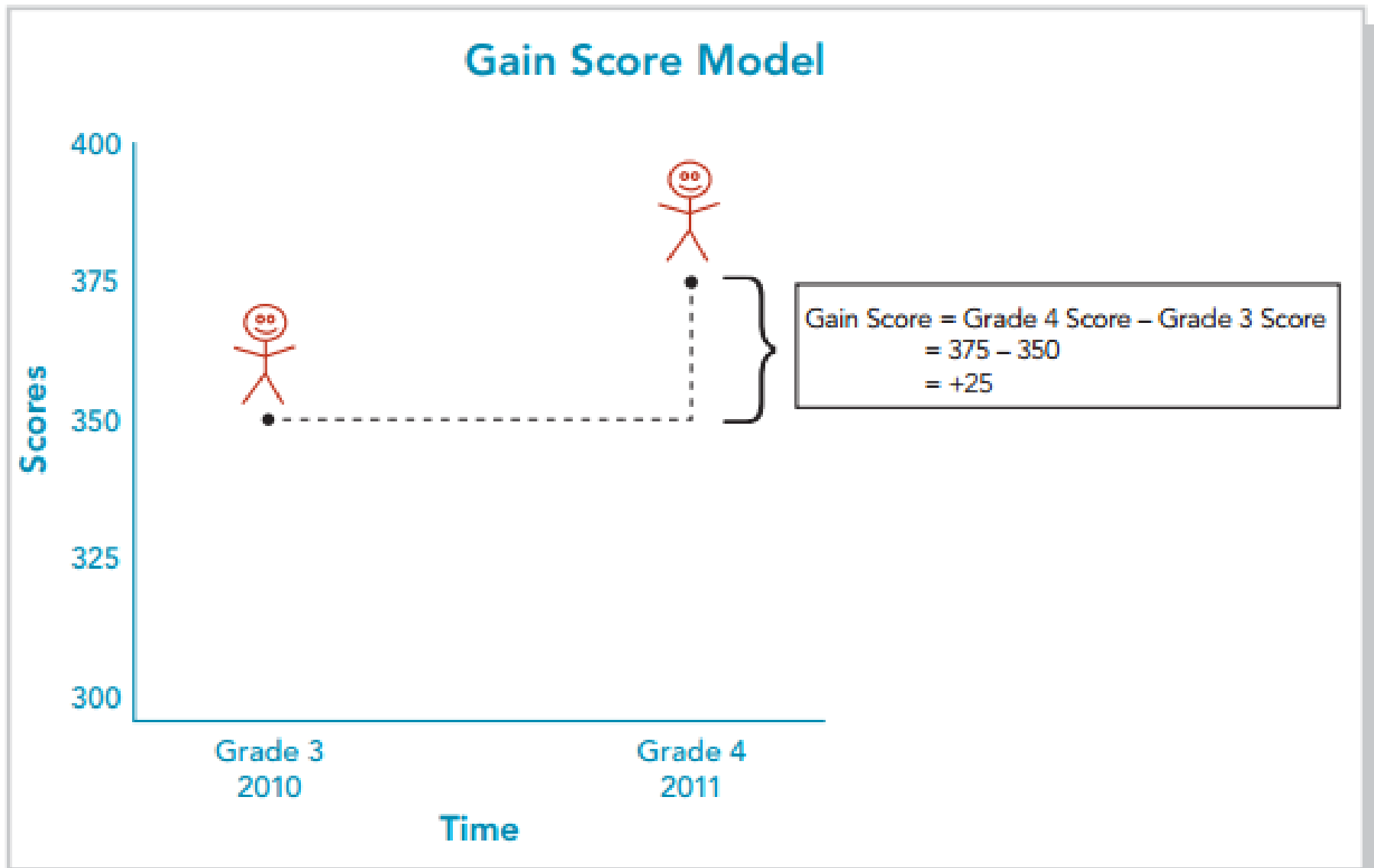
Katherine E. Castellano
University of California, Berkeley

Andrew D. Ho
Harvard Graduate School of Education

February 2013



Figure 1.1
Illustration of the Gain Score Model



Pre-Post Tests (Simple Gain)

Domain 5 - Element #29
Student Achievement

76.2%

Effective

Domain 5 - Element #30
Student Growth

82.2%

Effective

Class	Average Scores (Achievement Score)	Effective Rating
1 Sample Class	69%	Effective
2 Sample 2 Class	75%	Effective
3 Sample 3 Class	85%	Highly Effective

Class	Percent showing Growth, Very High Growth, or High Performing	Effective Rating
Sample Class	100%	Highly Effective
Sample 2 Class	67%	Minimally Effective
Sample 3 Class	80%	Effective

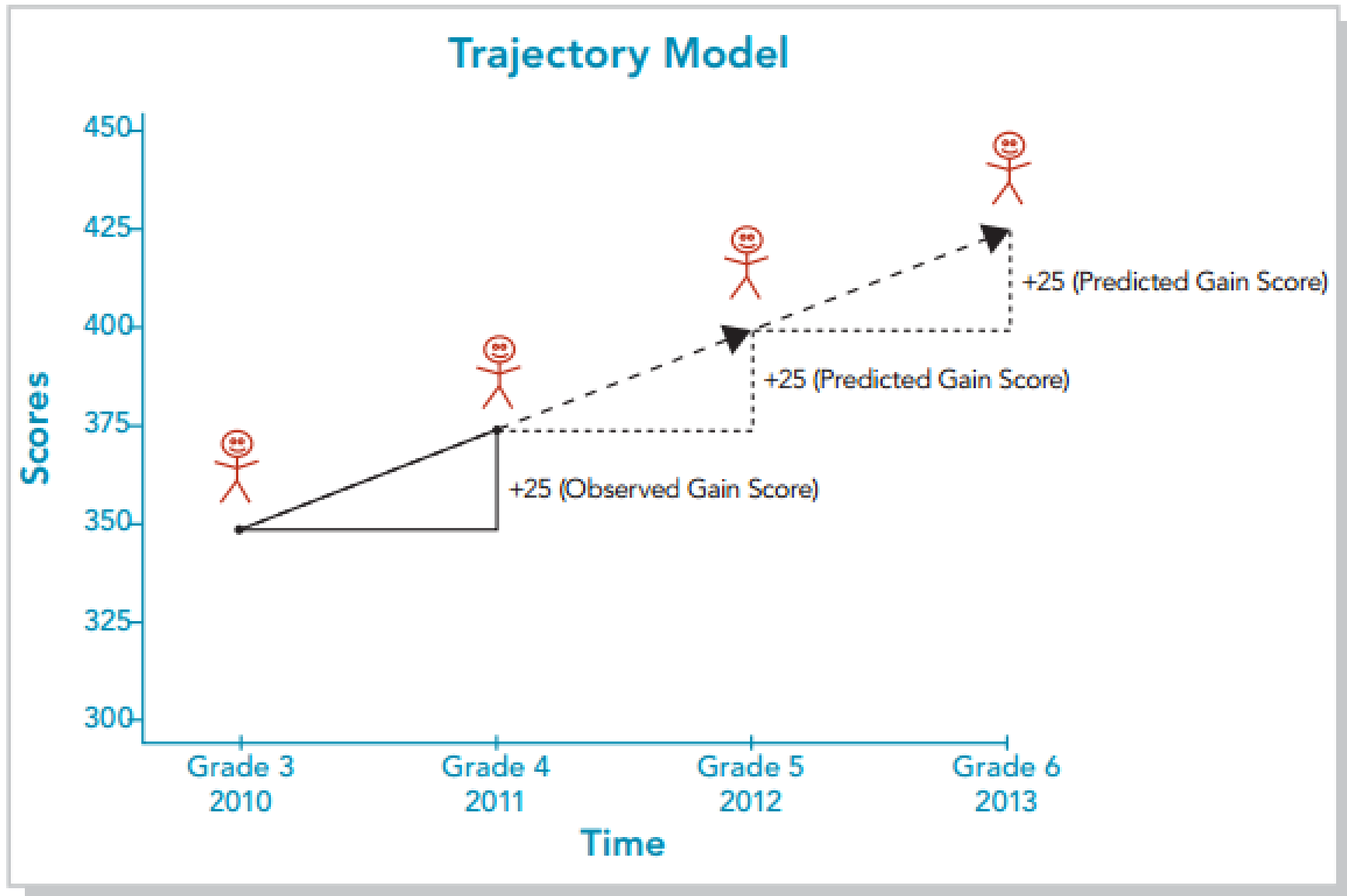
Sample Class

First	Pre	Post	Sped % added	Raw		
	Total Possible	Total Possible		Change	% change	Student Progress
	100	100	10%			
	45	65	65.0	20	20%	Very High Growth
	25	60	60.0	35	35%	Very High Growth
	30	75	75.0	45	45%	Very High Growth
	55	95	95.0	40	40%	Very High Growth
	10	60	66.8	50	50%	Very High Growth
	85	95	95.0	10	10%	High Performing
	40	90	90.0	50	50%	Very High Growth
	55	98	98.0	43	43%	Very High Growth
	60	85	85.0	25	25%	Very High Growth
	70	85	85.0	15	15%	Growth
	5	45	51.8	40	40%	Very High Growth
	5	45	45.0	40	40%	Very High Growth
	5	25	25.0	20	20%	Very High Growth
	15	25	25.0	10	10%	Growth



Figure 2.1

The Trajectory Model Makes Predictions about Future Student Performance, Assuming that Gains Will Be the Same over Time



Student Growth Defined

simply and clearly defined...

student growth is the measure of academic achievement of a single student or a group of students across two or more points of time.

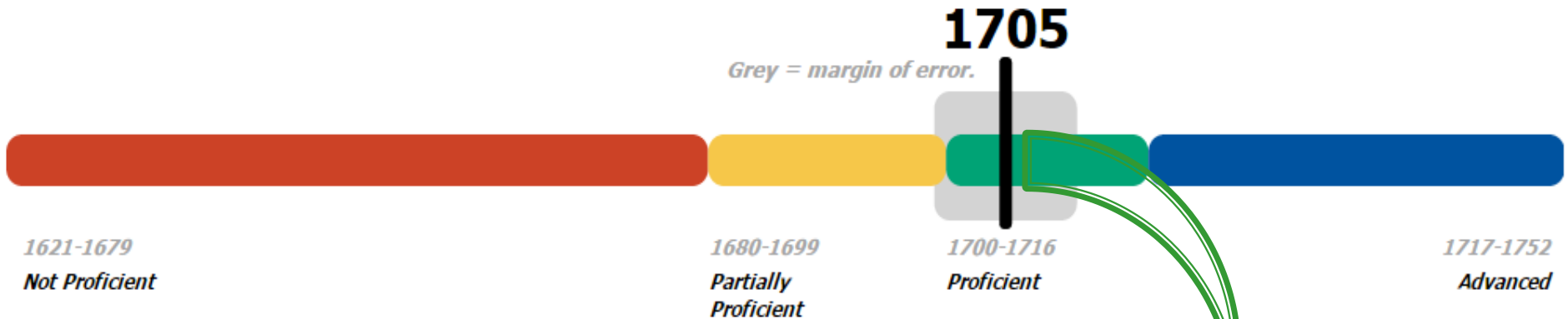
(Batelle, 2011) (Castellano & Ho, 2014)

(Marzano & Toth, 2013)

**SAME Students,
NOT same test needed.**

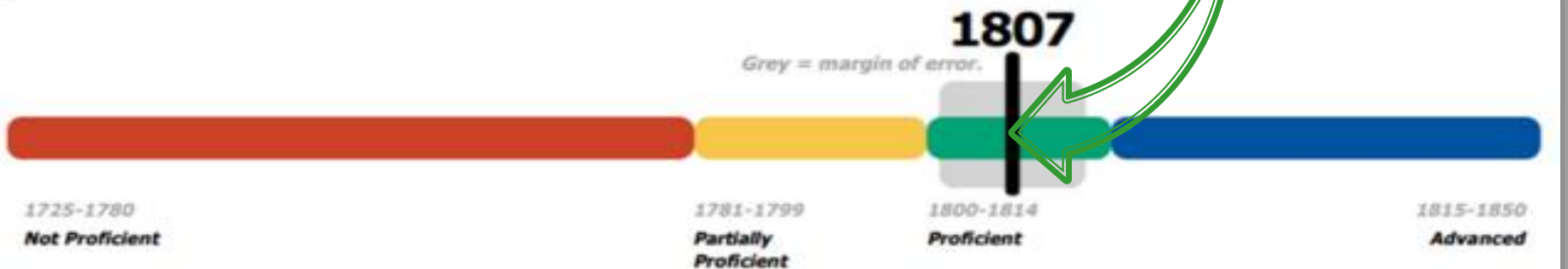
M-STEP Individual Student Report

Mathematics Overall Performance Level and Scale Score



Individual Student Report | Grade 08 | Mathematics

Mathematics Overall Performance Level and Scale Score



Subject

Scale Score

Margin of Error

Performance Level

Student Growth Percentile

Mathematics

1807


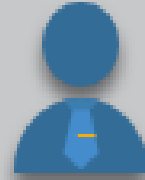

± 6

Proficient

NA



Table 3.1
Example of a Transition Matrix

Performance Level in Grade 4				
Performance Level in Grade 3	Below Basic	Basic	Proficient	Advanced
Below Basic				
Basic				
Proficient				
Advanced				

Alg. 1 baseline data sample...

There exists a great deal of inconsistency with baseline data for these 90 students. Virtually all of the students have M-STEP data from the previous year. Some have Delta Math Algebra Readiness data from last spring. We have a few who we do not have data and we are in the process of discussing the creation of a screener or using Delta Math Algebra 1 Readiness Screener for new students or all students in the fall. Based on the potential of three data points (M-STEP, Delta Math and teacher rating from last year based on unit assessments), students fall into one of four categories:

Group Name	Advanced	Benchmark	Strategic/"At Risk"	Intensive
Criteria	<p><u>Must have 2 of 3:</u></p> <ul style="list-style-type: none"> Advanced on prior year M-STEP Advanced prior teacher rating Met benchmark criteria on all six Delta Math Algebra 1 Readiness Standards 	<p><u>Must have 2 of 3:</u></p> <ul style="list-style-type: none"> Proficient or higher on prior M-STEP Proficient or higher on prior teacher rating Met benchmark criteria on at least 5 of the Delta Math Algebra 1 Readiness Standards 	<p><u>Contextual based on two or three factors:</u></p> <ul style="list-style-type: none"> Minimally Proficient or Proficient on prior M-STEP Not Advanced on prior teacher rating Met benchmark criteria on at least 4 of the Delta Math Algebra 1 Readiness Standards 	<p><u>Contextual based on two or three factors:</u></p> <ul style="list-style-type: none"> Minimally Proficient or Not Proficient on prior M-STEP Strategic or Intensive on prior teacher rating Met benchmark criteria on 3 or fewer of the Delta Math Algebra 1 Readiness Standards
Number of Students	7	24	47*	12

* Three students did not have data from the previous year, the decision was made to give them the Delta Math Readiness Screener this year, which placed all three students in the Strategic category.

The difference between Strategic and Intensive may be contextual based on the data. For instance, the student may have been minimally proficient and met benchmark on at least four Delta Math Algebra 1 Readiness, however, the

Alg. 1 Growth Target Sample ...

Growth Targets

What are the quantitative targets that will demonstrate achievement of this SLO? [Support Video #5 OH](#); Samples: [OAISSD \(LA, RI, OH, or NY\)](#)

Group Name	Advanced	Benchmark	Strategic/"At Risk"	Intensive
Criteria	Students will demonstrate proficiency on all 17 essential standards within Unit 1 and 2. In addition, students score an average of 85% on quizzes and chapter tests that assessed all standards taught in the course.	Students will demonstrate proficiency on all 17 essential standards within Unit 1 and 2.	Students will demonstrate proficiency on at least 13 essential standards within Unit 1 and 2.	Students will demonstrate proficiency on 12 or fewer of the essential standards within Unit 1 and 2.
Number of Students	15	60	12	3

NOTE: Students may demonstrate proficiency on standards using the interim assessment or based on another assessment to provide sufficient evidence after re-teaching has occurred.

- ✓ Baseline and trend data support established targets or pre-assessment data supports targets
- ✓ Demonstrated use of data to identify student needs and determine appropriate growth targets
- ✓ Ensures all students in this SLO have a rigorous and attainable target, consider setting differentiated growth targets

Debate the Pros and Cons

▶ Benefits (Pros)

- ?
- ?
- ?
- ?

▶ Limitations (Cons)

- ?
- ?
- ?

▶ Benefits (Pros)

- ?
- ?
- ?
- ?

▶ Limitations (Cons)

- ?
- ?
- ?

Simple Gain (Pre/Post)

Categorical

Content Area – Chorus

Grade Level – 7th & 8th

St

Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?

E

Target(s)

Reading Music:

100% of students will score between 7-10 points on a final basic standard notation test.

Performing:

Baseline Score	Target Score
22 students who scored a 7-8	All 22 students will increase by at least 1 rubric point
19 students who scored a 5-6	All 19 students will increase by at least 2 rubric points
4 students who scored a 4	All 4 students will increase by at least 3 rubric points

Baseline Data / Information

Students could score between 0-10. 26 students (58%) scored between 7-10 points (showing proficiency), 9 students (20%) scored between 4-6 points, and 10 students (22%) scored between 0-3 points.

Performing:

15 of the eighth graders participated in chorus last year, so I have a very good understanding of their ability based on assessments throughout and at the end of the year. The other 5 eighth graders and the 25 seventh graders are new to chorus with me, though some have taken private lessons and so have a range of ability in regards to reading music and singing. As a baseline I taught a simple song and asked each student to perform their part individually and then in small groups. I used an eight-point rubric I adapted from a district-created high school one so that I am aligned vertically and am preparing students appropriately for high school. Students are assessed on four categories including technical accuracy and tone, expression and dynamics, articulation and diction, and rhythm, and can earn 0, 1, or 2 points in each. Students received initial scores (0 being the lowest possible and 8 being the highest) to identify areas of strength and weakness to focus on throughout the semester. 22 students, including the 15 eighth graders I previously taught, scored in the 7-8 range. 19 students scored in the 5-6 range, and 4 students scored in the 0-4 range.

Exploration of Growth Targets

- ▶ Preview www.siTimeline.com for limited examples of both categorical growth and simple gain score samples.
- ▶ Use the Rhode Island link to find at least one categorical example of interest and at least one simple gain score example.

FOCUS ONLY on the “Baseline Data” and the “Growth Target” Sections of any SLO.



Growth Plan (PGP/IDP + SLO) Criteria

A collaborative initiative by the Ottawa Area Superintendents to create a meaningful, simple and compliant process and documentation that will meet state law §1248 and §1249 on teacher performance goals and educator evaluations.

Can we make student growth...

1. Meaningful
2. Simple
3. Yet Compliant

OASA Growth Plan in short

Teachers will create a Growth Plan that contains at least:

1. One Teacher Action Goal based in the evaluation framework (5D+)
2. Two Student Impact Goals:
 - o Priority Content
 - o Baseline Data or Information
 - o Set rigorous and attainable goals
 - o Provide rationale for goals
3. Reflection on evidence



Growth Plan (PGP/IDP + SLO) Criteria

A collaborative initiative by the Ottawa Area Superintendents to create a meaningful, simple and compliant process and documentation that will meet state law §1249 and §1249 on teacher performance goals and educator evaluations.

State Law requires a Teacher Growth Plan and allows for Student Impact Goals

According to state law §1249(2)(a)(iii), "for each teacher, there must be specific performance goals and any recommended training that would assist the teacher in meeting these goals." These can be teacher generated goals based on research based instructional strategies, likely to align with the district adopted evaluation framework. For probationary teachers and any teachers rated less than "Effective," districts will assign an individualized Development Plan (IDP). The primary difference between an IDP and PGP is that "the school administrator shall develop the IDP in consultation with the teacher and in conjunction with the year-end evaluation." Several districts across the state simply call all growth plans IDPs, since the term PGP is not found in the law. We will simply refer to both as "Growth Plans" and will be the section referred to as the Teacher Action Goal(s).

State assessment results are not required to be used until 2018-19 and only apply to teachers with a direct connection with the standards being tested. In 2018-19, "student growth also may be measured by student learning objectives or nationally normed or locally adopted assessments that are aligned to the state standards." Currently, the state law calls for educator evaluations to "take into account student growth and assessment data... using multiple measures that may include student learning objectives." Within the Growth Plan, we will refer to this portion as the Student Impact Goals. The Growth Plan may constitute multiple measures if there are two or more goals associated with student growth and assessment data. States such as Indiana and Rhode Island require two while limiting teachers to four goals. Therefore, we recommend a minimum of three total goals (1 Teacher Action and 2 Student Impact Goals) and a maximum of 5 total goals (i.e. 3 Teacher Action and 2 Student Impact Goals).

Section 1: Teacher Action Goal(s)

After reviewing the evaluation framework, in whole or part, and any district priorities for instructional strategies, select one to three element(s), indicator(s) or strategy(ies) to monitor. These are teacher actions that will be observed, supported and reflected upon through the course of the year. Set a rigorous yet attainable Teacher Goal, describe the action steps to achieve the goal and how progress will be measured. In general, teacher action goals may count towards the overall evaluation but not likely to count towards the student growth and assessment portion.

Requirements include:

- Goal(s) address professional growth aligned to the evaluation framework or district priorities
- Describes specific action steps associated with the professional growth goal(s)
- Include specific ways the teacher needs be supported to achieve the goals
- Attain administrative approval of growth plan, IDP requires development by the administrator.

Additional considerations (optional):

- Describes how goal(s) will be monitored, what evidence will be provided which will allow for teacher reflection (NOTE: Section 3 addresses Quality of Evidence and Reflection).
- Self-assess on a number of elements within the educator evaluation framework that the district has prioritized for the school year
- NOTE: Districts may elect to also assign a teacher a Plan of Assistance which when combined with the Teacher Action Goal(s) may constitute an individual Developmental Plan.

Teacher Action Goal(s) (1–3)

Growth Plan: Teacher Action (PGP) and Student Impact (SLO) Goals

Teacher:

Administrator:

Grade Level/Content Area:

Date/Time of Initial Meeting:

Teacher Action Goal (or PGP)	
Professional growth goal	
Specific Support Need, if applicable	

NOTE: Specific Action Steps are articulated after the goals. Teachers may duplicate fields to have up to three teacher actions or up to a combination of five goals between Teacher Action and Student Impact Goals.



Student Impact Goals (2)

Section 2: Student Impact Goals using student growth and assessment data

After meeting with department or grade level about priority knowledge and skills to measure student achievement, consider collaborating together to write two or three Student Impact Goals. The Student Impact Goals are based on the essential components of Student Learning Objectives (SLO).

Required components include (For all teachers, probationary and tenured):

- **Priority Content:** What are the most important knowledge/skills students must attain?
 - Identify essential standards or competencies to be measured for this goal, standards should align to state or national standards adopted by the district.
 - Baseline Data/Information: Where were my students prior to my class with respect to the standards or foundational standards needed for the priority content?
 - Consider student achievement in previous grade/course or information from previous teacher(s). Pre-test data is not required but may be used as an option.

Student Impact Goal #1 (or SLO)	
Priority Content: What are the most important knowledge/skills student must attain and where are they at currently?	
Essential	

Student Impact Goal #2 (or SLO)	
Priority Content: What are the most important knowledge/skills student must attain and where are they at currently?	
Essential	

Student Impact Goals (1 of 2)

▶ PRIORITY CONTENT

- What are the most important knowledge/skills student must attain?
- Where are my students prior to my class with respect to foundational knowledge/skills?

▶ Rigor of Student Impact Goal

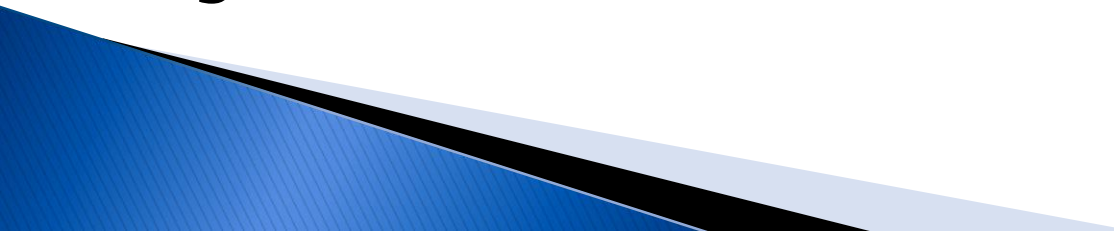
- What will students be expected to know/do and how will they demonstrate their knowledge/skills?

▶ Quality of Evidence

- What evidence will be collected (not uploaded), utilized and reflected upon?



Action Plan & Evidence

- ▶ How might you achieve your goals over the course of the year, what actions are required?
 - ▶ What evidence will you collect to demonstrate student growth or achievement?
 - NOTE: Do not upload into the system.
 - ▶ What evidence, if any beyond observations, will you collect to support your teacher action goal?
- 

Development or Measurement?

What should be the focus of your teacher evaluation system?

1. Purely to develop teachers
2. Emphasize development but also measure
3. Equal emphasis on measurement and development

Section 3: Quality of Evidence and Reflection

This section will be completed towards the end of the interval of instruction. Reflection and Feedback are key aspects in the process surrounding the Growth Plan (both Teacher Action and Student Impact goals). John Dewey profoundly stated “We don’t learn from experience. We learn from reflecting on experience.” Therefore, the function of the Evidence section is to reflect on teaching and learning while referring to the data collection. There is no need to paste the data in this section, the process is more about the dialogue around the data and less about the actual data.

Preponderance of Evidence

A standard of proof that must be met by a plaintiff if he or she is to win a civil action.

<http://legal-dictionary.thefreedictionary.com/Preponderance+of+Evidence>

- ▶ The quantum of evidence that constitutes a preponderance cannot be reduced to a simple formula.
- ▶ A preponderance of evidence has been described as just enough evidence to make it more likely than not that the claim is true.

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S.M.A.R.T. Growth Plans (combining PGPs and SLOs)

A collaborative initiative by superintendents across Ottawa and Muskegon ISDs to create a meaningful, simple and compliant process and documentation that will meet state law §1248 and §1249 on teacher performance goals and student growth for educator evaluations. The end result was a S.M.A.R.T. Growth Plan that has two sections: **Teacher Action Goal(s) and Student Impact Goals.**

Section 1: Teacher Action (PGP)

According to state law (§1249(2)(a)(iii)), “for each teacher, there must be specific performance goals and any recommended training that would assist the teacher in meeting these goals.”

These can be teacher generated goals based on research based instructional strategies, likely to align with the district adopted evaluation framework. For probationary teachers and any teachers rated less than “Effective,” districts will assign an Individualized Development Plan (IDP). The primary difference between an IDP and PGP is that “the school administrator shall develop the IDP in consultation with the teacher and in conjunction with the year-end evaluation.” Several districts across the state simply call all growth plans IDPs, since the term PGP is not found in the law. We will simply refer to both as “Growth Plans” and will be the section referred to as the Teacher Action Goal(s).

Growth Plan: Teacher Action (PGP) and Student Impact (SLO) Goals

Teacher:

Administrator:

Grade Level/Content Area:

Date/Time of Initial Meeting:

Teacher Action Goal (or PGP/IDP)	
Professional growth goal	
Specific Support Need, if applicable	

NOTE: Specific Action Steps are articulated after the goals. Teachers may duplicate fields to have up to three teacher actions or up to a combination of five goals between Teacher Action and Student Impact Goals.

Action Steps to Support the Goals

Steps	Timeline

Note: It is the responsibility of the teacher to keep a record of work completed for these goals and to provide evidence of the same.

Click the picture above to enlarge. View the [Template](#) or the [Guidance Doc](#) online.

[How to complete the Teacher Action section](#)

Student Growth Defined

simply and clearly defined...

student growth is the measure of academic achievement of a single student or a group of students across two or more points of time.

(Batelle, 2011) (Castellano & Ho, 2014)

(Marzano & Toth, 2013)

**SAME Students,
NOT same test needed.**

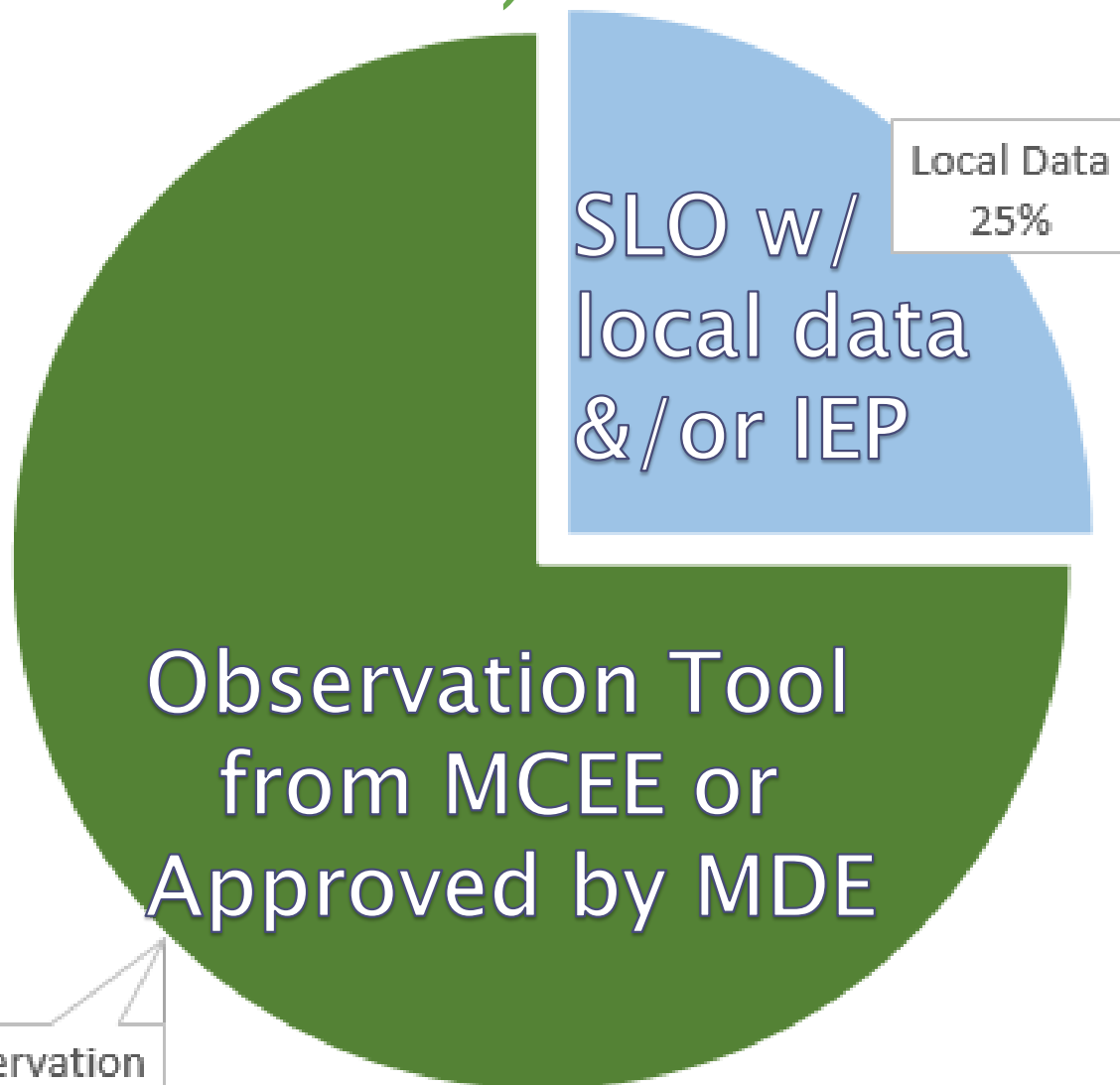
PA-173 (based on SB 103)



2015/16

2016/17

2017/18

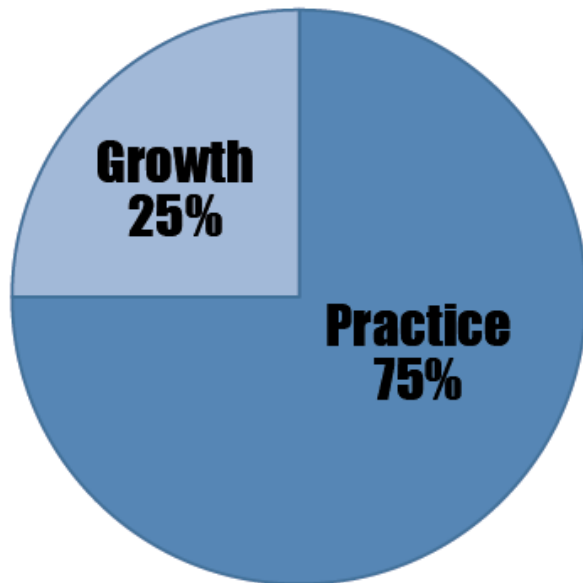


Observation Framework
75%

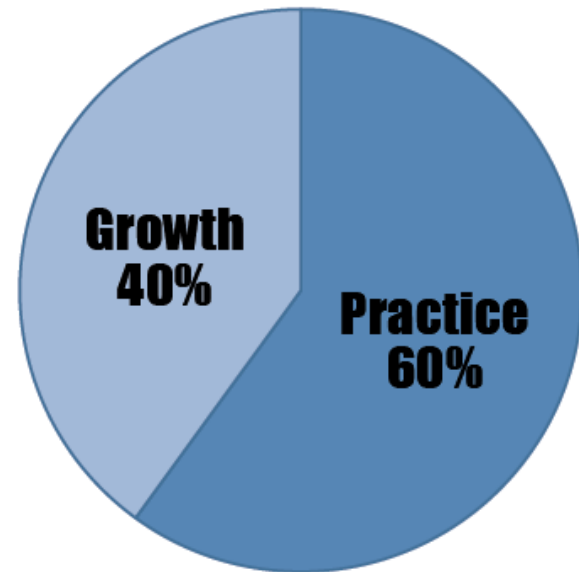
Local Data
25%

Administrators

2015-16 through 2017-18

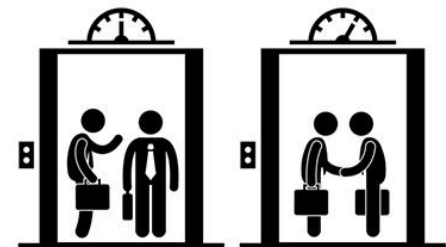


2018-19 and beyond



NOTE: Student growth for administrators must be measured using the aggregate of the student growth data used for the teachers in their building, or for the entire district in the case of central office administrators.

Stand, move, greet, listen,
share, stop (90 seconds).
Share out?

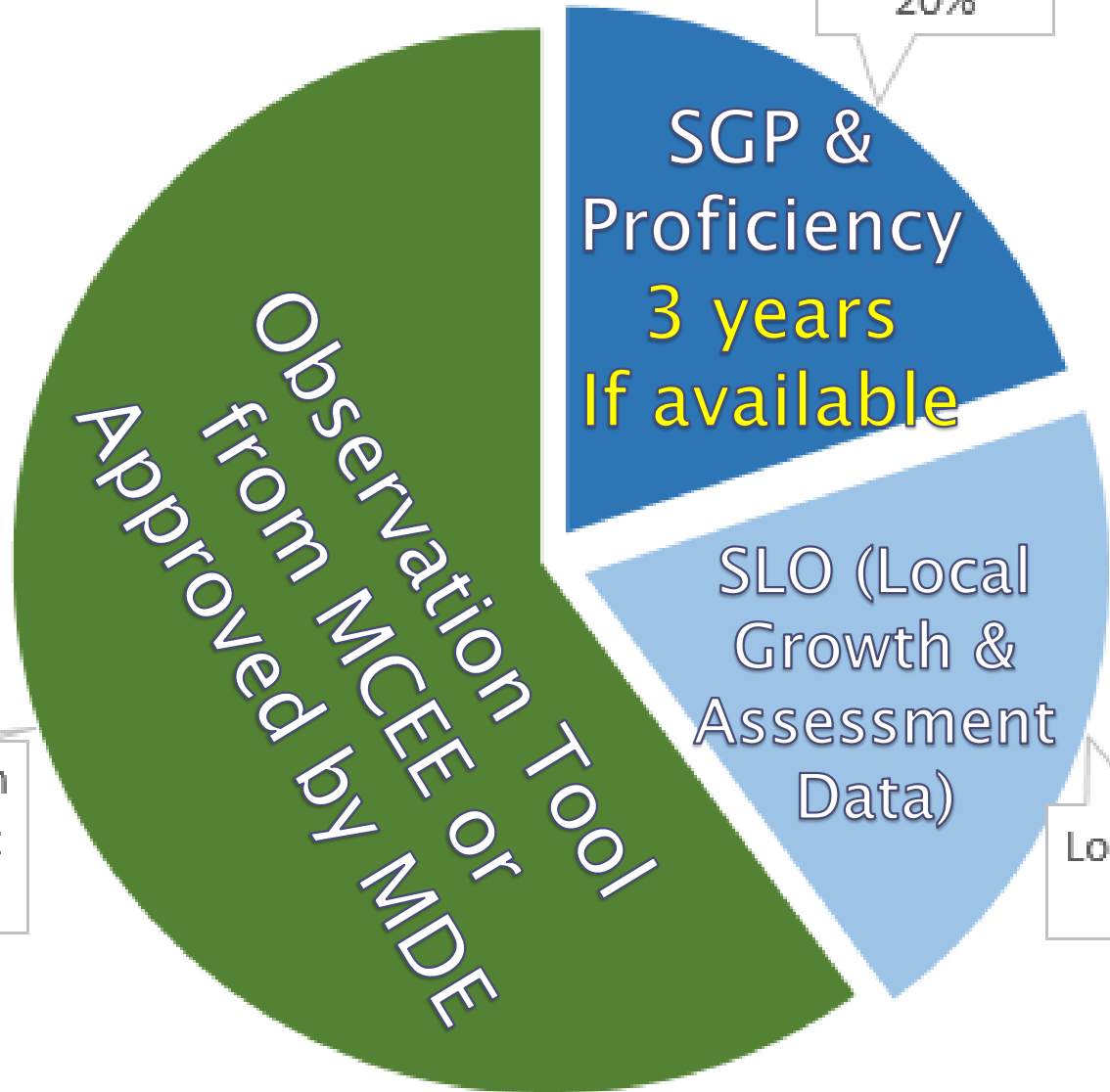


PA-173 (based on SB 103)



2018/19
and beyond

Observation
Framework
60%



State Data
20%

Local Data
20%

Practical School Improvement Timeline for Michigan

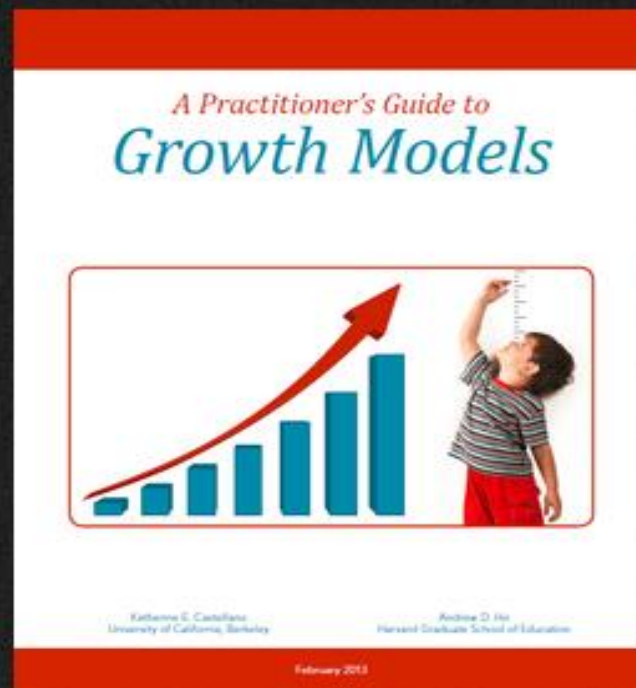
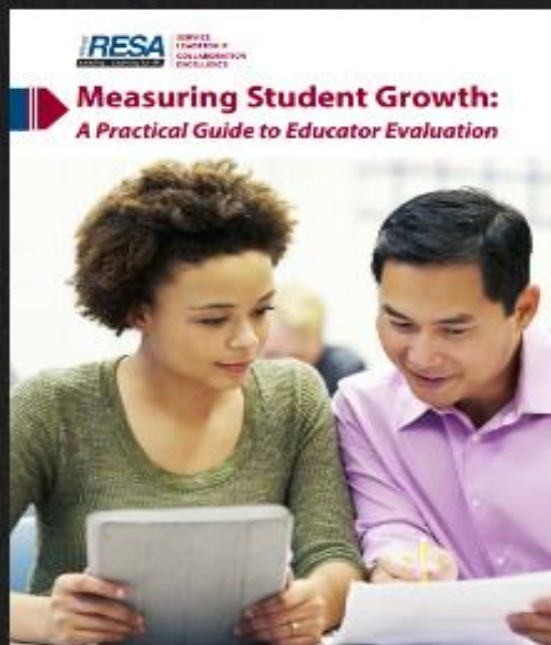
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Ed Eval Guidance from State and National Resources



Each of the docs pictured above is a direct link to the PDF. Portions of the Practitioner's Guide from CCSSO focuses on the two most common forms of growth for an SLO: **Simple Gain** and **Categorical**. In addition to MDE's FAQs, MASSP provides a great **overview of PA-173** as well. Wayne RESA has divided up the above **Guidance Document** for Measuring Student Growth into six helpful sections to answer the following:

1. What are some different growth models?
2. Which assessment(s) might we use?



“...essentially, all models are wrong,
but some models are useful.”

-George E.P. Box

Seven Common Ways to Measure Academic Growth

1. **Residual Gain Model** (Delaware and Reading Now Network)
 2. **Projection Model**
 3. **Multivariate Model** (Tennessee, North Carolina & others)
 4. **Student Growth Percentile (Michigan & Colorado)**
-
5. **Simple Gain Score** (vertical scale or pre/post test)
 6. **Trajectory Model**
 7. **Categorical Model** (ideal for SLOs, standard setting)

A Practitioner's Guide to Growth Models

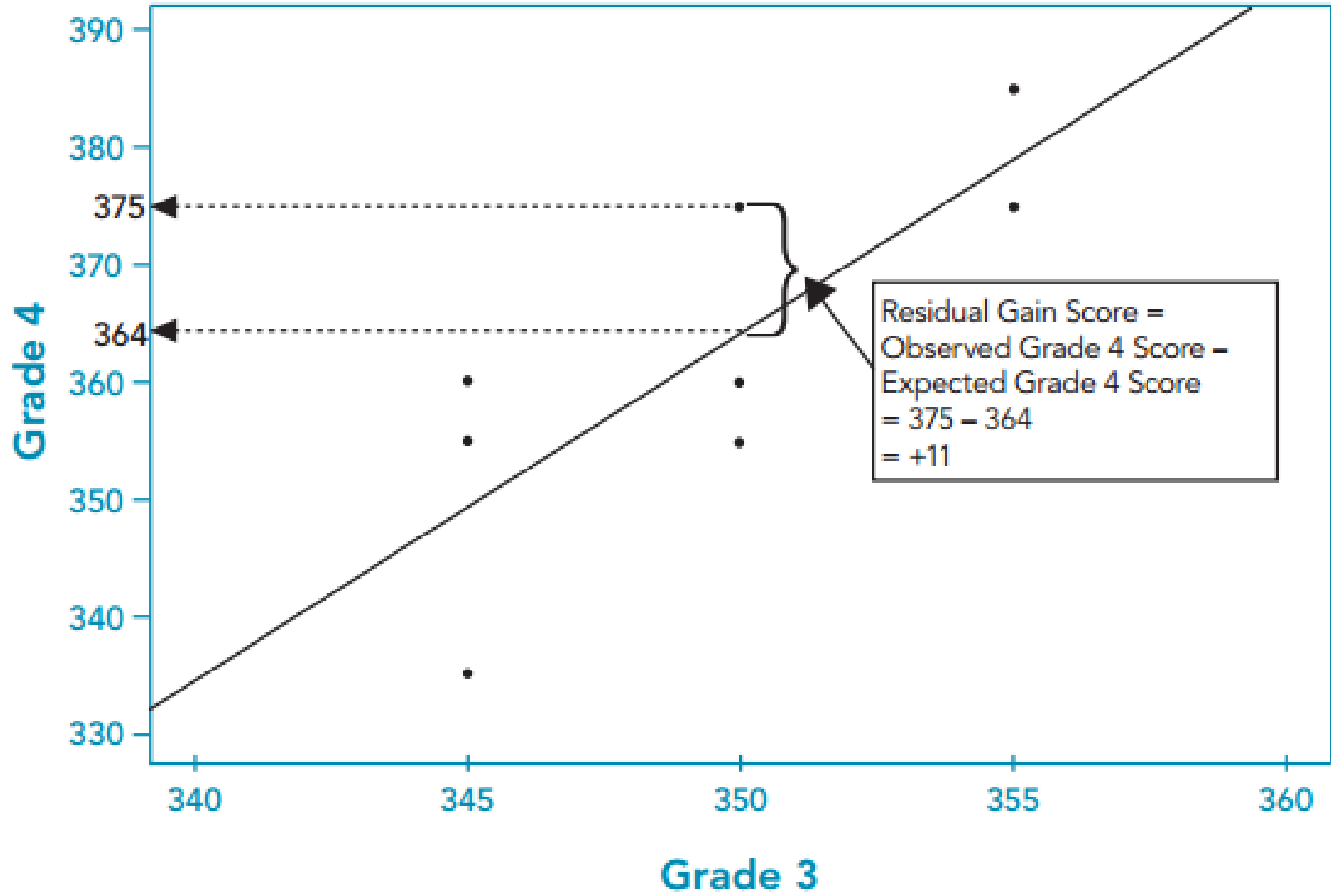


Katherine E. Castellano
University of California, Berkeley

Andrew D. Ho
Harvard Graduate School of Education

February 2013

(b) Step 2 Computing Residuals

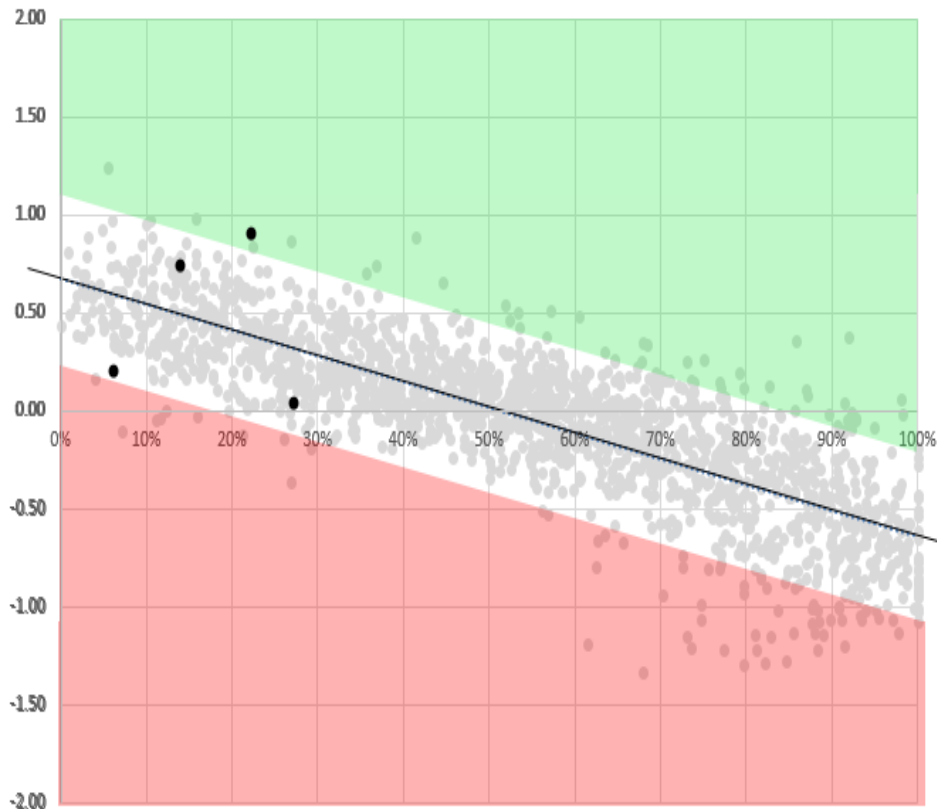


OAISD District then and now...

www.siTimeline.com/reading-now

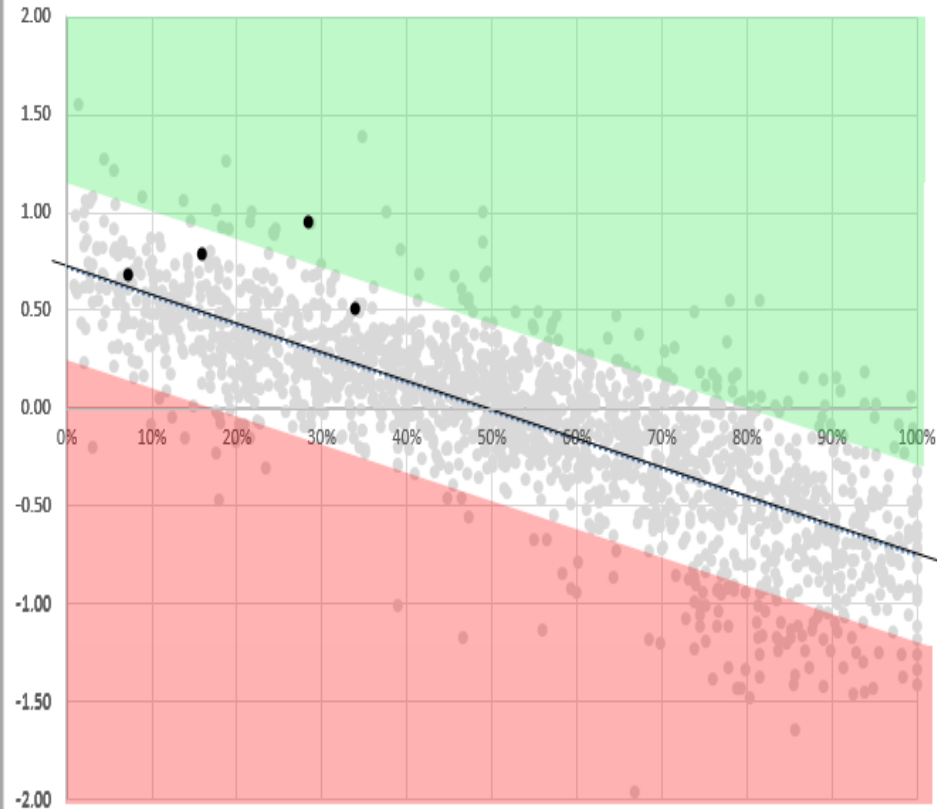
2012 Average RDG Score vs F/R Lunch - Statewide

$$y = -1.3145x + 0.6756$$
$$R^2 = 0.6864$$



2016 Average ELA Score vs F/R Lunch - Statewide

$$y = -1.475x + 0.7244$$
$$R^2 = 0.6248$$





CHAPTER 7

The Multivariate Model

The multivariate model is designed for the primary purpose of supporting value-added inferences for teachers and schools. It supports answers to questions such as

How much better or worse did the students in a particular classroom perform when compared to expectations given

1) students' scores in other grades and subjects,

2) average district scores for each grade-subject combination, and

3) other teachers who are previously or currently teaching the same students?

The term “multivariate,” meaning multiple variables, arises from the model’s consideration of all student score variables, past and current, as a simultaneous target for modeling. Through this complex web of students moving through classrooms, schools, and school districts over time, statistical expectations for student performance are set. Higher or lower than expected performance can be directly related with students’ particular teachers or schools, resulting in estimates for each teacher or school.

MULTIVARIATE MODEL

Aliases and Variants:

- Sanders Model
- EVAAS
- TVAAS/Tennessee Model
- Layered Model
- Variable Persistence Model
- Cross-Classified Model

Primary Interpretation:

Value-Added

Statistical Foundation:

Multivariate

Metric/Scale:

Usually a standardized (standard deviation unit) scale

Data: Generally no vertical scale is required; multiple years of data are recommended for teachers and students

Group-Level Statistic: Teacher “Value-Added”

Set Growth Standards:

Standards required to support absolute or relative distinctions among teacher/school effects, e.g., awards/sanctions to top/bottom 5%.

Student Growth Percentiles

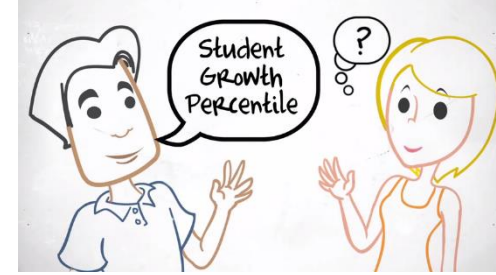


Illustration of a Heuristic Approach to Computing Student Growth Percentiles

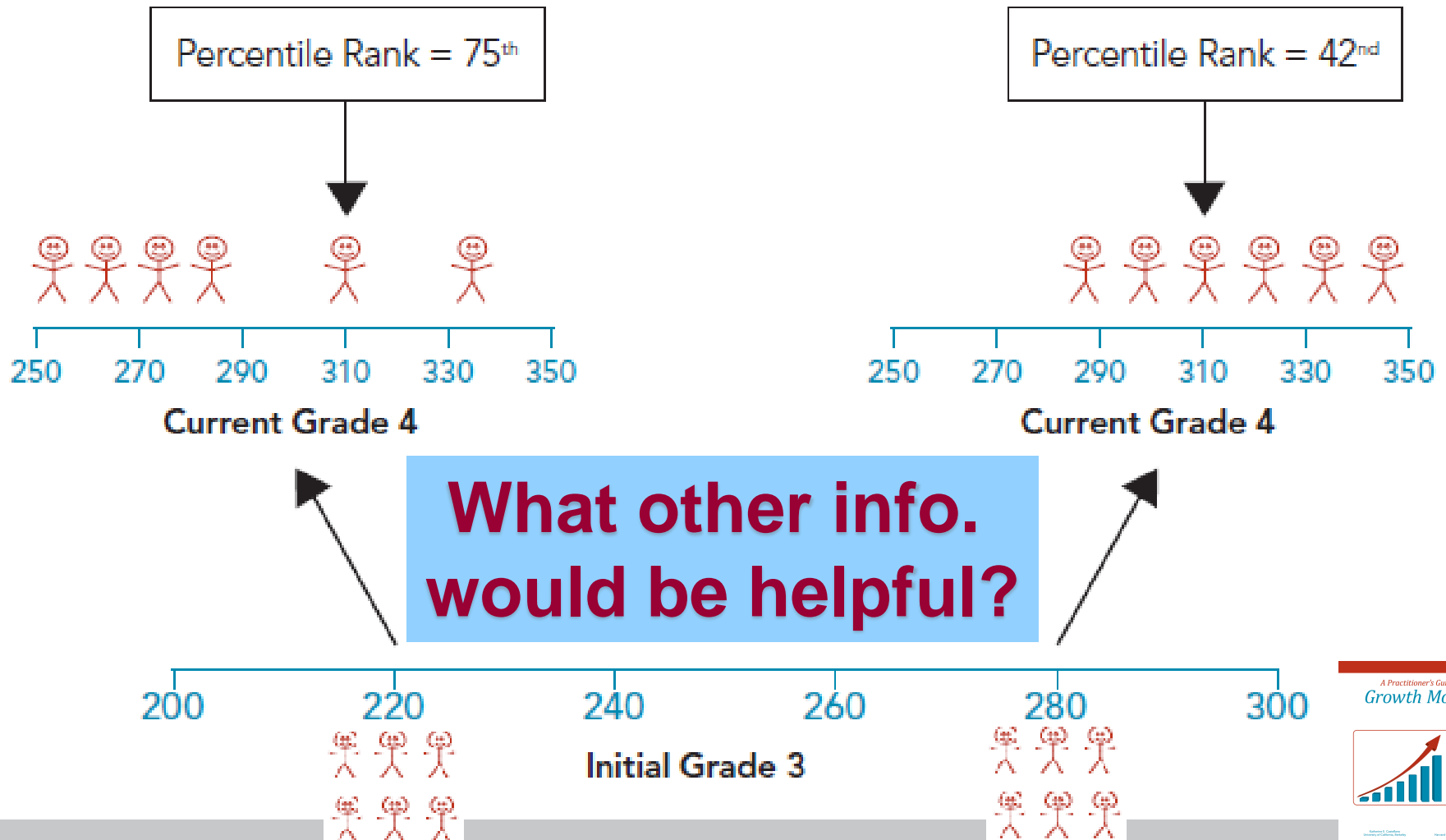




Figure 6.3

An Illustration of Percentile Growth Trajectories

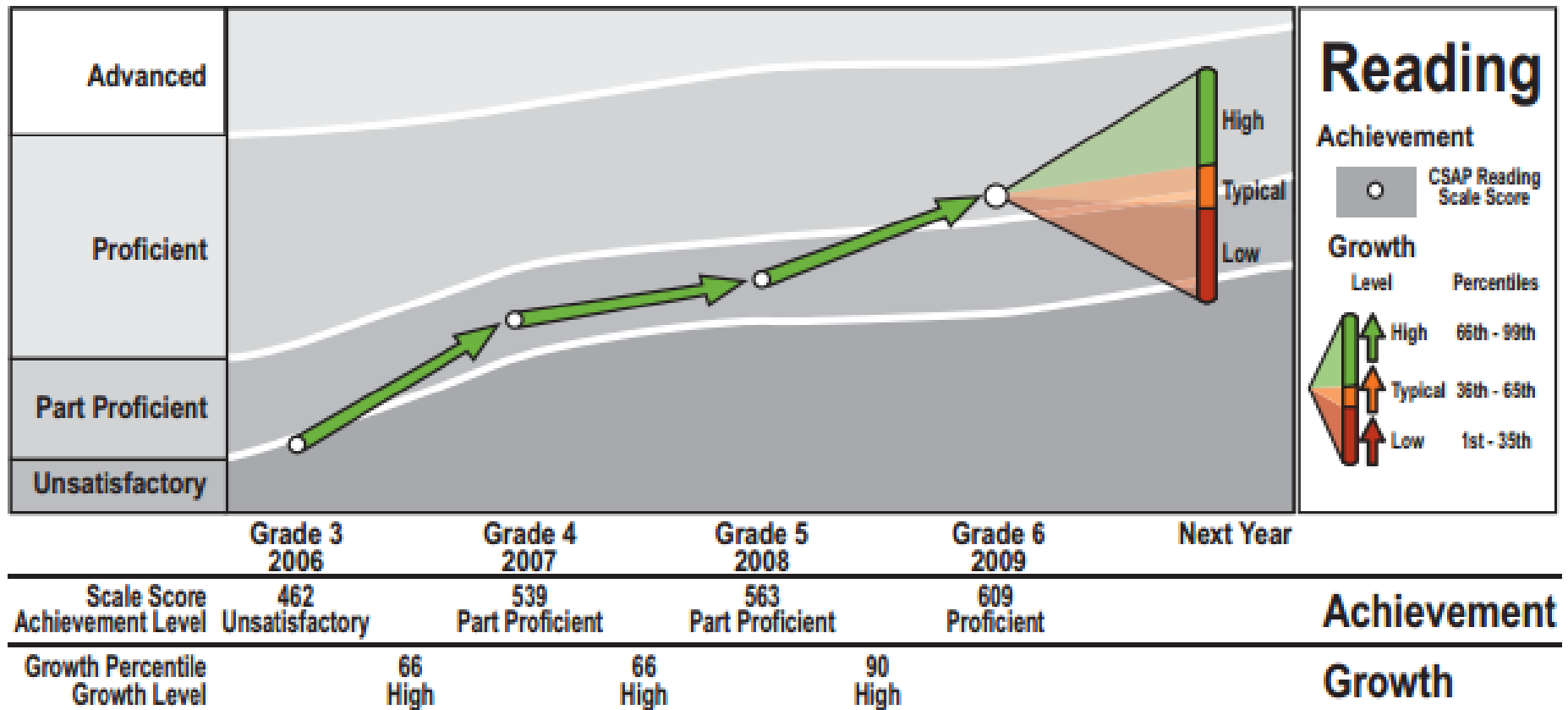
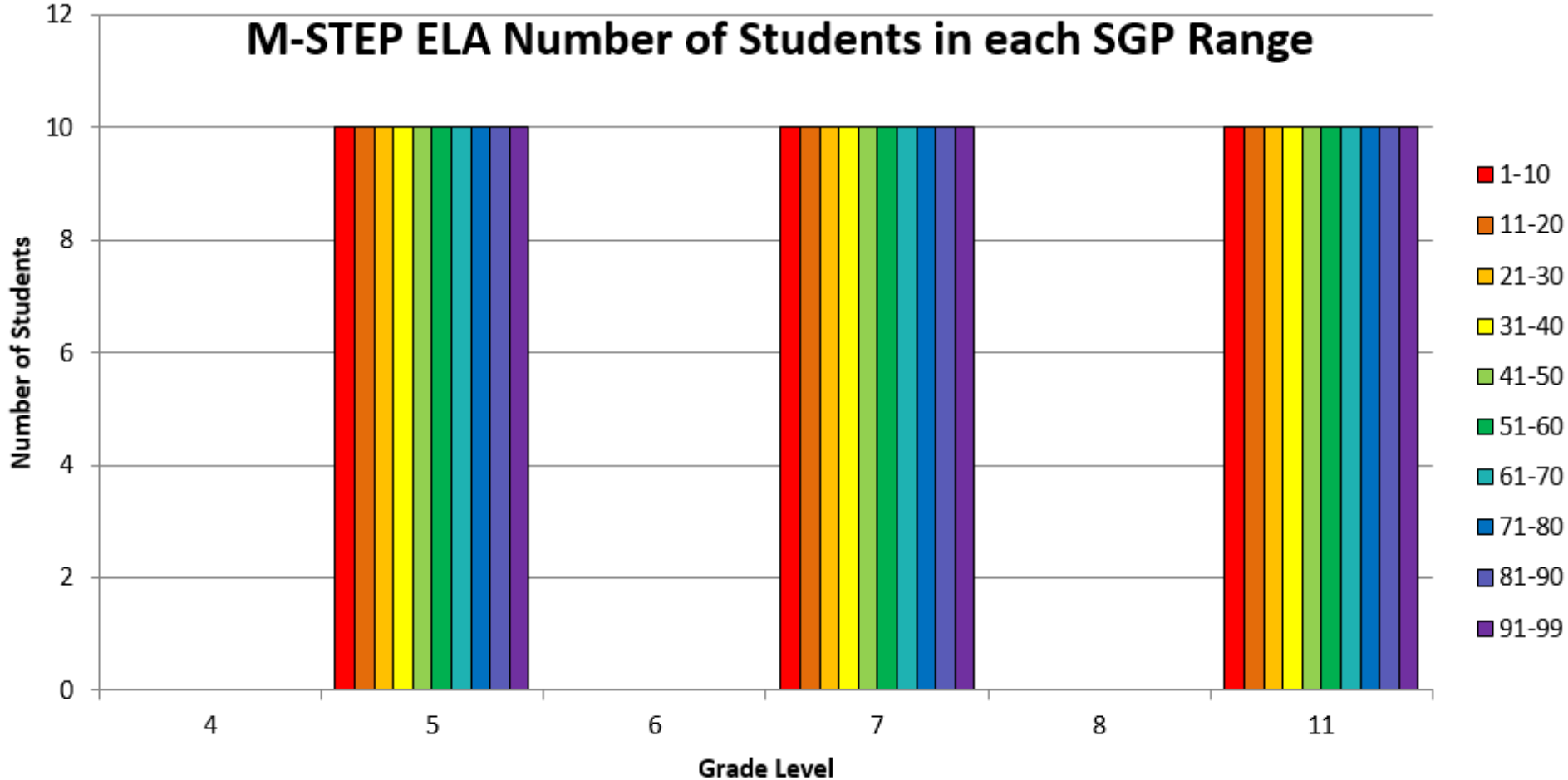


Figure 6.3 also shows that the student will continue to be proficient if she has a high SGP, but a typical SGP will result in a decline from proficient to partially proficient. A particularly low SGP could result in a decline to the “unsatisfactory” category. The figure emphasizes the importance of standard setting, not only in the definition of high, typical, and low growth, but in the articulation of standards across grades.

M-STEP ELA Number of Students in each SGP Range



We expect Mean SGP = Median SGP = 50
We also expect a very flat distribution with an equal amount of students in each category.
(i.e. 100 students, 10 students per decile)

Student Growth Snapshot

Lake Hills Elementary School (06271) and Statewide (State): 2015-16 / 4th / Mathematics / All Students

Lake Hills Elementary School

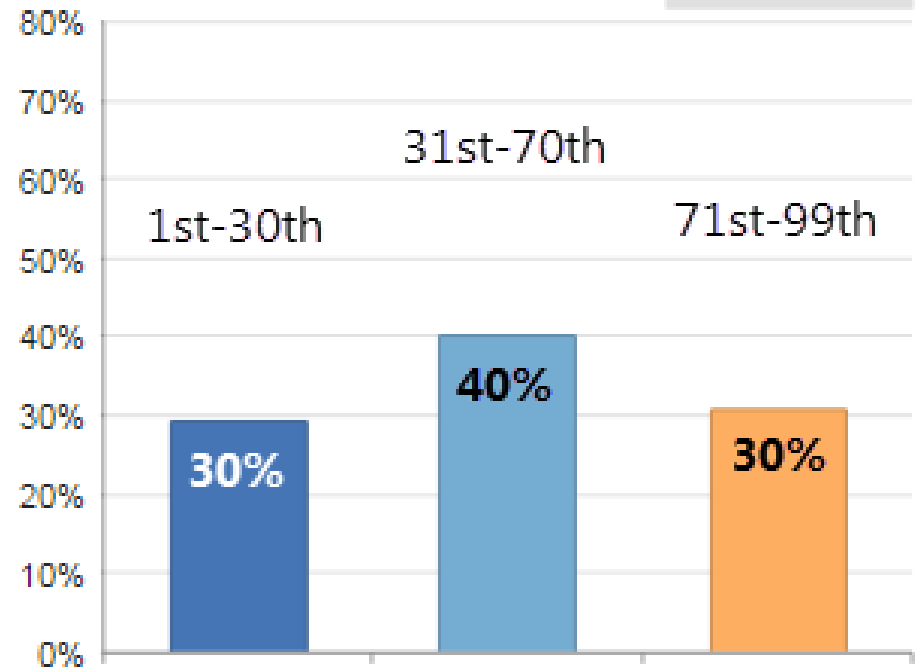
Statewide

Student Growth Percentile Categories

[Show Student Count View](#)
Percent



Statewide
49.9 - 50.1
49.9 Mean SGP



Above Average Growth

Average Growth

Below Average Growth

Above Average Growth

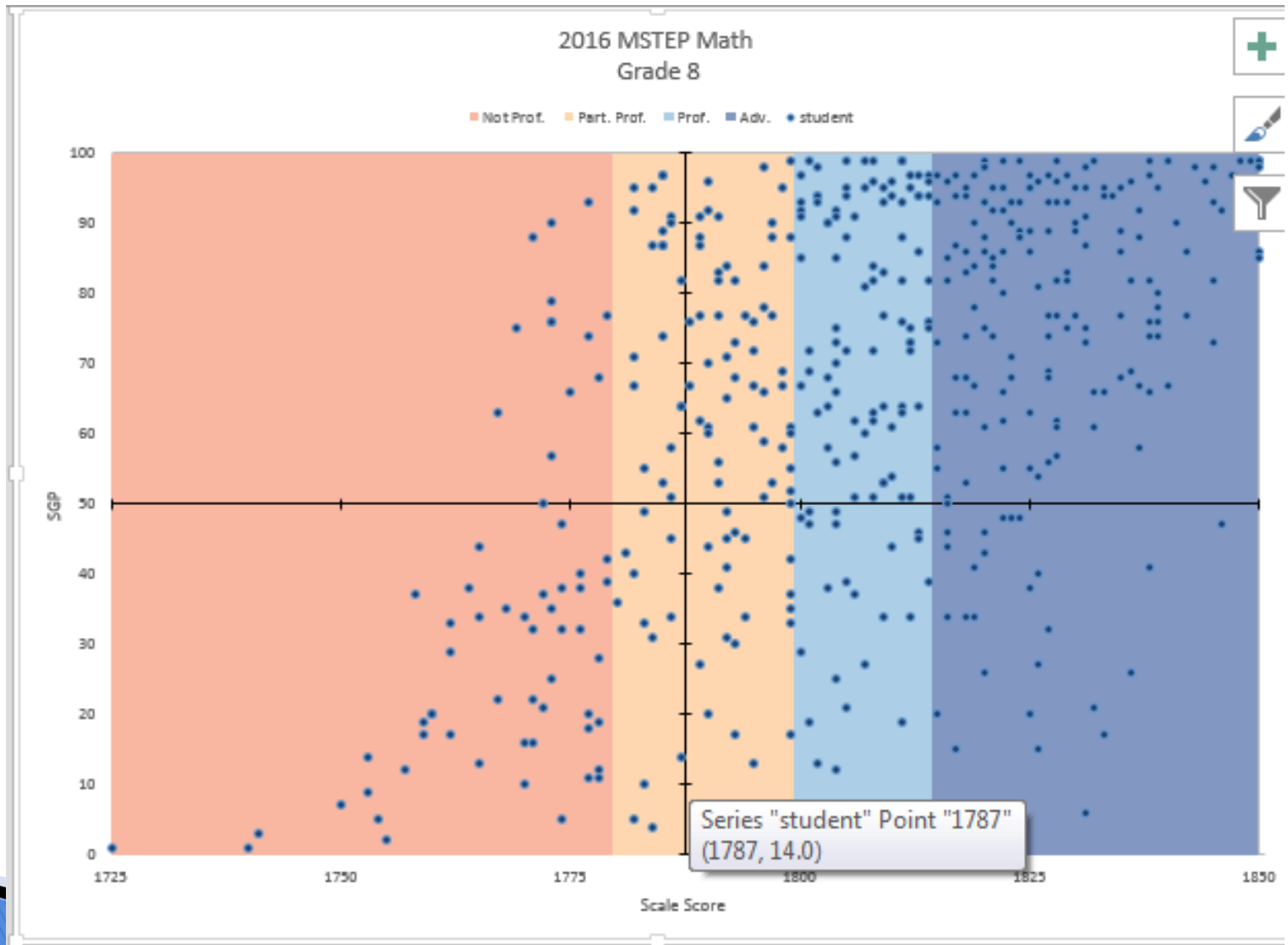
Average Growth

Below Average Growth

Want to try it?

■ Above Average Growth ■ Average Growth ■ Below Average Growth

Achievement and Growth



Public Act 173 (SB 103)

November 5, 2015

Sec. 1249. (1) Subject to subsection (4), with the involvement of teachers and school administrators, the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system that does all of the following:

(c) Evaluates a teacher's or school administrator's job performance, using multiple rating categories that take into account student growth and assessment data. Student growth must be measured using multiple measures that may include student learning objectives, achievement of individualized education program goals, nationally normed or locally developed assessments that are aligned to state standards, research-based growth measures, or alternative assessments that are rigorous and comparable across schools within the school district, intermediate school district, or public school academy. If the performance evaluation system implemented by a school district, intermediate school district, or public school academy under this section does not already include the rating of teachers as highly effective, effective, minimally



Mi. State Board of Education


Ladislaus B. Dombrowski Board Room
Hannah Building Lansing


50:33 / 1:51:26



Michigan State Board of Education Meeting for February 6, 2017 - Afternoon Session

Practical School Improvement Timeline for Michigan

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Reading Now Network: Collaboration, Data & Best Practices

RNN Results in 2016: [School News Network](#); How the [Reading Now Network \(RNN\)](#) (PDF) started in 2013.

The RNN identified five schools to study based on a graph similar to the one above. Research has been well documented showing the correlation between socio-economic status and achievement, especially in reading. The graph on the left shows all the schools in West Michigan (MAISA Region 3) that participated in the State Reading Test (MEAP) from 2011/12 to 2013/14, each dot represents one school. As poverty, based on Free/Reduced lunch, increases (from left to right), the data clearly shows achievement (average standardized scale score) drops rapidly (as seen by the downward slope). The white band with the "best fitting line" running in the middle represents this pattern where most schools fall. However, some schools are significantly above similar schools (in the green region) where

1. Create a Sense of Urgency by Looking at Data Differently

Educators have heard the comparisons made with the NAEP and we know the challenges that occur with poverty. So STOP looking at data without the lens of poverty and STOP comparing to the state average ... learn how to look at data differently.

[RNN DATA TOOL](#)

2 Reflection: Understand the Five Findings and Reflect

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Understanding Student Growth Percentiles from BAA

Although the BAA Secure Site released SGPs for individual students (4th - 11th grade) in **January, 2016, we concur with the strong recommendation of MDE that SGPs should NOT be used for educator evaluations in 2015/16.** In fact, the current law (PA-173) does not require the use of SGPs until 2018/19 which allows three more years to stabilize state-level data. BAA has released the SGPs in order for educators to familiarize themselves with the data prior to high-stakes use in 2018/19.

A few key points to understand, SGPs across the state are NOT a normal distribution (bell-shape curve), in fact, the distribution is expected to have an equal

Accountability

Ed Evals - Growth

- SGP Tools and Guidance

- SLO Introduction

- Growth Plans (PGP + SLO)

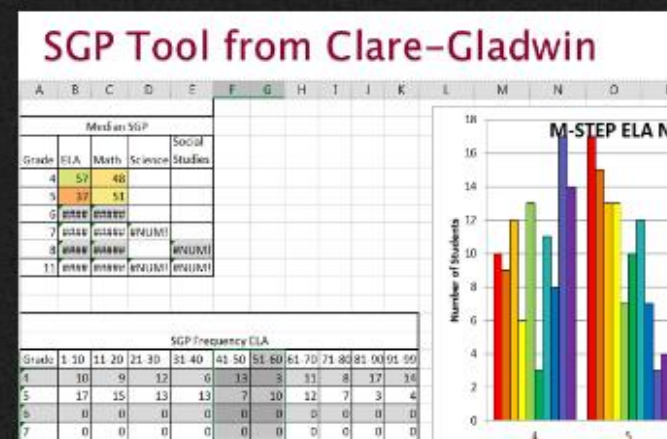
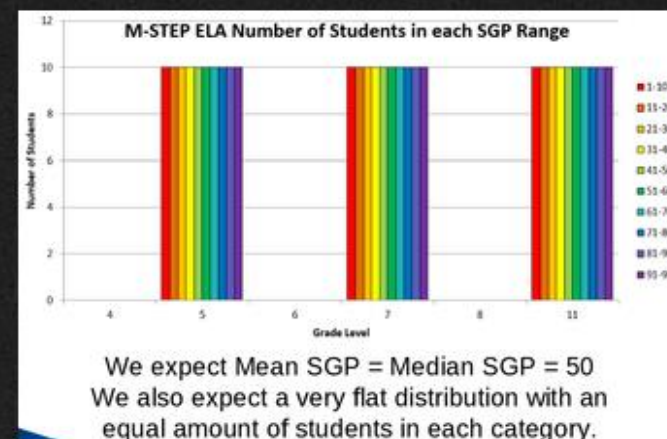
- SLO Process

- SLO Writing Guidance

percentile (the diagram on 10 or deciles). In this example, the distribution is expected to have an equal number of students in 5th, 7th and 11th grade (grouping of 10 percentiles) and the distribution is expected to be fairly flat. In this example, the distribution is expected to have an equal number of students in 5th, 7th and 11th grade (grouping of 10 percentiles) and the distribution is expected to be fairly flat.

will be fairly flat.

There are two other examples to the right that show a unique situation where the majority of the SGPs are in the higher percentiles (sloped upward from L to R) and the median is 57. This is what schools would hope to see, however, others may see a downward slope where the majority of SGPs are in the lower percentiles. This represents a group that did not show much growth from



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What do you believe?

What **SHOULD** be the primary purpose of Ed Evals?



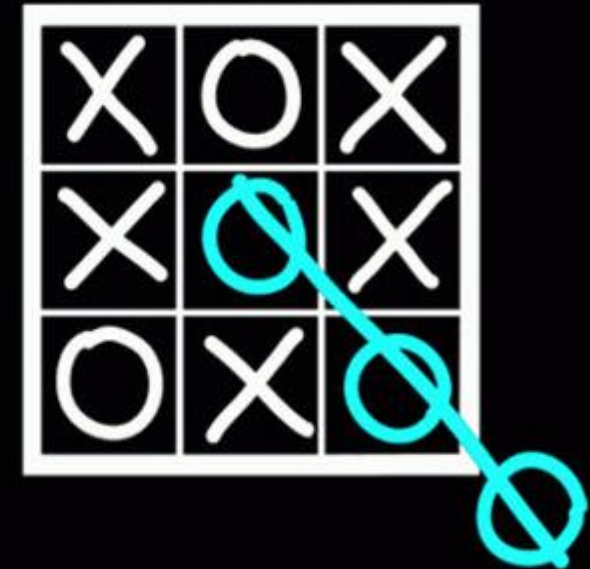
- Compliance to State Law (PA 173)
- Compliance to Federal Law (ESSA)
- Rank order teachers for placement, recall and layoff
- Create a sense of urgency to motivate teachers
- Provide feedback and growth opportunities

If **Other** please specify:

Which of the following statements about Student Growth for Ed Evals is **TRUE**?

- Student Growth Percentiles are flawless
- Multiple years of data must account for different class sizes
- Student Learning Objectives are required
- Growth must use pre-/post-tests
- If 80% of students do not meet the target, a teacher cannot be effective
- Growth can be more about dialog and less about a final number
- Instructional Assessments may not be used

THINK OUTSIDE THE BOX



Original artwork above by Art Jonak, Oct. 16, 2011

Video below based on Daniel Pink's "Drive."



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Student Growth for Educator Evaluations

There are states who have successfully implemented different growth models through continuous stakeholder involvement and assuring the evaluation process focuses on teacher engagement and effective feedback. There are 18 Race to the Top (RTT) who were given millions of dollars to implement student growth into educator evaluations, among other requirements for the federal grant. Most of these states have moved away from a "simple or gain score model" to primarily one of three alternatives: Value-Added Models (VAM), Residual Gain Model, or Student Growth Percentiles (SGP), learn more about SGP from the video on the right.



For a more comprehensive review, read [Research on Student Growth for Ed Evals](#) by Doug Greer, August, 2014.



Of course, the bulk of the research paper discussed how exemplary states such as Colorado balance student growth and student achievement. The student profile on the left shows how an individual student achieved over a three year period by placing a white dot at one of four levels: Developing, Approaching, Meets, Exceeds. The colored arrows describe how the student grew (SGP) relative to others across the state: **Low growth (red)**, Average (white), **High growth (green)**. Finally, there is a projection band for the next year depending on if the student demonstrates high, average, or low growth.

Colorado Department of Education has **five guiding principals for evaluating educators fairly**:

1. Data should inform decisions, but human judgment will always be an essential component of evaluations.
2. The implementation and evaluation of the system must embody continuous improvement.
3. The purpose of the system is to provide meaningful and credible feedback that improves performance.
4. The development and implementation of the evaluation systems must continue to involve stakeholders in a collaborative process.
5. Educator evaluations must take place within a larger system that is aligned and supportive.

Growth with State Tests ...

Abstract on Student Growth for Evaluations

In May, 2014, administrators and one anxious, **second year teacher** awaited the state assessment results of the MME. State law required 25% to be tied to student growth/achievement and the MME scores would make the difference between Effective or Highly Effective. If she were merely effective, she would be laid off based on the tie-breaker of seniority. The irony is that the **MME is given to 11th grade** students and since she teaches **9th grade social studies**, she never had a chance to make an impact on the students who would determine her employment status. Based on countless stories like this, some organizations and states have called for a moratorium on states and local districts to cease the use of student growth data based on statewide assessments during this time of standard and assessment transition.

Student Growth is NOT how a group of 11th grade scores have trended over time as seen on MI School Data. The universal definition for student growth is achievement measured across two points of time for the same student or group of students. There are basically four models for measuring student growth various states have utilized over the past decade.

Simple Gain/Growth Model: No longer used in most RTT States though still used in Michigan, it is the most intuitive measure which uses two points in time to determine the growth. Shortcomings include: dependent on vertical scale in valid score missing, neglected measurement error, and ignores other factors such as language, disabilities, and poverty. Michigan's current model of **Performance Level Change** drives funding where 61% of schools shift funding from one year to the next, causing questions in the reliability of the system.

Residual Gain Model: Only used by one RTT State (Delaware) and runs much like the other two models that are more widely accepted as valid and reliable. Basically calculates a line of best fit based on previous scores and the newest score, those who fall above the line are above average and below the line are below average. Students are also grouped by ELL and SWD.

Student Growth Percentiles: SGPs are generally accepted as valid and reliable for use on large groups of students and inferring effectiveness. Student performance assessment data is used as students are essentially grouped based on prior score and how they score on the new assessment is measured relative to how others scored who had a similar starting point. Other criteria such as ELL, SWD, and/or ED can also be calculated at the local level.

READING
NOW
NETWORK



Local SLOs

State SGPs

Student Growth Percentiles

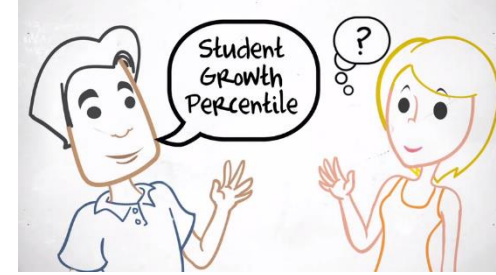
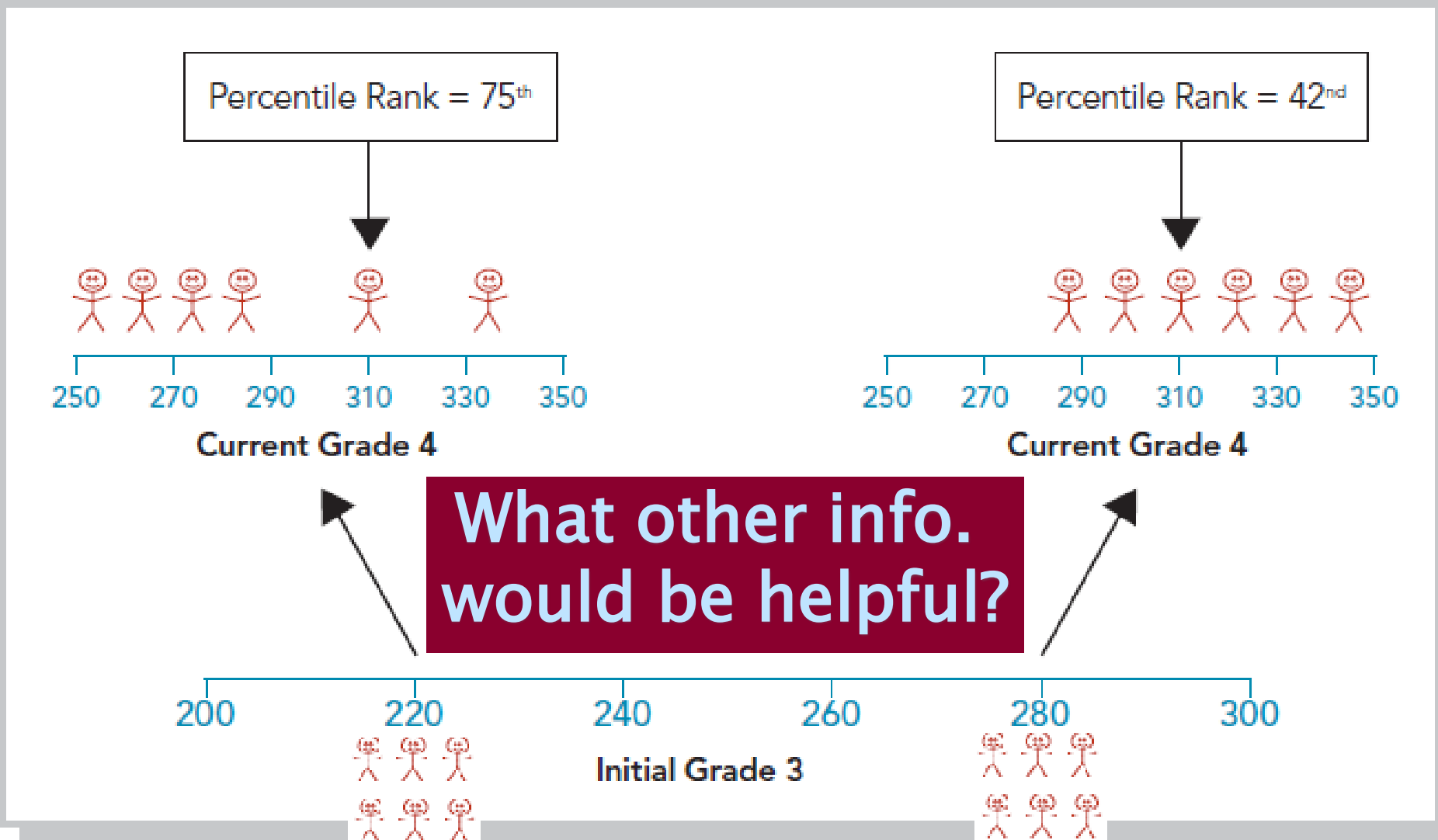


Illustration of a Heuristic Approach to Computing Student Growth Percentiles



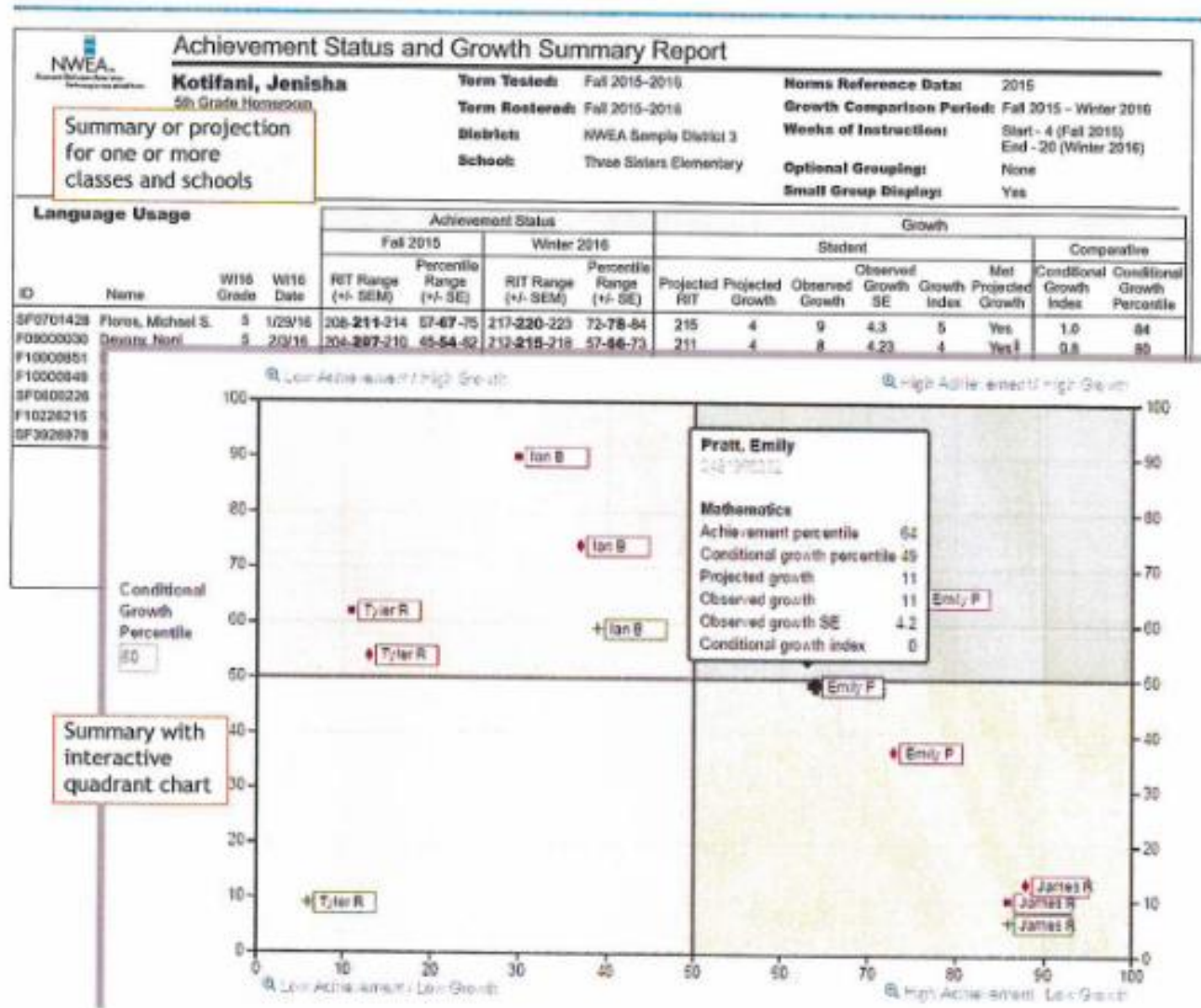


**Educator
Evaluations with
Student Growth is
guided by the law...**

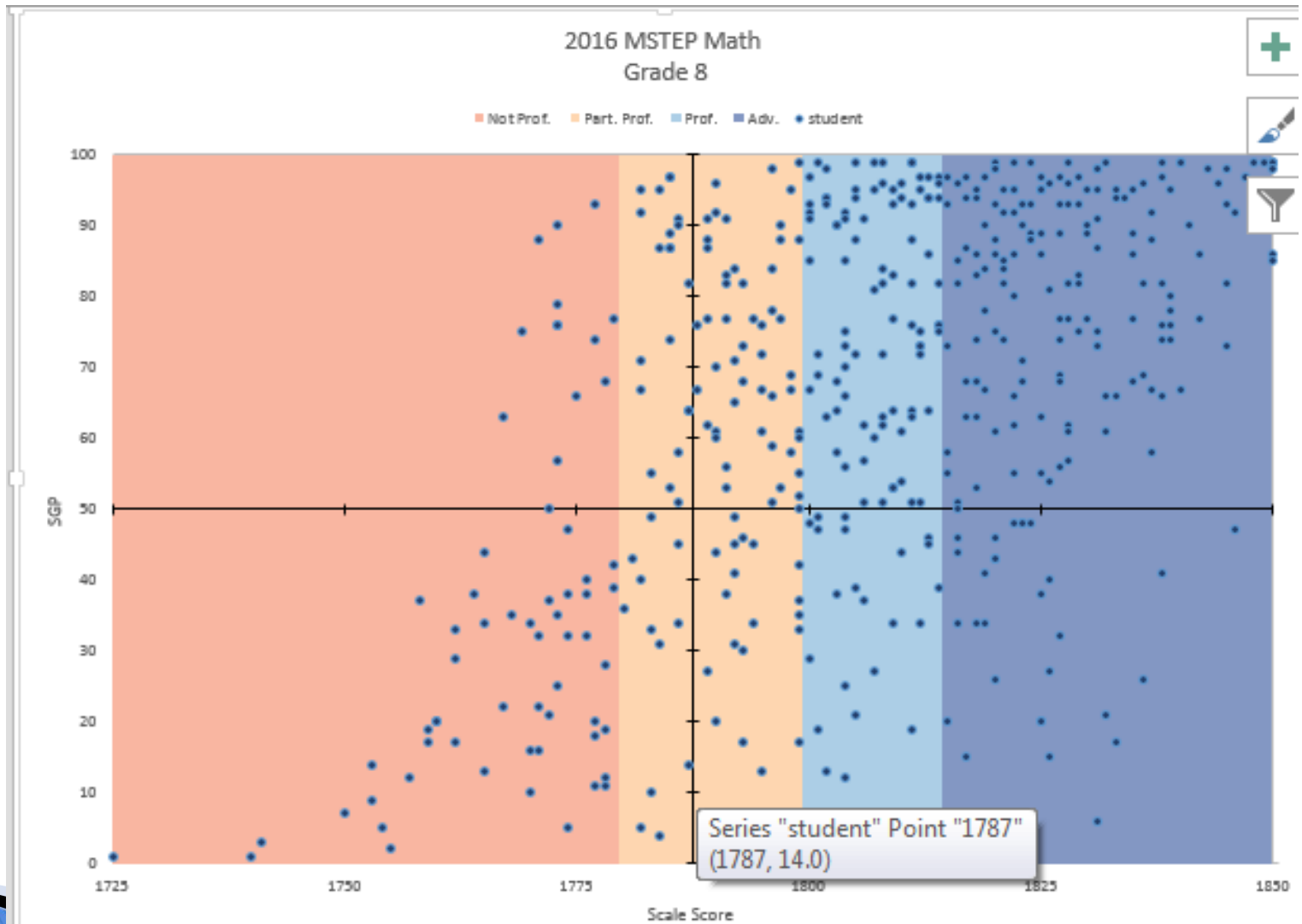


Local Benchmark Assessments

Achievement Status and Growth Report



State Level Data by Montcalm ISD



2018/19 State Data (3 years)

- ▶ REP Report for Ed Eval DUE June 30, 2019 must include three years of state data if available.
- ▶ Spring 2019 data will likely NOT be finalized.
- ▶ State Level Data that will likely be available.
 - Spring 2018 data (proficiency and SGP) from 2017/18 school year, released August, 2018.
 - Spring 2017 data (proficiency and SGP) from 2016/17 school year, released August, 2017.
 - Spring 2016 data (proficiency and SGP) from 2015/16 school year, released August, 2017.

BAA Secure Site – Student Data File

	B	F	I	Q	V	AE	AI	AJ	AK	AL	AM	AN		
1	ISDCod	Grade	Middle	SE	Conten	Standar	FormFix	FormPT	SS	SSSE	PL	SGP		
193	70000	4	C		1	EL		1	3	1	1354	9	1	10
195	70000	4	A		0	EL		0	1	2	1356	9	1	2
201	70000	4	F		0	EL		0	2	3	1360	8	1	1
209	70000	4	P		1	EL		1	3	1	1363	8	1	12
218	70000	4	Z		1	EL		1	2	3	1366	8	1	24
220	70000	4	M		0	EL		0	1	2	1367	8	1	21
226	70000	4	H		1	EL		1	1	2	1370	8	1	
228	70000	4	R		1	EL		0	1	2	1370	8	1	8
236	70000	4	G		0	EL		0	3	1	1374	7	1	40
238	70000	4	L		0	EL		0	1	2	1375	7	1	25
243	70000	4	L						1	1	1377	7	1	9
244	70000	4	R						1	1	1377	7	1	
245	70000	4	M						3	1	1378	7	1	26
249	70000	4	G						3	1	1378	7	1	79
259	70000	4	J						3	1	1380	7	1	41
268	70000	4	R						1	1	1381	7	1	4
282	70000	4	D						3	1	1386	7	2	18
283	70000	4	J		0	EL		0	2	3	1386	7	2	10

Avg. SGP
53.7



StudentDataFile SAMPLE 2015

Median SGP

Grade	ELA	Math	Science	Social Studies
4	59	65		
5	63	70		
6	36.5	33.5		
7	54	45.5	39	
8	53	54		59
11	53	47	51.5	43.5

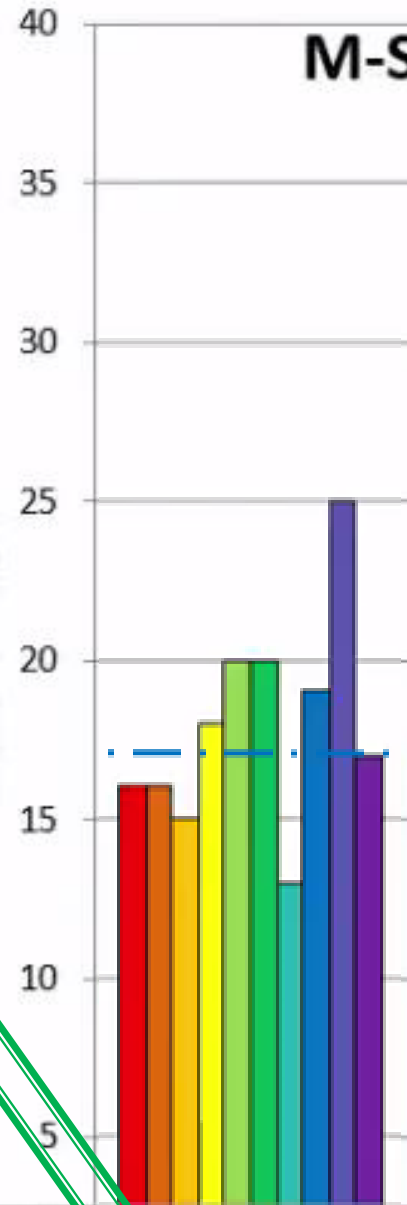
Observations:

- 7th, 8th and 11th typical for ELA and Math
- 6th grade is low
- 4th and 5th grade are fairly high

SGP Frequency ELA

Grade	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-99
4	10	10	16	15	14	22	21	26	20	17
5	7	11	12	11	17	29	16	24	27	34
6	34	25	23	22	20	16	17	11	12	8
7	16	16	15	18	20	20	13	19	25	17
8	14	13	13	15	22	14	28	10	20	18
11	21	14	14	13	14	14	18	17	23	19

Number of Students



7th

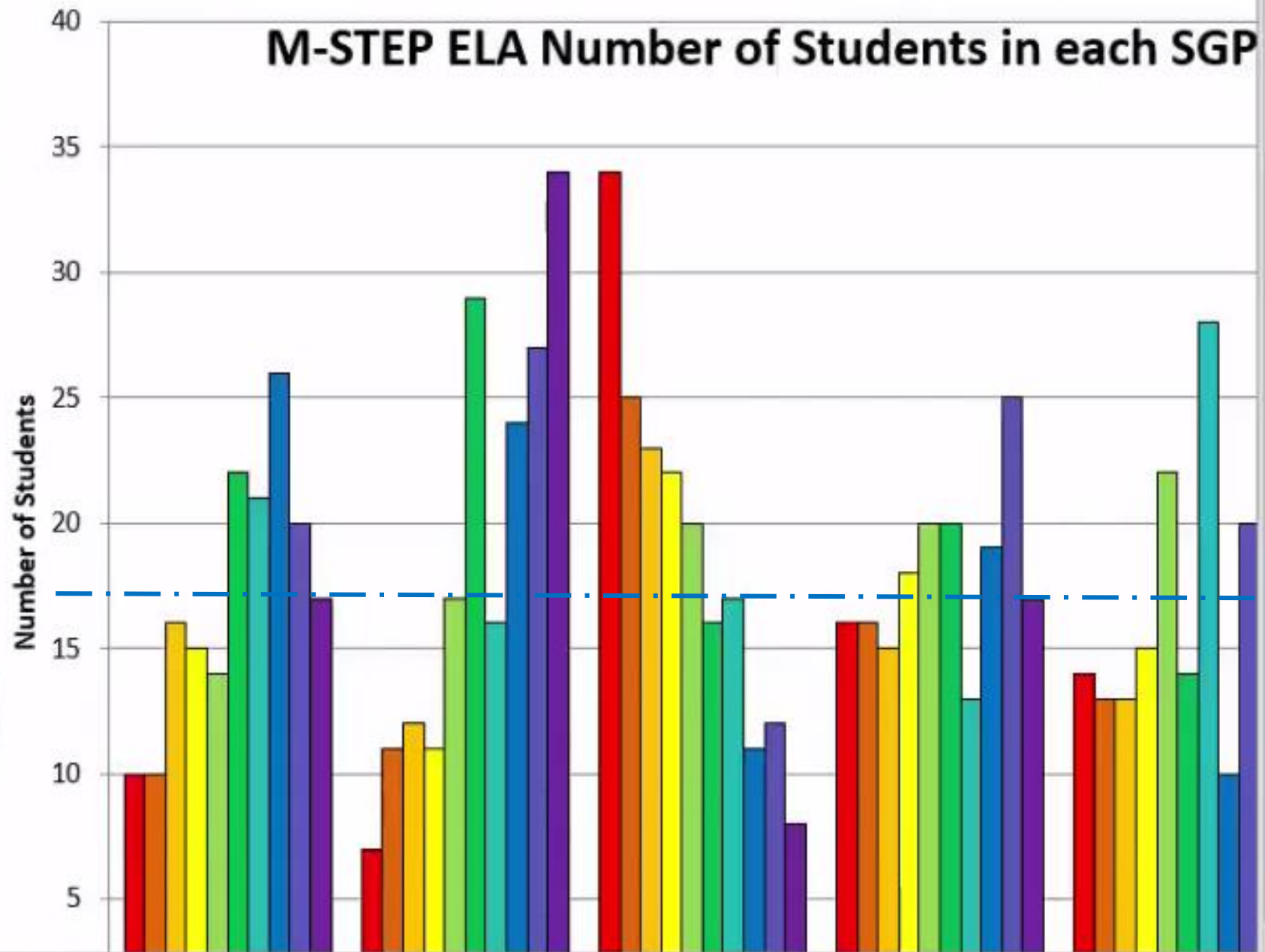
AVERAGE: 17.1

Copy Student Data File Here

View SGP Data Tables

Calculations

M-STEP ELA Number of Students in each SGP



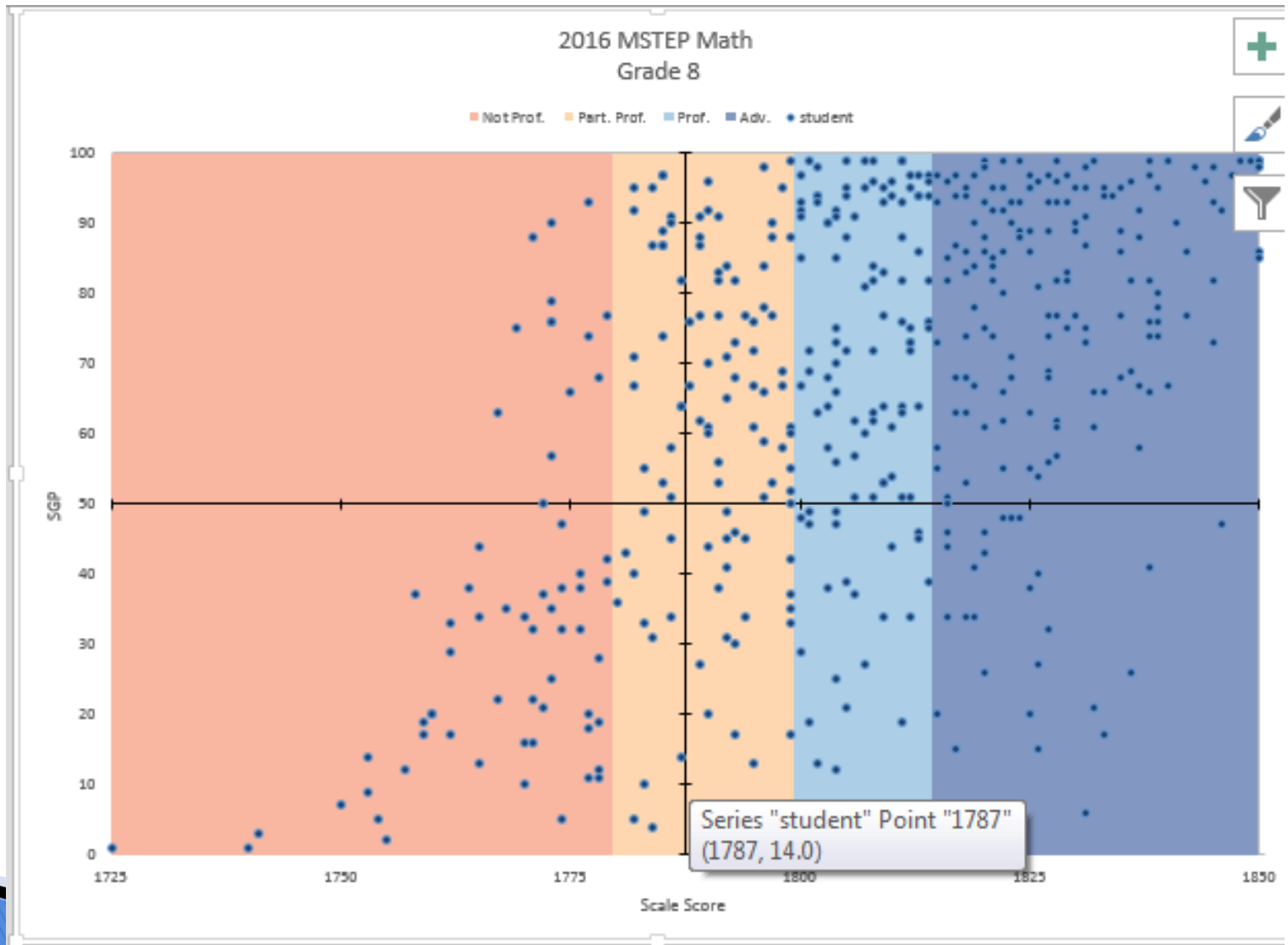
91-99
17
34
8
17
18
19

Calculations

+ 4th
 ← 5th
 6th
 7th
 8th →

AVERAGE: 17.1
 COUNT: 10
 SUM: 171
 100%

Achievement and Growth





**For every complex problem there
is an answer that is clear,
simple, and wrong.**

H. L. Mencken

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Presentations

(Check back as presentations will be added as we receive them.)

4/28/16 Pre-Conference

- [5 Dimensions of Teaching and Learning](#) - Colin Ripmaster
- [Danielson Framework for Teaching](#) - Darlene Axtell
- [Critical Lessons of TCTEF Handout](#) - Silver Strong & Associates
- [Marzano Teacher Evaluation Model](#) - Beth Carr, Learning Sciences, Marzano Center
- [Presentation](#)
- [2014 Learning Map](#)

4/29/16 Main Conference

- [General Session](#) - Barb Ruga, Clark Hill, LLC
- [General Session Pt 2](#)

Keyword Search

Resources
Presentations

NOTE: Link to Barb's resources embedded on this slide, just click the pictures.
Also, seen at the top.



MASA/MASSP EDUCATOR EVALUATIONS

PA 173 – LAW OF THE LAND
Part I: Focus on Teacher Evaluations
April 29, 2016

By Barbara A. Ruga

FINAL YEAR END EVALUATION

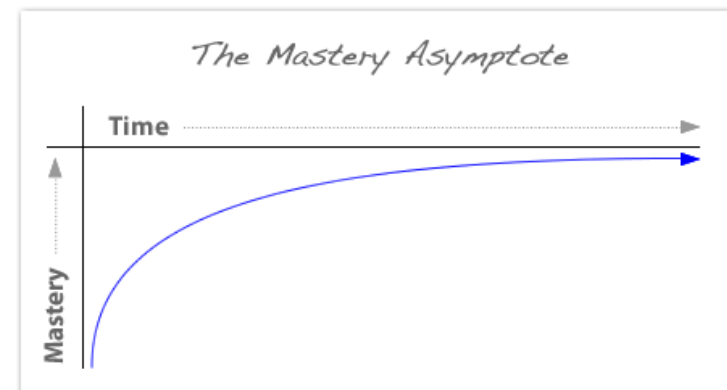
46

- **Must rate IDP goals**
 - Achieved
 - Partially achieved
 - Not met
- **Consider all relevant information**
 - Observations, formal and informal
 - Walkthroughs
 - **Student growth**
 - Anecdotal incidents brought to teacher's attention in some fashion
 - Parent input
 - Student input
 - Artifacts
 - Section 1248 criteria
- **Rating should align with evaluator's opinion**



Key Points from Drive

- ▶ Purpose (why?) – A part of a greater cause
- ▶ Autonomy in Task, Time, Team and Technique
- ▶ Mastery – striving, yet never obtaining, perfection
 - Mindset: “incremental theory” or “Growth mindset”
 - Grit: an attitude of resilience and perseverance
 - Asymptote: joy of pursuit more than realization



Guiding Principles for Ed Evals



1. Data should inform decisions, but **human judgment** will always be an essential component of evaluations
2. The implementation and evaluation of the system must embody **continuous improvement**.
3. The purpose of the system is to provide **meaningful and credible feedback** that improves performance.
4. The development and implementation of the evaluation systems must continue to **involve stakeholders in a collaborative process**.
5. Educator evaluations must take place within a larger system that is **aligned and supportive**.