



## TLE Hot Topic: Student Learning Objectives Approved

The State Board of Education approved the guidelines that district policies must follow in determining the Student Academic Growth (SAG) component of TLE evaluations for teachers and leaders of non-tested grades and subjects (NTGS). The SAG component will comprise 35 percent of TLE evaluations beginning in the 2015-2016 school year. The guidelines for teachers and leaders of NTGS provide districts with the required components necessary to measure student growth in these classrooms. Known as Student Learning Objectives (SLO) or Student Outcome Objectives (SOO), the required components follow a teacher's typical preassessment-planning-instruction-assessment cycle and can rely heavily on data already collected about a student's performance and growth on critical knowledge and skills. Training for district leaders will be provided during the summer to support districts through the process of setting policy, training teachers, and implementing the process.

## VAM Superintendents' Training Videoconferences Coming Soon!

Value-added Model (VAM) training for superintendents will be on March 31, April 1, 2, and 3. The purpose of this training is to assist superintendents in basic VAM data analysis, VAM communication points, and VAM distribution best practices. Most importantly, superintendents will have a first-access opportunity to receive more information about the upcoming train-the-trainer sessions for their district leaders and decide who will serve as point-persons for the interpretation of their district's VAM results.

Superintendents can [Register Here](#)

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### Upcoming Events

**March 19 @ 1 pm**  
**TLE Commission Meeting**

**March 25 @ 10 am**  
**Roster Verification WAVE Data Clean-Up Q&A Webinar**  
*For Administrators or District Data Persons only;*  
[Register Here](#)

**March 25 @ 1 pm**  
**State Board Meeting**

**March 31 through April 3**  
**Superintendent VAM Training Videoconferences**

March 31 @ 1 pm  
April 1 @ 1 pm  
April 2 @ 1 pm  
April 3 @ 1 pm  
*For Superintendents only;*  
[Register Here](#)

## TLE Question of the Month: Value-Added FAQ

### Q: What is value added?

**A:** "Value added" is a measure of a teacher's contributions to students' academic growth. It is one of multiple measures that will be included in Oklahoma's Teacher and Leader Effectiveness (TLE) system.

To estimate a teacher's value-added result, a value-added model compares two sets of test scores: (1) the average actual scores that the teacher's students earned and (2) the average scores achieved by the students' "typical peers" throughout the state. The difference between these two sets of scores is the teacher's value added.

In Oklahoma's value-added model, "typical-peer scores" are estimated by looking at the achievement of students' most similar "peers" in the state. These peers are similar in terms of scores earned on multiple assessments and other background characteristics.

It is important to note that by looking specifically at "typical-peer scores," the value-added model is designed to isolate a teacher's value added from other factors that might affect a student's scores but that are outside the teacher's control. These factors include students' status as English-language learners, use of individual education plans, and attendance at school.

### Q: What are the "pre-test" and "post-test" scores used in the value-added model?

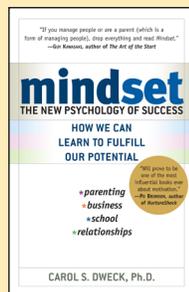
**A:** Educators may hear the terms "pre-test" and "post-test" used to describe how value-added results are calculated. In this context, the post-test is the state assessment taken by students after they have been taught for the majority of the year by the teacher being evaluated. Pre-tests are the tests taken by these same students near

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## Recommended Reading

Janet Vernon, 30-plus-year veteran educator and former board president of the Association of Middle Level Education (AMLE), recommends Carol Dweck's *Mindset*.

Vernon states, "I like the fact that *Mindset* is down-to-earth about acknowledging the real challenges educators face today—things that educators allow to keep them in a rut. Carol Dweck offers specific strategies for educators who believe in personal growth but struggle with perceived barriers. It's a mindset that can be changed with intentional focus and purposeful decisions."



### April 8 through June 3 Battelle Roster Verification Webinars

April 8 @ 2 pm

April 15 @ 10 am

April 22 @ 2 pm

April 29 @ 10 am

May 6 @ 2 pm

May 13 @ 2 pm

May 20 @ 10 am

May 27 @ at 2 pm

June 3 @ at 2 pm

Register for Battelle Roster  
Verification Webinars [Here](#)

## TLE Resources

[VAM \(Value-Added Model\) FAQ](#)

[TLE: Roster Verification  
Webinar Spring 2014](#)

[TLE: Roster Verification Webinar  
Spring 2014 Power Point](#)

[TLE Nuts and Bolts Power Point](#)

[TLE Implementation:  
Next Steps for 2014](#)

[Educator Workforce Shortage  
Task Initial Report 2014](#)

[TLE OAM Example  
Worksheets](#)

[TLE OAM e-Brochure](#)

[TLE Theory of Action Brochure](#)

[TLE Implementation  
Timeline for Districts](#)

## TLE Definition

Student Learning Objectives/  
Student Learning Outcomes  
(SLO/SOO): An SLO/SOO is a  
targeted, long-term goal for  
advancing student learning. This  
data-informed process involves  
diagnosing and improving  
specific student learning needs.

## Value-Added FAQ

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the end of the prior school year, usually before they were taught by the teacher being evaluated.

Although the pre- and post-test scores are important, the value-added model does not directly compare these scores to determine a teacher's value added. Instead, the model compares a student's actual post-test score and the estimated typical-peer score on the same test. The typical-peer score is estimated based on pre-tests in multiple subjects and other student characteristics.

**Q: How is a student's typical-peer score calculated? Is there a formula?**

**A:** A student's typical-peer score reflects the average post-test scores of the student's most similar "peers" in the state. The typical-peer score is estimated using a statistical method that relates students' post-test scores to their pre-test scores on several assessments as well as additional student background characteristics. Because the statistical model is estimated after students take the post-test, there is no predetermined formula used to calculate typical-peer scores. Oklahoma is partnering with Urban Policy Development and Mathematica Policy Research to estimate typical-peer scores and value-added results.

**Q: Is it possible for a teacher to receive a negative value-added result? If so, how does this impact their overall evaluation?**

**A:** Yes. Since a teacher's overall value-added result represents how their students performed on average compared to similar peers, a negative value-added result simply means that their students performed below the average achievement level of their typical peers. If a teacher's students score at or above the average achievement levels of their typical peers, their value-added result will be at or above zero.

Although the value-added result itself can be a positive or negative number, this is not true of the value-added TLE component score that is included in the overall effectiveness rating. All value-added results are converted to a TLE component score of 1-5. Therefore, even if their value-added result is negative, it is not possible for a teacher to receive a value-added TLE component score of less than 1.

**Q: What other states and districts has Mathematica worked with to develop value-added models?**

**A:** Mathematica has worked with a number of states and districts to develop and customize value-added models, including Pittsburgh Public Schools; the Pennsylvania State Department of Education; Memphis Public Schools; District of Columbia Public Schools; and the Office of the State Superintendent in Washington, DC.

**Q: How can we compare students' performance on two different tests and get accurate value-added results for teachers?**

**A:** The Oklahoma state assessments are not designed to allow

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## Professional Development

In an effort to build resource capacity, the TLE Office makes many presentations throughout the year with the hope that participants will share information with colleagues and neighboring districts.

## Upcoming REAC<sup>3</sup>H Presentation:

**Lawton REAC<sup>3</sup>H Regional  
March 28**

Register for REAC<sup>3</sup>H Regionals [Here](#)

## Upcoming District-Requested Presentations:

**Woodward PS  
March 13**

**Bluejacket PS  
March 26**

**Foyil PS  
March 26**

Contact the host district to inquire about joining their presentations.

## Value-Added FAQ

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direct comparisons of students' numerical scores from grade to grade. A teacher's value added therefore cannot be calculated by simply subtracting the post-test score from the pre-test score. Instead, we estimate value added by comparing students' scores on a post-test and estimated typical-peer scores on the same test.

For example, if a teacher's students scored an average of 800 on a pre-test and 810 on a post-test, the teacher's value-added result would not be 10. Rather, we would compare the average post-test score of 810 with the average typical-peer scores for those students. In a very simple value-added model that estimated typical-peer scores based on only a single pre-test, the model would examine the performance of the students' peers—other students in the state who scored 800 on the pre-test. If the peers' post-test scores averaged, say, 790, the teacher's value-added result would be 20 (810 minus 790).

For additional accuracy, the typical-peer scores are based on multiple prior assessments and additional student characteristics. Incorporating this additional information can lead to more accurate typical-peer scores, based on peers who are very similar to a given teacher's students.

To view more Q & A, click [Here](#)

## Recent Presentations

Bridge Creek Public Schools  
 Claremore Public Schools  
 Sequoyah Public Schools  
 Coweta Public Schools  
 Fairview Public Schools  
 Idabel Public Schools  
 Lawton Public Schools  
 Oologah-Talala Public Schools  
 Skiatook Public Schools  
 Tahlequah Public Schools  
 Tuttle Public Schools  
 Pryor Public Schools  
 Bartlesville Public Schools  
 Afton Public Schools  
 CentralTech Drumright  
 Ardmore Public Schools  
 Silo Public Schools  
 Stillwater-OSU REAC<sup>3</sup>H  
 Carnegie Public Schools  
 Norman REAC<sup>3</sup>H Summit

**TEACHER  
& LEADER  
EFFECTIVENESS**

**TLE**

[www.ok.gov/sde/tle](http://www.ok.gov/sde/tle)



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Educators and researchers agree that **Teacher Effectiveness** is the single most important factor in student academic achievement.