

# Value Added Information Session and Implementation Overview



Superintendent Briefing  
Spring 2014

# Agenda

- **Multiple Measures: Value-Added Measures and TLE**
- **How Value-Added Results are Estimated with the Oklahoma Model**
- **Value Added as a Student Growth Measure**
- **Implementation Timeline**
- **District Training Information**
- **Next Steps**

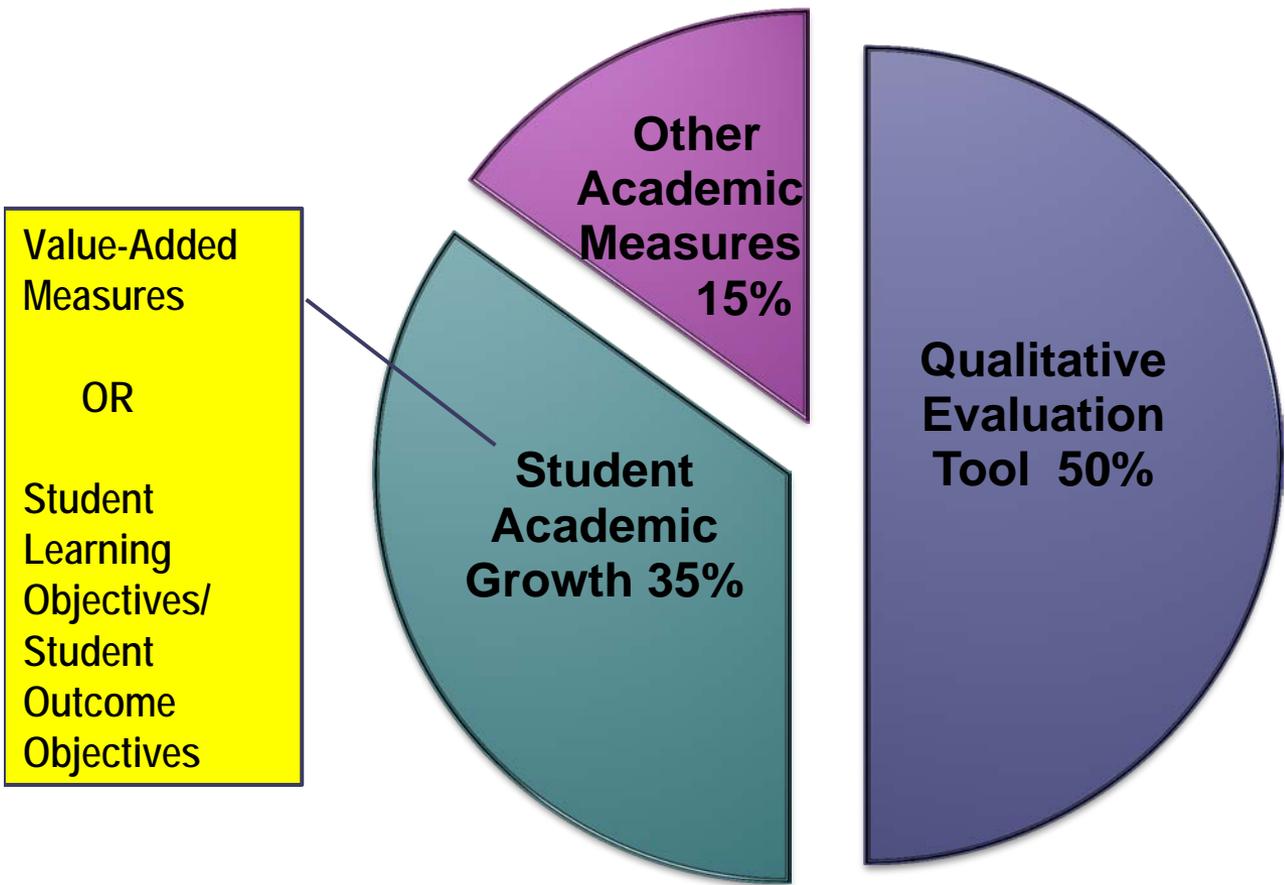
# What is value added?

- ❑ “Value added” is a measure of a teacher’s contributions—the amount of value he or she adds—to students’ academic growth.
- ❑ It is one of multiple measures that will be used to evaluate the performance of teachers and administrators in Oklahoma’s TLE system.
- ❑ It 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 limited English proficiency, use of individual education programs, and attendance at school.

# Multiple Measures: Value Added and TLE

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# TLE and Multiple Measures of Effectiveness



# Which teachers will receive value-added results?

- **For pilot years 2013-14 and 2014-15, teachers of the following subjects will receive value-added reports:**
  - **Reading and math in grades 4-8;**
  - **Algebra I**
  - **Geometry**
  - **Algebra II**
  - **English III**

# What about teachers who don't receive a value-added result?

- ❑ They will complete a Student Learning Objective/Student Outcome Objective process.
- ❑ This will measure the growth of their own students in the subject they teach.

*More information to be provided  
Summer 2014.*

# How Value-Added Results are Estimated using the Oklahoma Value-Added Model

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# Key Concepts

- ❑ **Value-added result:** The difference between the average actual score achieved by a teacher's students and the average typical-peer score.
- ❑ **Actual Score:** The actual score a student received on the state assessment.
- ❑ **Typical-Peer Score:** the score achieved by the "typical peers" of a student throughout the state. These peers are similar based on scores earned on multiple prior assessments and other student background characteristics.

Ms. Alero



- **Grade 5 math teacher**
- **Red River Elementary**
- **Peabody Unified School District**
- **Peabody, Oklahoma**

# OCCT Math Scores for Ms. Alero's Students

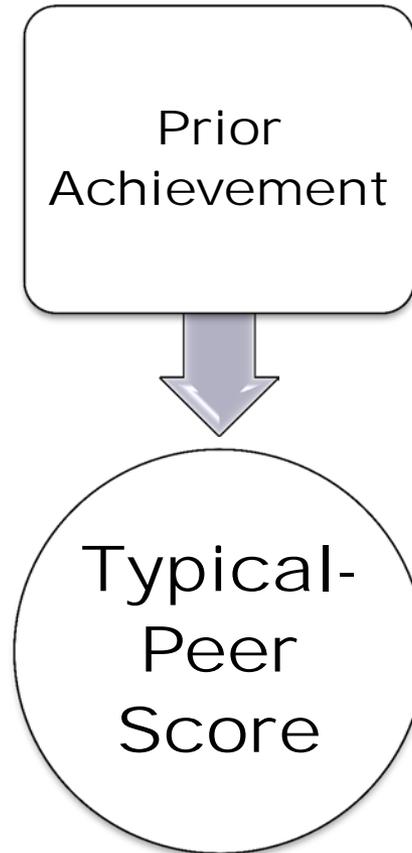
<b>Student</b>	<b>Actual OCCT Score Grade 4</b>	<b>Actual OCCT Score Grade 5</b>	<b>Typical- Peer Score Grade 5</b>
<b>James</b>	<b>850</b>	<b>830</b>	
<b>Marquell</b>	<b>545</b>	<b>540</b>	
<b>Neela</b>	<b>645</b>	<b>635</b>	
<b>Sarah</b>	<b>700</b>	<b>730</b>	
<b>Tristan</b>	<b>495</b>	<b>515</b>	

James



- Actual score on grade 4 OCCT math assessment: **850**
- Actual score on the grade 5 OCCT math assessment: **830**
- Typical-peer score on grade 5 math OCCT assessment...?

# Estimating a typical-peer score



# Building intuition about typical-peer scores

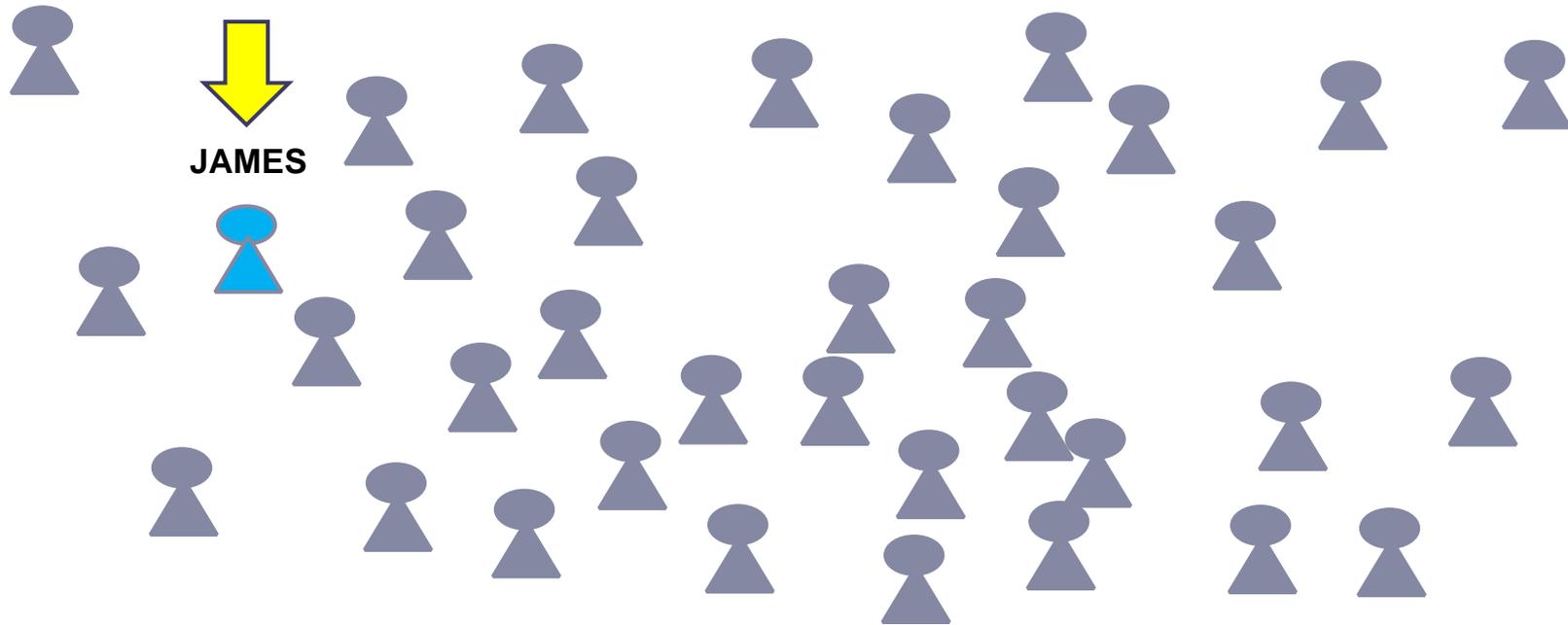


**JAMES**



**James**

# Building intuition about typical-peer scores

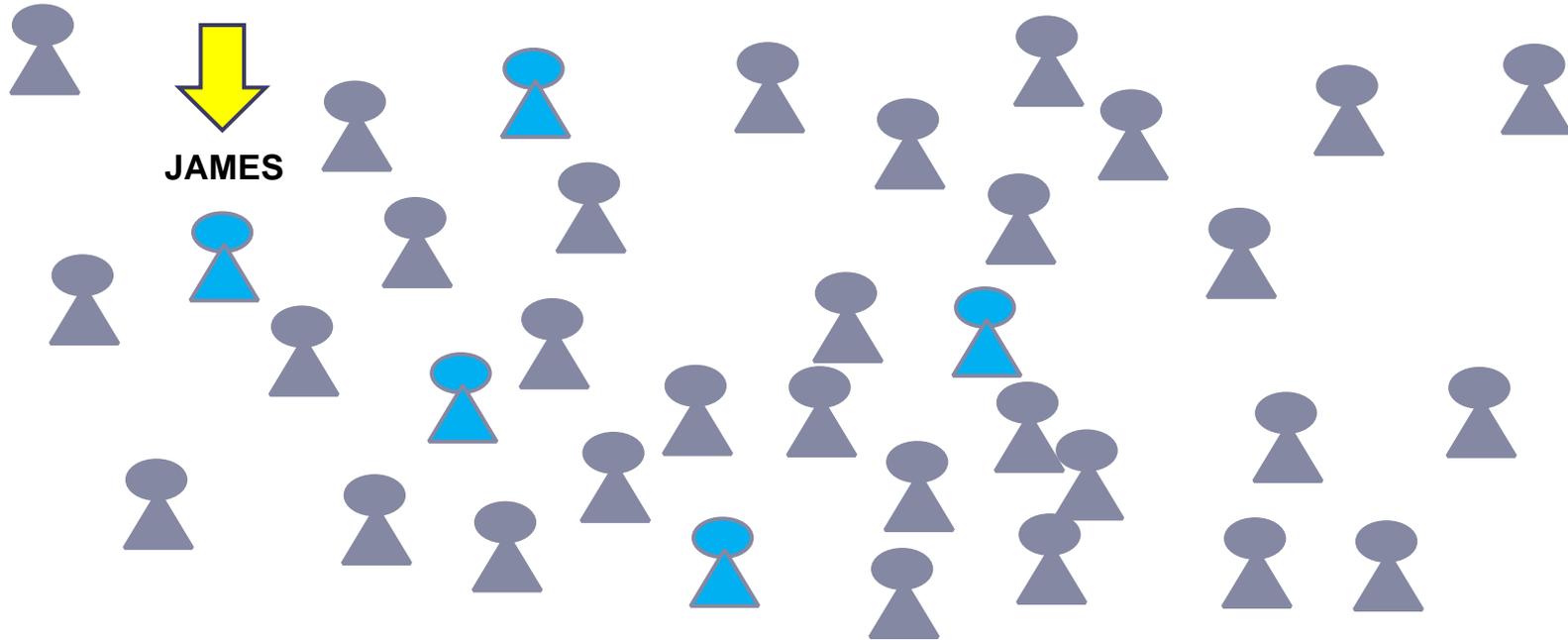


**James**



**All other Oklahoma grade 5 students**

# Building intuition about typical-peer scores

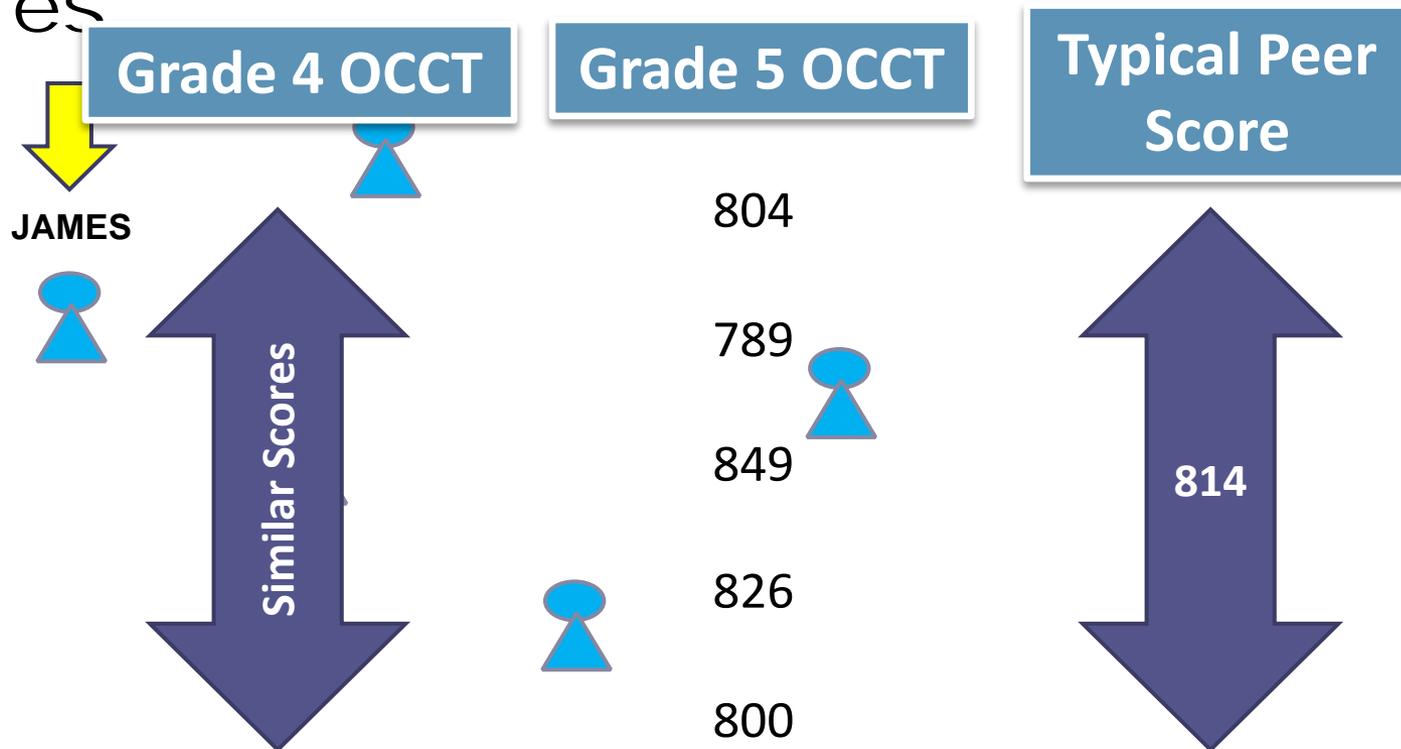


**James and his typical peers based on prior achievement**



**All other Oklahoma grade 5 students**

# Building intuition about typical-peer scores

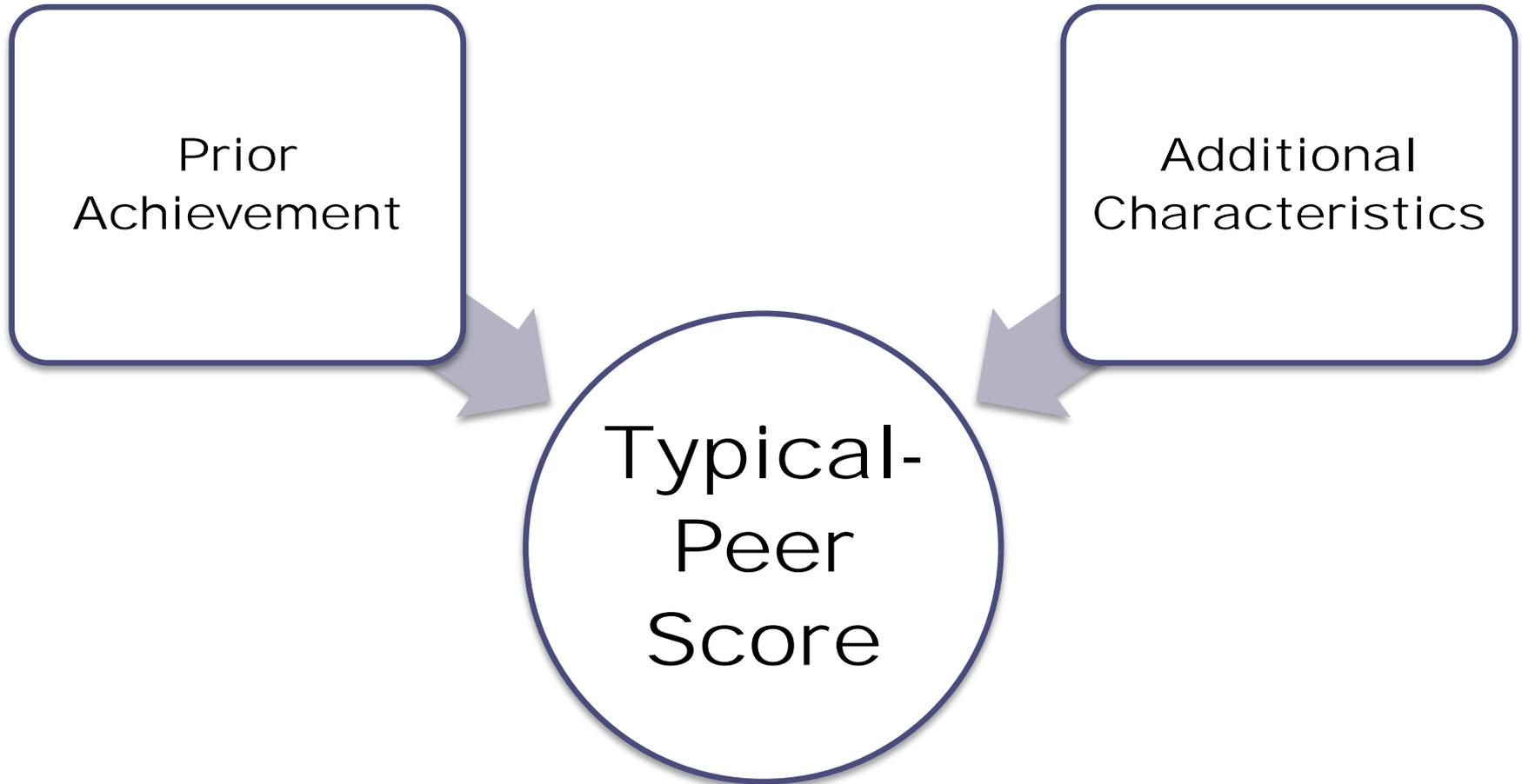


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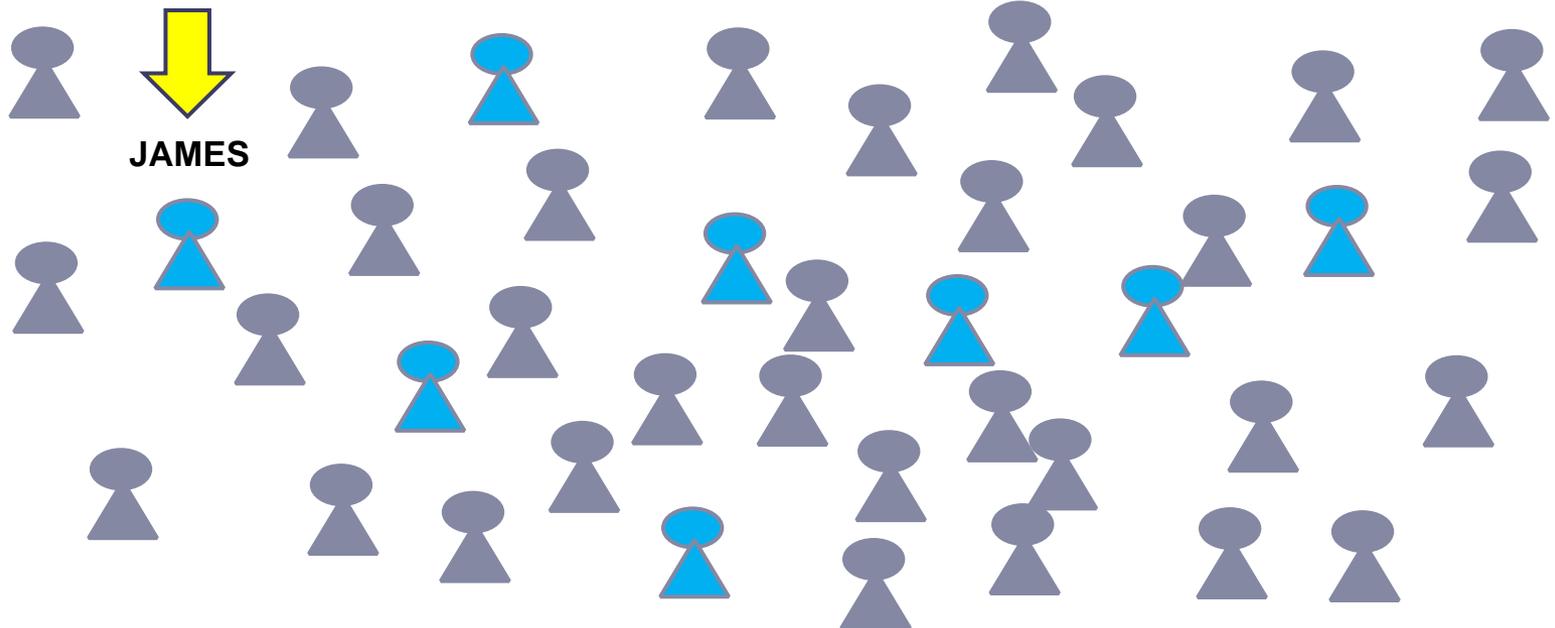
# Estimating a typical-peer score



## Student characteristics for the Oklahoma value-added model during the pilot

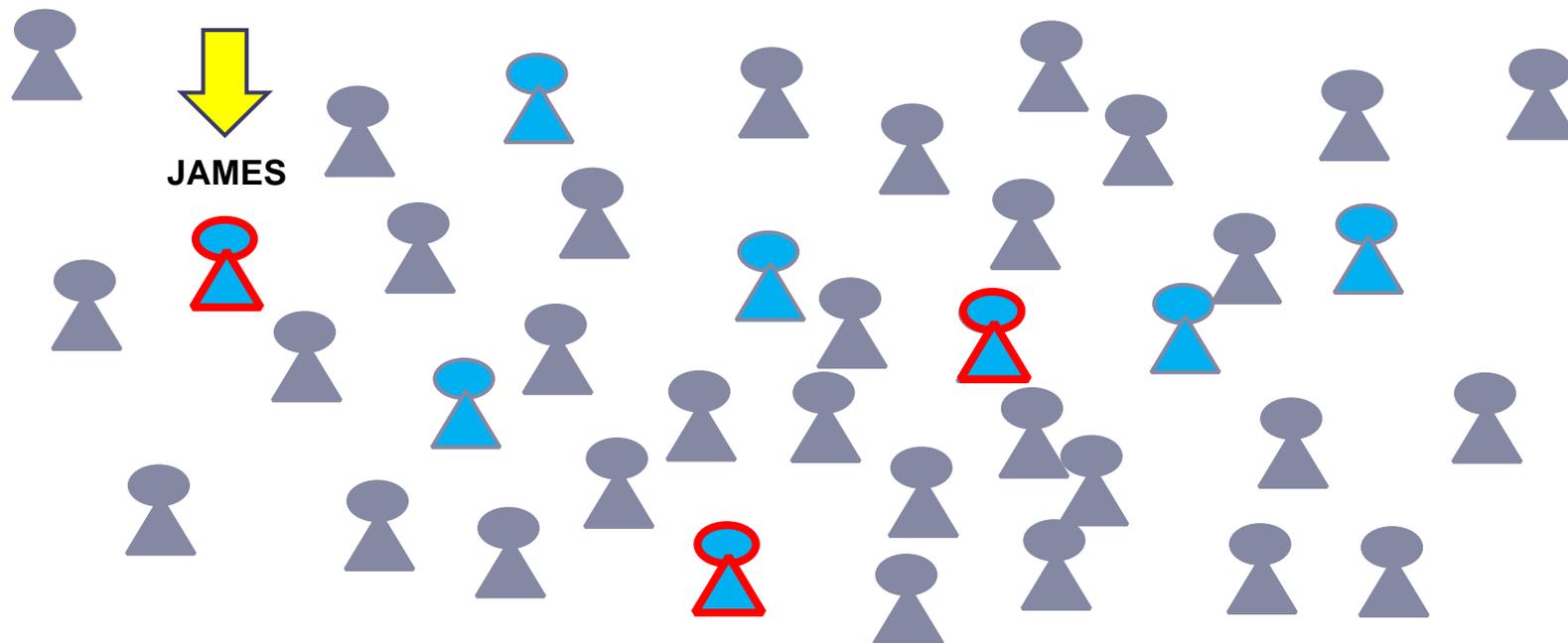
- ❑ **Prior Achievement**
- ❑ **Free/Reduced Lunch Status**
- ❑ **Limited English Proficiency**
- ❑ **Individualized Education Program (IEP)**
- ❑ **Race/Ethnicity**
- ❑ **Gender**
- ❑ **Mobility**
- ❑ **Prior attendance**

# Building intuition about typical-peer scores



-  James and his typical peers based on prior achievement
-  All other Oklahoma grade 5 Students

# Building intuition about typical-peer scores

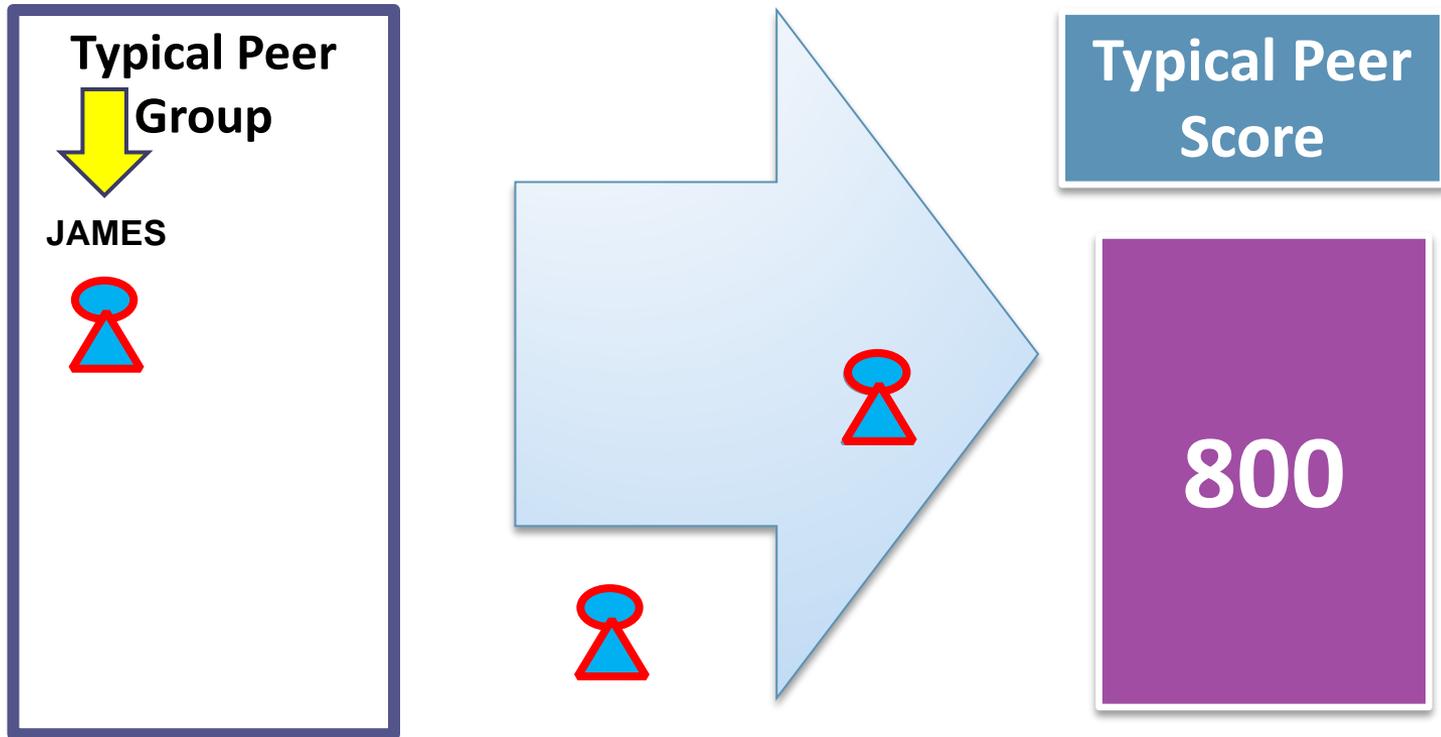


**James and his typical peers based on prior achievement and additional characteristics**



**All other Oklahoma grade 5 Students**

# Building intuition about typical-peer scores



**James and his typical peers based on prior achievement and additional characteristics**

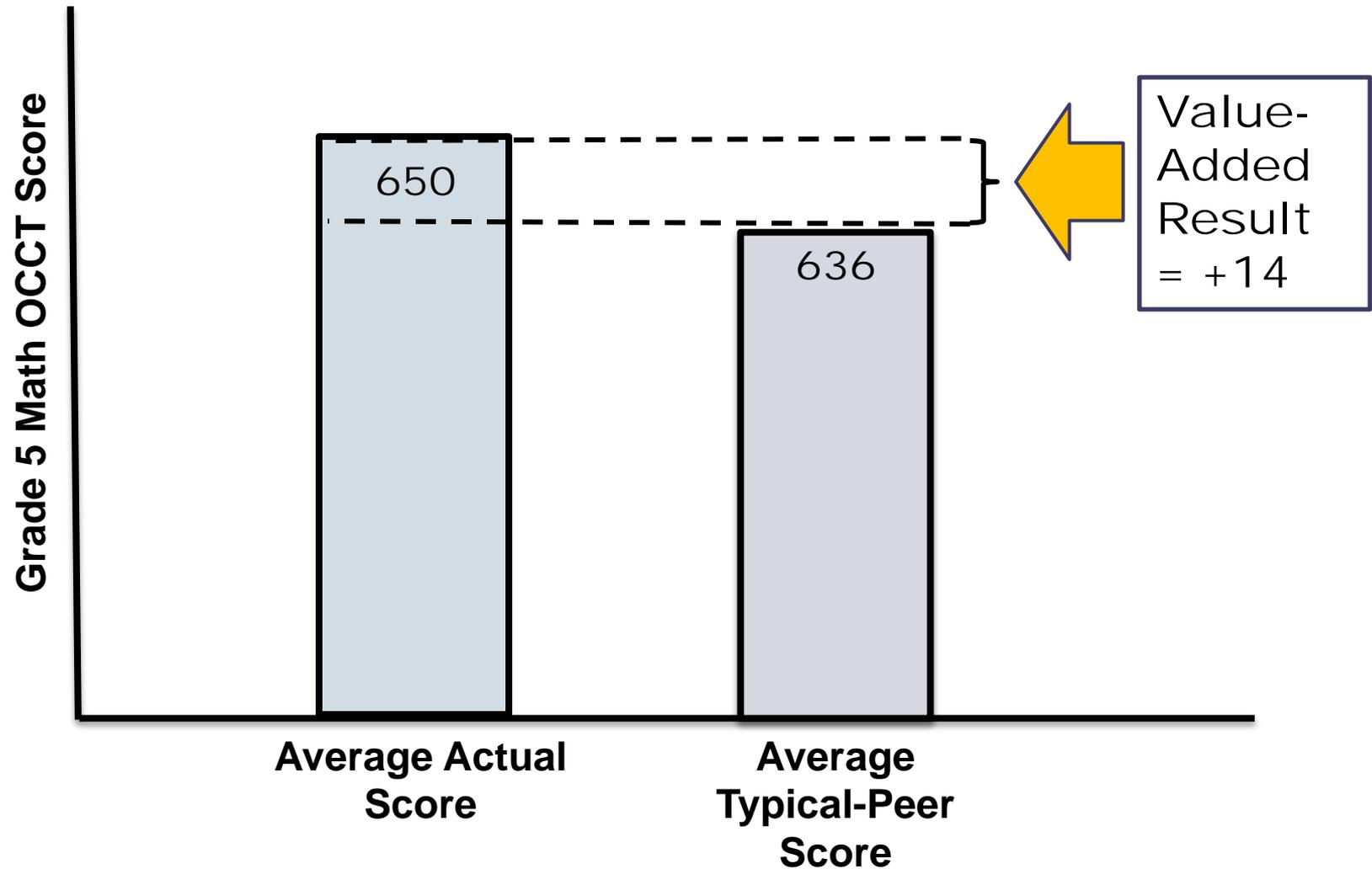


**All other Oklahoma grade 5 Students**

# OCCT Math Scores for Ms. Alero's Students

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<b>Sarah</b>	<b>700</b>	<b>730</b>	<b>710</b>
<b>Tristan</b>	<b>495</b>	<b>515</b>	<b>500</b>
<b>Average</b>		<b>650</b>	<b>636</b>

# Ms. Alero's Value-Added Result



## Review of Key Concepts

- ❑ **Value-added result:** The difference between the average actual score achieved by a teacher's students and the average typical-peer score.
- ❑ **Actual Score:** The actual score a student received on the state assessment.
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Questions?

# Value Added as a Student Growth Measure

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## Using value added as a growth measure for TLE

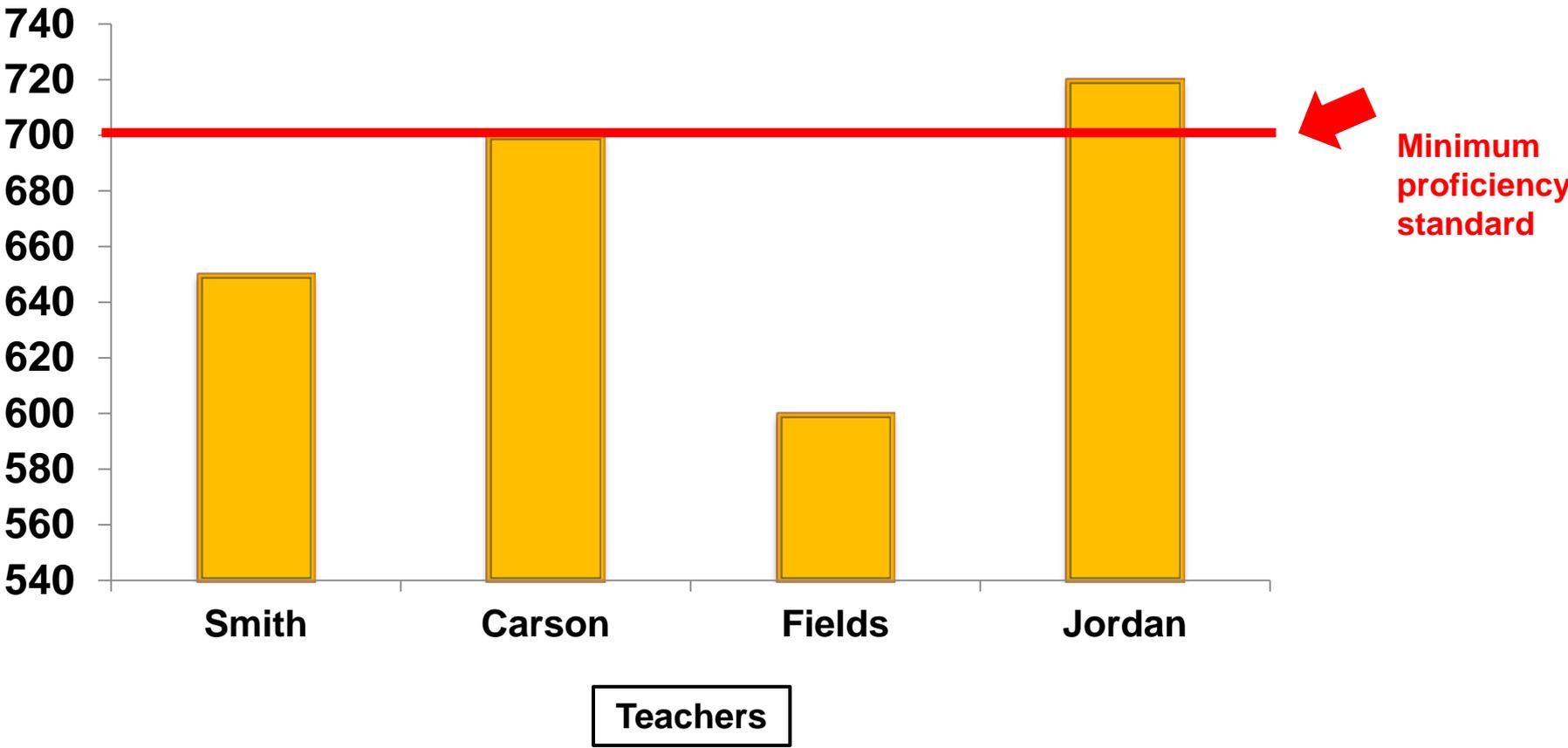
- Levels the playing field by accounting for the impact of unequal prior achievement levels**
- Highlights student progress and credits teachers for student gains**
- Controls for factors unrelated to teacher performance**
- Does not rely on direct comparison between two different tests**

# Alternative measures of student growth

- **Single-year outcomes (“snapshot” measures)**
  - average scores
  - proficiency targets
  
- **Cohort-to-cohort comparisons**
  
- **Single grade-level cohort comparisons from one year to the next**

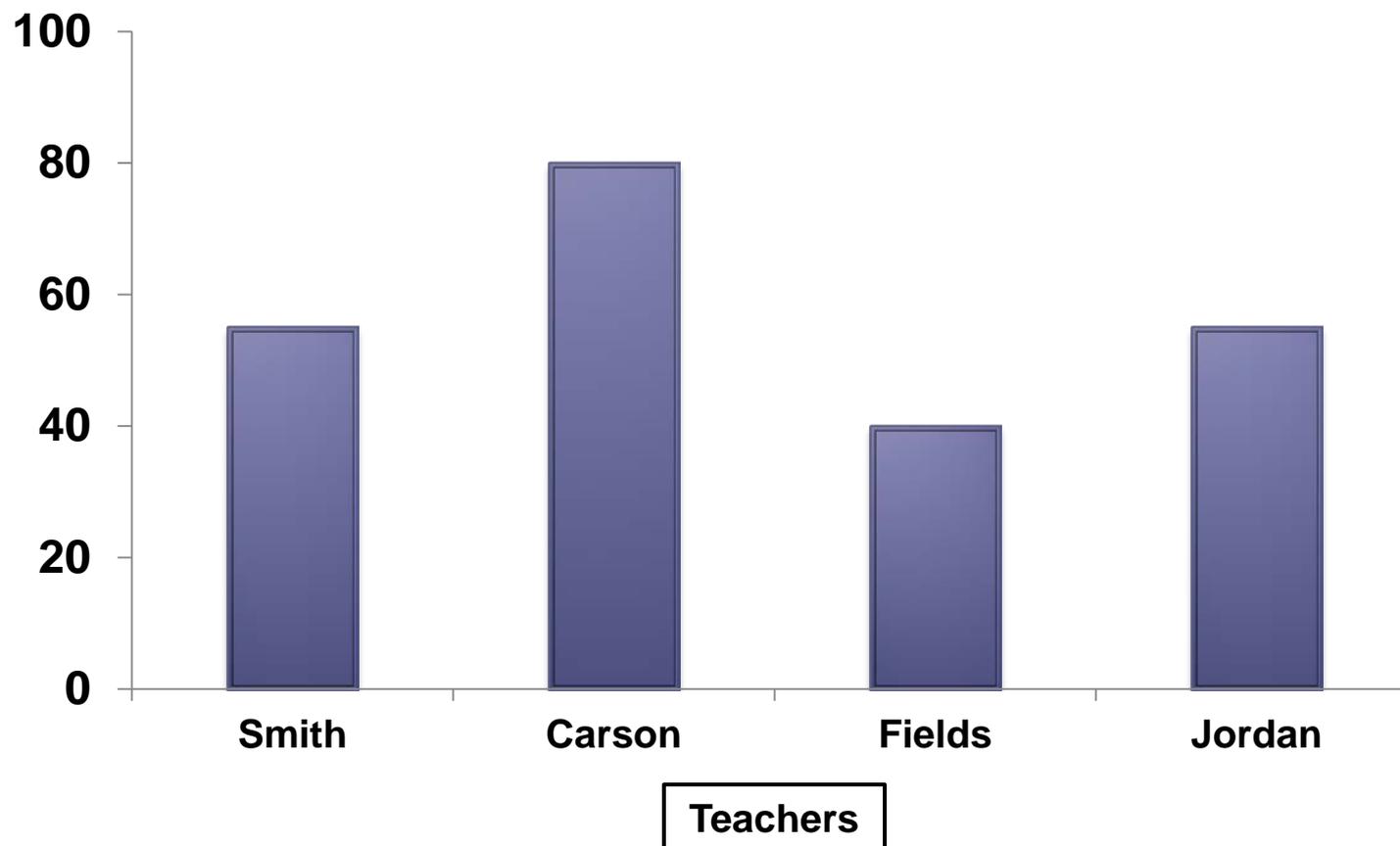
# Single-year average score

## Average Grade 4 OCCT Reading Scores



# Single-year proficiency targets

## Grade 4 OCCT Reading % Proficient



# Shortcomings of single-year outcomes

## □ **Not a level playing field for teachers:**

- Some teachers have an unfair advantage based on past performance of their students
- Others will be at an unfair disadvantage for the same reason

## □ **Masks progress:**

- Teachers whose students make significant progress but fall even slightly below minimum proficiency standards may not be credited with those gains

# Shortcomings of single-year outcomes

## ❑ **Not a level playing field for teachers:**

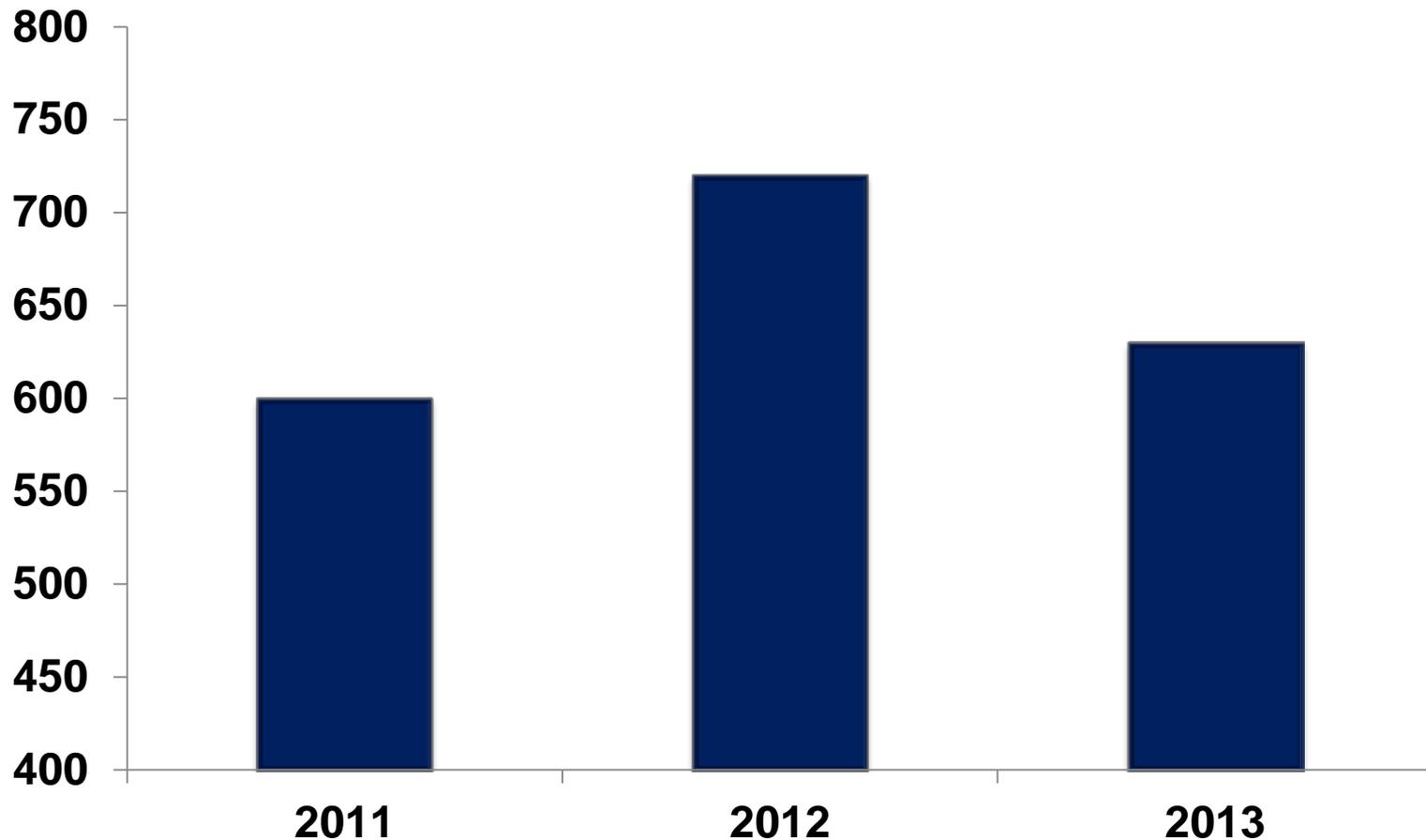
- Some teachers have an unfair advantage based on past performance of their students
- Others will be at an unfair disadvantage for the same reason

## ❑ **Value added...**

- Accounts for factors unrelated to teacher performance that may be related to student achievement by controlling for them in the model
- Teachers can be rated as highly effective regardless of where their students started

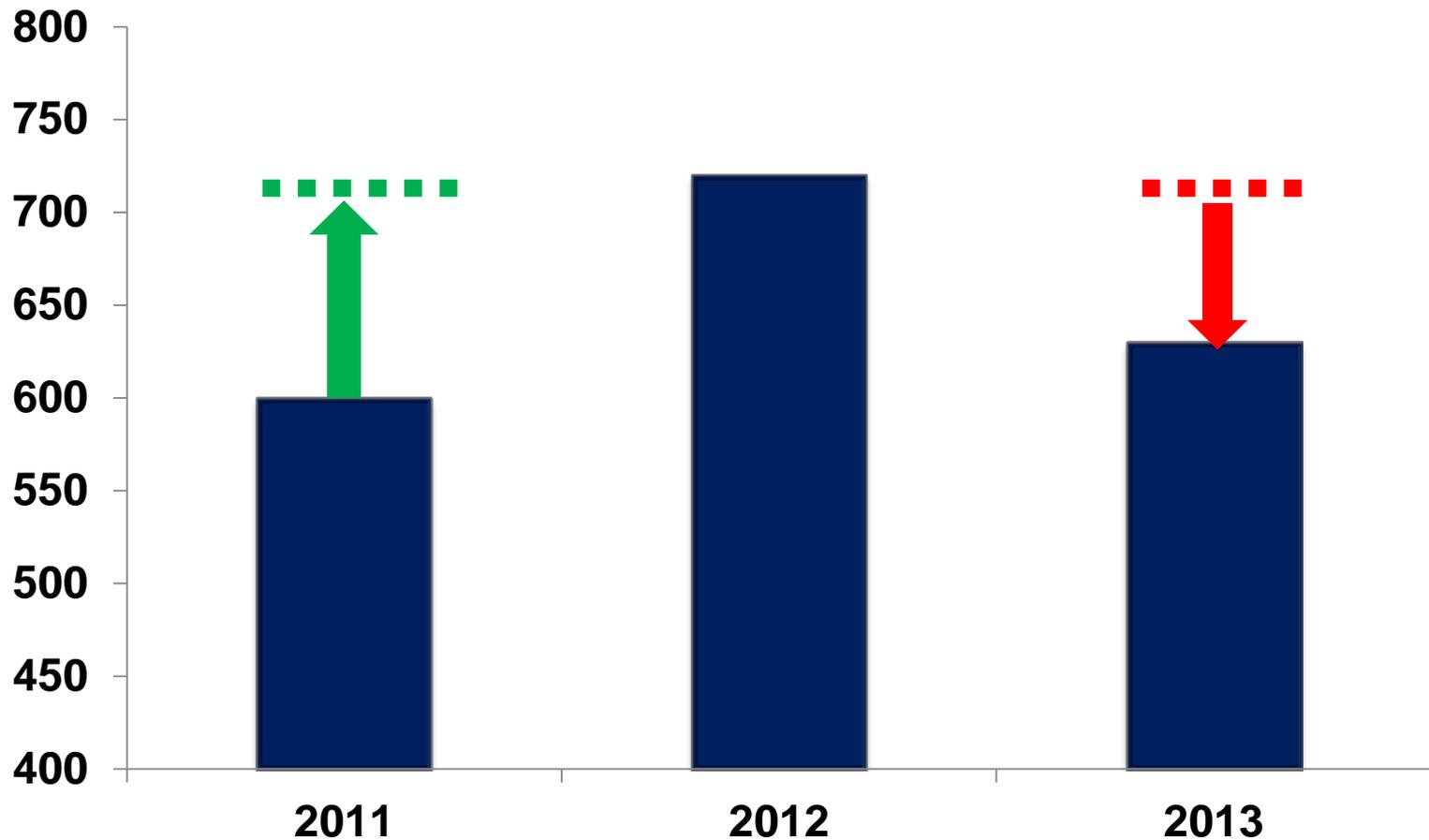
# Cohort-to-cohort comparisons

## Class Average- Grade 5 OCCT Math Score



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## Class Average- Grade 5 OCCT Math Score



# Shortcomings of cohort-to-cohort comparisons

## □ **Cohort-to-cohort comparisons:**

- Measuring different sets of students, changes in academic performance could be largely related to inherent differences between those students

# Shortcomings of cohort-to-cohort comparisons

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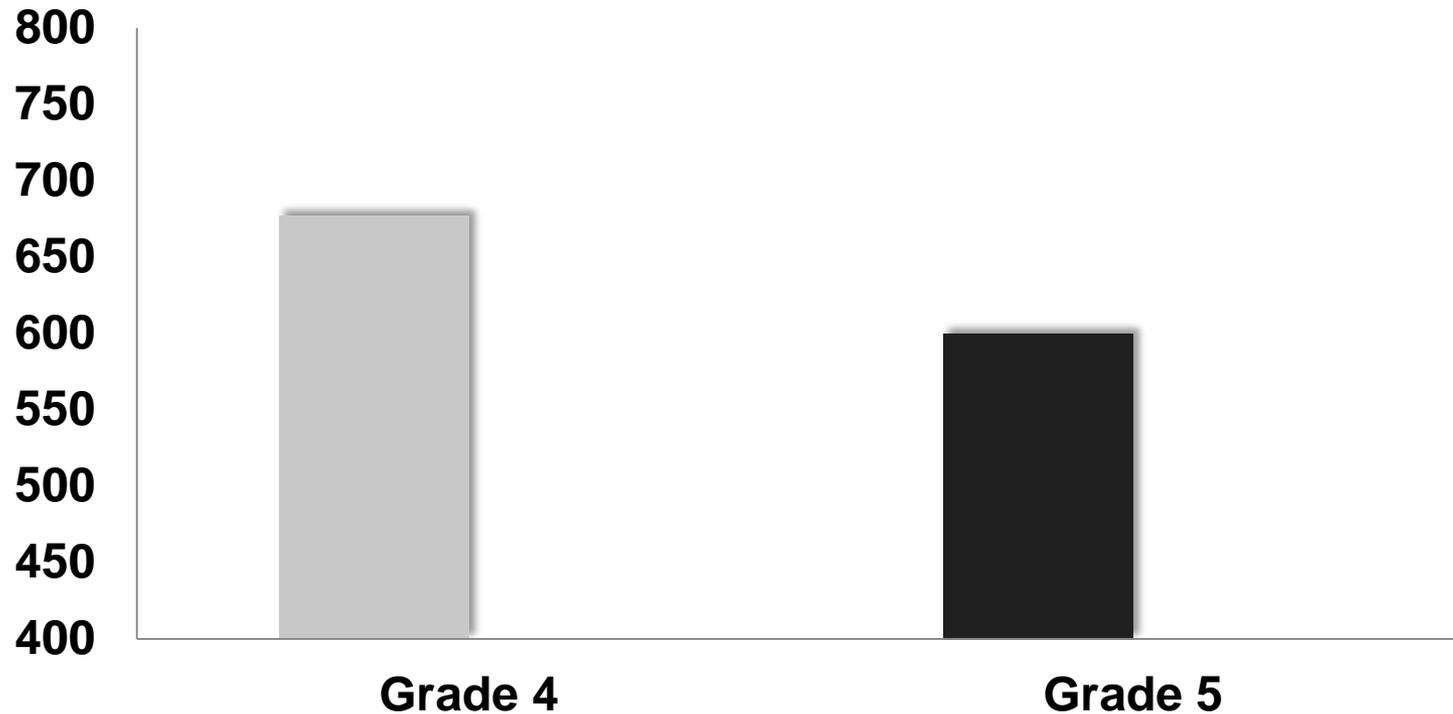
- Measuring different sets of students, changes in academic performance could be largely related to inherent differences between those students

## ❑ **Value added...**

- Tracks the performance of the same group of students over time

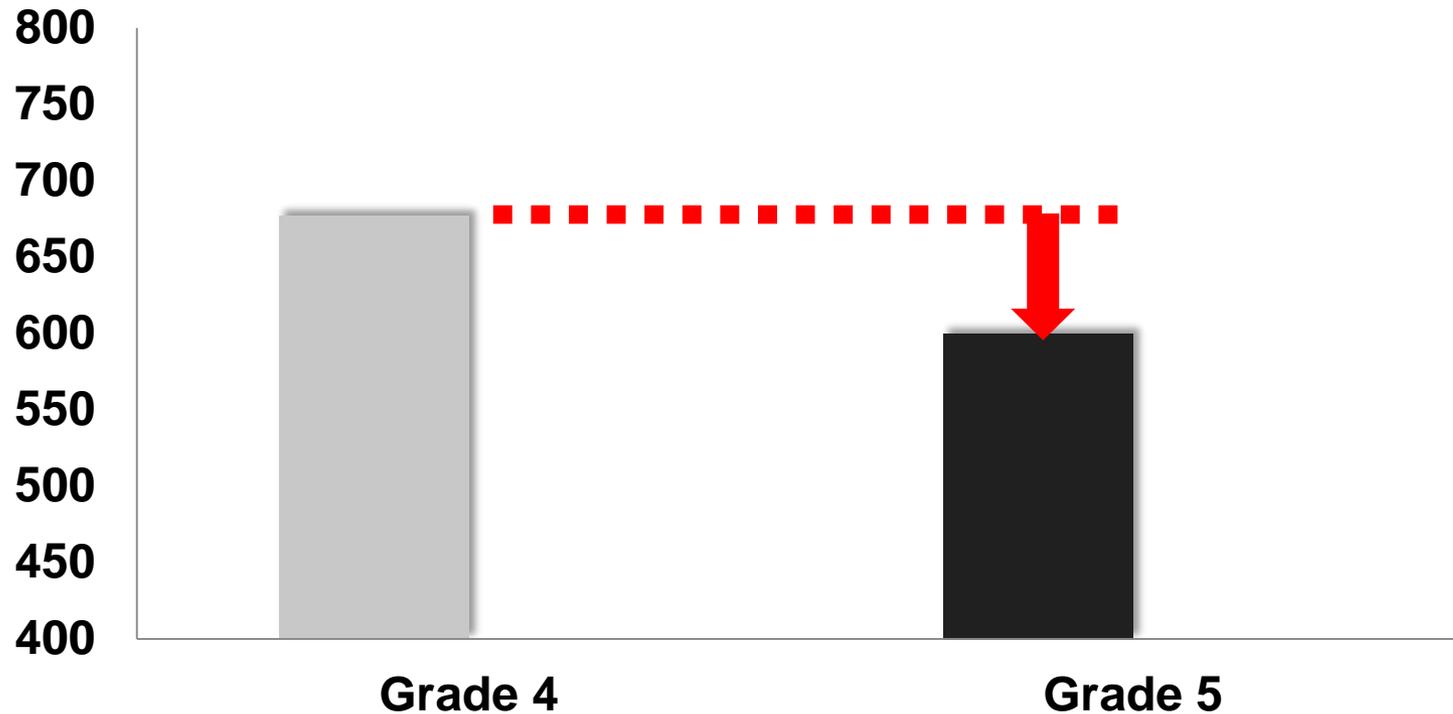
# Single cohort comparisons

**Previous Grade vs. Current Grade Average Math  
OCCT Score for Mr. Jordan's Grade 5 Students**



# Single cohort comparisons

**Previous Grade vs. Current Grade Average Math  
OCCT Score for Mr. Jordan's Grade 5 Students**



# Shortcomings of single cohort comparisons

- **Single cohort year to year comparison based on proficiency targets:**
  - Directly compares scores from two different tests
  - Doesn't take into account factors outside the teacher's control

# Shortcomings of single cohort comparisons

## ❑ **Single cohort year to year comparison based on proficiency targets:**

- Directly compares scores from two different tests
- Doesn't take into account factors outside the teacher's control

## ❑ **Value added...**

- Estimates student growth by comparing actual performance and typical-peer scores, rather than through direct comparison between two different tests
- Accounts for factors unrelated to teacher performance that may be related to student achievement by controlling for them in the model

## Recap of key concepts: Value added as a student growth measure

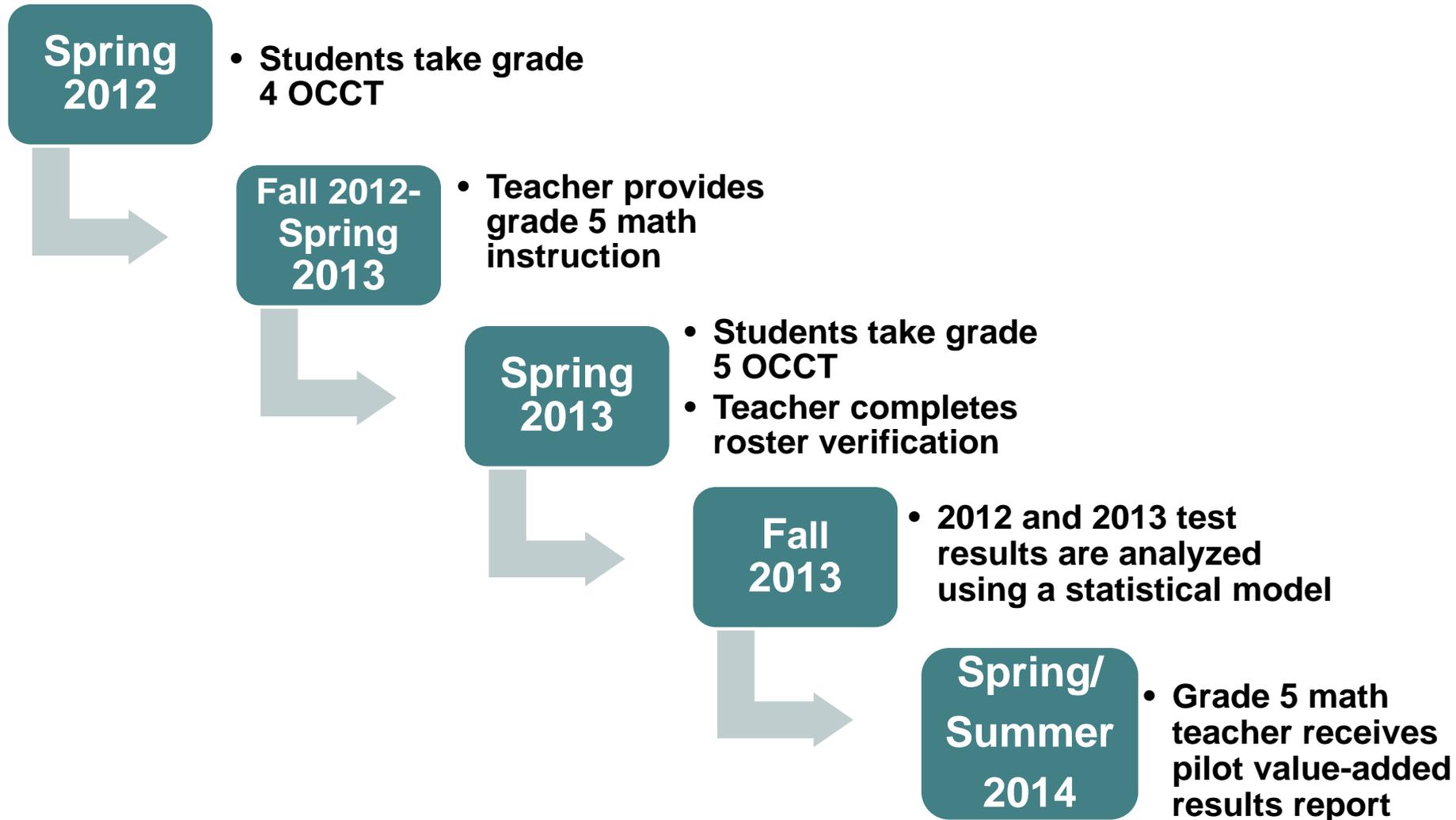
- ❑ **Levels the playing field by accounting for the impact of unequal prior achievement levels**
- ❑ **Highlights student progress and credits teachers for student gains**
- ❑ **Controls for factors unrelated to teacher performance**
- ❑ **Does not rely on direct comparison between two different tests**

Questions?

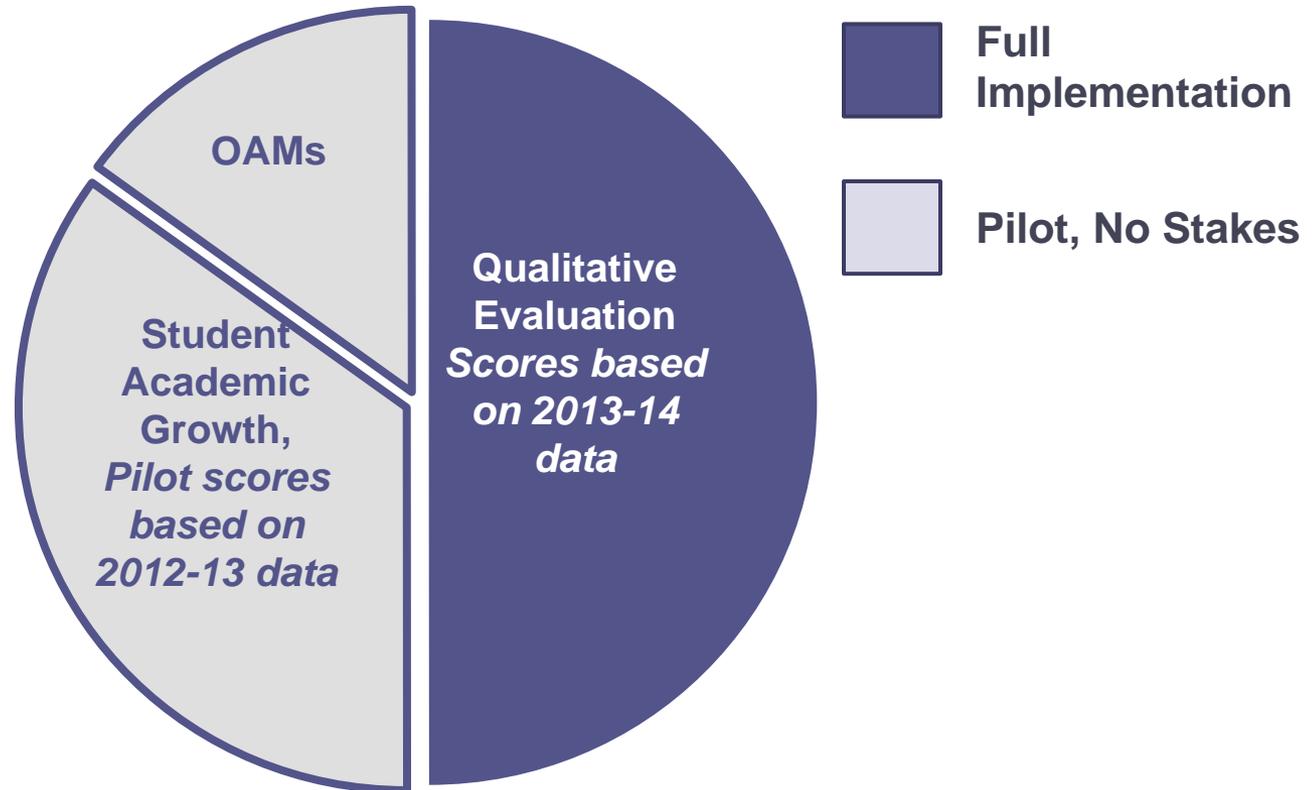
# Implementation Timeline

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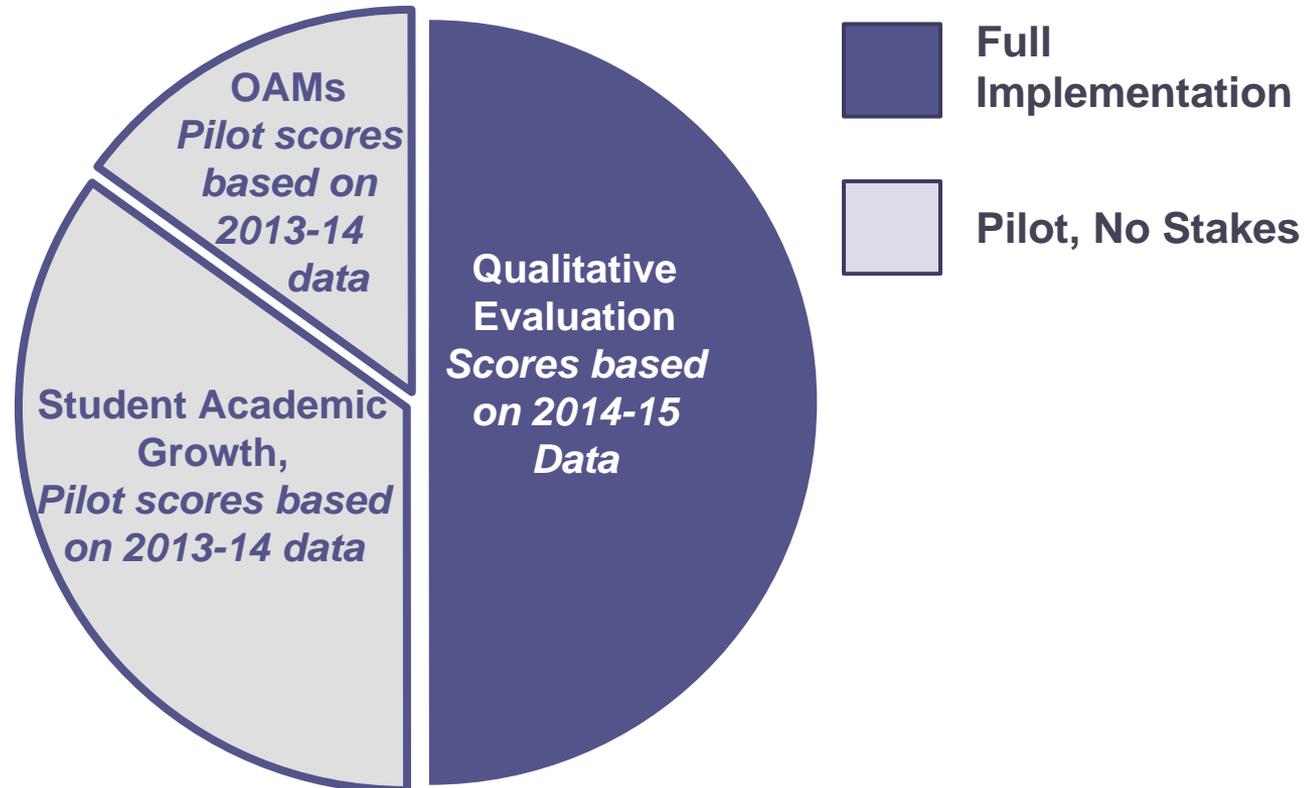
# Value-added results reported in 2014 are based on 2012-13 instructional year



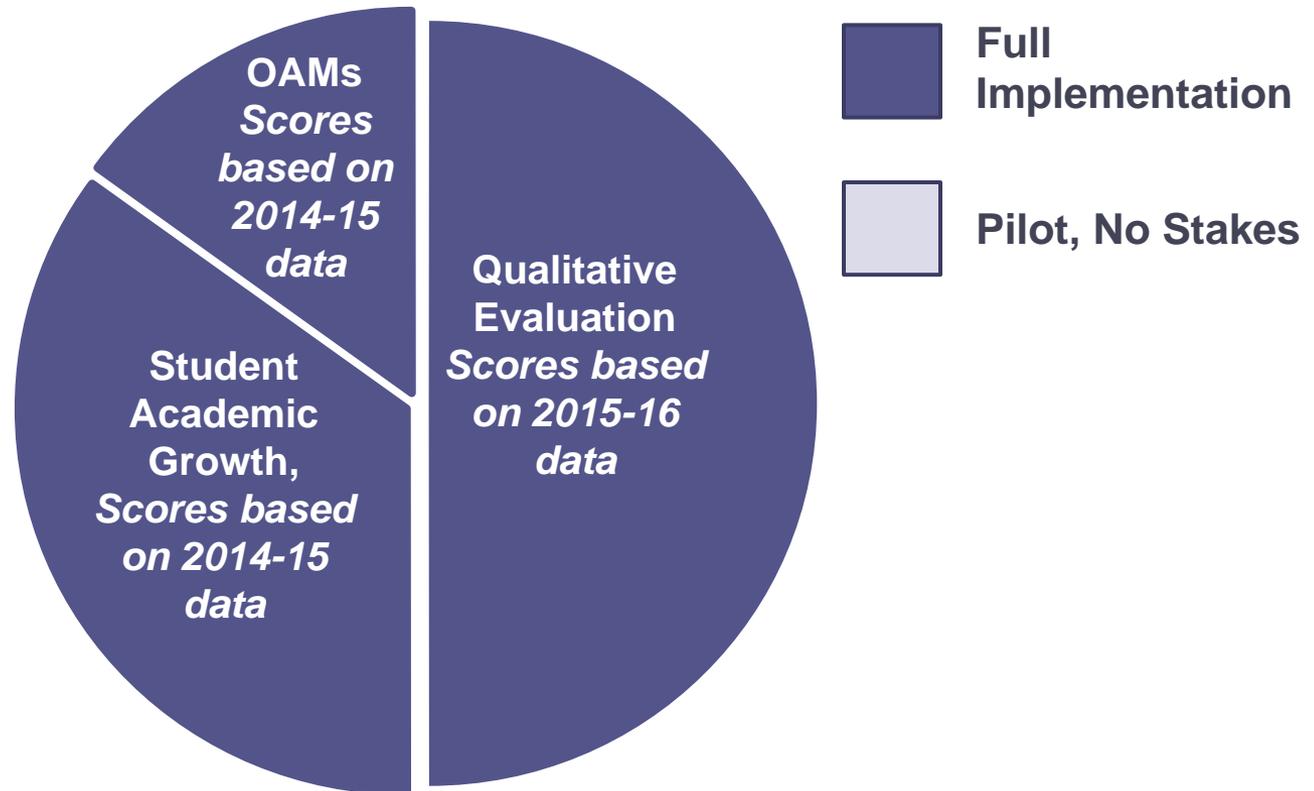
# TLE 2013-14: Implementation status



# TLE 2014-15: Implementation status



# TLE 2015-16: Implementation status



# District Training and Roll-Out Plan



# Expectations for district training lead(s)

## Get Training

- Attend a train-the-trainer session on value-added models in spring or summer 2014

## Plan & Train

- Develop and implement plan for distributing PDF reports to teachers and providing training on value added.

## Stay Connected

- Read the TLE Newsletter for important updates and new resources

## Be a Resource

- Answer questions teachers and administrators have regarding the PDF report

## Stay Supported

- Escalate questions or concerns that teachers and administrators that can't be answered at the district-level to OSDE Help Desk

# Get Training • Who?

## Guidelines for selecting training leads:

District-level staff approved by the district superintendent

Supervisors with authority to access evaluation information

Able to train and support teachers and administrators

# Get Training • How many?

## Guidelines for number of training leads by district:

1 - 2,500  
students

=

1-2 training  
leads

2,501 -10,000  
students

=

2-3 training  
leads

>10,000  
students

=

3-4 training  
leads

# Get Training

## • What? Where?

### Training sessions:

3.5 hour long in-person trainings  
*(registration begins 30 minutes prior to start)*

### Training locations *(spring):*

Atoka

Lawton

Oklahoma City

Tulsa

Woodward

# Get Training • When?

## **Atoka**

**Thursday, May 8**  
8:00am – 12:00pm

## **Lawton**

**Tuesday, April 29,  
and Thursday, May 1**  
8:00am – 12:00pm

## **Oklahoma City**

**Monday, April 28, and  
Monday, May 5**  
8:00am – 12:00pm  
12:30pm – 4:30pm

## **Tulsa**

**Wednesday, April 30**  
8:00am – 12:00pm  
12:30pm – 4:30pm  
**Tuesday, May 6**  
8am – 12:00pm

## **Woodward**

**Wednesday, May 7**  
8:00am – 12:00pm

**Additional sessions  
available in July**

# Plan & Train



**Teacher and Administrator PDF Value-Added Reports will be made available to district training leads upon completion of the in-person training**

Training leads will need to implement and design the following:

A plan for training all teachers and leaders in the district who will receive value-added reports

A process for distributing PDF reports to all relevant teachers and administrators

# Plan & Train

## Possible Report Distribution Options

**District training leads will have access to PDF reports from OSDE via a secure portal. Here are some ways districts may choose to distribute reports:**

### Secure Portal Access for Teachers

District training lead manually provides individual teachers and administrators with direct access to the PDF reports on the secure portal

### Printed PDF Reports Distributed at Training

District training lead downloads reports from the secure portal and provides printed reports to teachers and administrators who attend a training session

### Printed PDF Reports Distributed via Mail

District training lead downloads reports from the secure portal and mails them directly to teachers or to school leaders for distribution

### PDF Reports Emailed to Teachers Directly

District training lead downloads reports from the secure portal and manually emails them to each teacher and administrator directly

### PDF Reports Emailed to School Leaders for Distribution

District training lead downloads reports from the secure portal and emails them in groups (via a zip file) to school leaders for distribution

# Plan & Train

## • Sample Training Plan Components

Key Components to a Training Plan	Description of Content
Logistics	Determine best way to disseminate information to teachers and administrators regarding the planned trainings (ex: What will be the training location? Length?)
Communication strategy	Identify appropriate avenues for messaging training dates, times, and information to relevant audience (ex: District newsletter, email to principals)
Content development	Develop a detailed outline of the information shared and resources utilized during the district level trainings (ex: Identify key components of the value-added model and the PDF reports that need to be reviewed. Discuss the impact that value added has on teachers and administrators)

# Plan & Train

## • Sample Training Plan Components

Key Components to a Training Plan	Description of Content
Outline trainee expectations	Identify expected outcomes trainees should have upon completion of training (ex: “Trainees will have an understanding of value added as it relates to TLE”)
Develop method for assessing trainee comprehension	Create a way to assess trainees’ comprehension of material (ex: Online/paper quiz prior to leaving training, etc.)
Develop method to obtain feedback from trainees	Create a way for district trainers to receive feedback on quality of delivery and clarity of content (ex: “What topic(s) reviewed today do you feel most comfortable with? Least comfortable with?”)
Post-training support	Identify future training opportunities, appropriate resources and contacts for assistance (ex: Provide future training calendar)

# Plan & Train

## • Incentives and Opportunities

### Guidance from TLE office

- Contact [Ginger.Difalco@sde.ok.gov](mailto:Ginger.Difalco@sde.ok.gov) in the TLE office if you need additional support in developing a plan for your district

### Sample training plan

- Districts are encouraged to send completed training plans to the TLE office to be considered for posting in the TLE section of the OSDE website for other districts to use as a resource

# Stay Connected

## • Training Resources

Resource	Suggested Use
Online Videos	Multi-use: <ul style="list-style-type: none"> <li>• To supplement district trainings</li> <li>• To serve as district trainings</li> <li>• As a post-training refresher</li> </ul>
Quick Facts Brochure	<ul style="list-style-type: none"> <li>• An introduction to the value-added model to start the conversation regarding this new policy</li> </ul>
Train-the-Trainer PowerPoint Presentation	Multi-use: <ul style="list-style-type: none"> <li>• To supplement district trainings</li> <li>• To serve as district trainings</li> <li>• As a post-training refresher</li> </ul>
Recommended Journal Articles	<ul style="list-style-type: none"> <li>• Provide context to the OSDE method of calculating value-added results</li> </ul>

## Be a Resource

- Trainers should be prepared to serve as the district resource for teacher and administrator questions about value added

**Trainers should consider how these questions will be addressed district wide:**

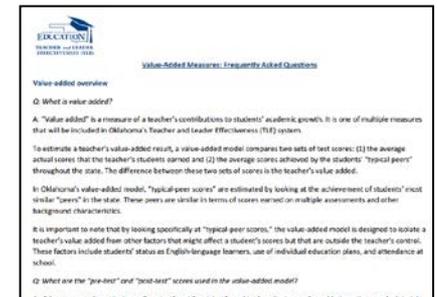
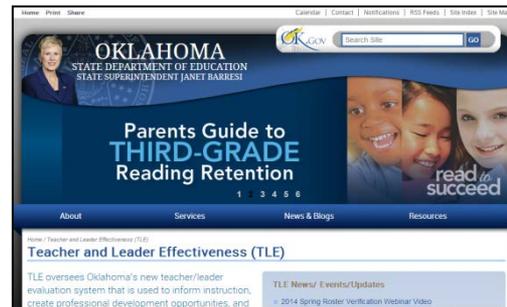
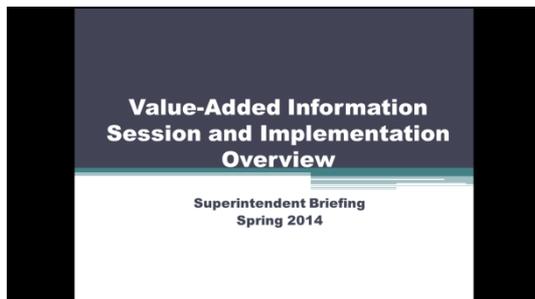
- What procedure should school-level staff follow for questions about PDF reports?
- Will users have access to a phone number, an email or a ticketing system?
- Will questions be collected to create a district-level FAQ?
- Will users be able to find additional resources on the district's website?

# Stay Supported

- Training leads who have attended training will be able to escalate any questions or concerns to the OSDE Help Desk

## Training leads will have access to the following resources to help support school staff:

- Value added FAQs
- Online training modules
- OSDE Help Desk
- Value added brochure
- District value added training presentation materials
- Additional reference materials



# Next Steps



# Next Steps

- ❑ Identify the district value-added training lead(s)
- ❑ Determine whether the district training lead(s) will attend a spring session or a summer session
- ❑ Encourage the district training lead(s) to sign up early for a train-the-trainer session in the spring (if applicable) or watch for updates about summer training registration
- ❑ Check the TLE Newsletter and TLE section of the OSDE website for updates and additional details regarding the trainings and helpful resources
- ❑ Contact OSDE Help Desk with questions or concerns

Questions?