

TEACHER VALUE-ADDED GUIDE BOOK

What Ohio Educators Need to Know about Teacher Value-Added Information:

*How to Access, Interpret, Analyze, and
Use Teacher-Level Reports to Impact Teaching and Learning*

A differentiated resource for Ohio educators using information from the SAS® EVAAS® Teacher Value-Added Report and the Teacher Diagnostic Report in grades 4–8 reading and math to:

- Assist in Establishing Teaching and Learning Priorities
- Support Development of Professional Growth Plans in the Ohio Teacher Evaluation System (OTES)

www.BattelleforKids.org

Please note: This guide utilizes visual representations of copyrighted EVAAS® Web reporting software from SAS Institute Inc. for instructional purposes.








PURPOSE

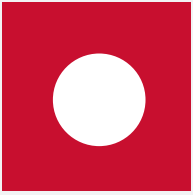
Ohio is committed to the implementation of a state system of support directly focused on improving the academic performance of all students.

Through the use of this guide book, educators will:

- Develop an awareness of and ensure access to SAS® EVAAS® Teacher Value-Added and Diagnostic Reports;
- Interpret and understand the information provided in the Teacher Value-Added and Diagnostic Reports;
- Help identify possible contributing factors that impacted value-added results;
- Analyze reports to inform decision making to improve teaching and learning; and
- Use analysis of the reports to support the development of professional growth plans within the Ohio Teacher Evaluation System.

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IDENTIFY

Self-Assessment of Value-Added Professional Learning Needs and Stages

This section supports:

Identifying professional learning needs for supporting the awareness, access, interpretation, analysis, and use of teacher reports in the SAS® EVAAS® reporting system.

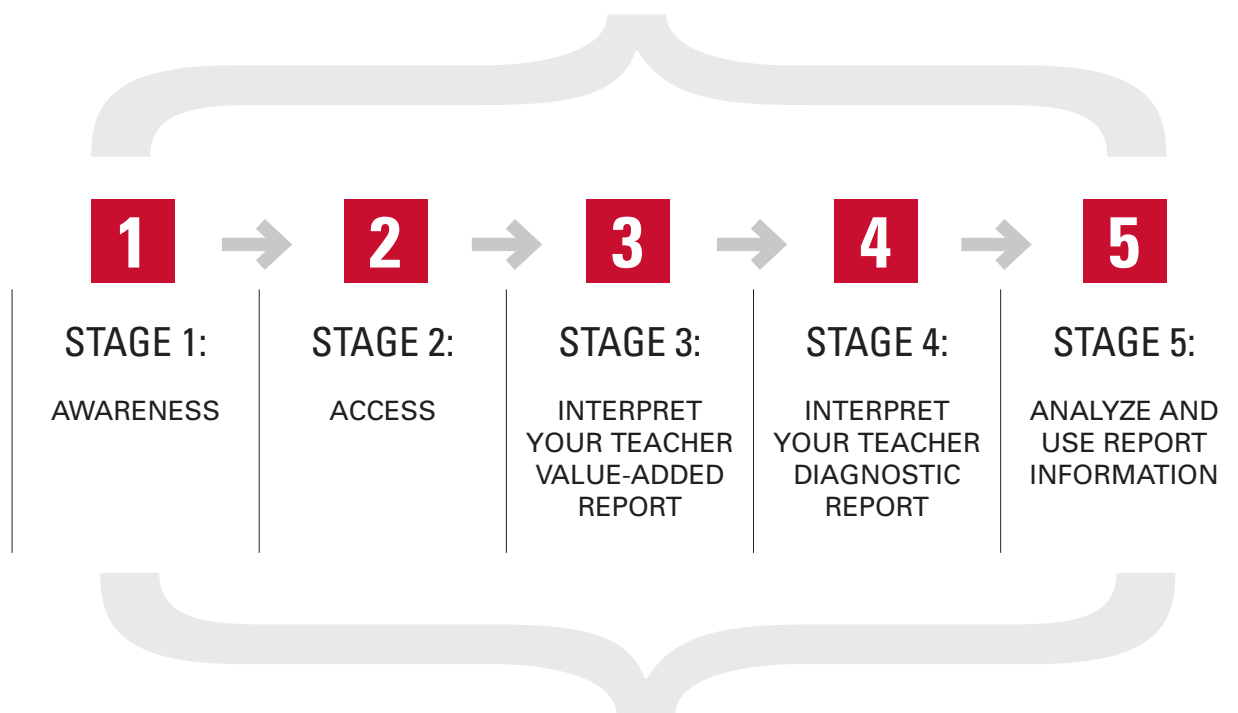
- Self-Assessment of Value-Added Professional Learning Needs
- Stage 1: Awareness
- Stage 2: Access
- Stage 3: Interpret Teacher Value-Added Reports
- Stage 4: Interpret Teacher Diagnostic Reports
- Stage 5: Analyze and Use Report Information

SELF-ASSESSMENT OF VALUE-ADDED PROFESSIONAL LEARNING NEEDS

Stages of Value-Added Professional Learning

CREATING AND SUSTAINING A CULTURE

FOR USING VALUE-ADDED INFORMATION



IMPACT:

IMPROVE TEACHING AND LEARNING

This graphic is a visual of the learning process that this resource will guide educators through.

The process of building systemic capacity to use value-added data effectively, involves establishing a positive culture through building trust, providing support, and a deep commitment among all stakeholders. Leaders must be mindful of school culture paired with differentiated professional learning opportunities for teachers.



CREATING A CULTURE OF TRUST, SUPPORT, AND COMMITMENT

An important foundation for the effective use of value-added data is creating a positive culture that supports data sharing and analysis. Building trust in one another is essential for developing a shared understanding of value-added information, and establishing a commitment to using that information to improve practice and student learning.

Below are some considerations for establishing a supportive culture for using value-added information.

- Know and understand that data can provide valuable insights to improve practice
- Take sufficient time to develop trusting, collegial relationships with one another
- Establish a structure that allows teachers to collaborate in their use of data



SELF-ASSESSMENT OF PROFESSIONAL LEARNING

Before planning **individual, team, school, or district** professional learning, it is important to establish where you are in your learning.

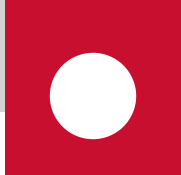
Directions: Use a checkmark to identify your understanding in the following stages. Thoughtful self-assessment will enable you to engage in differentiated professional learning.

STAGE 1: AWARENESS

Value-added analysis creates a paradigm shift in the way educators think about student learning. Historically, schools have addressed student achievement in isolation of student growth. Before accessing and analyzing value-added information, helping educators understand the difference between growth and achievement is essential.



	Know and understand the difference between growth measures and achievement measures
	Know and understand that value-added data is one type of student growth measure used in Ohio
	Know and understand the benefits of using value-added results
	Able to provide rationale for the use of value-added information to improve educator practice and student learning
	Understand the expectations of practice relative to using data, such as value-added, as articulated in the Ohio Standards for the Teaching Profession



STAGE 2: GAINING ACCESS AND BASIC LEARNING SUPPORT

Once teachers have a foundational understanding of the difference between achievement and growth, they are ready to gain access to their SAS® EVAAS® reports, and learn how to access the Help Feature.



	Can access the web-based SAS® EVAAS® reporting system through personal username and password at https://ohiova.sas.com/
	Can navigate between reports, grade levels, and subjects
	Can access the online SAS® EVAAS® Help Feature

EVAAS® - Education Value-Added Assessment System by SAS Institute, Inc.



STAGE 3: INTERPRETING THE TEACHER VALUE-ADDED REPORT

Now that teachers know how to gain online access to their EVAAS® reports and use the Help Feature, they are ready to interpret their Teacher Value-Added Report. Educators do not need to be statisticians to understand and use value-added reporting. However, it is important to have a basic understanding of the report features.



	Have a basic level of understanding of the terminology and anatomy of the Teacher Value-Added Report
	Know how the teacher index is derived
	Understand how the teacher index determines the teacher effectiveness level

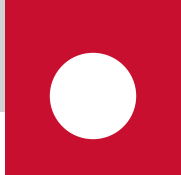


STAGE 4: INTERPRETING THE TEACHER DIAGNOSTIC REPORT

Now that teachers understand the basic terminology and anatomy of the Teacher Value-Added Report, they are ready to interpret the Teacher Diagnostic Report. The SAS® EVAAS® system provides access to multiple reporting options. While all reports are valuable, the value-added report and the diagnostic report will be most valuable in providing foundational knowledge and understanding.



	Have a basic level of understanding of the terminology and anatomy of the Teacher Diagnostic Report
	Understand how students are placed in each of the prior-achievement subgroups (tertile groups)
	Understand the “previous cohort” data bar graphs (gold) in the diagnostic reports
	Understand the difference between the Teacher Value-Added Report and the Teacher Diagnostic Report
	Understand the uses and benefits of each report



STAGE 5: ANALYZING AND USING VALUE-ADDED INFORMATION

To use value-added information to inform school improvement, educator practice, and student learning, an analysis of value-added data can provide educators with insight into areas of strength, areas for growth, and possible contributing factors that have impacted student outcomes. A thorough analysis allows teachers to use the information to make decisions around the following factors: assessment, instructional, professional learning, and curricular that will provide next steps for professional growth to enhance student learning.



	Can analyze information in the Teacher Value-Added Report and the Teacher Diagnostic Report
	Can prioritize areas of strength and areas for growth as reflected in teacher reports
	Can identify possible contributing factors that impacted value-added results
	Can use the analysis to determine next steps for professional growth and student learning



RESPOND

Self-Assessment of Value-Added Professional Learning Needs

Responses to the previous statements for each stage of learning will help determine a differentiated entry point for professional learning



-
- 1** **STAGE 1: AWARENESS**
Achievement and Growth

 - 2** **STAGE 2: ACCESS**
SAS® EVAAS® Website and Help Feature

 - 3** **STAGE 3: INTERPRET YOUR
TEACHER VALUE-ADDED REPORT**
Basic Terminology and Anatomy of the Report

 - 4** **STAGE 4: INTERPRET YOUR
TEACHER DIAGNOSTIC REPORT**
Basic Terminology and Anatomy of the Report

 - 5** **STAGE 5: ANALYZE AND USE**
Improve Teaching and Learning
-

1

STAGE 1: AWARENESS

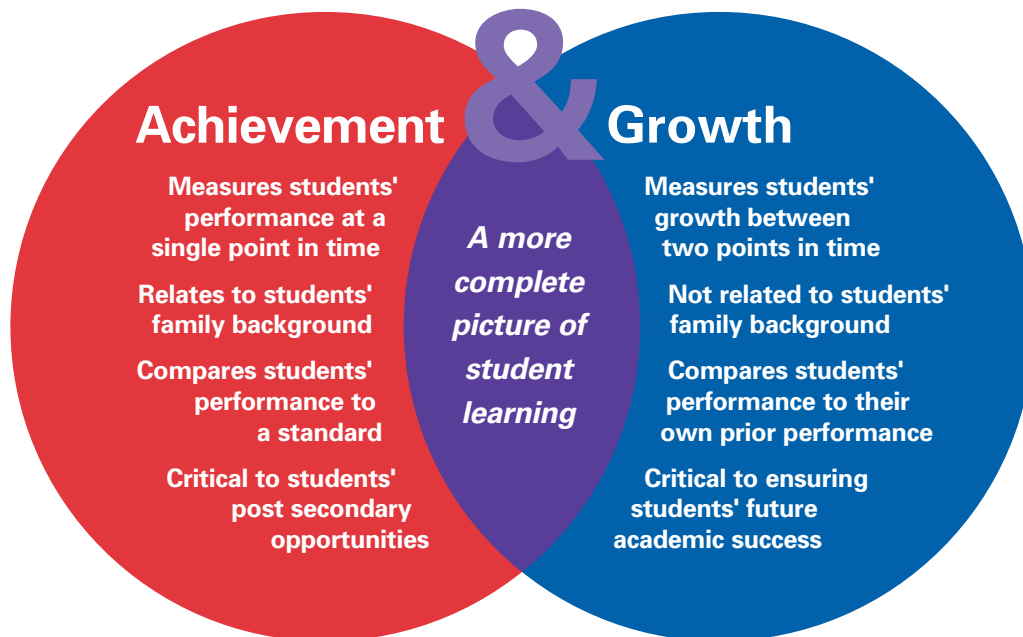
Achievement and Growth

This section supports:

Identifying professional learning needs for supporting the awareness, access, interpretation, analysis, and use of teacher reports in the SAS[®] EVAAS[®] reporting system.

- Understanding the difference between growth measures and achievement measures
- Understanding the benefits of using value-added results
- Providing a rationale for the use of value-added information to improve educator practice and student learning
- Understanding the expectations of practice relative to using data as articulated in the Ohio Standards for the Teaching Profession

UNDERSTANDING ACHIEVEMENT AND GROWTH DATA



In education, the words “achievement” and “growth” are often used interchangeably. However, their meanings are very different.

Achievement is measured by students’ performance at a single point in time as compared to a standard. Achievement has typically been measured by how well students do on state tests in relation to the state standards for proficiency.

Growth is measured by how much “growth” students make over time (e.g. year to year). Think of academic growth in terms of a child’s growth chart; height is charted at age two, three, four, etc. These data points can be plotted to display a child’s physical growth over a specific period of time. Similarly, we can chart a child’s academic growth over time. When we measure growth, we can use this information in combination with other measures to get a more complete picture of student learning.

VALUE-ADDED ANALYSIS

Value-added analysis is a statistical method that helps educators measure the impact that teachers, schools, and districts have on a student’s academic growth from year to year.

Using value-added data, teachers, schools, and districts can better determine the impact of their curriculum, instruction, programs, and practices on student learning.

Benefits to Teachers:

- Understand students’ growth over school years, ensuring opportunities for all students;
- Examine the impact of curriculum and instructional decisions on student growth;
- Modify instruction to address all students’ needs; and
- Align professional learning opportunities in areas of greatest need.

OHIO STANDARDS FOR THE TEACHING PROFESSION

The Ohio Standards for the Teaching Profession, identify the professional expectations for Ohio teachers as they continually reflect upon and improve their effectiveness throughout their careers.

Embedded within these standards are articulated knowledge and skills which represent expectations of practice for data literate educators. These elements provide insight into what teachers should know and be able to do with regard to using data, such as value-added information, to inform practice.

DATA LITERATE TEACHERS:	
Standard 3	Teachers understand and use varied assessments to inform instruction, evaluate, and ensure student learning.
Element 3.1	Teachers are knowledgeable about assessment types, their purposes and the data they generate.
Element 3.3	Teachers analyze data to monitor student progress and learning, and to plan, differentiate, and modify instruction.
Element 3.4	Teachers collaborate and communicate student progress with students, parents, and colleagues.
Standard 4	Teachers plan and deliver effective instruction that advances the learning of each individual student.
Element 4.2	Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
Standard 7	Teachers assume responsibility for professional growth, performance, and involvement as individuals and as members of a learning community.
Element 7.2	Teachers take responsibility for engaging in continuous professional development.
Element 7.3	Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvement, and student achievement.

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STAGE 2: ACCESS

SAS® EVAAS® (Education Value-Added Assessment System) Website

This section supports:

- Accessing the SAS® EVAAS® reporting system
- Navigating between reports
- Accessing the online SAS® EVAAS® Help Feature

SAS® EVAAS® WEBSITE

<https://ohiova.sas.com/>

The public has access to a limited number of value-added reports at the district and school level through the Education Value-Added Assessment System (EVAAS). Educators have access to additional reporting that requires a username and password.

The SAS® EVAAS® login screen is located at <https://ohiova.sas.com/> or can be accessed from both the Ohio Department of Education website and the Ohio Student Progress Portal.

The EVAAS® website has more than 20 different reports, and includes interactive features and help screens to assist educators in analyzing data.

The screenshot shows the EVAAS website interface. At the top left is the EVAAS logo and a 'Contact Us' link. A blue button labeled 'Visit Public Site >>' is prominent. Below it is the 'Ohio Value-Added Login' section, which includes input fields for 'User Name' and 'Password', and a 'Sign In' button. A note below the login fields reads: 'Please note, passwords are case sensitive!' and provides links for 'Sign in with SAFE', 'Forgot username or password?', and 'Need an account?'. A security warning states: 'Important: You are responsible for maintaining the confidentiality of the information provided in the SAS EVAAS reports. Please close your browser window when you are through with your session to prevent unauthorized access to the reports.' The footer features the Ohio Department of Education logo, a photo of Dr. Richard Ross, Superintendent of Public Schools, and the SAS logo with the tagline 'THE POWER TO KNOW.'

Main Levels of Access in EVAAS®

District Administrator: This user is usually the superintendent. This level of access can create and manage District User accounts and School Administrator accounts.

District User: This user can access district-wide reports, but cannot create accounts.

School Administrators: This user is usually the principal. This level of access can create and manage School User accounts.

School Users: This level of access is primarily used for teacher accounts.

Questions?

For security purposes, it is necessary for educators to request access from the appropriate person in their school/district. Administrators may e-mail EVAAS_Support@sas.com with access questions.

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STAGE 3: INTERPRET THE TEACHER VALUE-ADDED REPORT

Basic Terminology and Anatomy of the Report

This section supports:

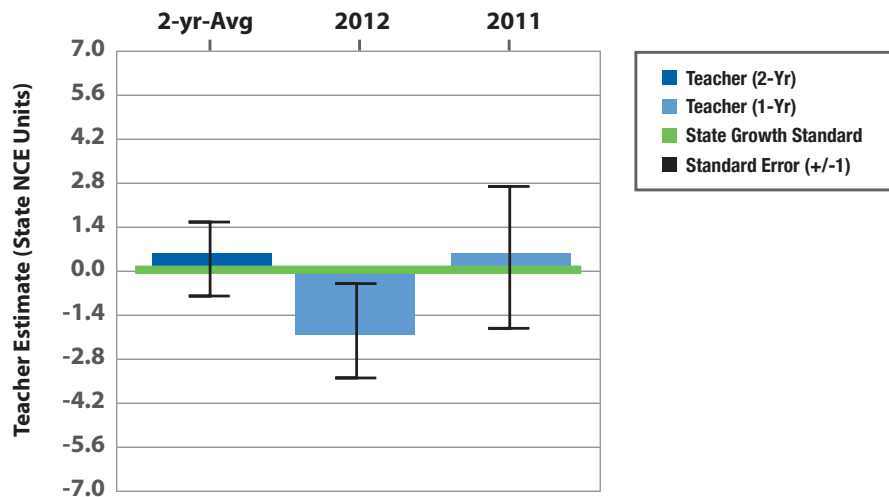
- Understanding the terminology and anatomy of the Teacher Value-Added Report
- Understanding of how the teacher index is derived
- Understanding of how the teacher index determines the teacher effectiveness level

SAS® EVAAS® TEACHER VALUE-ADDED REPORT

This report displays the growth made by a teacher's students in a particular subject and grade. The report also indicates the teacher's effectiveness level. A breakdown of the sections of the report, with explanations to better your understanding of the terminology and anatomy of the Teacher Value-Added Report, is on the following pages.

Teacher Progress Estimates and Standard Errors				
Year	Estimate	Standard Error	Index	Level
2-Yr-Avg	0.4	1.1	0.33	Average
2012	-2.0	1.6	-1.21	Approaching Average
2011	0.4	2.2	0.20	Average

Teacher estimates are from SAS® EVAAS® multivariate, longitudinal analyses using all available data for each student (up to 5 years). The multi-year trend incorporates the most recent student data, and the previous years' gains used in that trend may have changed from what was reported in previous years. ODE has requested, for consistency, the single-year estimates in the chart and table are the same as those that have been reported in previous years.



Teacher progress estimates and standard errors are presented in the chart above. This allows each teacher to compare his or her students' progress with the state growth standard.

2-Yr-Avg State Distribution of Teachers (OAA Reading, Grade 7)	
Level	No. of Teachers
Most Effective	38
Above Average	55
Average	194
Approaching Average	64
Least Effective	62

TERMINOLOGY IN THE TEACHER VALUE-ADDED REPORT

Year - The year associated with the report.

Estimate – Conservative indicator of the growth the teacher’s students made compared to the growth standard expressed in state NCEs. Indicator of how much the teacher influences student growth.

Standard Error – Measure of uncertainty around the estimate. Provides the basis for establishing a confidence interval around the estimate.

Index - The basis for establishing a teacher effectiveness level. Dividing a teacher’s estimated gain by the associated standard error produces the index score.

Level - Based on the index score, each teacher is assigned to a particular performance level.

Note: You can find further explanation of the above terminology in EVAAS® by accessing the Help Feature within the teacher report.

ANATOMY OF THE TEACHER VALUE-ADDED REPORT

THE TEACHER PROGRESS TABLE

The table at the top of the teacher report contains information on the effectiveness of the teacher compared to the State Growth Standard. Multi-Yr-Averages will be provided when sufficient data exist for this calculation. The teacher’s Progress Estimate, expressed in State NCEs, and Standard Error are provided for each year reported. The teacher’s Index and Effectiveness Level complete the table.

Teacher Progress Estimates and Standard Errors				
Year	Estimate	Standard Error	Index	Level
2-Yr-Avg	0.4	1.1	0.33	Average
2012	-2.0	1.6	-1.21	Approaching Average
2011	0.4	2.2	0.20	Average

OHIO DEPARTMENT OF EDUCATION RULES FOR EFFECTIVENESS LEVEL DETERMINATION

Most Effective: Teachers whose students are making substantially more progress than the state growth standard/state average/pool average...*the teacher's index is 2 or greater.*

Above Average: Teachers whose students are making more progress than the state growth standard/state average/pool average (the teacher's index is equal to or greater than 1 but less than 2).

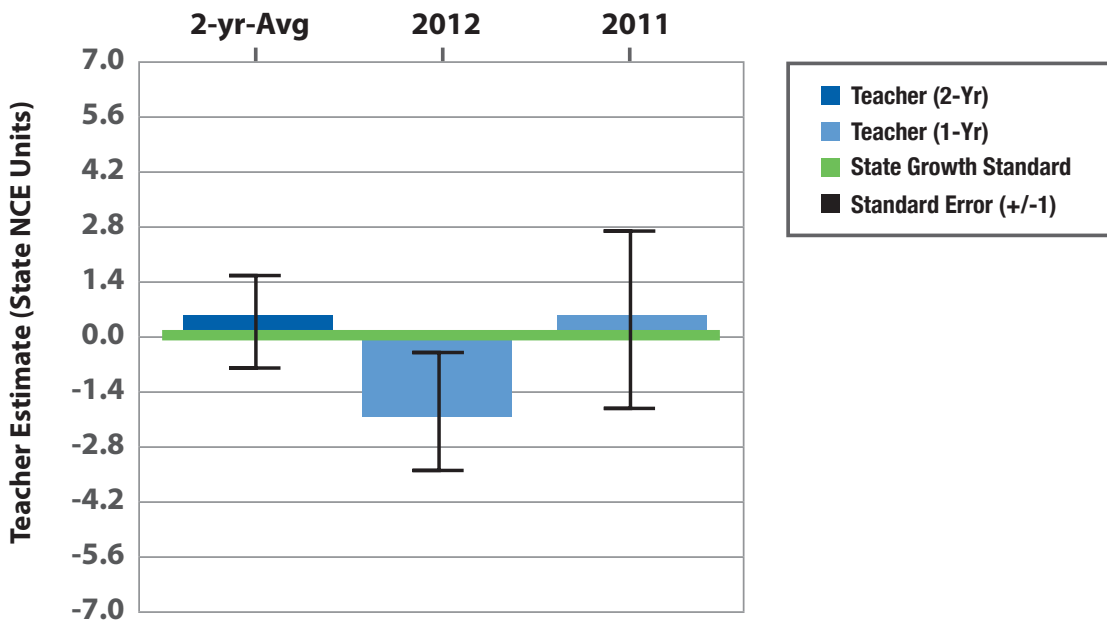
Average: Teachers whose students are making the same amount of progress as the state growth standard/state average/pool average (the teacher's index is equal to or greater than -1 but less than 1).

Approaching Average: Teachers whose students are making less progress than the state growth standard/state average/pool average (the teacher's index is equal to or greater than -2 but less than -1).

Least Effective: Teachers whose students are making substantially less progress than the state growth standard/state average/pool average (the teacher's index is less than -2).

THE EVAAS[®] TEACHER GRAPH

This graph is a visual representation of the growth students made compared to the State Growth Standard. The State Growth Standard is represented by the green zero (0.0) line on the chart.



Cautionary Note: The data in this graph is representative of different points in time. It should not be mistaken for the tertiles (three prior-achievement subgroups) as shown in the Teacher Diagnostic Report.

4

STAGE 4: INTERPRET THE TEACHER DIAGNOSTIC REPORT

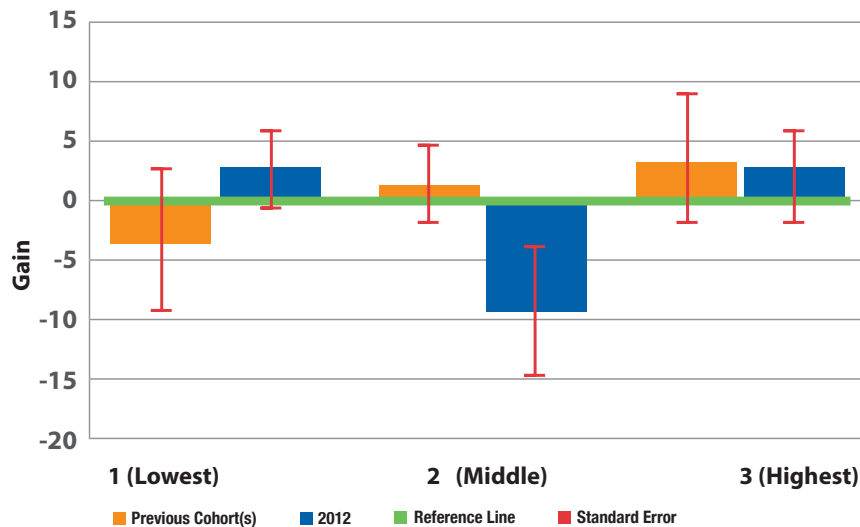
Basic Terminology and Anatomy of the Report

This section supports:

- Understanding the terminology and anatomy of the Teacher Diagnostic Report
- Understanding how students are placed in each of the prior-achievement subgroups (tertile groups)
- Describing the difference between value-added and diagnostic reports
- Explaining the uses and benefits of each report

SAS[®] EVAAS[®] TEACHER DIAGNOSTIC REPORT

This report shows the progress of a teacher's students in the most recent year broken down (disaggregated) by level of achievement (tertile). The Teacher Diagnostic Report enables a teacher to see whether students at all achievement levels made desired growth compared to the state growth standard. When looking at the tertiles, teachers are able to identify which students are benefiting most from the instruction. This information can support teachers as they identify areas of strength and areas for growth.



		Prior-Achievement Subgroups			
		1 (Lowest)	2 (Middle)	3 (Highest)	
Reading	Reference Line		0.0	0.0	0.0
	2012	Gain	2.6	-9.4	2.4
		Standard Error	3.0	5.3	3.9
		No. of Students	11	20	13
		% of Students	25.0	45.5	29.5
	Previous Cohort(s)	Gain	-3.2	1.2	3.5
		Standard Error	5.7	3.3	5.1
		No. of Students	9	14	11
% of Students		26.5	41.2	32.4	

TERMINOLOGY IN THE TEACHER DIAGNOSTIC REPORT

Prior-Achievement Subgroups - All of a teacher's students for whom there are adequate data are placed in one of three prior-achievement subgroups, or tertiles. Students are placed in tertiles based on where they fell in the state's distribution of scores for the same grade and subject. Students in prior-achievement subgroups 1, 2, and 3 are in the bottom third, middle third, and top third of state achievement levels, respectively.

Reference Line – The reference line 0.0 represents the growth standard (in other words, the growth expectation).

Gain – The estimated gain associated with that prior-achievement subgroup of students. Fewer than five students in a subgroup do not provide enough data to produce a meaningful estimate.

Standard Error – Measure of uncertainty around the estimate. Provides the basis for establishing a confidence interval around the estimate.

Number of Students - The number of students included in each prior-achievement subgroup.

Percent of Students – The percent of the total class made up by each prior-achievement subgroup.

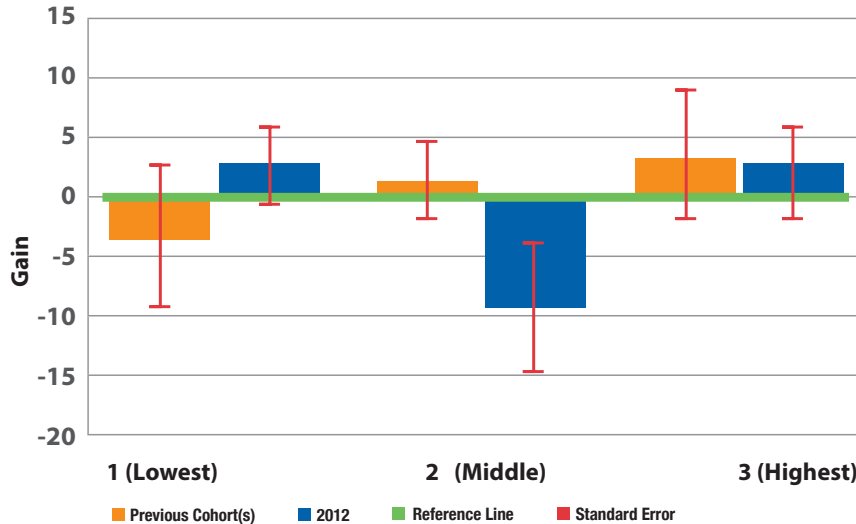
Note: You can find further explanation of the above terminology in EVAAS® by accessing the Help Feature within the teacher report.

ANATOMY OF THE TEACHER DIAGNOSTIC REPORT

THE DIAGNOSTIC GRAPH

On the graph, the green zero line represents the growth standard, in other words, the growth expectation. Bars above the green line show that students made greater progress than the state reference gain. Bars below the line indicate that students made less progress than the reference gain. No bar is presented for subgroups with fewer than five students.

The red vertical line that intersects each bar indicates one standard error above and below the gain. The standard error allows the user to establish a confidence band around the gain.



This diagnostic graph is a visual representation of the table below it in the Teacher Diagnostic Report.

THE DIAGNOSTIC TABLE

Students are assigned to prior-achievement subgroups (tertiles) depending upon where they fall in the distribution of students across the state in the same grade and subject. For example, students whose average NCE falls in the highest third of students in the state are assigned to the third tertile.

		Prior-Achievement Subgroups			
		1 (Lowest)	2 (Middle)	3 (Highest)	
Reading	Reference Line		0.0	0.0	0.0
	2012	Gain	2.6	-9.4	2.4
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		Standard Error	5.7	3.3	5.1
		No. of Students	9	14	11
		% of Students	26.5	41.2	32.4

5

STAGE 5: ANALYZE AND USE

Report Information to Inform Practice

This section supports:

- Analyzing information in the Teacher Value-Added Report and the Teacher Diagnostic Report
- Prioritizing areas of strength and areas for growth
- Identifying possible contributing factors that impacted value-added results
- Using the report analysis to determine next steps for professional growth and student learning

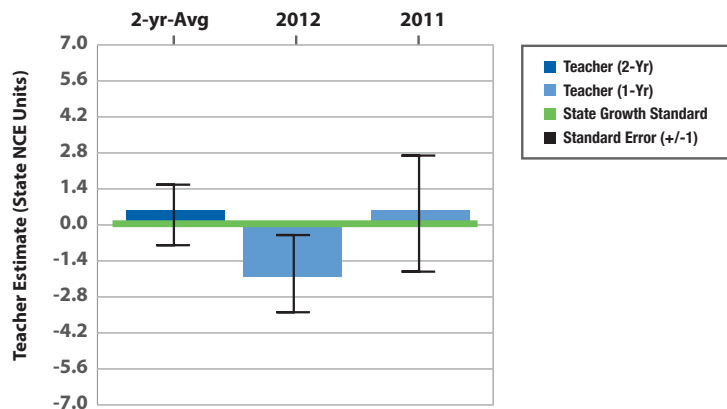
APPLY YOUR LEARNING

This is a visual sample of a Teacher Value-Added Report.

Go to your EVAAS[®] login to access and download your report and reflect on the following questions.

Teacher Progress Estimates and Standard Errors				
Year	Estimate	Standard Error	Index	Level
2-Yr-Avg	0.4	1.1	0.33	Average
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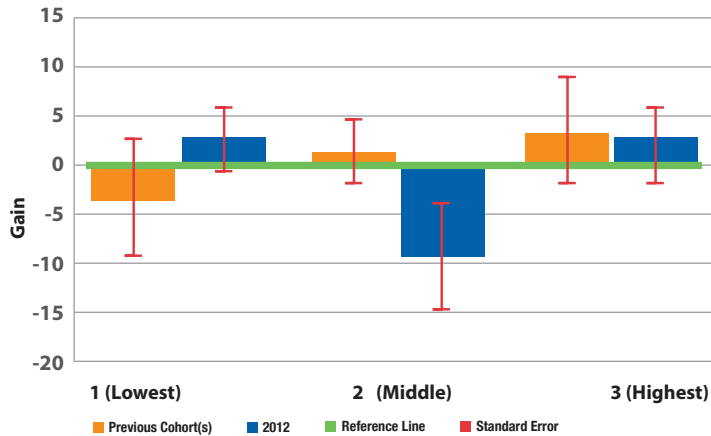
2-Yr-Avg State Distribution of Teachers (OAA Reading, Grade 7)	
Level	No. of Teachers
Most Effective	38
Above Average	55
Average	194
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Least Effective	62

1. What is your current year value-added estimate?
2. What is your index and your effectiveness level for the current year?
3. What trend do you see in your effectiveness over multiple years, if applicable?
4. Did students reach the expected level of growth for the year?
5. What trends emerge in the estimate of the gains achieved by students over time?

APPLY YOUR LEARNING

This is a visual sample of a Teacher Diagnostic Report.

Go to your EVAAS® login to access and download your report and reflect on the following questions.



		Prior-Achievement Subgroups			
		1 (Lowest)	2 (Middle)	3 (Highest)	
Reading	Reference Line		0.0	0.0	0.0
	2012	Gain	2.6	-9.4	2.4
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		% of Students	26.5	41.2	32.4

1. What trend do you see in your diagnostic report?
2. How does this trend compare to the trend with prior cohorts of students, if applicable (the gold bar represents previous cohorts)?
3. What are your greatest areas of strength and areas for growth in terms of student subgroups?
4. Which prior-achievement subgroup is showing growth?
5. Is there a prior-achievement subgroup that is not being stretched?
6. Is there a colleague in your school that can share successfully implemented instructional strategies that have yielded high growth results for students?

PRIORITIZE YOUR AREAS OF STRENGTH AND AREAS FOR GROWTH

Because this guide book is aimed at improving instructional practice that positively impacts student results at the classroom level, it is important to prioritize the areas of strength and areas for growth that can be addressed by educators at the classroom level.

PRIORITIZE AREAS OF STRENGTH

Begin by examining an identified and prioritized area of strength. By starting with an area of strength, educators will be practicing a process that will provide traction in an area for growth. The contributing factors of successes can and should be leveraged to produce higher levels of success in other areas.

Reflection Questions:

What areas of strength can you identify on your individual Teacher Value-Added and Teacher Diagnostic Reports?

What are your top two areas of strength, as reflected in your Teacher Value-Added and Teacher Diagnostic Reports?

PRIORITIZE AREAS FOR GROWTH

It is equally important to explore factors that may be producing an area for growth. This exploration can be more difficult than examining strengths because educators may be more puzzled about the factors that are contributing to an area for growth.

Reflection Questions:

What areas for growth can you identify on your individual Teacher Value-Added and Teacher Diagnostic Reports?

What are your top two areas for growth, as reflected in your Teacher Value-Added and Teacher Diagnostic Reports?

IDENTIFY POSSIBLE CONTRIBUTING FACTORS

Why identify possible contributing factors?

After prioritizing strengths and areas for growth, it is important to uncover factors that produce particular strengths and areas for growth. The primary reason for uncovering contributing factors is that they provide a significant lever for improving professional practice and student learning. If something is working *and educators know why*, practices can be maintained and protected. If something is not working *and educators know why*, resources needed to discover a solution can be identified.

What are possible contributing factors?

Possible contributing factors are those that contribute to particular academic outcomes. Some of these factors are represented in four categories over which educators have considerable influence.

<p>Assessment Factors</p> <p>Alignment to curriculum and instruction Balanced assessment system</p> <ul style="list-style-type: none"> • Formative and summative assessments • Regular use of descriptive feedback • Use of self- and peer-assessment <p>Frequent use of quality rubrics</p> <ul style="list-style-type: none"> • Agreed upon exemplars of quality work <p>Systematic use of data to inform instruction</p> <ul style="list-style-type: none"> • Flexible groups based on assessment data 	<p>Instructional Factors</p> <p>Alignment to curriculum and assessment</p> <ul style="list-style-type: none"> • Planning with the end in mind • Clearly articulated learning goals <p>Responsive/Differentiated Instruction</p> <ul style="list-style-type: none"> • Use of effective questioning strategies • Use of intervention and enrichment strategies <p>Classroom Routines and Practices</p> <ul style="list-style-type: none"> • Effective use of time <p>Expectations for interactions within the classroom</p>
<p>Professional Learning Factors</p> <p>Continuous improvement mindset</p> <ul style="list-style-type: none"> • Student learning is a priority over “covering” material • Strong subject-area expertise • Willingness to take instructional risks <p>Job-embedded professional learning</p> <ul style="list-style-type: none"> • Frequent self-reflection, peer observation, lesson studies, and discussions about student learning are common practice • Regular dialogue with colleagues about effective practice in instruction, assessment, curriculum, and classroom management 	<p>Curriculum and Systemic Factors</p> <p>Curriculum Factors</p> <ul style="list-style-type: none"> • Aligned to standards • Appropriately rigorous • Resources meet students’ need • Builds on prior learning <p>Systemic Factors</p> <ul style="list-style-type: none"> • Teachers are working their content area • School-wide intervention plan is in place • Strong partnerships with parents • High-quality work is recognized

Areas of Strength – Practices are consistent, embedded, or present

Areas for Growth – Practices are inconsistent, limited, or missing

ANALYZE YOUR AREAS OF STRENGTH AND AREAS FOR GROWTH

Once possible contributing factors of areas of strength and areas for growth have been identified, educators can begin to influence the factors related to assessment, instruction, professional learning, curriculum or systemic structures within classrooms and/or schools. This can occur through ongoing collegial conversations and data-driven discussions in order to improve student learning and professional practice.

TEACHER REPORTS

After reviewing your teacher reports and identifying areas of strength and areas for growth, consider how you might reflect on the following:

1. What are possible practices that may be contributing to your identified strengths related to assessment factors, instructional factors, professional learning factors, and curriculum and systemic factors?
2. Using your areas of strength, what are some practices you would protect and maintain over time as they have consistently demonstrated the result of high growth for students?
3. What are possible practices that may be contributing to your areas for growth related to assessment factors, instructional factors, professional learning factors and curriculum and systemic factors? How can you change it?

EXTEND YOUR LEARNING

With a better understanding of your individual teacher reports, you are more prepared to have team discussions. Utilizing your grade-level reports, dig deeper into subject area reporting to discover grade-level areas of strength and areas for growth.

Reminder: You can access subject, grade, school, and district reports through the EVAAS® reporting system.

MAKE USE OF THE ANALYSIS

Once educators have conducted an analysis of reports, strengths, and areas for growth, they can begin to use the information in connection with the OTEs self-assessment tool to help develop a professional growth plan. After identifying and prioritizing your areas of strength and areas for growth, use this chart to make note how those align with possible contributing factors to help focus your professional development needs.

ASSESSMENT FACTORS		INSTRUCTIONAL FACTORS	
Area of Strength	Area for Growth	Area of Strength	Area for Growth

PROFESSIONAL LEARNING FACTORS		CURRICULUM AND SYSTEMIC FACTORS	
Area of Strength	Area for Growth	Area of Strength	Area for Growth



APPENDIX

Appendix A: Value-Added Misconceptions

Appendix B: SAS[®] EVAAS[®] Teacher Composite Report

Appendix C: Self-Assessment Summary Tool

Ohio Department of Education

Appendix D: Professional Growth Plan

Ohio Department of Education

Appendix E: Resources

Appendix F: Self-Assessment of Professional Learning

Quick one-page self-assessment for use with this guide book



APPENDIX A

VALUE-ADDED MISCONCEPTIONS

Misconception 1. Value-added analysis was developed by Battelle for Kids, and the teacher effectiveness levels shown were generated by Battelle for Kids and SAS®.

Truth. Value-added analytics were developed by SAS®. The teacher effectiveness levels are generated by the Ohio Department of Education.

Misconception 2. Comparing achievement scores year to year is a good way to measure effects on learning.

Truth. Comparing this year’s achievement scores to last year’s achievement scores tells you very little about the quality of your particular grade-level/subject-area because different cohorts of students come into your grade level at different achievement levels. Value-added analysis is a better way to measure effects on learning because it focuses attention on the “growth” that a group of students make in any given year.

Misconception 3. Each student has a value-added report.

Truth. Value-added reports are provided at the district, building, and classroom level. There is no student-level value-added report. The individual student report that is included as part of EVAAS® reporting provides a record of past test scores, but this is not a value-added report. Value-added data are a group effect that measures the impact of contributing factors (i.e. curriculum, instructional practices) on student achievement.

Misconception 4. Teachers who have larger class sizes will have smaller standard errors in their teacher-level report.

Truth. Typically, teachers who have larger class sizes will have smaller standard errors associated with their teacher-level report.

Misconception 5. If the previous year’s teacher team did poorly last year, it’s easier for this year’s team to make “above” expected growth.

Truth. It will not be easier for this year’s team to make “above” expected growth because with value-added analysis, student gains are assessed based on the movement of those students experienced over the course of a school year. Prior teachers impact the starting point of the student cohort, but the gains will be assessed for the current year.

Misconception 6. 50 percent of my students scored proficient one year and the following year 80 percent of my students scored proficient. My value-added scores should have improved significantly.

Truth. Value-added analysis measures the rate of academic growth of a cohort of students over time.



APPENDIX B

SAS® EVAAS® TEACHER COMPOSITE REPORT

Teacher Composite Reports are calculated across all OAA subjects and grades for which the teacher currently receives a Teacher Value-Added Report. These reports include value-added measures for grades the teacher has taught within the past three years, even if the teacher did not teach the grade level in the most recent year.

Teachers will have a composite report even if they only have one year of teacher reporting.

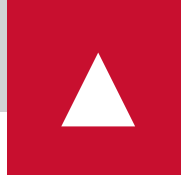
Teacher Composite		
Year	Index	Level
Multi-Tr Avg	0.33	Average

What is included in my composite?

Year	Grade	Test/Subject	Included in Calculation
2011	7	OAA Reading	
2012	7	OAA Reading	

The MRM and URM composites report each teacher’s multi-year estimate, standard error, associated index, and effectiveness level across assessments. The MRM composite includes any applicable OAA math and reading estimates for grades four through eight while the URM composite includes any applicable estimates in OAA science, and extended SOAR testing. Only subjects for which the teacher currently has a value-added measure in the current year are included. In order to use as much data as possible to enhance reliability, this composite includes up to three years of estimates for all relevant subjects. Underlying this composite is the SAS® EVAAS® multivariate, longitudinal analyses, which use all available assessment data for each student (up to five years).

Multi-Yr Avg State Distribution of Teachers (OAA Composite, All Grades)	
Level	No. of Teachers
Most Effective	3060
Above Average	2261
Average	6795
Approaching Average	2072
Least Effective	1959



APPENDIX C

SELF-ASSESSMENT SUMMARY TOOL

Ohio Teacher Evaluation System: Self-Assessment

Directions: Teachers should record evidence to indicate strengths and areas for growth for each standard. Then, look across all of the standards holistically and identify two priorities for the upcoming year. Note these two priorities with check marks in the far-right column.

STANDARD		Strength	Areas for Growth	Priorities (Check 2)
Standard 1: Students	<ul style="list-style-type: none"> • Knowledge of how students learn and of student development • Understanding of what students know and are able to do • High expectations for all students • Respect for all students • Identification, instruction and intervention for special populations 			
Standard 2: Content	<ul style="list-style-type: none"> • Knowledge of content • Use of content-specific instructional strategies to teach concepts and skills • Knowledge of school and district curriculum priorities and Ohio academic content standards • Relationship of knowledge within the discipline to other content areas • Connection of content to life experiences and career opportunities 			
Standard 3: Assessment	<ul style="list-style-type: none"> • Knowledge of assessment types • Use of varied diagnostic, formative and summative assessments • Analysis of data to monitor student progress and to plan, differentiate, and modify instruction • Communication of results • Inclusion of student self-assessment and goal-setting 			
Standard 4: Instruction	<ul style="list-style-type: none"> • Alignment to school and district priorities and Ohio academic content standards • Use of student information to plan and deliver instruction • Communication of clear learning goals • Application of knowledge of how students learn to instructional design and delivery • Differentiation of instruction to support learning needs of all students • Use of activities to promote independence and problem-solving • Use of varied resources to support learner needs 			
Standard 5: Learning Environment	<ul style="list-style-type: none"> • Fair and equitable treatment of all students • Creation of a safe learning environment • Use of strategies to motivate students to work productively and assume responsibility for learning • Creation of learning situations for independent and collaborative work • Maintenance an environment that is conducive to learning for all students 			
Standard 6: Collaboration & Communication	<ul style="list-style-type: none"> • Clear and effective communication • Shared responsibility with parents/caregivers to support student learning • Collaboration with other teachers, administrators, school and district staff • Collaboration with local community agencies 			
Standard 7: Professional Responsibility & Growth	<ul style="list-style-type: none"> • Understanding of and adherence to professional ethics, policies and legal codes • Engagement in continuous, purposeful professional development • Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement 			



APPENDIX D

PROFESSIONAL GROWTH PLAN

Ohio Department of Education

Professional Growth Plan

As a result of the evaluation process, teachers and evaluators should focus on accelerating and continuing teacher growth through professional development. Professional development should be individualized to the needs of the teacher, and specifically relate to his/her areas of refinement as identified in the teacher's evaluation. The evaluator should recommend professional development opportunities, and support the teacher by providing resources (e.g., time, financial).

- Self-Directed
- Collaborative

Teacher:

Evaluator:

Annual Focus These are addressed as appropriate for this teacher	Date Record dates when discussed	Areas for Professional Growth supports needed, resources, professional development <i>Comments during conference with teacher and evaluator are made appropriate to the needs of the teacher.</i>
Goal 1: Student Achievement/Outcomes for Students Goal Statement: <input type="checkbox"/> Evidence Indicators: <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal 2: Teacher Performance on the Ohio Standards for the Teaching Profession Goal Statement: <input type="checkbox"/> Evidence Indicators: <input type="checkbox"/>		

Evaluator Signature

Date

Teacher Signature

Date

The signatures above verify that the teacher and evaluator have discussed and agreed upon this Professional Growth Plan.



APPENDIX E

RESOURCES

Battelle for Kids – Ohio Student Progress Portal

<http://portal.battelleforkids.org/ohio/Home.html?sflang=en>

- Value-Added Online Learning Courses
- Value-Added Resources
- Formative Instructional Practices Blended Learning Courses

Ohio Department of Education

<http://education.ohio.gov/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards>

- Ohio Standards for the Teaching Profession
- Ohio Teacher Evaluation System

SAS® EVAAS® Website

<https://ohiova.sas.com/>

- View public site
- Teacher login
- Help Feature within the reports

<http://www.sas.com/govedu/edu/k12/evaas/index.html>

- Overview video
- EVAAS® for Teachers Demo Video
- Misconceptions about Value-Added Reporting in Ohio - White paper



APPENDIX F

SELF-ASSESSMENT OF PROFESSIONAL LEARNING

Before planning **individual, team, school, or district** professional learning, it is important to establish where you are in your learning.

Directions: Use a checkmark to identify your understanding in the following stages. Thoughtful self-assessment will enable you to engage in differentiated professional learning.



STAGE 1: AWARENESS	
	Know and understand the difference between growth measures and achievement measures
	Know and understand that value-added data is one type of student growth measure used in Ohio
	Know and understand the benefits of using value-added results
	Are able to provide rationale for the use of value-added information to improve educator practice and student learning
	Understand the expectations of practice relative to using data, such as value-added, as articulated in the Ohio Standards for the Teaching Profession
STAGE 2: GAINING ACCESS AND BASIC LEARNING SUPPORT	
	Can access the web-based SAS® EVAAS® reporting system through personal username and password at https://ohiova.sas.com/
	Can navigate between reports, grade levels, and subjects
	Can access the online SAS® EVAAS® Help Feature
STAGE 3: INTERPRETING THE TEACHER VALUE-ADDED REPORT	
	Have a basic level of understanding of the terminology and anatomy of the Teacher Value-Added Report
	Know how the teacher index is derived
	Understand how the teacher index determines the teacher effectiveness level
STAGE 4: INTERPRETING THE TEACHER DIAGNOSTIC REPORT	
	Have a basic level of understanding of the terminology and anatomy of the Teacher Diagnostic Report
	Understand how students are placed in each of the prior-achievement subgroups (tertile groups)
	Understand the “previous cohort” data bar graphs (gold) in the diagnostic reports
	Understand the difference between the Teacher Value-Added Report and the Teacher Diagnostic Report
	Understand the uses and benefits of each report
STAGE 5: ANALYZING AND USING VALUE-ADDED INFORMATION	
	Can analyze information in the Teacher Value-Added Report and the Teacher Diagnostic Report
	Can prioritize areas of strength and areas for growth as reflected in teacher reports
	Can identify possible contributing factors that impacted value-added results
	Can use the analysis to determine next steps for professional growth and student learning

Look through your responses to help determine a differentiated entry point into the guide book for your professional learning. Once you have determined where you are in your learning, turn to that stage in the book.



www.BattelleforKids.org

Battelle for Kids is a national, not-for-profit organization that provides strategic counsel and innovative solutions for today's complex educational-improvement challenges.

Our mission-driven team of education, technology, communications and business professionals partners with state departments of education, school districts and education-focused organizations nationwide to improve teaching and learning and maximize opportunities for all students to thrive in college, in their careers and in life.