

**Office of Instructional
Practices and Evaluations**

**Overview of Value-Added Measures
as a means of evaluating
educators**

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With appreciation for resources shared by Dr. Shana Shaw of SEDL, Dennis Dotterer of SC TAP and Dr. John White of SAS.

Session overview

- **Overview of SC's 2013-14 pilot for teachers**
 - Classroom Observations
 - Student Growth Measures
 - (optional) Family Input
- **(more details on SC's pilot in November)**
- **Refresher on use of Value-Added Measures (VAM) of student academic growth**



2013-14 SC Educator Evaluation Pilot

- **2013-14 piloting 2 educator evaluation systems**
- **Will calculate value-add (VA) scores**
- **VA scores will not impact teachers or principals**
- **Use results to evaluate effectiveness of systems**



Pilot Educator Evaluation Systems

- **Both have:**
 - 1. Classroom observations scored with a rubric**
 - 2. Classroom value-add**
 - 3. School-wide value add**
 - 4. (Optional) Family Input measure**

1. Classroom Observations

- **Multiple over the course of the school year**
- **Criteria:**
 - **Quality of teacher’s planning and preparation**
 - **Effectiveness of teacher in the classroom**
 - **Degree to which classroom culture facilitates learning**
 - **Professionalism – how much the educator contributes to the other teachers at the school.**



Types of Value-Add

- ***Classroom value-added (Individual Student Growth)***
 - The average growth of students for any given teacher
- ***School-wide value-added***
 - The average growth of the students in a school overall.



2. Classroom value-add

- Teachers of subjects and grades with state-wide assessments will use state scores to calculate growth.**
- Teachers of non-tested subjects, or non-tested grades, will use scores from assessments developed or selected at the local level.**



3. School-wide value-add

All state-wide assessment scores in school will be used to calculate overall value-add score.

e.g. Elementary and Middle use PASS scores

High School use End-of-Course Exams, etc.



Why?

- **Part of the ESEA flex waiver requires the use of student achievement data in teacher and principal evaluations.**
- ***Teachers get feedback on the impact they are making in their students' learning***
- ***Principals will be more motivated to be supportive of teachers' efforts in the classroom.***



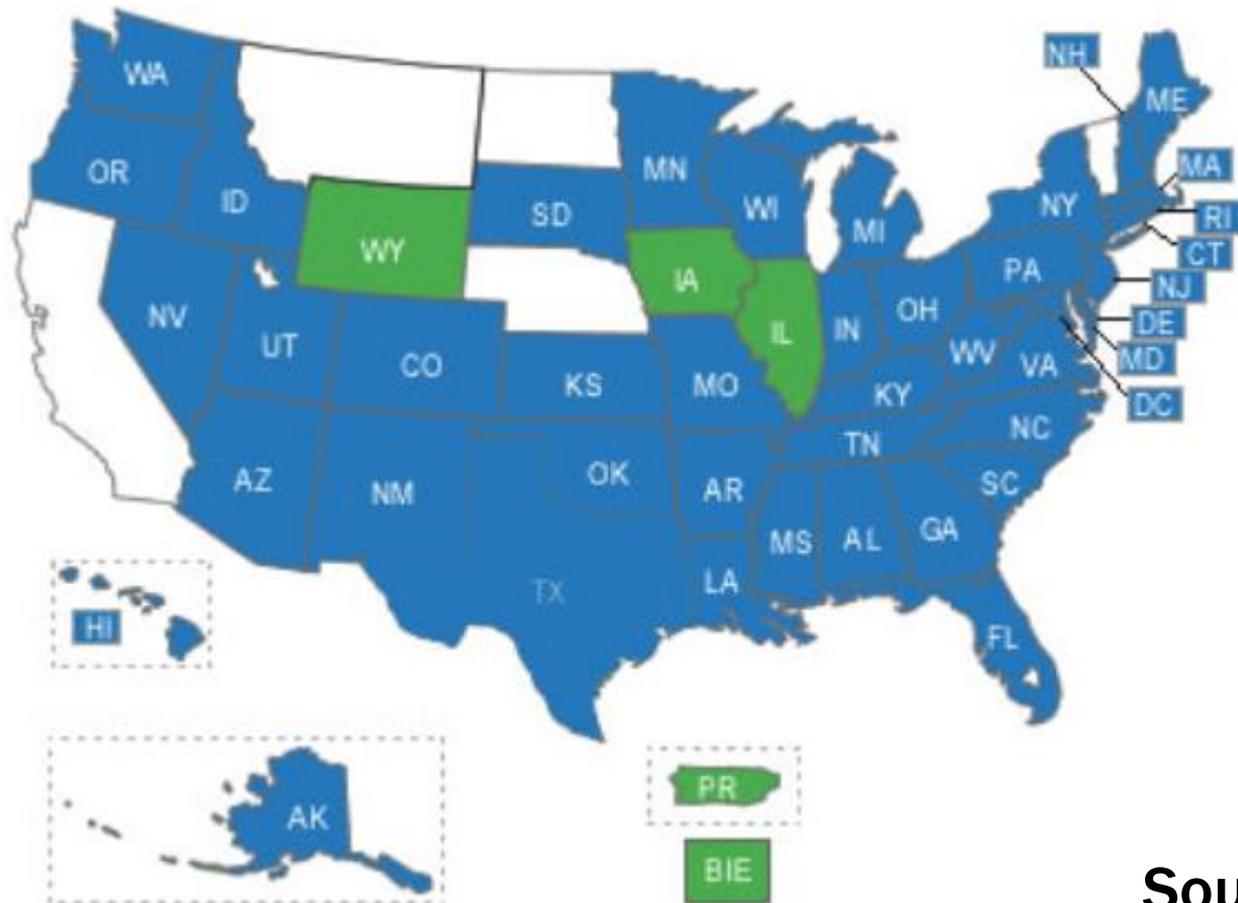
Why?

- **Because it is better for students.**
- **Need to “move the needle” on the literacy rates, graduation rates and many other measures of whether or not we are preparing future citizens who are college and career ready.**



SC is not alone

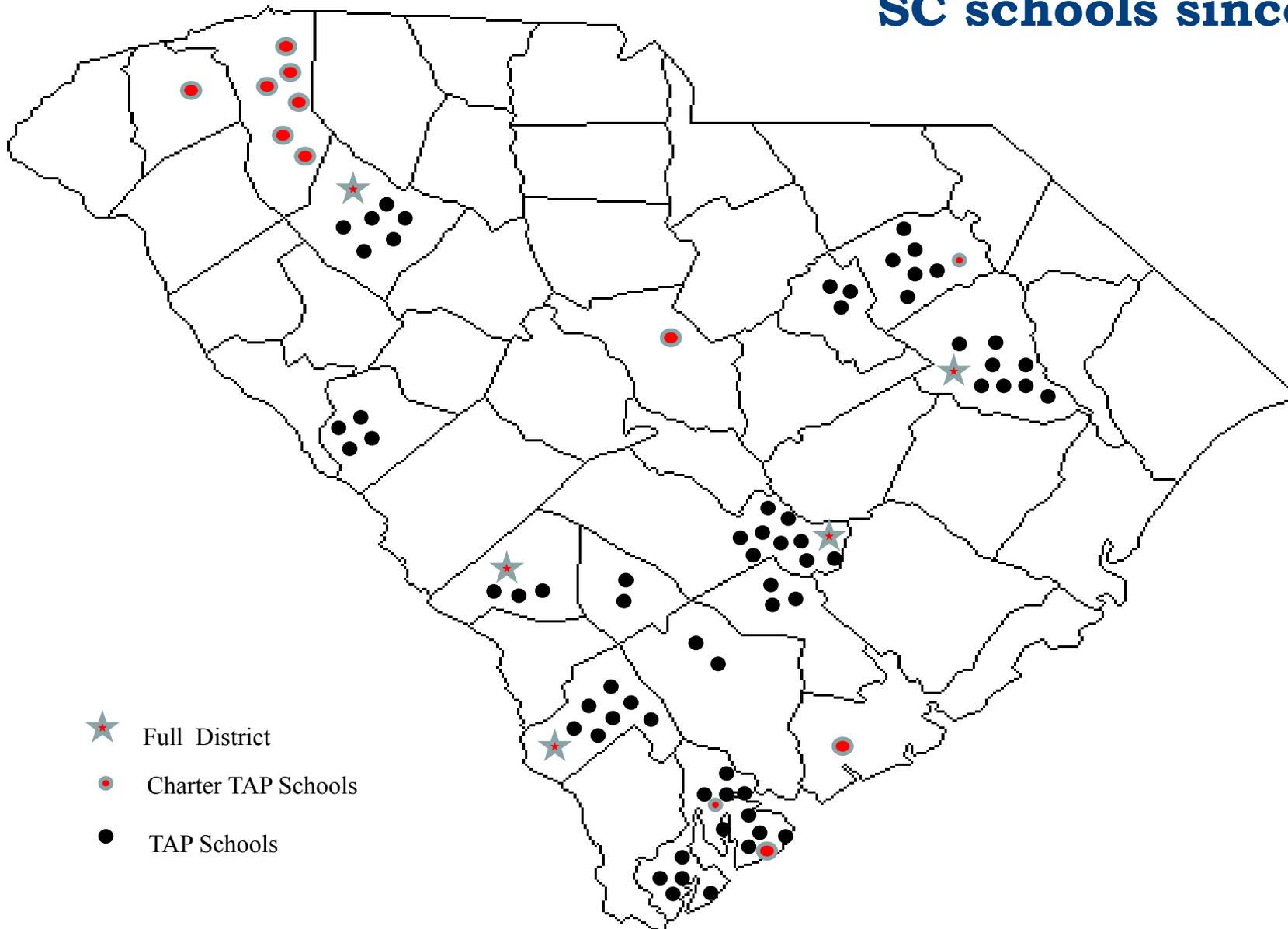
- States approved for ESEA flexibility
- States with ESEA flexibility requests under review



Source: USED



Value-Added Measures have been used for teacher evaluation in some SC schools since 2002



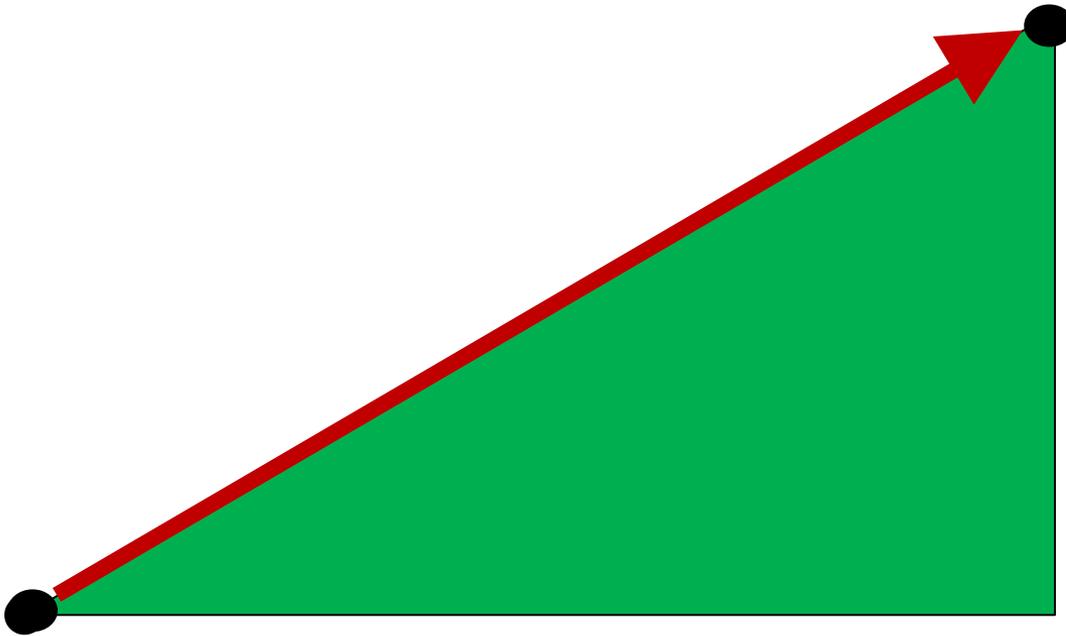


**Value-Added
Measures use
Growth not
Achievement
Why?**

Growth vs. Achievement

Growth

- Compares the same students to themselves over time.
- Entering achievement level (demographics) don't affect measure of teacher effectiveness. ("level playing field")

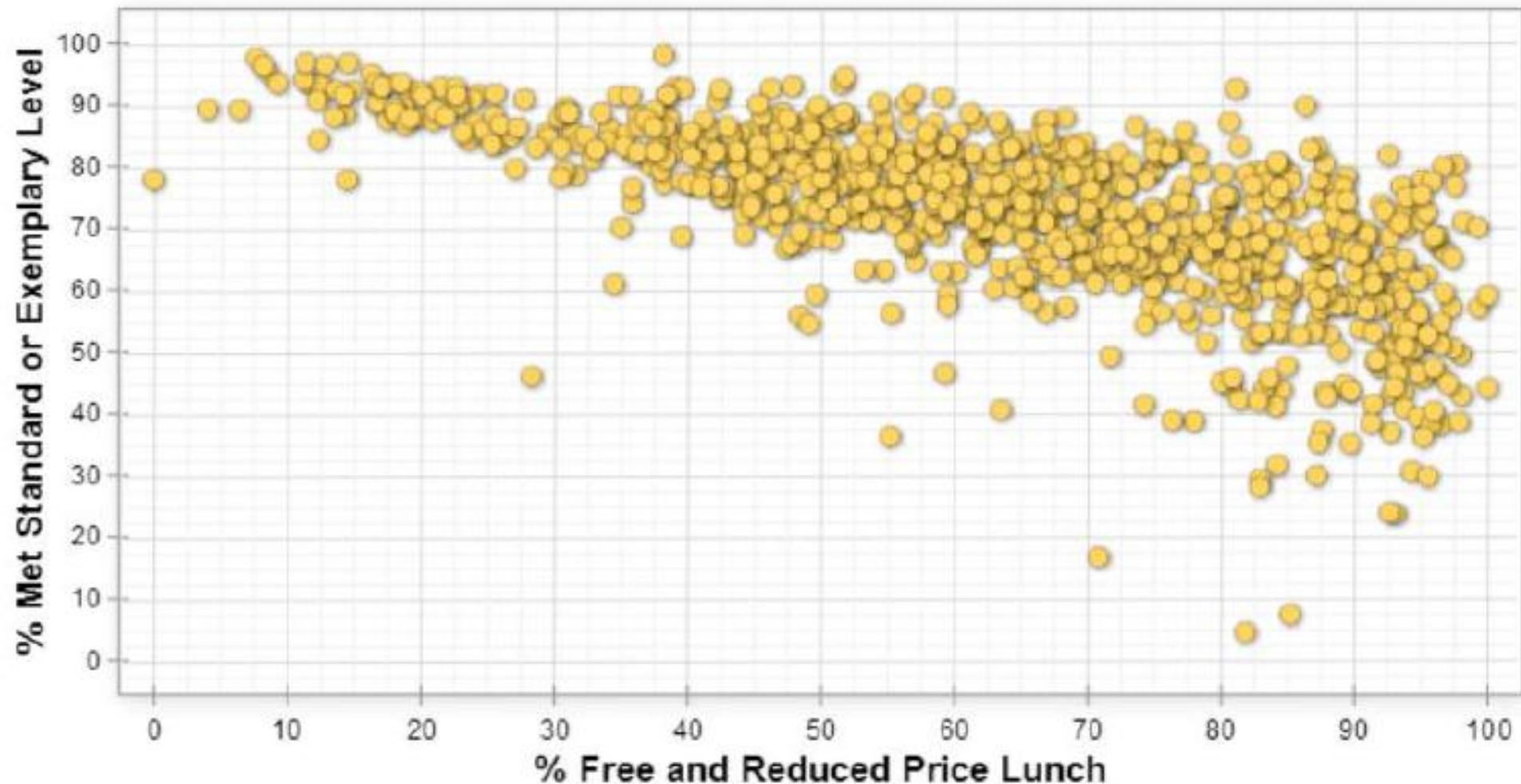


Achievement

- Measures performance at a single point in time.
- Heavily influenced by family and socio-economic factors.
- Educators have no control over a student's incoming achievement status ("uneven playing field")

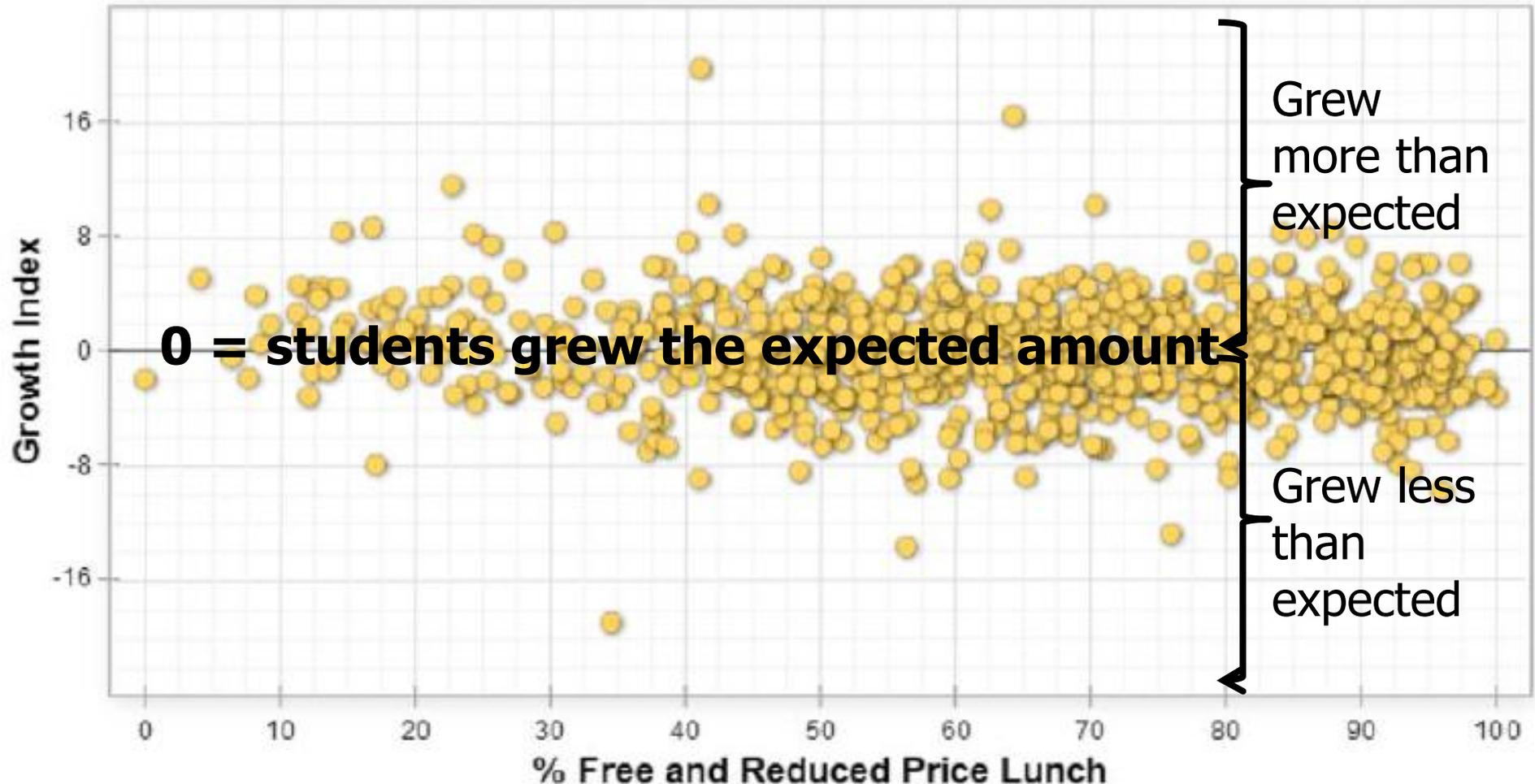


Achievement is affected by demographics



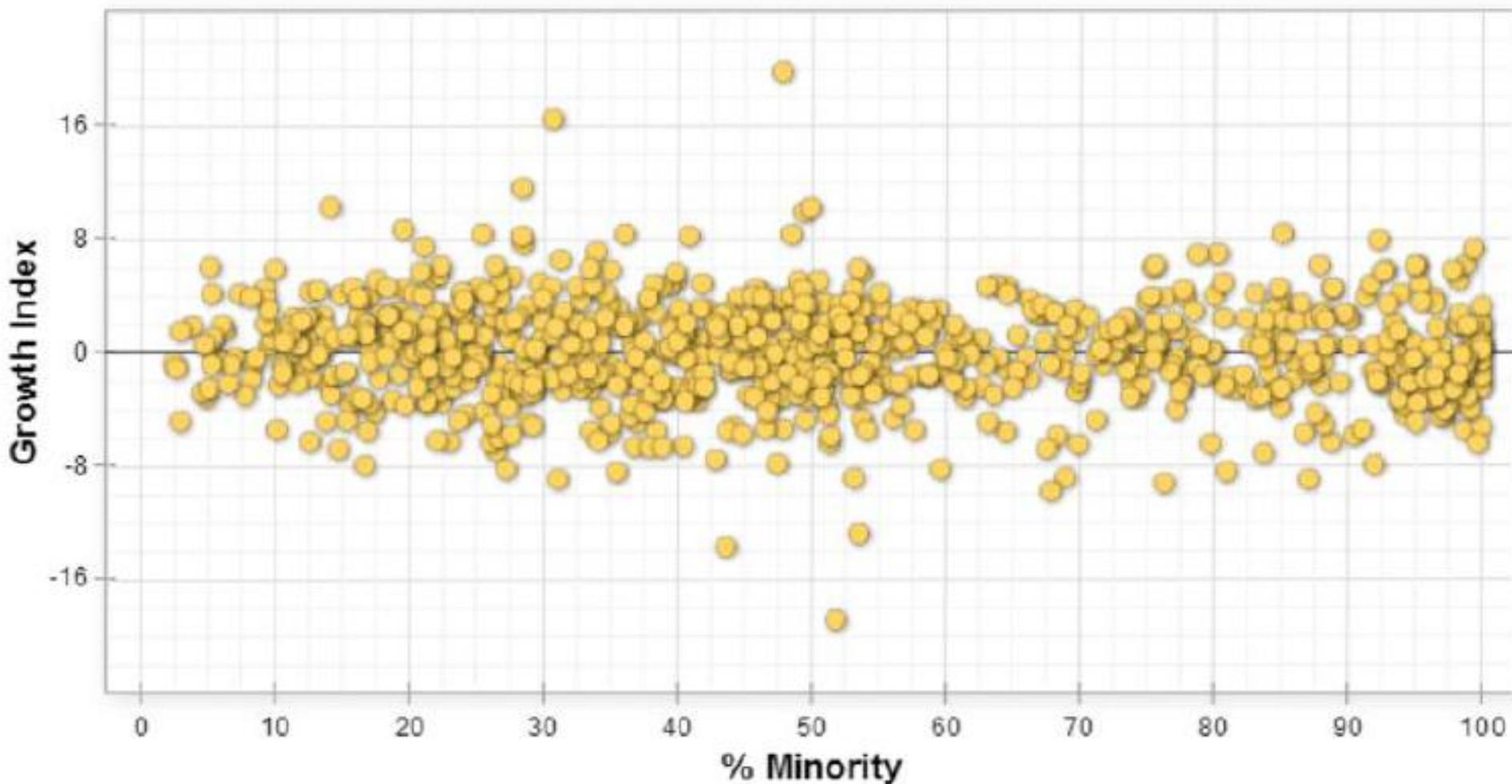


Academic growth is not affected by demographics





Academic growth is not affected by demographics



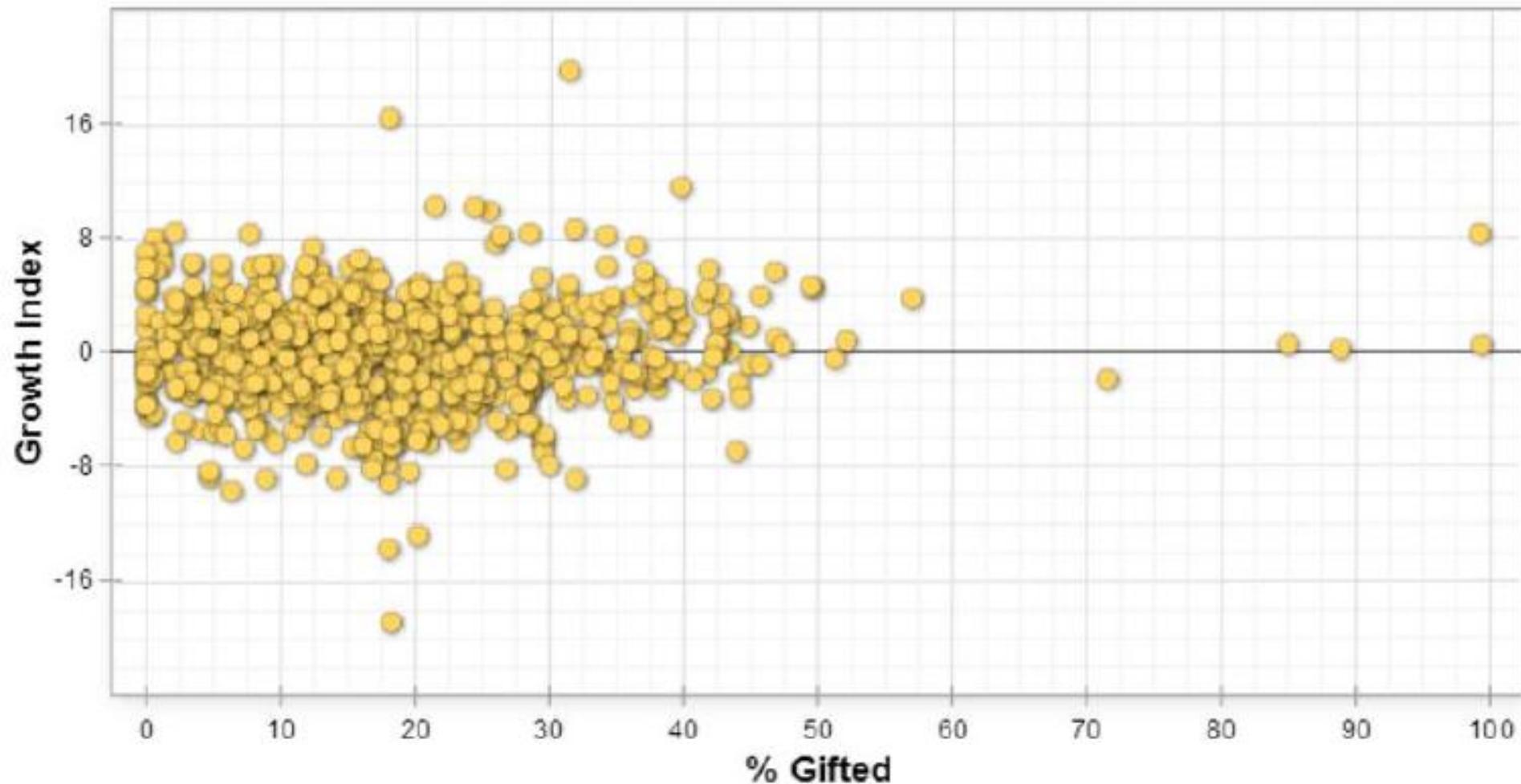


“Well, that’s fine for general education teachers, but what about special populations?”

- Honors students vs. struggling students?
- Students taught by special education teachers?

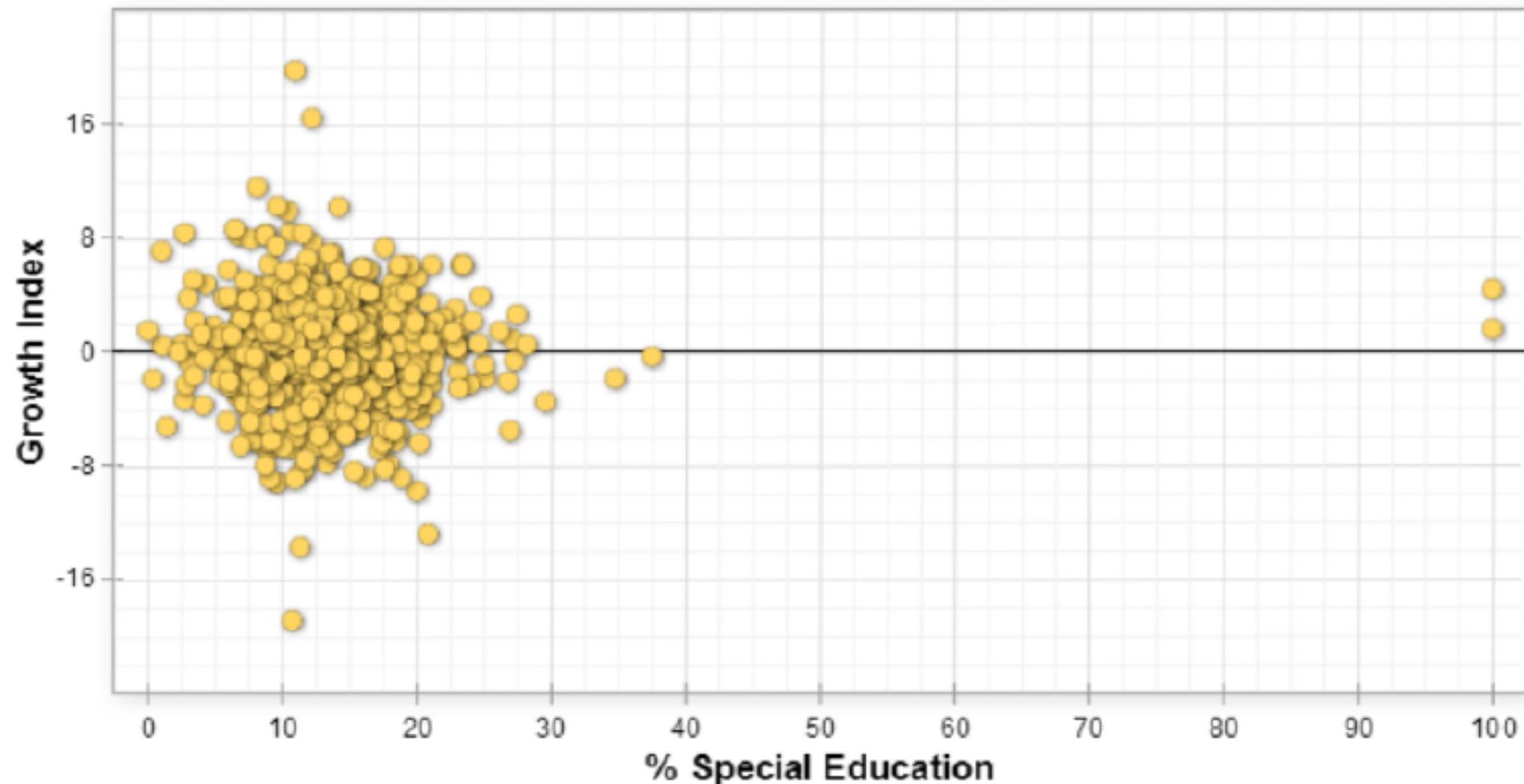


Academic growth is not affected by student abilities



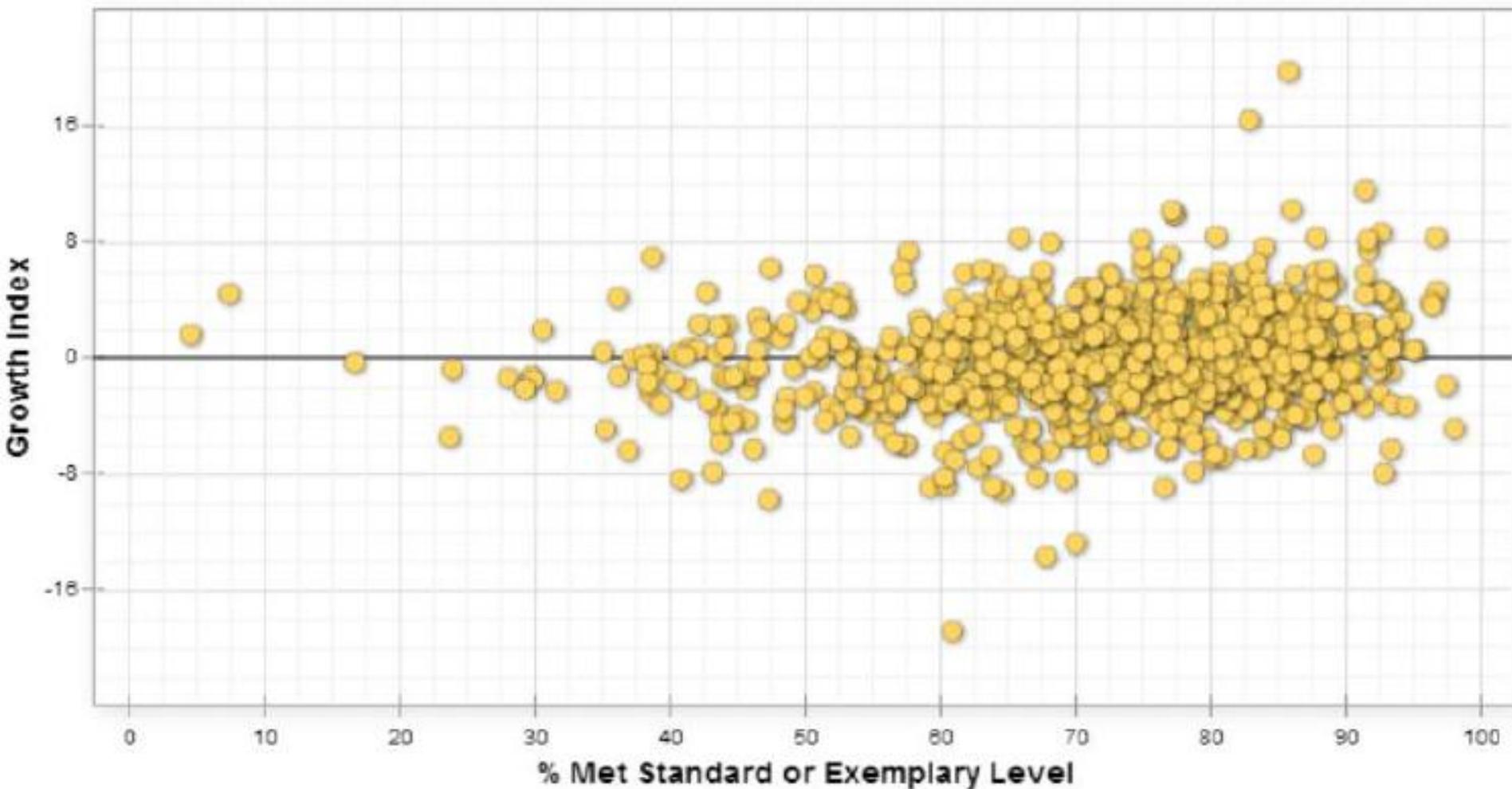


Academic growth is not affected by student abilities



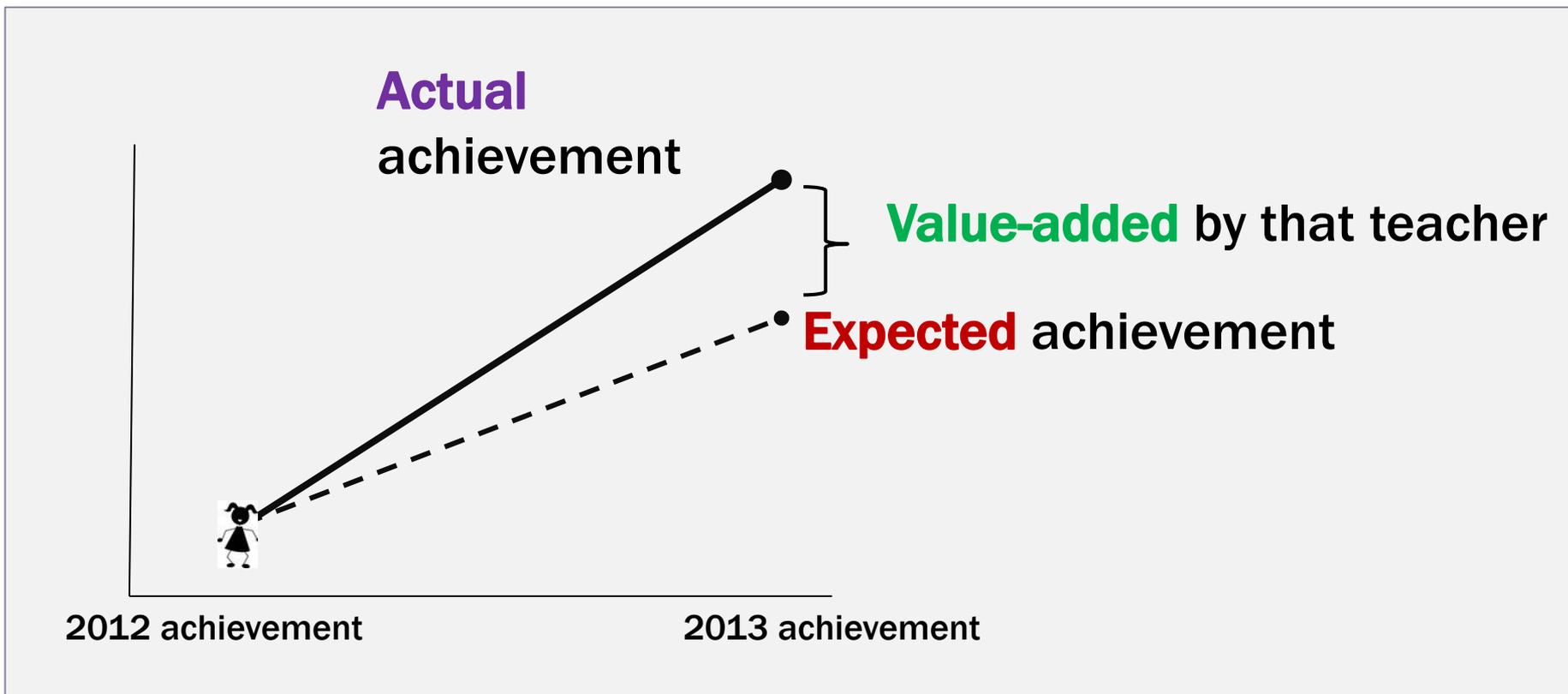


Academic **growth** is not affected by achievement





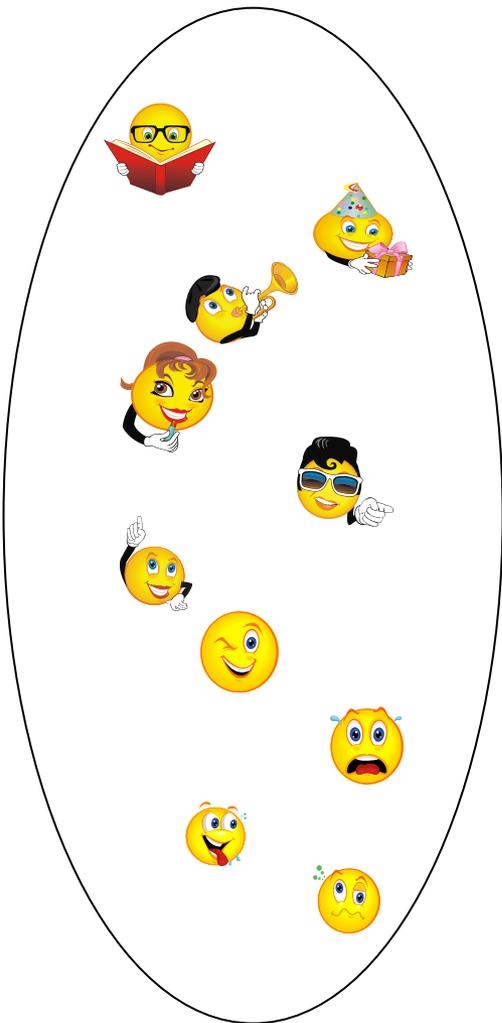
What is Value-added?



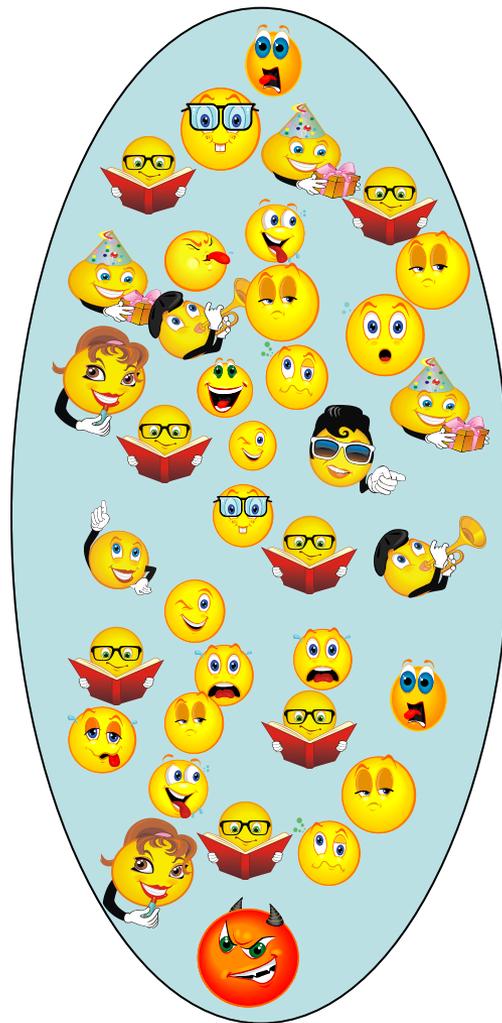


How is that predicted growth calculated?

Your Students

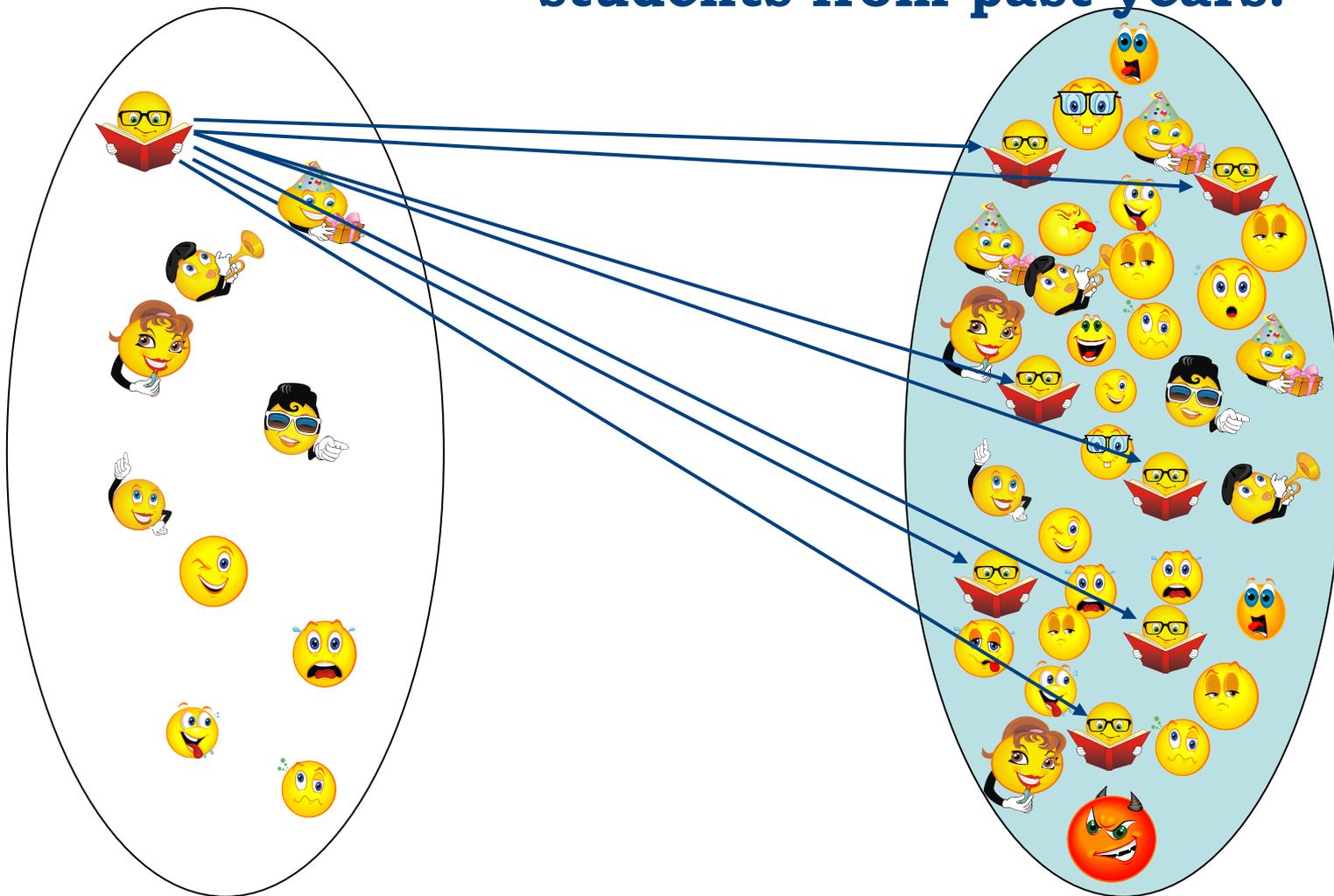


All SC students



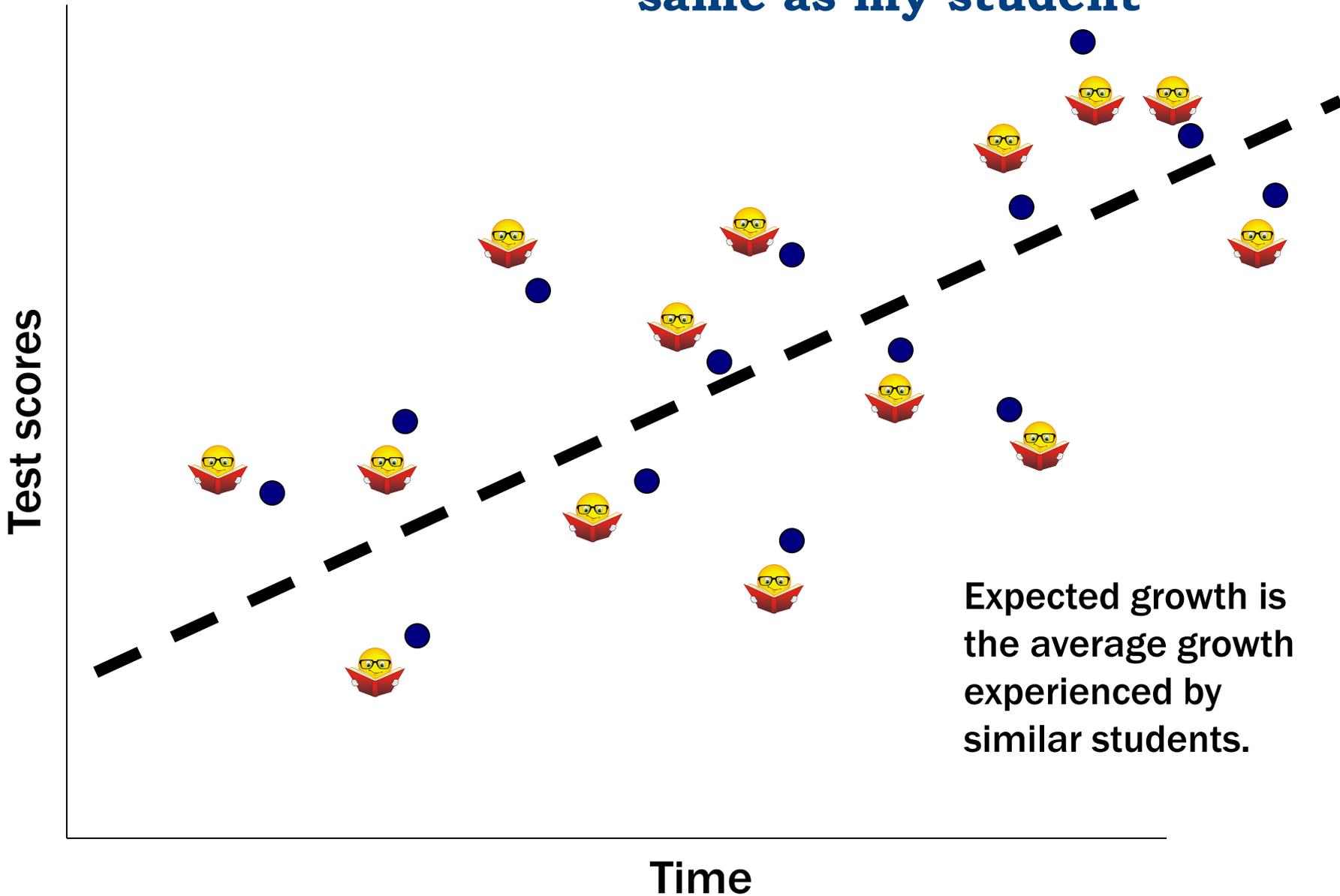


Each individual student's growth for the year is *predicted* using the actual growth of other similar students from past years.



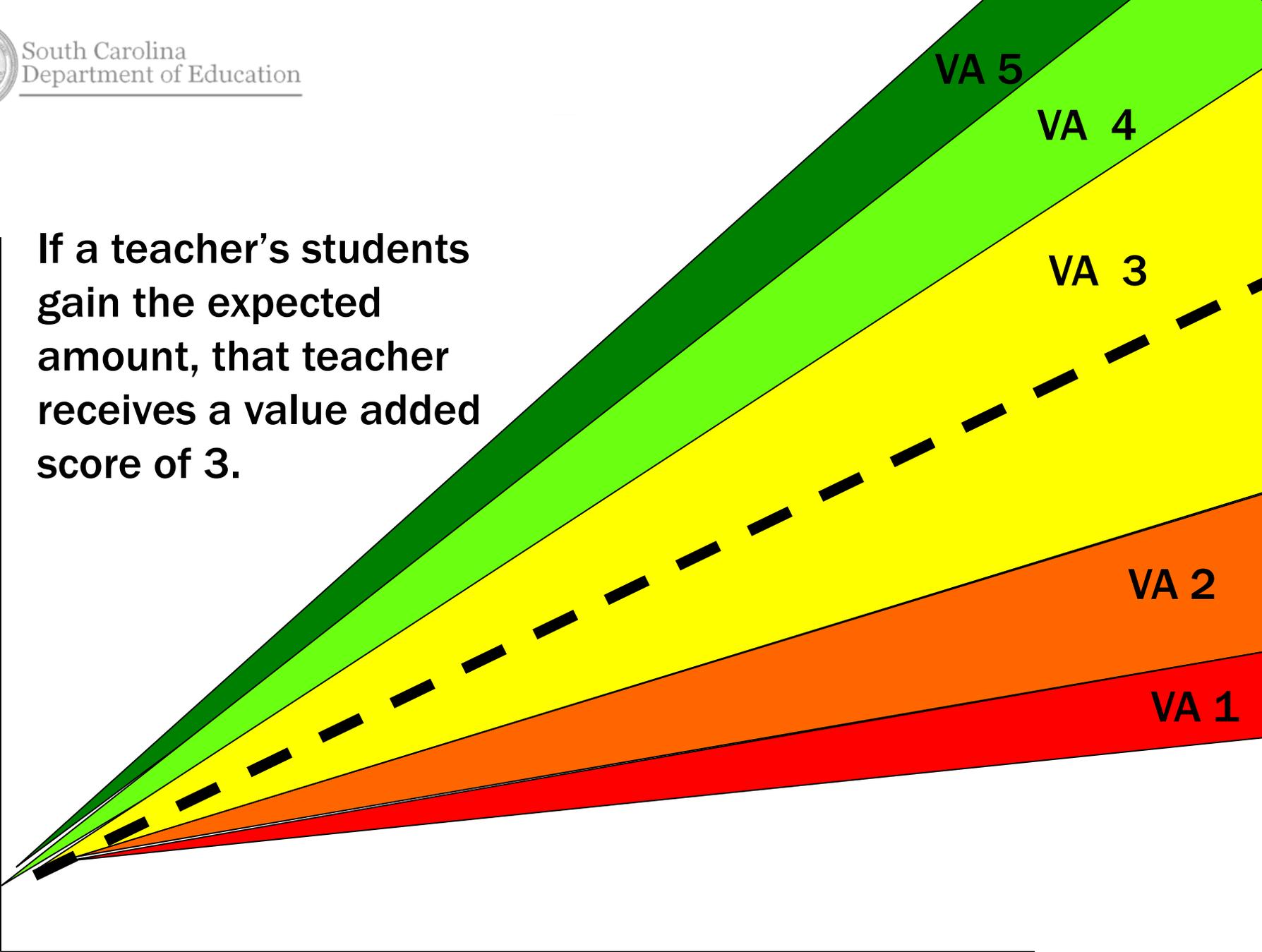


The 4th grade scores of students who had 3rd grade scores that were the same as my student





If a teacher's students gain the expected amount, that teacher receives a value added score of 3.



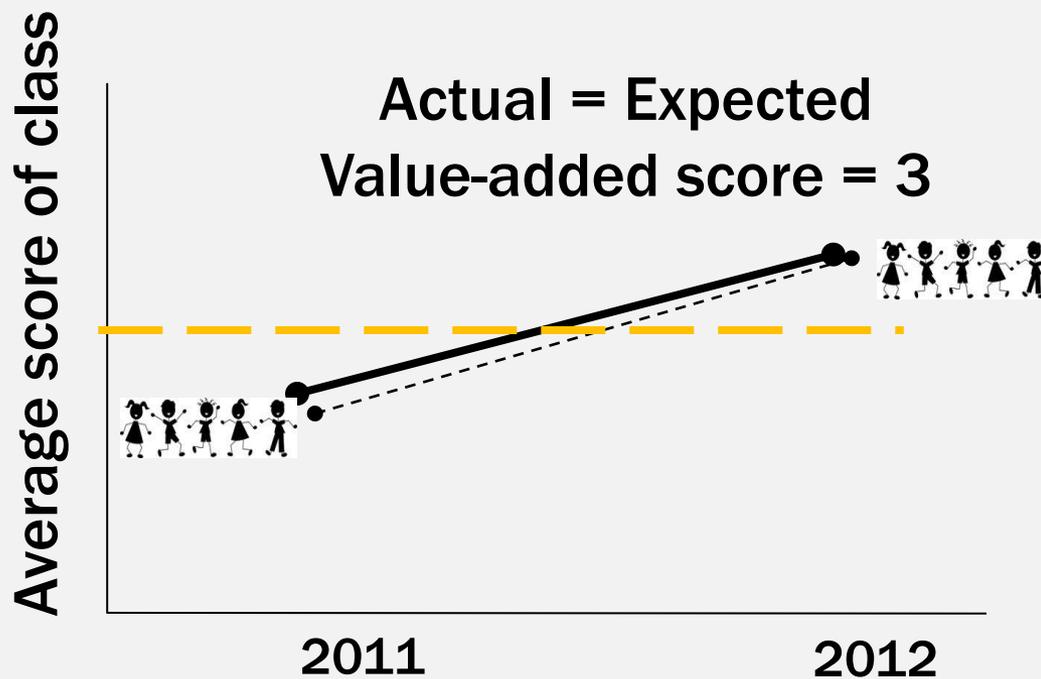


How does this play out in the classroom?



- 50% of his class scored as “**proficient**”
- On average, his class made the expected amount of growth.

Mr. Sterling has an average class.



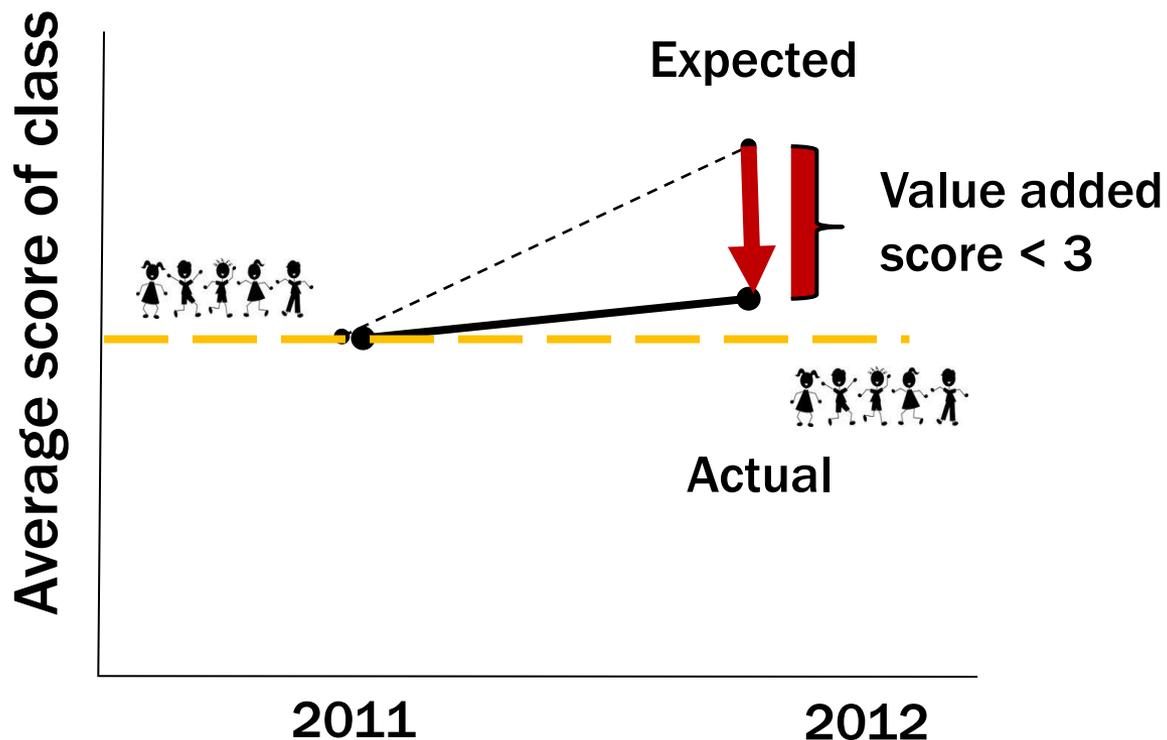


How does this play out in the classroom?



- 95% of her students scored “**proficient**”
- Only 5% made expected growth.

Ms. Draper has Honors students.

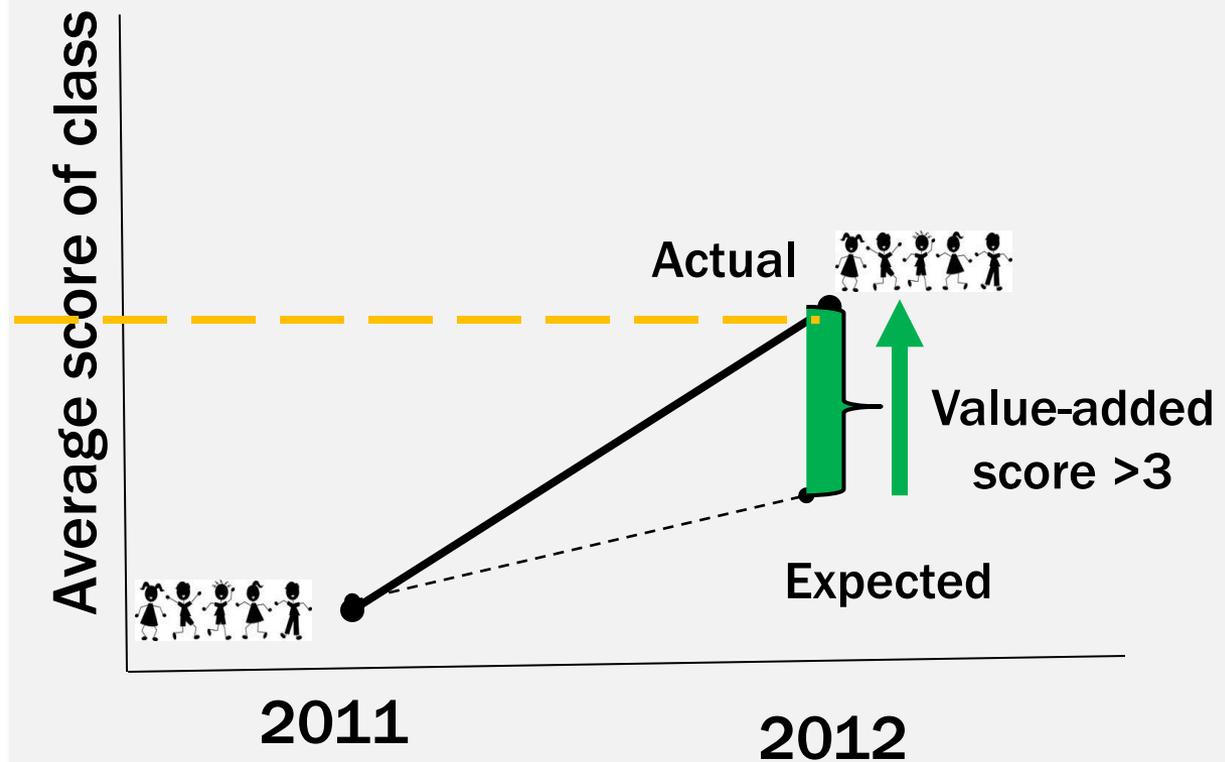


How does this play out in the classroom?



- Only 5% of her students met standard.
- But 95% made larger gains than expected.

Ms. Olsen is in a struggling school.





VA 5

VA 4



Scores

More than expected
growth, Value-add score
is 4 or 5

Expected growth = 3

VA 2

Less than expected growth,
Value-add score is 1 or 2



1

Time



Value-add is **not about
the year-end score,**

But how much they

Grow!

over the course of a year.



Value-add is associated with positive long-term student outcomes:

- ***Improved college attendance***—A series of high-value-added teachers may double or even triple college attendance rates.
- ***Higher salaries in adulthood***—Having one high-value-added teacher is associated with an additional \$50K in lifetime earnings per student (\$1.5 million for class of 30 students).



Questions?



References

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Holds true at teacher level as well

