

Ohio Department of Education Student Growth Measures Training: Glossary of Terms

Academic Peers – Students who have similar prior academic achievement (i.e., those with similar past performance).

ODE Approved List of Assessments (Category B Teachers) – The approved list of vendor assessments has been created by the Ohio Department of Education to include assessments that meet these fundamental requirements for measuring student growth: (1) are highly correlated with curricular objectives, (2) have enough “stretch” to measure the growth of both low- and high-achieving students, and (3) meet appropriate standards of test reliability. Some examples are Stanford 10, STAR Math, Iowa Assessments . An updated list will be posted in early January 2013 on the ODE website. Teachers who have vendor assessment scores are referred to as Category B teachers.

Baseline – The description of how students performed at the beginning of the interval of instruction. It is the starting point used in the Student Learning Objective process. Baseline data demonstrate students’ background knowledge and skill sets related to academic standards at the start of the year/semester and are used when setting a growth target. Student growth is determined by the progress that a student makes over a period of time from baseline performance.

Class/Course SLO – An SLO that covers all students in a class or course and addresses the most essential learning of the course.

Diagnostic assessment – Assessments that are administered prior to or during instruction to determine each student’s strengths, weaknesses, knowledge, and skills, and to permit teachers to remediate, enrich, accelerate, or differentiate the instruction to meet each student’s readiness for new learning.

Differentiated instruction – Differentiated instruction is a general term for an approach to teaching that responds to the range of learner needs and preferences in the classroom, and attempts to account for those differences in instructional planning and delivery, as well as in the content, process, product, and learning environment.

District plan – The district plan is a table that includes the student growth percentages for each of the three categories of educators for each student growth measure. It must be submitted into eTPES.

eTPES – The Ohio Teacher and Principal Evaluation Systems (eTPES) is a Web-based educator evaluation system for statewide use by Ohio districts and schools. eTPES is the method by which LEAs report their teacher and principal final summative ratings to the state. Evaluators will be able to collect and store growth and improvement plans, evidence and documented observations to determine educator performance based upon defined rubrics. It also includes student growth measure data and calculates a final summative rating for each person evaluated. eTPES can be used for the OTES and OPES models as well as district developed evaluation system models and rubrics. The electronic system will follow the framework for educator evaluation as adopted by the State Board of Education, which includes multiple measures of teacher and principal performance (50 percent) and student academic growth (50 percent).

Evaluator – An educator who is appropriately trained and credentialed to observe and evaluate a classroom teacher and/or an educator who is trained to approve Student Learning Objectives.

Specifically, each evaluation must be conducted by one or more of the following persons who hold a credential¹ established by the Department of Education for being an evaluator:

- (1) A person who is under contract with the board and holds a license designated for being a superintendent, assistant superintendent, or principal;
- (2) A person who is under contract with the board and holds a license designated for being a vocational director, administrative specialist, or supervisor in any educational area;
- (3) A person designated to conduct evaluations under an agreement entered into by the board, including an agreement providing for peer review entered into by the board and representatives of teachers employed by the board;
- (4) A person who is employed by an entity contracted by the board to conduct evaluations and who holds a license designated for being a superintendent, principal, vocational director, administrative specialist, or supervisor in any educational area (ORC 3319.111 and 3319.112).

Evidence – For Student Learning Objectives, it includes baseline and post- assessment measures stated in the SLO that will be used for determining levels of student learning. It also includes other forms of student work products that are used to determine how much students are learning. Evidence collected does not have to use identical assessments for determining progress from baseline to growth targets; it is possible to use a collection of evidence from different measures.

Final Summative Rating – At the end of each year, teachers will receive one of four final ratings based upon the combination of measures of teacher performance on the standards (50 percent) and student growth measures (50 percent): accomplished, proficient, developing, ineffective.

Focused Student Learning Objective (SLO)– An SLO that may cover all or a subset of Ohio content standards targeted at a particular group of students, such as those beginning with a low level of preparedness or students in need of enrichment.

Formative Assessments – Assessments that are administered on an ongoing basis to document the progress made by learners toward the Student Learning Objective(s). Formative assessments allow teachers to target lessons to the areas in which students need to improve, and focus less on areas in which they have already demonstrated mastery.

Growth – For SLOs, growth is represented by a change in the level of learning for each student over two points in time. Growth refers to students advancing in their level of achievement for given learning content. It requires a baseline and a target that is higher than the baseline for the same students.

Growth Target – A student growth target is an outcome that describes the level of growth a student must demonstrate to reach or exceed to achieve expectations at the end point of the interval of instruction. Growth targets (1) should be informed by baseline or, in some cases, trend data, (2) should include specific indicators of growth that should demonstrate an increase in learning between two points in time, (3) should be tiered whenever possible and appropriate, and (4) should be set so that all students can demonstrate developmentally appropriate growth.

¹ To be credentialed, the person must meet one of the criteria above and have completed the state-sponsored Ohio Teacher Evaluation System (OTES) training and pass an online assessment.

HB 153 – House Bill 153 (HB 153) required that 50 percent of the teacher and principal evaluation framework include measures of student growth (ORC 3319.111, 3319.112).

HB 555 – The Ohio legislature recently passed HB 555, which made changes to the decisions LEAs can make regarding Category A teachers. ODE is in the process of updating materials and supporting LEAs through this change (ORC 3319.111, ORC 3319.112).

Interval of Instruction – For Student Learning Objectives, the interval of instruction is the duration of the course that the SLO will cover. It must include beginning and end dates.

Initial Conference – A conference in the fall during which a teacher and Student Learning Objective evaluator discuss the teacher’s students’ starting points and approve the SLO(s). It can be scheduled in conjunction with an observation conference or beginning-of-year conference.

LEA Measures (Category C Teachers, plus Teachers from Category A or B who will use Local Measures) – For Ohio’s Student Growth Measures, local measures include a choice by the district of Student Learning Objectives and/or shared attribution. Teachers in non-tested grades and subjects without value-added data or comparable vendor assessments are referred to as Category C teachers. These teachers and teachers from Category A or B who use local measures will use the SLO process.

Learning Content – The content, skills, and specific standards (national, state, local, CCSS), to which the SLO is aligned. All SLOs should be broad enough to represent the most important learning or overarching skills, but narrow enough to be measured.

Mid-Course Check-In – A conference in the middle of the year in which the Student Learning Objective evaluator and teacher meet to discuss progress the students are making toward SLO attainment.

Multiple Measures - The teacher evaluation framework is based on multiple measures of performance and student growth. It is important that the holistic evaluation rating consider multiple factors across time. Accordingly, there are multiple measures within teacher performance and student growth, within and across years. The student growth measures may include data from multiple students, assessments and subjects.

Teacher Value-Added, by methodological definition, includes multiple measures on multiple levels. First, the EVAAS methodology incorporates students’ test histories (across all state-tested subjects) in determining growth metrics. Second, Value-Added creates effectiveness ratings for each tested grade and subject, as well as an aggregate composite rating. So for example and analogous to Value-Added on the Local Report Card, a 5th grade teacher may have a Value-Added rating for 5th grade math, a separate rating for 5th grade reading, and an overall composite rating. Third, the Value-Added metric will eventually roll into a three-year average so that multiple years of multiple measures are represented.

Ohio Standards for Educators – A framework of expectations for what educators (teachers and principals) should know and demonstrate in their practice. The Educator Standards recognize the many facets and complexities of the teaching and principal professions.

Professional Judgment – An evaluator’s ability to look at SLO information gathered and to make a data-informed decision regarding a teacher’s performance without using a predetermined formula.

Rationale – For Student Learning Objectives, the rationale represents the deeper thinking behind the selection and inter-relationship of the SLO components.

Reliability – The consistency of students’ observed scores. In other words, an assessment is reliable when it is administered in such a way that students with the same skills and knowledge should obtain similar scores.

Shared Attribution – Student growth measures that can be attributed to a group. These measures can be used to encourage collaborative goals and may be used as data in the student growth component. Shared attribution measures may include:

- Building or District Value-Added is recommended if available;
- Building teams (such as content area) may utilize a composite Value-Added score;
- Building- or District-based SLOs.

State-Provided Growth or Value-added Measures – For all teachers whose students take State assessments in grades 4-8, English Language Arts/Mathematics, Ohio will provide a teacher growth score comparing the gain the teacher’s students made between two points in time to the gains made by students with similar academic and other characteristics across the State.

Stretch – The extent to which the assessment adequately captures performance of both low-performing and high-performing students.

Student Achievement – Student achievement is defined as follows: (a) For tested grades and subjects: (1) a student’s score on the state’s assessment under ESEA; and , as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms. (b) For non-tested grades and subjects: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms. (Ohio Department of Education, September 15, 2011, Ohio Principal Evaluation System, p. 27, retrieved December 18, 2012 from <http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=112209>)

Student Growth - For the purpose of use in evaluation systems, student growth is defined as *the change in student achievement for an individual student between two or more points in time* (excerpted from *Measuring Student Growth for Teachers in Non-Tested Grades and Subjects: A Primer*).

Student Growth Measures – Student growth measures (SGMs) are a method for determining how much academic progress students are making by measuring growth between two points in time. In essence, any assessment available to educators will be considered a student growth measure when used to evaluate progress or growth, provided the assessment is rigorous and comparable across classrooms (Ohio Department of Education, retrieved December 18, 2012, from <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1230&ContentID=125742&Content=137463>)

Student Learning Objective (SLO) – SLOs are goals identified by a teacher or group of teachers that identify expected learning outcomes or growth targets for a group of students over a period of time. SLOs are determined by teachers after analyzing data on student academic performance and identifying areas that need a targeted effort for all students and subgroups of students. As a way to measure student growth, the objectives demonstrate a teacher’s impact on student learning within a given interval of instruction. Further, they enable teachers to use their own knowledge of appropriate student progress to make meaningful decisions about how their students’ learning is measured. As a collaborative process, SLOs also support teacher teams in their use of best practices.

Student Population – The students included in the SLO.

Summative Conference – A conference where the Student Learning Objective evaluator and teacher discuss summative student data results related to the scoring of SLO(s). This conference could happen before May 1. It can be scheduled in conjunction with another conference.

Teacher-Created Assessment – A teacher-developed assessment used by a single teacher for a particular course, e.g., a teacher’s final exam that only this particular teacher uses. Please note that the Ohio Department of Education strongly discourages the use of a classroom assessment for the Student Learning Objective.

Teachers of Tested Subjects (Category A Teachers) – Teachers of tested subjects are considered to be those who teach subjects with state standardized tests, in particular those who will have state-generated value-added or growth reports available. Ohio law states that if teachers have a value-added or growth report (Category A teachers) available, it must be used.

Teacher of Record – The teacher of record is an individual (or individuals in the case of co-teaching assignments) who has been assigned responsibility for a student’s learning in a subject/course. Students can have more than one teacher of record in a specific subject/course.

Trend data – Trend data are performance data gathered over the course of multiple years. For example, trend data can be assessment scores for past students gathered over the course of three years. These data may provide information about students’ performance in the past and where they showed strengths and weaknesses in knowledge and skill at the end of the course. Trend data can also be useful in helping inform growth targets in SLOs.

Validity – An assessment has validity, or is valid, if it measures accurately what it says it measures.

Value-Added - In Ohio, Value-Added refers to the EVAAS Value-Added methodology, provided by SAS, Inc. This is distinct from the more generic use of the term “value-added,” which can represent a variety of statistical modeling techniques. The Ohio EVAAS Value-Added measure of student progress at the district and school level has been a component of the Ohio Accountability System for several years. Ohio’s Race to the Top (RttT) plan provides for the expansion of Value-Added to the teacher level. Value-Added calculations currently utilize data from the Ohio Achievement Assessments (OAA). As the new Partnership for Assessment of Readiness for College and Careers (PARCC) assessments become operational and replace the current assessment system, they will be integrated into the Value-Added calculations. Additionally, the EVAAS data reporting system has added several features to help educators use this important data. Battelle for Kids (BFK) is providing professional development and other related services across the state.

Value-Added Multivariate Response Model (MRM) Composite – The value-added MRM composite is generated based on state tests that are administered annually in English Language Arts/Mathematics in grades 4-8 for use in a value-added report that is prepared for an individual teacher.

Value-Added Univariate Response Model (URM) Composite – The value-added URM composite score is generated based on state test data that do not meet the requirements for an MRM analysis. This model uses data from multiple tests with unlike scales (TerraNova, state assessments, etc.) and is used where the OAA is not administered in consecutive grades, such as science.

Vendor Assessment - HB 153 requires ODE to develop a list of student assessments that measure mastery of the course content for the appropriate grade level, which may include nationally-normed standardized assessments, industry certification examinations, or end-of course examinations for grade levels and subjects for which the Value-Added measure does not apply (the non-tested grades). ODE released a Request for Qualifications (RFQ) so interested vendors could demonstrate that their assessments qualified for use in Ohio schools. The list of approved assessments will be maintained and updated by ODE.