

Selection of Student Growth Measures

TIA Steering Committee Meeting #3
February 17, 2022



Meeting Agenda

4:00 Welcome

4:05 Overview: Student Growth Measures

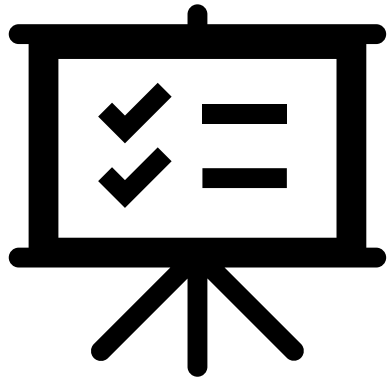
4:25 Campus Group Work: SGMs for Eligible Teacher Groups

4:50 Wrap Up

Next Meeting Date: March 3, 4:00 pm

Decision: TIA System Component Weights

Objectives



1. Understand the difference between student growth and student achievement
2. Identify key components of each of the various Student Growth Measures and how they can be used for TIA
3. List possible Student Growth Measures for eligible teachers

Growth vs. Achievement

Downwards arrow indicates change over time

Advanced



Proficient



Upwards arrow indicates change over time



Start of the School Year

End of the School Year

Pre-set grade level
expectations for all



Individual Student
Growth Measures

Setting Expected Growth Targets



- Based on data, districts set expected growth targets for individual students
- TIA Designations based on % of a teacher's students who met or exceeded their expected growth target
(not on % Meets/Masters, not necessarily on magnitude of growth)

TIA Statewide Performance Standards for Student Growth

Designation Level	% Students who met/exceeded expected growth targets
Recognized	55%
Exemplary	60%
Master	70%

Student Growth Measures



Value-Added Measures (VAM)	<ul style="list-style-type: none"> • Sets predicted scores based on multiple years of historical testing data across multiple contents • Based on statistical modelling and often conducted by independent researchers
Pre-Test and Post-Test	<ul style="list-style-type: none"> • Option 1: Using a 3rd party assessment for both the pre-test and post-test with accompanying growth targets • Option 2: Using a 3rd party assessment for both the pre-test and post-test with district created growth targets • Option 3: Using a district-created pre-test and post-test with district created growth targets • Option 4: Using a district-created pre-test and a 3rd party assessment as the post-test with district created growth targets
Student Learning Objectives (SLOs)	<ul style="list-style-type: none"> • Aligned with TexasSLO.org • Built around a foundational skill and assessed with a body of evidence
Portfolios	<ul style="list-style-type: none"> • Ideal for Performance-Based Courses • Must include a skill proficiency rubric with multiple proficiency levels and varied artifacts

- Validity of Content
- Valid and Reliable administration protocols (including training)
- Valid and Reliable scoring
- Security protocols in place
- Can be used to set expected growth targets



Pre-test/Post-test

Student Growth Measures



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Pre-test/Post-test Considerations



Who Creates the Pre-Test?

3rd party vendor or District?

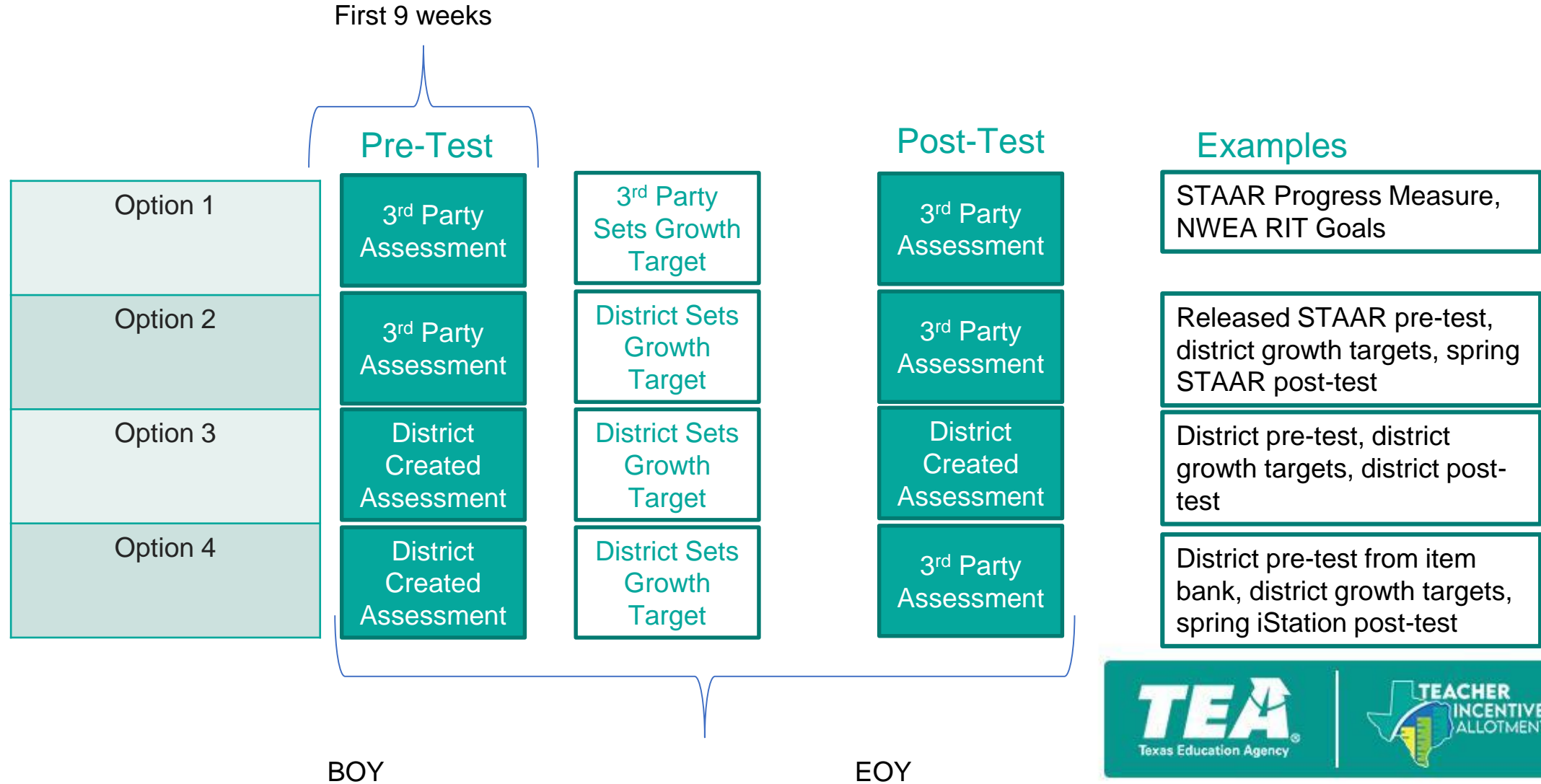
Who Sets the Expected Growth Targets?

3rd party vendor or District?

Who Creates the Post-test?

3rd party vendor or District?

Update: Pre-test/Post-test Options



What is the best growth measure for specific eligible teaching assignments?

Considerations

- Is there already a valid and reliable test that could be used?
- Does the content lend itself well to being measured by a “test”?
- What alternatives besides “tests” could we consider for performance-based courses?
- How can we ensure that the growth measure selected actually measures student growth in what is being taught?
- How can we align the growth measure to the content of the course? (Think PE, CTE, Early Childhood, etc.)

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Thank You

TIAatexas.org | TIA@tea.texas.gov



Pre-test/Post-test Options

First 9 weeks

Pre-Test

Post-Test

Option 1

3rd Party Assessment

3rd Party Sets Growth Target

3rd Party Assessment

Option 2

3rd Party Assessment

District Sets Growth Target

3rd Party Assessment

Option 3

District Created Assessment

District Sets Growth Target

District Created Assessment

Option 4

District Created Assessment

District Sets Growth Target

3rd Party Assessment

Options 2-4 requires the district to set expected growth targets

BOY

EOY

Administration Protocols

- Testing window
- Test administration follows state and district guidelines (aligns to STAAR protocols)
- Training is provided for teachers/proctors
- Consider if teachers administer the tests for their own students



Scoring Protocols

- Test is scored by a 3rd party, or by at least one additional person besides the teacher
- If there are free response questions, there is a scoring rubric
- Scoring rubric developed by a team of educators
- District provides systems and supports for scoring

Security and Training

- All tests are kept secure prior to being administered
- All tests are kept secure during the test and during the scoring process
- Annual training provided to all test proctors/test administrators

Setting Expected Growth Targets

3rd party tests

Valid and reliable method for how they calculate expected growth based on their test

District-created tests

Based on the pre-test (and other additional data points) districts set individual expected growth targets for each student

Poll: Tulip ISD

1. Who creates the pre-test?
 - a. The district
 - b. A 3rd party vendor
 - c. Other
2. Who sets the expected growth targets?
 - a. The district
 - b. A 3rd party vendor
 - c. Other
3. Who creates the post-test?
 - a. The district
 - b. A 3rd party vendor
 - c. Other



Pre-test/Post-test Session: October 20



Deep dive into how to use pre-test/post-test for TIA

Practice with district assessment protocols and best practices

Setting Expected Growth Targets

Session : January 19th

Best practices in setting expected growth targets
Examples currently in use by districts with
approved TIA systems

Spoiler Alert!
Resources already posted on
TIA website
Expected Growth Targets

Breakout Rooms

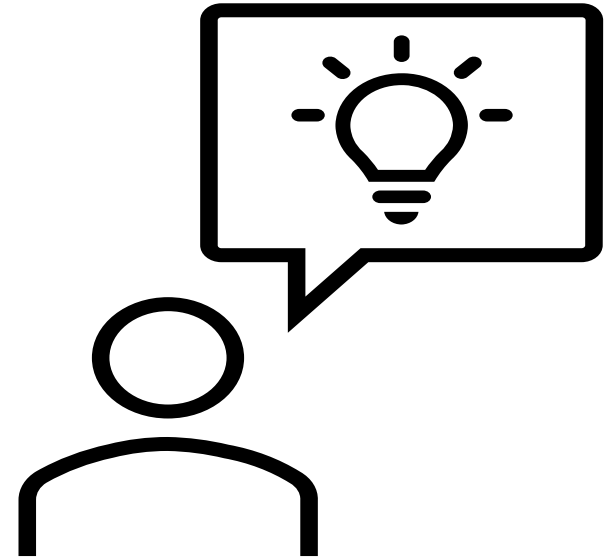


Pre-test/Post-test Discussion

- Take 5 minutes in your breakout room
- Discuss how your district currently uses any/all of the various options for pre-test/post-test
- Where have you found successes and where have you found struggles?
- Be prepared to share one thing you learned from a colleague

Sharing Lessons Learned

If you were in an **even numbered** breakout room, share in the chat one thing you learned to do as a best practice, or one thing you learned not to do.





Value Added Measures

VAM

Student Growth Measures



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- Validity of Content
- Valid and Reliable administration protocols (including training)
- Valid and Reliable scoring
- Security protocols in place
- Can be used to set expected growth targets

Requirements for the test being used to calculate VAM



Stretch

Scale of test must be wide enough to measure growth at both the highest and lowest achieving levels (Differentiate growth across all achievement levels)

Relevance

Test must align to state standards such that it actually measures what students are expected to know and do

Reliability

Scales must be reliable from year to year so that tests can be correlated across the years to determine a predictive relationship

How do we arrive at predictions?



Student 1 Testing History



Similar Testing Histories to S1

Testing History

- Reading & Math, 3-8
- Science, 5 & 8
- Social Studies, 8
- Algebra I, English I & II, Biology

How did all students like S1 perform on average?



Student 1's Expected Score

Example: Mr. Zinnia's Class

Student's Expected Score	Student's Actual Score	Growth?
75%	75%	Met expected growth
85%	80%	Did not meet expected growth
79%	88%	Exceeded expected growth
65%	65%	Met expected growth
94%	96%	Exceeded expected growth
68%	62%	Did not meet expected growth
72%	68%	Did not meet expected growth
88%	88%	Met expected growth
83%	78%	Did not meet expected growth
66%	78%	Exceeded expected growth

Mr. Zinnia's Student Growth

Did not meet expected growth	Met expected growth	Exceeded expected growth	Total
4 students	3 students	3 students	10 students

What percent of Mr. Zinnia's students met or exceeded their expected growth targets?

VAM: In a nutshell

Value Added Measures

- General idea: whether a student performed at, above or below their expected score is a function of the effectiveness of the teacher
- Details of the process involve complicated statistical analysis, generally done by outside service providers

Crepe Myrtle ISD

Crepe Myrtle ISD is a Cohort E district. They use the STAAR Student Progress Measure as the student growth measure for all eligible teachers in the district. They consider this to be equivalent to VAM.

What are areas of misunderstanding for Crepe Myrtle ISD?

What are they missing in order to be using VAM?



Poll: What should Crepe Myrtle do in order to start using VAM?

Crepe Myrtle ISD should:

- a) Use a different test
- b) Use historical data across multiple years and multiple contents
- c) Set the expected growth at the district level
- d) Use a district-created pre-test



Student Learning Objectives

Student Growth Measures



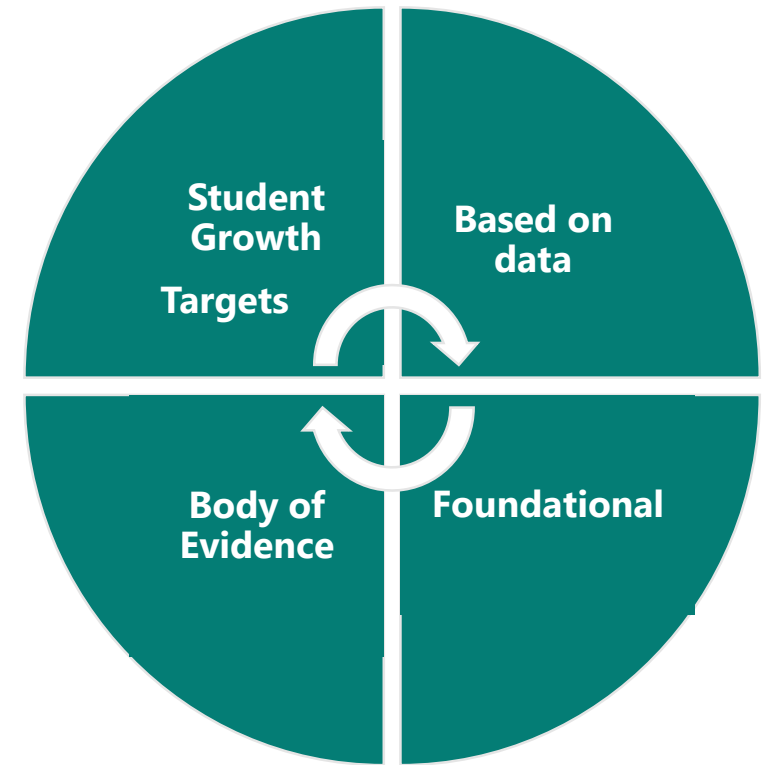
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- Validity of Content
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- Security protocols in place
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Student Learning Objectives

SLOs are:

- Student growth targets
- Set by teachers, based on evidence
- Focused on a foundational student skill that is developed throughout the curriculum
- Tailored to the context of individual students.
- For the purpose of measuring student growth via the collection of a body of evidence of student work.

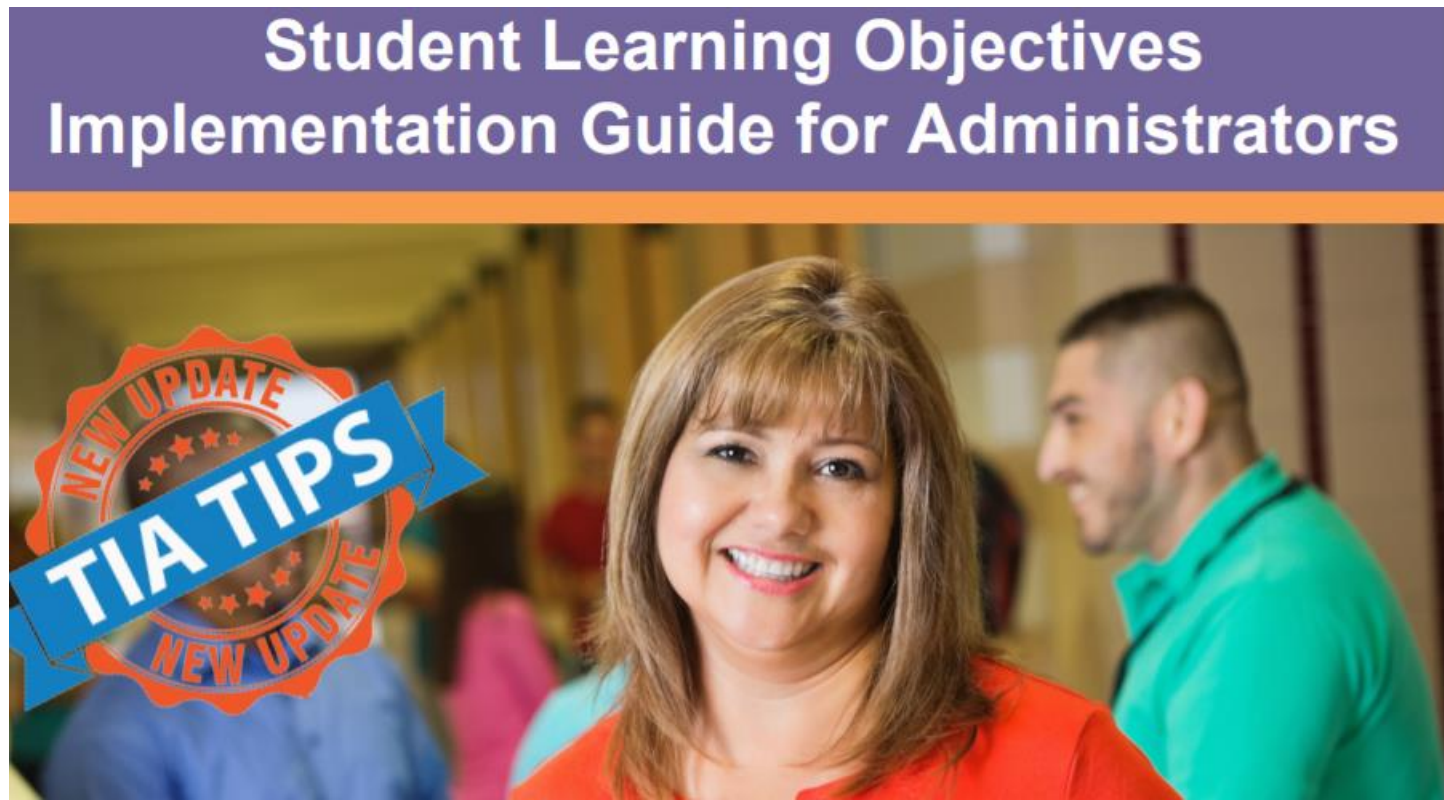


SLOs for TIA: Requirements

- A valid and reliable measure of student growth (if done well)
- Use current guidance on **texasslo.org**
- **Requires** a body of evidence of student work (not a pre-test/post-test, but actual student work), with a **minimum of five** pieces of evidence

Student Learning Objectives (SLOs)

TEXASSLO.ORG



Phase One

Create a Skill Statement (Content)

Student Learning Objectives

- Emphasize priority of content; needs to be aligned to standards for the course, “power standard” and represent a foundational skill of the course
- Need a rationale to provide clear explanation of the importance of the selected content for the SLO
- Emphasize the need for a representative group of students

Phase One

Set Expected Growth Targets

Student Learning Objectives

- How prepared are students with respect to the content at the beginning of the year?
- Emphasize the need for multiple sources of data
 - ❖ prior grades, prior testing data
 - ❖ current grades, student work
 - ❖ prior and current attendance
 - ❖ current observed classroom behaviors
- Determine student skill level at beginning of year (Initial Skill Profile)
- Create rubric for end of year proficiency levels (Targeted Skill Profile)

Phase Two

Monitor
Progress

(administration
and scoring)

Student Learning Objectives

- Build a robust Body of Evidence (BOE)
- Define what counts as a quality task/assessment/project in order to be considered part of the BOE
- Set minimum number of data points to be included in the BOE, e.g. five pieces of student work/evidence per student
- Require BOE check-ins at least quarterly with teacher and appraiser

Phase Three

Evaluate Success

Student Learning Objectives

- Use the rubric created in Phase One to determine end of year proficiency
- Ground end of year proficiency levels in the BOE for each student and align to the rubric
- Determine growth for each student based on the above
- Appraiser reviews BOE and approves end of year proficiency levels
- Require SLO evidence review as part of EOY teacher appraisal conference

Administrator Role in SLOs

- Approve the SLO Skill Statement (is it based on a foundational skill?)
- Approve the Initial Skill Profile and the Targeted Skill Profile
- Review and approve evidence teacher used to set expected growth targets for each student
- Discuss SLOs during BOY/MOY/EOY teacher conferences
- Approve end of year growth based on body of evidence

Note: Requires training. Check with your local ESC.

Questions to Consider

Phase One: Create an SLO

- *What information is being used to inform the creation of the SLO?
- *To what related standards is the Skill Statement aligned?
- *Considering all available data and content requirements, what growth target(s) can students be expected to reach?

Phase Two: Monitor Progress

- *What assessments/projects/tasks will be used to measure student growth for this SLO?
- *To what extent do the assessments/projects/tasks align to content standards for the course?

Phase Three: Evaluate Success

- *To what extent were baseline data, growth targets and the BOE used to determine end of year growth levels for each student?
- *How did appraisers include a review of the BOE and overall SLO process during the EOY conference?

Wisteria ISD

Wisteria ISD uses SLOs as the student growth measure for all eligible teaching assignments. Teachers build their SLO around their favorite 1-2 week unit. They give a pre-test before this short unit and a post-test after it. They determine student growth based on these two tests only. Their SLO includes all of their students. Teacher appraisers review the data during the teacher's EOY conference.

How does Wisteria ISD's SLO process align with TIA?

What advice would you give Wisteria ISD?

Wisteria ISD

Areas of Alignment

SLO includes a representative group of students

Appraisers include SLO review at EOY conferences


Advice

Require that the SLO is built around a foundational skill

Require that teachers use multiple sources of evidence to set expected growth goals

Require a body of evidence to determine student proficiency

SLO Session: January 19th

- 
- Deep dive into how to use SLO's for TIA
 - Detailed information required steps for all three phases of the SLO process
 - Practice with writing and evaluating:
 - Skill Statements
 - Initial Skill Profiles
 - Targeted Skill Profiles



Portfolios

Student Growth Measures



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- Validity of Content
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- Valid and Reliable scoring
- Security protocols in place
- Can be used to set expected growth targets

Portfolios

- Work especially well with performance-based courses
- Student work products can be varied:
 - Audio or video recordings of student musical, choir or theatrical performances
 - Student artwork either scanned digitally or hard copy or both
 - Sample student-created products such as welding, woodwork, etc.
- Student work assessed against skill proficiency rubric

Portfolio Requirements

Assessments/projects/work products designed to go in the portfolio are:

- Aligned to **content standards** for the course
- Specify what **skill proficiencies** are required across a **variety of proficiency levels**
- Specify what the students must be **able to demonstrate**
- Include a **rubric** that describes what various levels of proficiency look like for all aspects of the task
- Are implemented according to protocols for administration, security, and scoring

Progression along a skill rubric

Portfolios and Expected Growth

- Portfolios measure students' movement along a skill progression rubric across several skills
- Student skill level at beginning of the year (based on the skill progression rubric)
- Student skill level at the end of the year (based on the skill progression rubric)
- An assessment of student work products grounded in the specific skill details of the rubric

Types of Portfolios

Working Portfolio

- works in progress



Display/Showcase Portfolio

- a student's "best work"



Assessment Portfolio

- Levels of content/skill proficiency



Middle School Choir Example

	Sig. Limited Proficiency	Limited Proficiency	Somewhat Proficient	Proficient	Advanced
Posture	Student unable to remain in singing posture, moves around frequently	Student able to hold singing posture pose for short amounts of time, but cannot sustain	Student begins performance with singing posture, but struggles to remain in the position for the duration of the performance	Student able to sustain signing posture for duration of performance most of the time	Student sustains posture almost all of the time and can self correct as needed
Rhythm	Student unable to distinguish between a steady beat and a rhythm	Can distinguish between a steady beat and a rhythm and mimic a simple rhythm	Can keep a beat while chanting a rhythm, but cannot transfer the rhythm and beat using the voice only	Can transfer the rhythm of a chant to the rhythm of a song using the voice	Internalizes both rhythm and beat and can sing a rhythm, while others play a beat

Ms. Marigold's Class: Beginning of the Year

	Sig. Limited Proficiency	Limited Proficiency	Somewhat Proficient	Proficient	Advanced
Rhythm	Student unable to distinguish between a steady beat and a rhythm	Can distinguish between a steady beat and a rhythm and mimic a simple rhythm	Can keep a beat while chanting a rhythm, but cannot transfer the rhythm and beat using the voice only	Can transfer the rhythm of a chant to the rhythm of a song using the voice	Internalizes both rhythm and beat and can sing a rhythm, while others play a beat
	5 students	5 students	5 students	5 students	0 students

Ms. Marigold's Expected Growth Targets

Based on her student's current skill level and how they have been progressing in her class for the first few weeks of school, Ms. Marigold has set the expected growth for all students as two proficiency levels above where they started. (Note: this may not always be the case, but for this year, Ms. Marigold feels strongly that all of her students can grow two levels, based on student data from the first 6 weeks of school.)

Ms. Marigold's Class: End of Year

	Sig. Limited Proficiency	Limited Proficiency	Somewhat Proficient	Proficient	Advanced
Rhythm	Student unable to distinguish between a steady beat and a rhythm 0 students	Can distinguish between a steady beat and a rhythm and mimic a simple rhythm 3 students	Can keep a beat while chanting a rhythm, but cannot transfer the rhythm and beat using the voice only 7 students	Can transfer the rhythm of a chant to the rhythm of a song using the voice 5 students	Internalizes both rhythm and beat and can sing a rhythm, while others play a beat 5 students

End of Year Performance Levels

Beg. of Year Performance levels

	Sig. Limited Proficiency	Limited Proficiency	Somewhat Proficient	Proficient	Advanced
Significantly Limited Proficiency	Further review needed	Did Not Meet	Met Expected Growth	Exceeded Expected Growth	Requires Additional Evidence
Limited Proficiency	Did Not Meet Expected Growth	Did Not Meet Expected Growth	Did Not Meet Expected Growth	Met Expected Growth	Exceeded Expected Growth
Somewhat Proficient	Did Not Meet Expected Growth	Did Not Meet Expected Growth	Did Not Meet Expected Growth	Did Not Meet Expected Growth	Met or Exceeded Expected Growth
Proficient	Did Not Meet Expected Growth	Did Not Meet Expected Growth	Did not Meet Expected Growth	Did Not Meet Expected Growth	Met or Exceeded Expected Growth
Advanced	Did Not Meet Expected Growth	Did Not Meet Expected Growth	Did Not Meet Expected Growth	Did Not Meet Expected Growth	Met or Exceeded



A "To Do" List for Assessment Portfolios

1. Determine **curricular standards/skills** to be addressed
2. Design student tasks/assessments/projects that represent content and skill levels students will need to demonstrate (**Validity** of student tasks is key)
3. Design performance standards that describe in detail what various levels of mastery look like (**Rubric**)
4. Train team of teachers or other professionals to evaluate portfolios using the rubric (**Reliability** of scoring is key)

Portfolio Session: October 20th



Deep dive into how to use Portfolios for TIA
Detailed information required steps for skill progression rubrics
Examples from multiple content/grade levels



Now What?

Student Growth Measures At a Glance

The Big Picture

What does each student growth measure require/not require?

Student Growth Measure	Pre-test/Post-test Option 1	Pre-test/Post-test Option 2	Pre-test/Post-test Option 3	Pre-test/Post-test Option 4	SLO Texas slo.org	VAM	Portfolios
Requires alignment to standards/content	X	X	X	X	X	X	X
Requires BOY preparation		X	X	X			X
Requires EOY Data Analysis		X	X	X			X
District input in calculating growth		X	X	X	X		X

Using the At a Glance Document...

What are some pros/cons of each student growth measure?



Lantana ISD

Student Growth Measure	Pros	Cons
SLOs	<ul style="list-style-type: none"> Can be used for any content High teacher engagement Based on actual student evidence, not “just a test” 	<ul style="list-style-type: none"> Requires intensive training Administrators approve all the steps in the process
District-created pre-test, district created growth targets, district created post-test	<ul style="list-style-type: none"> Can be used for any content Local control We plan to roll out PD modules on building quality assessments 	<ul style="list-style-type: none"> Who will write the tests? Who will approve the tests? Do we have that expertise in our district?
3 rd party pre-test, 3 rd party growth goals, 3 rd party post-test	<ul style="list-style-type: none"> Valid and reliable Objective We already do this 	<ul style="list-style-type: none"> Won't work for all content areas Potential cost
VAM	<ul style="list-style-type: none"> Valid and reliable Based on multiple years of data Objective 	<ul style="list-style-type: none"> Won't work for all content areas Potential cost



Silent/Solo

Pros/Cons of each student growth measure

Using the At a Glance document....

What are the pros/cons of the student growth measures your district is considering?

5:00

Stop

Cohort E Webinar Series

Date and Time	Topic	Registration Link
Wednesday, September 1 st from 8:30-2:00	Getting Started with TIA and National Board	
Wednesday, October 6 th from 8:30-1:00	Using the Readiness Checklist and Overview of Student Growth Measures	
Wednesday, October 20 th from 8:30-2:30	Student Growth Measures <ul style="list-style-type: none"> • Pre and Post Tests • Portfolios 	Link
Wednesday, November 3 rd from 8:30-12:15	System Application and Spending Plan Preparation	Link
Wednesday, January 19 th	Teacher Observation, Setting Expected Growth Goals, SLOs	TBA
Wednesday and Thursday, February 2 nd -3 rd	System Application Check-In and Data Analysis	TBA

October 1st - Readiness Checklist posted

November 1st – Cohort E Application, Buy-In Survey Directions, and Exemplar Answers Posted

April 15th – Cohort E Application and Buy-In Survey Deadline
 June 30th – Cohort E Resubmission Deadline



Student Growth Measures: Eligible Teacher Groups

Eligible Teacher Groups	Pre-test/Post-test Option 1	Pre-test/Post-test Option 2	Pre-test/Post-test Option 3	Pre-test/Post-test Option 4	Other?	Other?	Portfolios

Campus: _____



Student Growth Measures At-A-Glance

Student Growth Measure	Pre-test/Post-test Option 1	Pre-test/Post-test Option 2	Pre-test/Post-test Option 3	Pre-test/Post-test Option 4	SLO Texasslo.org	VAM	Portfolios
Teacher input on growth measure selection	X	X	X	X	X	X	X
District sets growth target		X	X	X	X		X
Requires supporting documents					X		X

Student Growth Measures At-A-Glance

Student Growth Measure	Pre-test/Post-test Option 1	Pre-test/Post-test Option 2	Pre-test/Post-test Option 3	Pre-test/Post-test Option 4	SLO Texasslo.org	VAM	Portfolios
Training on security and administration	X	X	X	X	X	X	X
District calculates end of year growth		X	X	X	X		X
Requires administrator approval			X		X		