

Weighting & Cut Points to Determine Designations



March 3, 2022



Meeting Agenda

- 4:00 **Welcome, & Objectives**
- 4:05 **Overview of Cut-Points and Weighting**
- 4:20 **Establish System Weights**
- 4:50 **Debrief**

Next Meeting: Thursday, March 24, 4:00

Objectives/Intended Outcomes:

- Decide if we want a third component.
- Understand the effect of weights on teacher designations
- Determine weights for each set of teachers for each category

Discussion: Merits of a Third Component

What, if anything, do we want in addition to T-TESS and Student Growth Measures?

Weights and Designation Cut-Points

Different categories of teachers CAN be weighted differently.

Overview of the weighting tab



Local Designation System Weighted Components



- Directions
- District Info
- Weighting
- Teacher Observation
- Student Growth
- System Development
- Communication Plan
- Spending Plan
- District Support

Eligible Teacher Group/Campus

(*Required)

Category	Eligible Teacher Group/Campus	Teacher Observation		Student Growth			All Other (Optional)		
		Rubric	Weight	Measure	Weight	Other Description	Measure	Weight	Other Description
* 1	4th - 8th Grade Reading and Math Teachers, English I & II, and Algebra I EOC's Teachers	T-TESS	40%	<input type="checkbox"/> SLOs	60%		<input type="checkbox"/> Parent Survey		
				<input checked="" type="checkbox"/> Pre-Post Tests			<input type="checkbox"/> Student Survey		
				<input type="checkbox"/> Portfolios			<input type="checkbox"/> Mentor		
				<input type="checkbox"/> VAM			<input type="checkbox"/> Teacher Leadership		
				<input type="checkbox"/> Other			<input type="checkbox"/> Other		
2	Kinder - 3rd Grade Reading and Math Teachers	T-TESS	50%	<input checked="" type="checkbox"/> SLOs	50%		<input type="checkbox"/> Parent Survey		
				<input type="checkbox"/> Pre-Post Tests			<input type="checkbox"/> Student Survey		
				<input type="checkbox"/> Portfolios			<input type="checkbox"/> Mentor		
				<input type="checkbox"/> VAM			<input type="checkbox"/> Teacher Leadership		
				<input type="checkbox"/> Other			<input type="checkbox"/> Other		



Understanding the performance standards

Student growth performance standards were created by looking at statewide STAAR performance data across numerous years and using a Value-Added Model to determine the percent of students meeting or exceeding their growth target

The performance standards for teacher observation scores were derived from an analysis of T-TESS observations from across the state with scores on a 1 to 5 scale.

<i>Growth standard group</i>	<i>% of students meeting or exceeding growth targets</i>
Recognized	55%
Exemplary	60%
Master	70%

<i>Observation standard group</i>	<i>Based on T-TESS</i>	<i>Based on another rubric</i>
Recognized	3.7	74% of points
Exemplary	3.9	78% of points
Master	4.5	90% of points

Recognized represents the top 33% of teachers
Exemplary represents the top 20% of teachers
Master represents the top 5% of teachers

Quick Tips:

- There is not a perfect science to this; have these weights fit the goals and model what your LEA wants to set in identifying teacher effectiveness. What do you want to signal is most important?
- The ideal weighting in order to align with performance standards is 50% teacher observation and 50% student growth, however this may not always be the best fit for your LEA.
- Take time to meet with your team and be thoughtful about the rationale behind the weights that you decide to use.

Practice creating weights for a district

Scenario:

Flower ISD is trying to determine weights for designations that best fit their LEA. When they looked closer at their Pre-Post Test system they determined that though there were flaws in the administration of their district created pre-post tests, the component was still reliable in identifying effective teachers.

Observation Weight	Growth Measure Weight
70%	30%

Discussion

1. What would these weights mean for teachers and administrators?
2. What would be the rationale for this decision?

Creating a point system for designation determination

Flower ISD:

Teacher Observation		Student Growth		
Rubric	Weight	Measure	Weight	Other Description
T-TESS	60%	<input type="checkbox"/> SLOs		
		<input checked="" type="checkbox"/> Pre-Post Tests	40%	
		<input type="checkbox"/> Portfolios		
		<input type="checkbox"/> VAM		
		<input type="checkbox"/> Other		

Determine range of each component

You determine the range of each component by looking at the highest and lowest possible scores for each.

Example:

T-Tess ranges from 1-5 and Pre-Post test ranges from 0 to 100

Determine cut points for Recognized

Use the performance standards along side your weights to establish what your designation cut points should be.

Growth standard group	% of students meeting or exceeding growth targets
Recognized	55%
Exemplary	60%
Master	70%

Recognized:

Observation Weight	Growth Measure Weight
60%	40%

Observation standard group	Based on T-TESS	Based on another rubric
Recognized	3.7	74% of points
Exemplary	3.9	78% of points
Master	4.5	90% of points

Teacher Observation

Recognized cut point based on performance standards →

$$\frac{3.7}{5} = \frac{???}{60}$$

Highest possible points based on performance standards →

44.4

← Percentage of component that district is using for teacher observation

Student Growth

Recognized cut point based on performance standards →

$$\frac{55}{100} = \frac{???}{40}$$

Highest possible points based on performance standards →

22

← Percentage of component that district is using for student growth

+

66.4

Determining designations

Calculate the scores for each teacher and determine the designations earned.

Teacher 1:

Teacher Observation

Student Growth

$$\frac{3.8}{5} = \frac{???}{60}$$

$$\frac{53}{100} = \frac{???}{40}$$

$$45.6 + 21.2 = 66.8 \quad \text{Recognized}$$

Designation Level	Points Needed
Recognized	66.4
Exemplary	70.8
Master	82

Sample Data Set

Teacher	T-TESS Domains 2 & 3 Average	Percent of students that met or exceeded growth
1	3.8	53%
2	3.0	75%

Determining designations

Practice:

Determine the designations of teacher 2

Designation Level	Points Needed
Recognized	66.4
Exemplary	70.8
Master	82

Sample Data Set

Teacher	T-TESS Domains 2 & 3 Average	Percent of students that met or exceeded growth	Designation
1	3.8	53%	
2	3.0	75%	No Designation

Poll Question

How designations can change based on weights

Teacher Observation		Student Growth		
Rubric	Weight	Measure	Weight	Other Description
T-TESS	60%	<input type="checkbox"/> SLOs		
		<input checked="" type="checkbox"/> Pre-Post Tests	40%	
		<input type="checkbox"/> Portfolios		
		<input type="checkbox"/> VAM		
		<input type="checkbox"/> Other		

Teacher Observation		Student Growth		
Rubric	Weight	Measure	Weight	Other Description
T-TESS	30%	<input type="checkbox"/> SLOs		
		<input checked="" type="checkbox"/> Pre-Post Tests	70%	
		<input type="checkbox"/> Portfolios		
		<input type="checkbox"/> VAM		
		<input type="checkbox"/> Other		

Designation Level	Points Needed
Recognized	66.4
Exemplary	70.8
Master	82

Designation Level	Points Needed
Recognized	60.7
Exemplary	65.4
Master	76

Teacher	T-TESS Domains 2 & 3 Average	Percent of students that met or exceeded growth	Points Earned	Designation
1	3.8	53%	66.8	Recognized
2	3.0	75%	66	No Designation

Teacher	T-TESS Domains 2 & 3 Average	Percent of students that met or exceeded growth	Points Earned	Designation
1	3.8	53%	59.9	No Designation
2	3.0	75%	70.5	Exemplary

Discussion

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Pre-test/Post-test Models for Determining Growth



Six Models to Consider

Six Models

1. Graduated Percent Increase Model
2. Common % Growth for all (Flat Rate)
 - Based on an agreed upon percentile
3. Half the Gap
4. Individualized
5. Quartile/Quintile
 - Based on average score for the quartile/quintile
6. Percent Growth based on actual district average percent growth

Student Growth Survey

District	Fine Arts	CTE	Electives	Notes
Lubbock	PreTest/Post Test	PreTest/Post Test	PreTest/Post Test	Purchased curriculum, purchased test banks, purchased practice exams for industry based certifications
Rice	SLOs	SLOs	SLOs	
Robinson	SLOs	SLOs	SLOs	
Waco ISD	We are in the process of making our final decisions for our TEA application expansion due 4/15/22	We are in the process of making our final decisions for our TEA application expansion due 4/15/22	PreTest/Post Test	
Hico	SLOs	SLOs	SLOs	
Brownsville	SLOs	SLOs	SLOs	https://youtu.be/6N4SLhHn_B0