



NORTH CAROLINA Educator Effectiveness Model Update



Jennifer Preston, Race to the Top Project Coordinator
April 25, 2013



Welcome to the Webinar



- Welcome from Mr. Elic Senter, Manager for Instructional Advocacy and Organizing
- Presenters:
 - Ms. Jennifer Preston, Race to the Top Project Coordinator for Educator Effectiveness, NCDPI

Announcements



- The webinar is being recorded and will be posted online
- All participants are muted due to the large size of the audience
- Please type questions in the “Questions Bar”
- Any questions not answered will be addressed in FAQ document

Agenda



- Setting the Context
- Revisions to TCP-C-006
- Update on Common Exams
- Review of Resources for Teachers
- Focus on Inter-Rater Reliability

Setting the Context



Standards 6 & 8



Teachers

1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice	6 Contribute to Academic Success
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Principals (and other Administrators)

1 Strategic Leadership	2 Instructional Leadership	3 Cultural Leadership	4 Human Resource Leadership	5 Managerial Leadership	6 External Development Leadership	7 Micro-political Leadership	8 Academic Achievement Leadership
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Growth Model



Teachers



Standard 6 and 8
are measures of

Growth

Principals



Growth Model



Teachers



The State Board of Education selected
**Educator Value-Added
Assessment System
EVAAS**

Principals



for standards 6 & 8 when possible

Ratings



Teachers



Principals



**How will the ratings on
Standards 6 & 8 work?**

Teacher Ratings Categories



Teachers



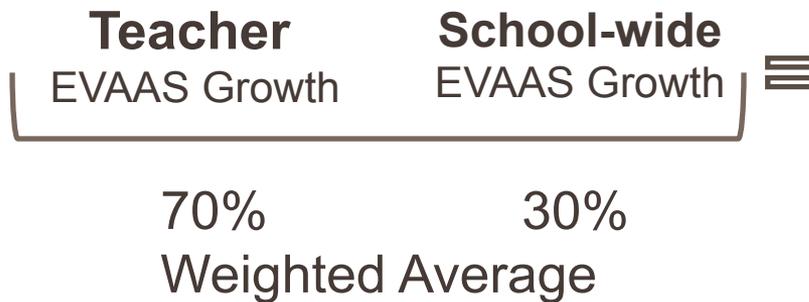
5 Rating Categories

- Not Demonstrated
- Developing
- Proficient
- Accomplished
- Distinguished

3 Rating Categories

- Does Not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

Teacher Ratings in 2011-12 Baseline Data



Yearly Rating

- Does not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

6

Why was school-wide EVAAS growth included?

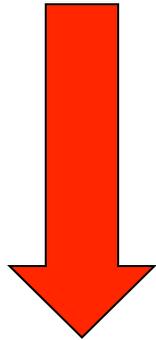
- To encourage collaboration and collective ownership of overall outcomes.

Note: *In 2011-12, teachers without individual EVAAS growth values had school-wide growth for Standard 6.*

Teacher Ratings in 2011-12 Unintended Consequences



Analysis with the sixth standard ratings of teachers with their own EVAAS growth values uncovered two disturbing trends:

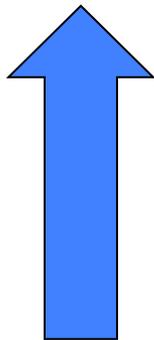


2,853 (9.7%) teachers who met or exceeded expected growth with their own students were **pulled down** one entire rating due to the inclusion of school-wide growth.

Teacher Ratings in 2011-12 Unintended Consequences

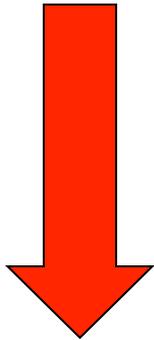


Furthermore,

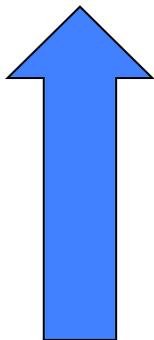


2,647 (9.0%) teachers who did not meet or met growth with their own students were **pushed up** one entire rating due to the inclusion of school-wide growth.

Teacher Ratings in 2011-12 Unintended Consequences



The inclusion of school-wide growth hurt high-performing teachers working in low-performing schools and discourages high-performing teachers from working in the schools where they are needed most.

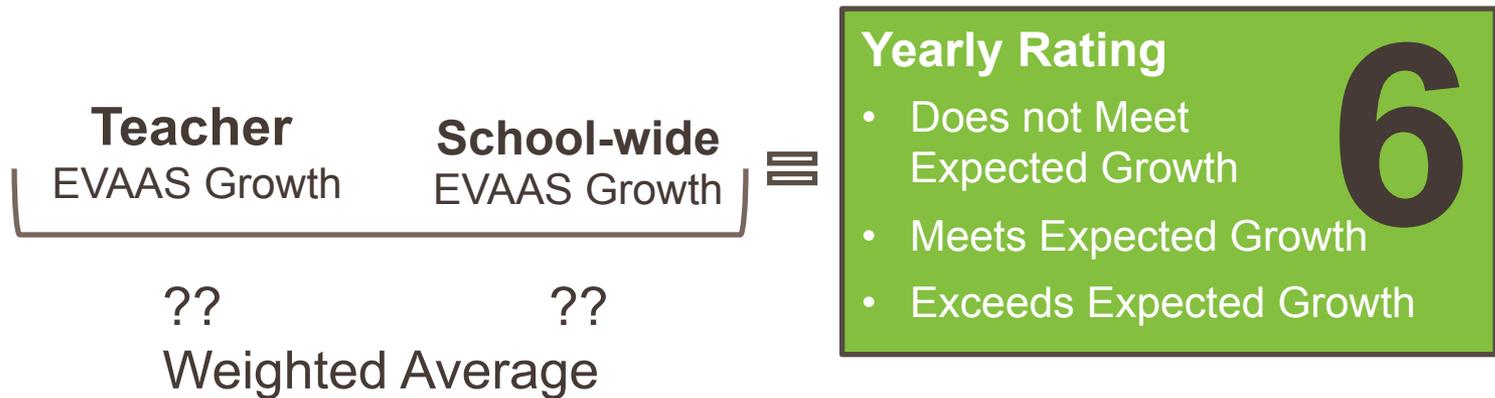


The inclusion of school-wide growth hid the performance of low-performing teachers working in high-performing schools.

Revisions to TCP-C-006 Policy including Standard 6



Teacher Ratings in 2012-13 First Year Counting Toward Status



Critical Change during 2012-13:

With the administration of the Common Exams, approximately 70% of NC's teachers will have individual EVAAS growth values.

Recommendation: Standard 6



**Teacher
EVAAS Growth**

100%

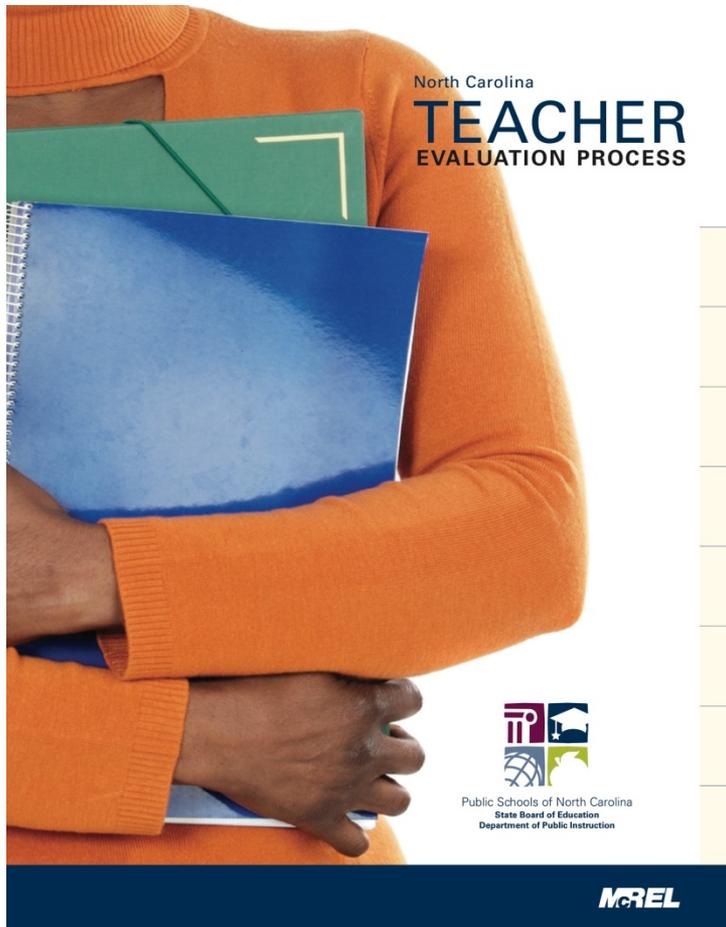
Yearly Rating

- Does not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

6

In 2012-13, teachers without individual EVAAS growth values receive a sixth standard rating based on school-wide growth. **The rating does not count toward overall status.**

The Importance of Teacher Collaboration



Collaboration with colleagues is found in:

- ✓ Standard One
- ✓ Standard Two
- ✓ Standard Three
- ✓ Standard Four
- ✓ Standard Five

Administrator Ratings in 2011-12 Baseline Data



**School-wide
EVAAS Growth**

100%

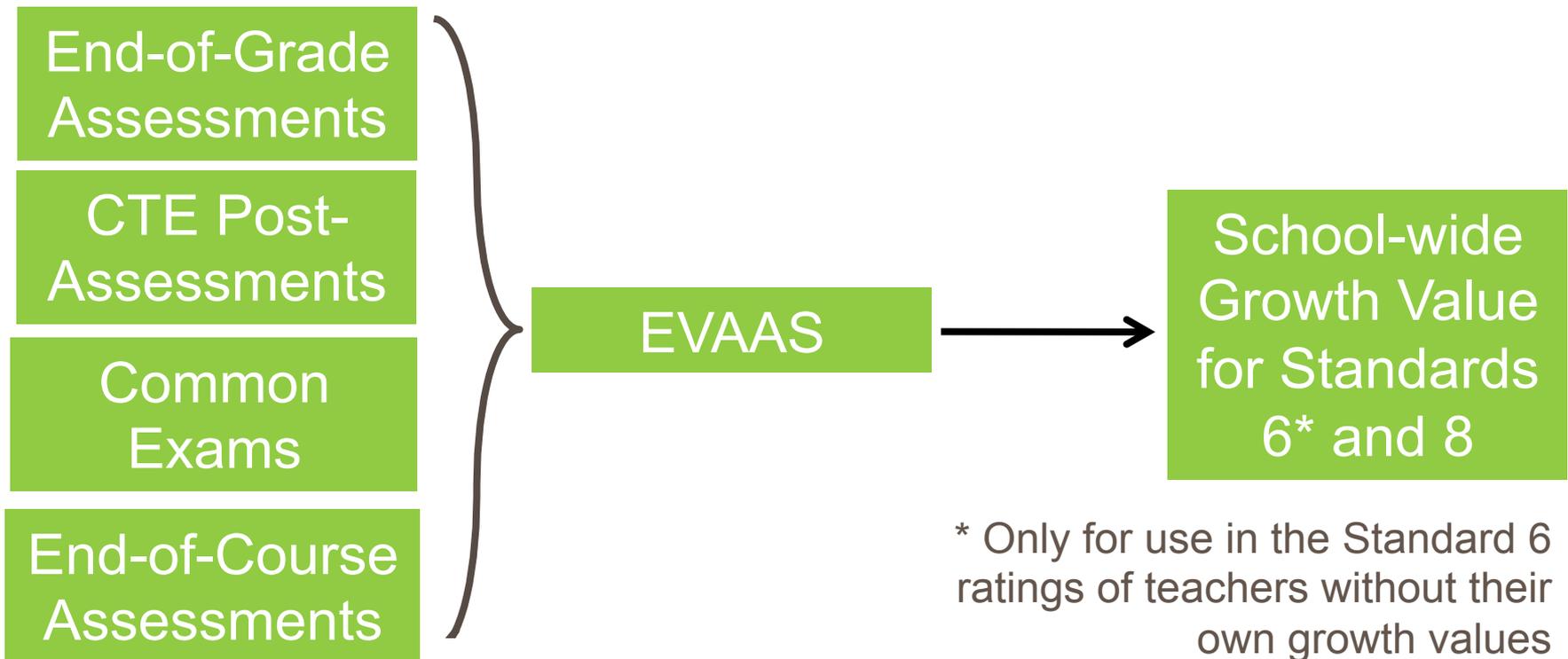
Yearly Rating

- Does not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

8

In 2011-12, only results from End-of-Grade and End-of-Course assessments were included in the school-wide EVAAS growth scores.

Recommendation: Standards 6 and 8



Updates to Measures of Student Learning



Measures of Student Learning



6 End of Grade or End of Course

6 Career Technical Education Assessment

6 Common Exams

6 Grade 3

6 K-2 Literacy

6 Analysis of Student Work

Contribute
to
Academic
Success

Measures of Student Learning



6 Common Exams

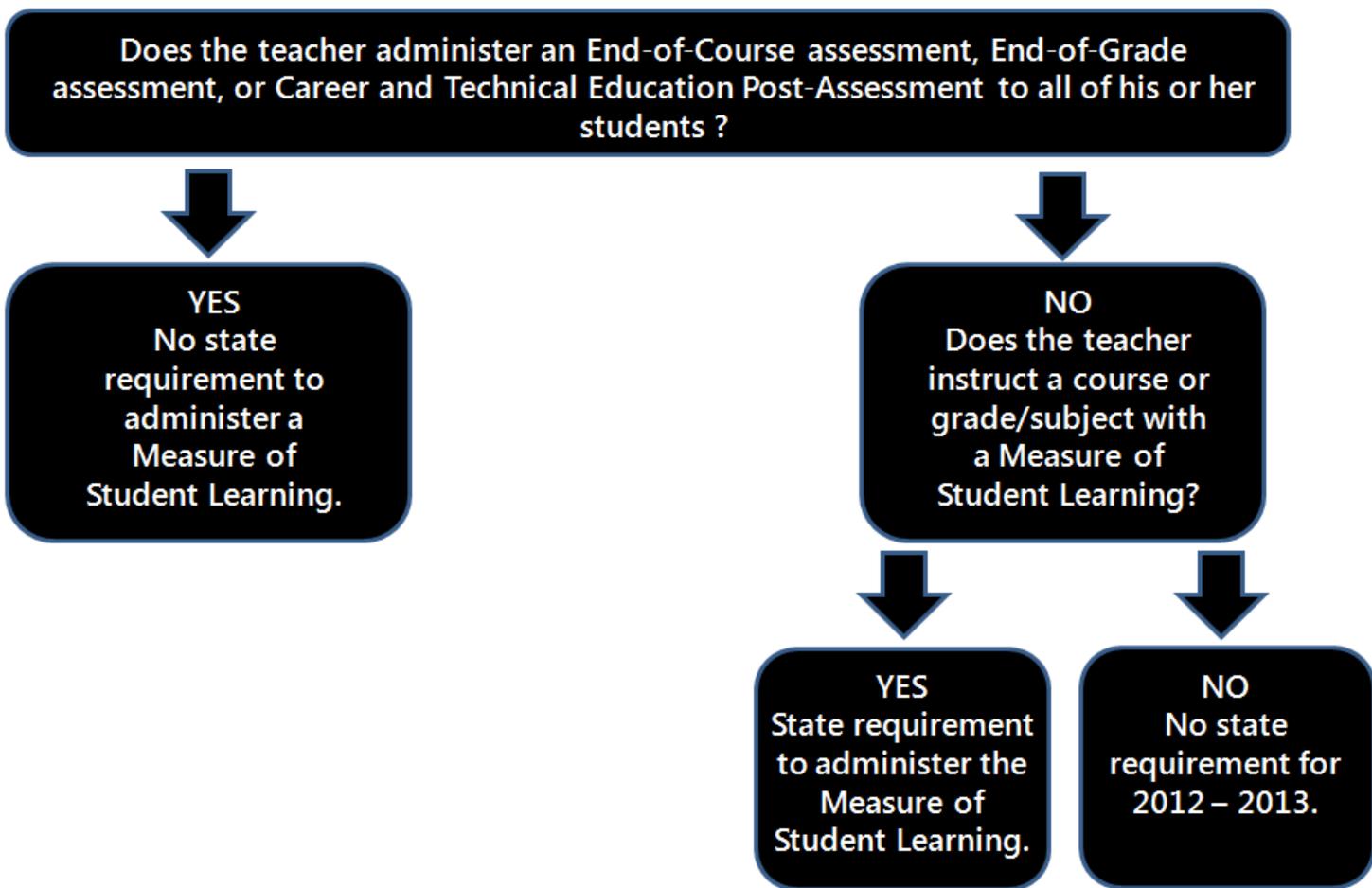
6 Grade 3

6 K-2 Literacy

6 Analysis of Student Work

Contribute
to
Academic
Success

Measures of Student Learning: Focus on Common Exams



Measures of Student Learning: Focus on Common Exams



What is this Measure of Student Learning?

- Set of Common Exams for grades/subjects and courses in English Language Arts, Science, Social Studies, and Mathematics in grades 4 – 12
- Include multiple-choice items and performance tasks
- No Common Exams for grades/subjects and courses with End-of-Grade or End-of-Course assessments

Measures of Student Learning: Focus on Common Exams



How is growth measured with this Measure of Student Learning?

- Results used in EVAAS to generate value-added scores for teachers
- Summer of 2013: the SAS Institute analyzes results to ensure that fair and valid value-added estimates are possible

Measures of Student Learning: Focus on Common Exams



Who participates in this Measure of Student Learning?

- Districts use a decision tree to determine when Common Exams must be administered
- Districts can administer Common Exams that are not required

Measures of Student Learning: Focus on Common Exams



When is this Measure of Student Learning being implemented?

- 35 Common Exams administered during the 2012-13 school year
- 9 additional Common Exams administered during the 2013-14 school year
- Fall administration of high school Common Exams was optional
 - 39 school districts elected to administer
 - 86,546 exams were administered

Measures of Student Learning

Focus on Common Exams



Feedback from fall administration allowed DPI to respond to district needs and make revisions:

- Shortened exam length (especially for English Language Arts and mathematics)
- Added specificity to scoring rubrics
- Revised structure of test books
- Revising scoring module to include additional examples
- Provided assistance with administration scripts

Measures of Student Learning: Focus on Grade 3



What is this Measure of Student Learning?

- A form of the third grade End-of-Grade reading assessment administered at the beginning of third grade

Measures of Student Learning: Focus on Grade 3



How is growth measured with this Measure of Student Learning?

- Results from the third grade End-of-Grade assessment administered at the beginning of the year and the third grade End-of-Grade assessment administered at the end of the year will be used in a growth model

Measures of Student Learning: Focus on Grade 3



Who participates in this Measure of Student Learning?

- All third grade students

Measures of Student Learning: Focus on Grade 3



When is this Measure of Student Learning being implemented?

- Full implementation in 2013-14 school year

Measures of Student Learning: Focus on K-2 Literacy



What is this Measure of Student Learning?

- An additional step added to the normal process for mCLASS: Reading 3D program
- Measures students' ability to read and comprehend increasingly complex texts
- Does not include formative data gathered during progress monitoring
- Three processes being piloted:
 - Business as Usual
 - Alternate Administration
 - Hybrid Administration

Measures of Student Learning: Focus on K-2 Literacy



How is growth measured with this Measure of Student Learning?

- Students' beginning-of-year and end-of-year results of text reading comprehension used in growth model
- Methodology similar to EVAAS will be used by SAS Institute to ensure comparable measure of growth

Measures of Student Learning: Focus on K-2 Literacy



Who participates in this Measure of Student Learning?

- All K-2 students

Measures of Student Learning: Focus on K-2 Literacy



When is this Measure of Student Learning being implemented?

- Spring 2013 pilot in Martin, Brunswick, New Hanover, Onslow, Franklin, Nash-Rocky Mount, Columbus, Cumberland, Moore, Alleghany, Iredell-Statesville, Haywood, and Henderson
- Administration mode selected after completion of pilot and analysis of data
- Full implementation in 2013-14 school year

Measures of Student Learning: Focus on Analysis of Student Work



What is this Measure of Student Learning?

- A process through which teachers collect student work artifacts, assess them, and submit for “blind review” by another teacher in the state
- Allows flexibility with:
 - Instructional time for teachers
 - Supplies
 - Standards of focus
- Uses technology platform to complete process

Measures of Student Learning: Focus on Analysis of Student Work



How is growth measured with this Measure of Student Learning?

- Teachers self-assess student work artifacts
- Blind review by other content area teachers determines growth level

Reviewing the Resources



Teacher Evaluation Dashboards



Teacher evaluation dashboards present educators with all evaluation data in one place and allow them to track progress toward status.

[Teacher Evaluation Dashboards.](#)

EVAAS Learning Modules



Learning Modules allow teachers to have 24/7 access to training on the most-used EVAAS teacher reports.

[EVAAS Learning Modules.](#)

Common Exam Scoring Module



Scoring module provides teachers with sample questions and student responses, along with videos of “master scoring.”

[Common Exam Scoring Module.](#)

Focus on Inter-Rater Reliability



Inter-Rater Reliability



Inter-Rater Reliability is critical to ensuring a fair and valid educator effectiveness model

[Training on Inter-Rater Reliability.](#)

Contact Information



General Information:

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<http://www.ncpublicschools.org/effectiveness-model/>