



Advisory Committee on Educator Evaluation

March 31, 2011

PAUL G. PASTOREK | STATE SUPERINTENDENT
LOUISIANA DEPARTMENT OF EDUCATION



Our Charge Today

- Engage in open dialogue on outstanding questions, concerns regarding the LA Value Added Model
- Reach consensus on the working recommendations we would like to present to BESE
- Introduce our next task of determining measures of student growth for non-tested grades and subjects



Our Critical Path

1. Make recommendations to the state Board of Elementary and Secondary Education (BESE) regarding the development of a value-added assessment model
2. Identify measures of student growth for areas in which value-added data is not available
3. Define standards of effectiveness for teachers and leaders



Timeline for Dialogue and Phase-In

Fall 2010

Spring 2011

Summer/Fall
2011

Fall 2011-
Winter 2012

ACEE ACTIVITY

Advisory
Committee for
Educator
Evaluations
(ACEE) begins

Consideration
of a Value
Added
Growth
Model

Consideration of
Approach for
Non-Tested
Grades & Subjects

Consideration of
Standards of
Effectiveness



Summary of Consensus

Overall, we are very close to consensus on nearly all areas related to the value added model; close enough to finalize our recommendation today. We are split on:

- inclusion of poverty
- types of data teachers need to receive at the beginning of school.



Summary of Consensus

- 83% agree with the use of a statistical model
- 96% agree that a list of variables be included in the assessment model
- 83% agree that the model include classroom composition variables



Summary of Consensus

- 92% agree with developing a policy for disqualifying teacher value added results where groups of students experience extraordinary events
- 100% agree that a policy should be established on the minimum number of days a student must be present



Summary of Consensus

- 79% agree that a composite index be created for teaching in multiple content areas
- 75% agree that a teacher should have the valued added results of at least 5 students
- 50% agree to include poverty; almost 42% want to exclude poverty; 8% are undecided



Summary of Consensus

- 62% agree that some type of additional information on student history should be provided to teachers at the beginning of the year; 49% believe that predicted scores should NOT be provided.



Working Recommendations

Type of model to be deployed

ACEE recommends that BESE charge the State Superintendent with deploying a statistical model for linking academic gains of students to teachers in grades for which appropriate test data are available.



Working Recommendations cont'd.

Student variables to be included

ACEE recommends that BESE require that the following factors that influence student educational progress be included in the assessment: prior achievement data that are available (up to three years), gifted status, Section 504 status, student attendance, student disability status, and prior discipline history.

ACEE did not reach decision on whether to include or exclude free/reduced lunch as an indicator for student poverty.



Working Recommendations cont'd.

Class composition variables

ACEE recommends that BESE require that the classroom composition factors be included in the assessment.

Minimum number of students to produce a value added result

ACEE recommends that BESE require that teachers have at least 5 student results before they receive a value added report.



Working Recommendations cont'd.

Multiple content teachers

ACEE recommends that BESE require that a composite index be created for each teacher who teaches in multiple content areas that gives equal weight to each result for each student in each content area.



Working Recommendations cont'd.

Protection against anomalous results

ACEE recognizing that on occasion events will occur that dramatically influence student outcomes and are beyond the control of the responsible educator(s). ACEE recommends that BESE, in accordance with the law, develop a policy and procedure for disqualifying teacher value added results under extraordinary circumstances that would reasonably be expected to strongly influence student results and are beyond the control of educators.



Working Recommendations cont'd.

Providing Educators
Data Tools

ACEE recommends that BESE create policy to assure that teachers have instructionally relevant data to help guide instruction.



March ACEE Meeting

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Open Discussion

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Lunch

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Open Discussion

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Written Reflections

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Introduction to Non-tested Grades & Subjects (NTGS)

Dr. LaTanya Washington-Walker
Director, NTGS

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Summary of Consensus

- The State Board of Education shall provide for a statewide system of accountability for schools and districts based on student achievement.
- By the 2012-2013 school year, 50% of evaluations shall be based on **evidence of growth** in student achievement as determined by the board for grade levels and subjects for which value added data is available.
- **For grade levels and subjects for which value added data IS NOT available, the board shall establish measures of student growth.**



Today's Objectives

1. *Provide overview of process for NTGS*
2. Clarify the definition of NTGS and provide background



March ACEE Meeting

Process Overview

- Review ACT 54 charge
- Provide overview of process for NTGS
- Clarify the definition of NTGS

OBJECTIVE ONE



April ACEE Meeting

Gather context
for NTGS

- The committee will have the opportunity to engage with national experts performing similar work across the country.
- The committee will engage in open discussion of possible solutions for Louisiana.
- The LDOE will present data from outreach efforts.

OBJECTIVE ONE



May ACEE Meeting

Refine NTGS Solutions

- The committee will have the opportunity to engage with a teacher panel regarding NTGS .
- The committee will have the opportunity to engage with additional external experts, if requested.
- The committee will review NTGS strategies and provide feedback.

OBJECTIVE ONE



August ACEE Meeting

Discuss
Recommended
NTGS Strategy

- The committee will resolve outstanding concerns or questions regarding NTGS.
- The committee will have discussions regarding NTGS strategies.
- The committee will draft working recommendations for BESE regarding NTGS.

OBJECTIVE ONE



Today's Objectives

1. Provide overview of process for NTGS
2. *Clarify the definition of NTGS and provide background*



Which teachers are considered to be NTGS?

- Teachers whose students **DO NOT** receive value added scores

OBJECTIVE TWO



Course Distributions in Louisiana

852 total courses

- 35 total courses

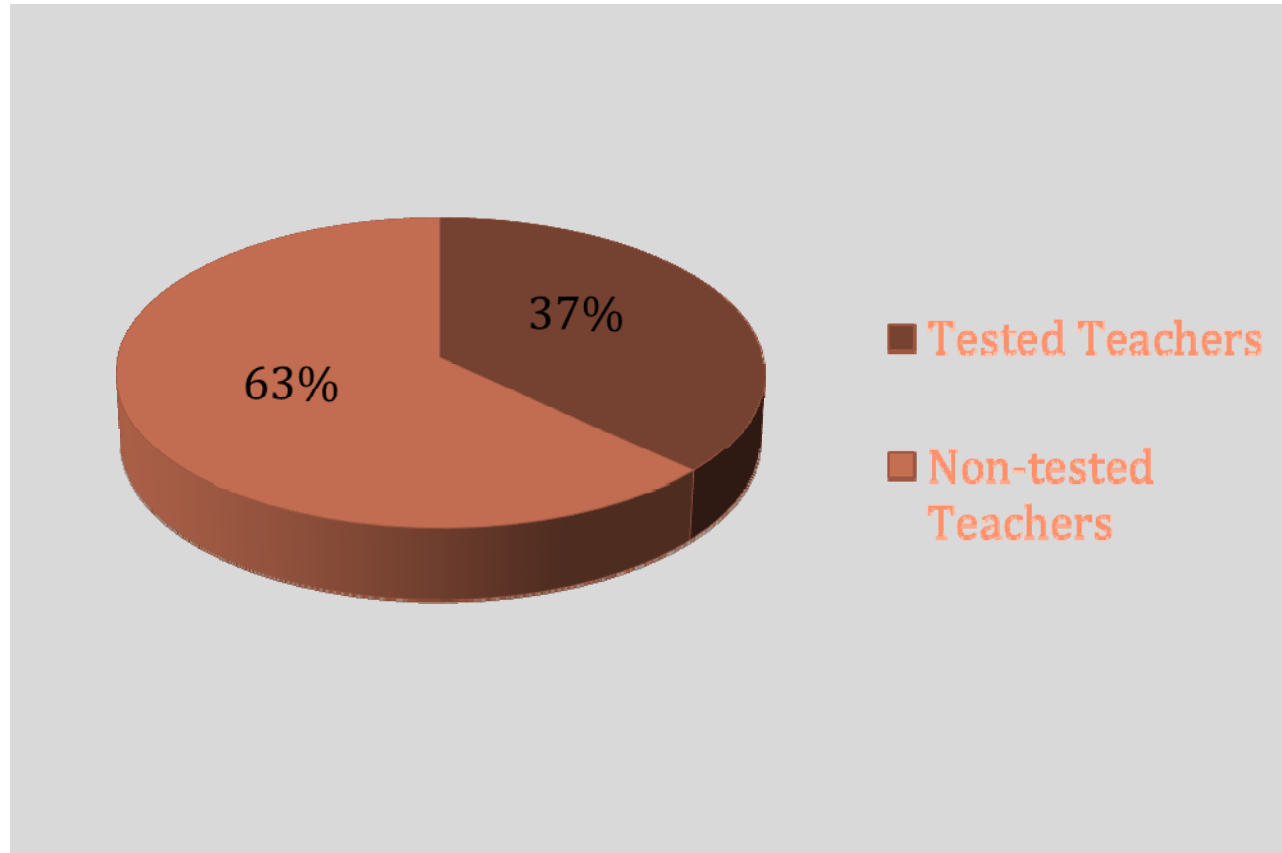
[currently tested; 37% of teachers]

- 817 total courses

[areas to determine NTGS measure of growth; 63% of teachers]



Distribution of NTGS teachers in Louisiana



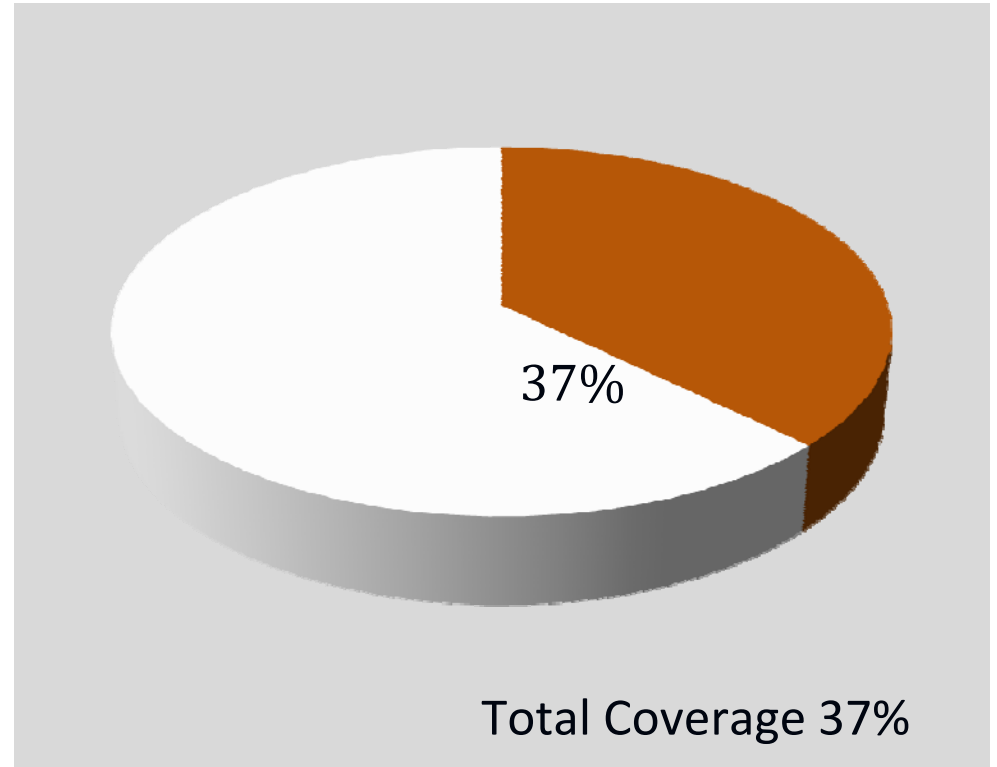


Tested Teachers

This is what we know...

Current Assessments

- LEAP and iLEAP
- 3rd through 8th grade core
 - Math
 - English / Reading
 - Science
 - Social Studies
- High School EOC

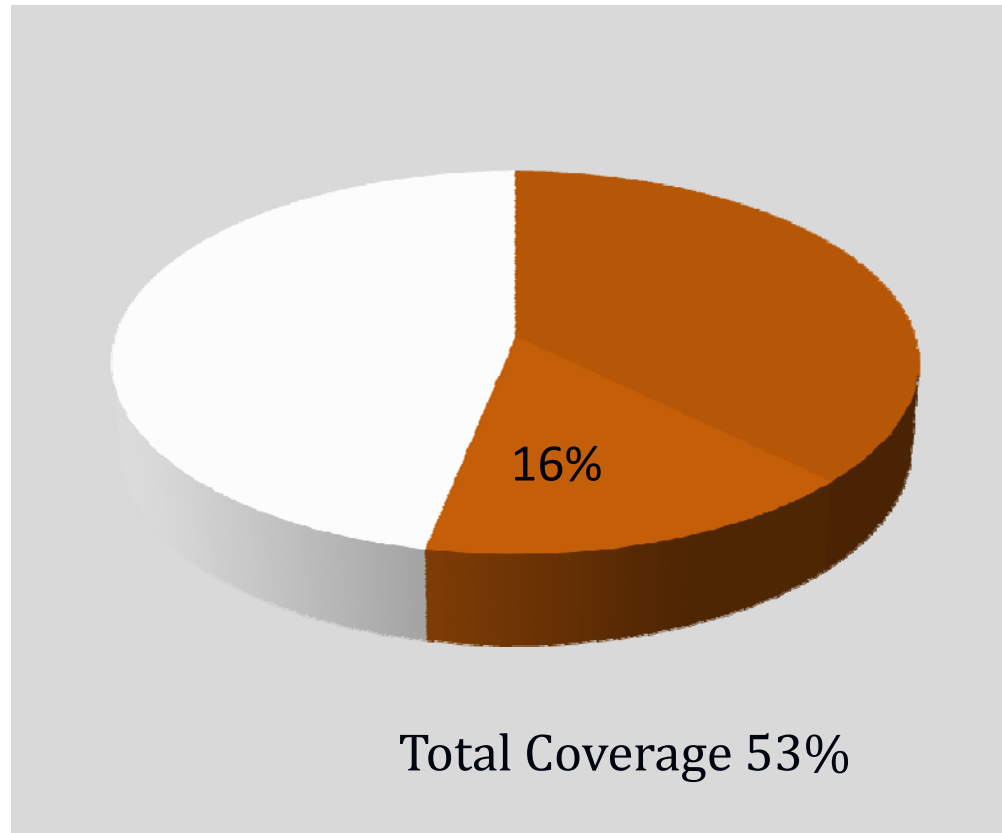




Let's Dig Deeper

This is what we know...

Elementary Core, Grades 1 and 2

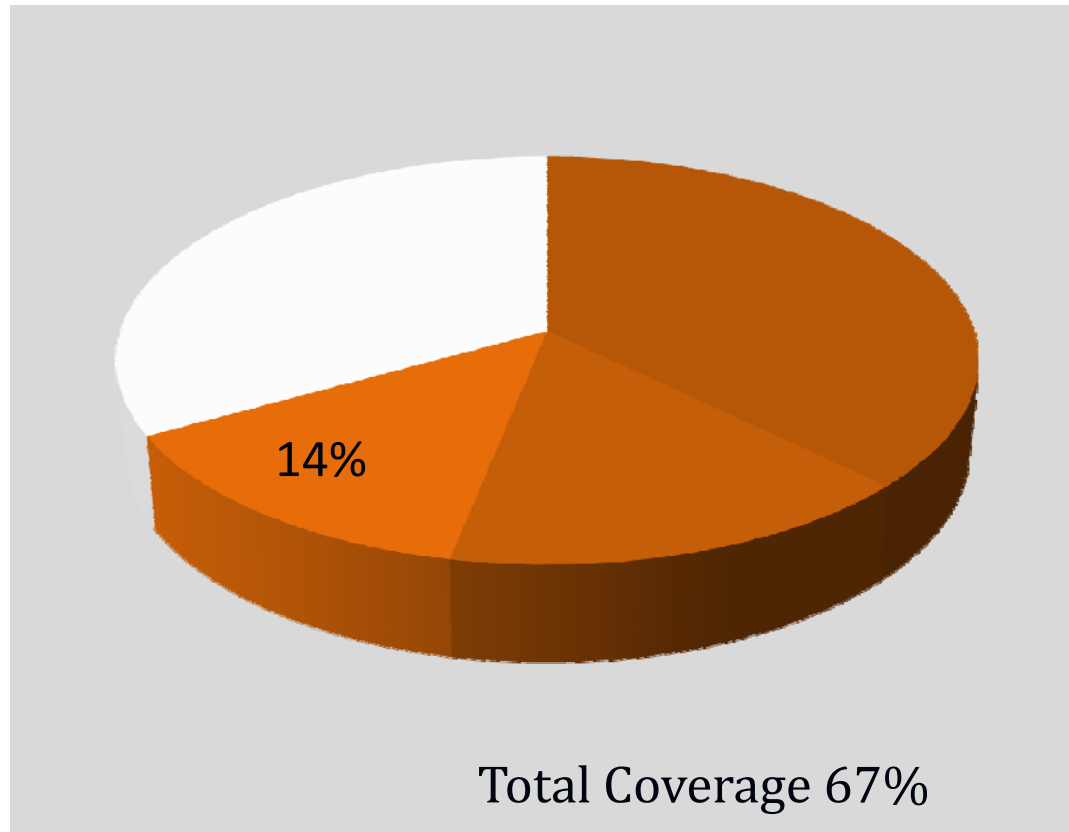




Let's Dig Deeper

This is what we know...

General Electives, Vo-tech, and ROTC

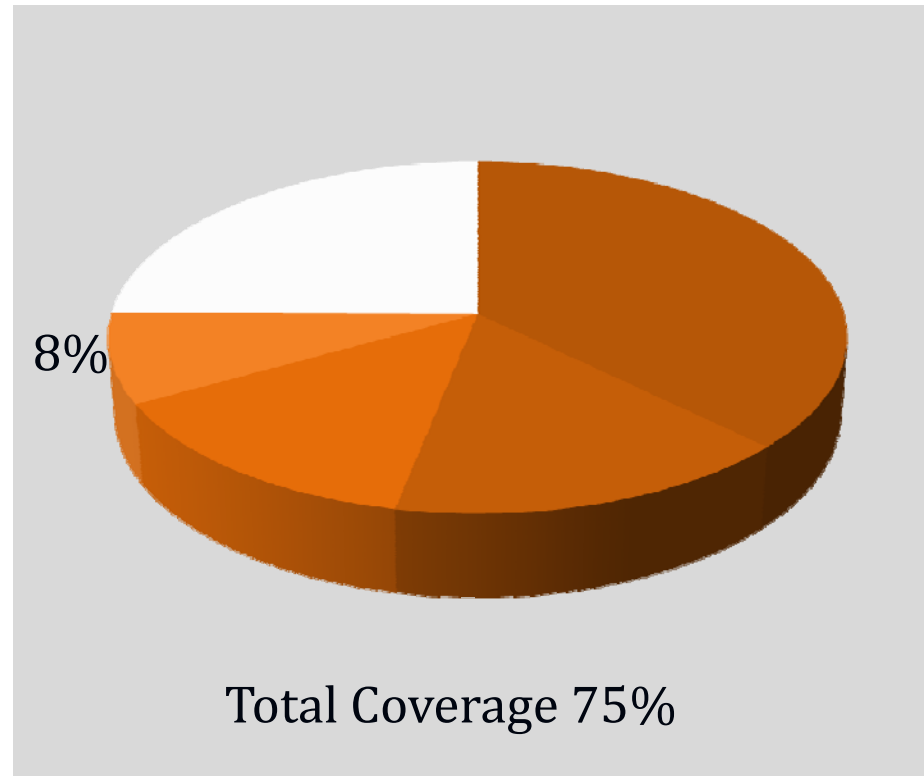




Let's Dig Deeper

This is what we know...

Health and Physical Education

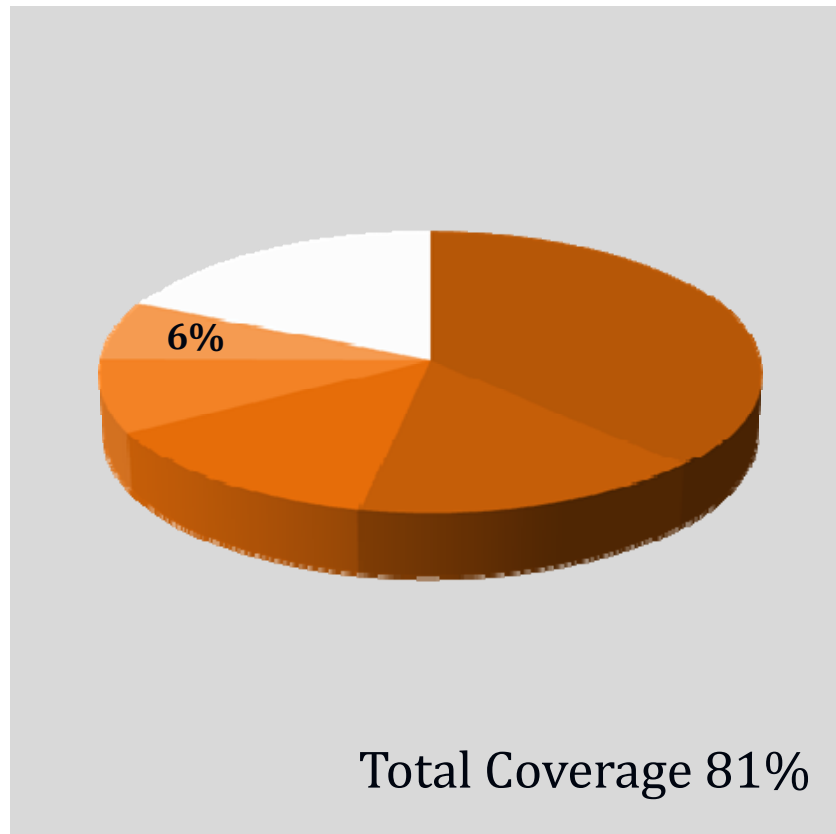




Let's Dig Deeper

This is what we know...

Art, Band, Choir, and Dance classes

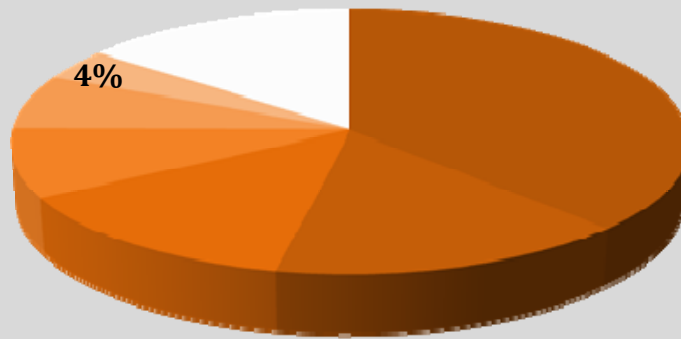




Let's Dig Deeper

This is what we know...

Pre-K and Kindergarten



Total Coverage 85%

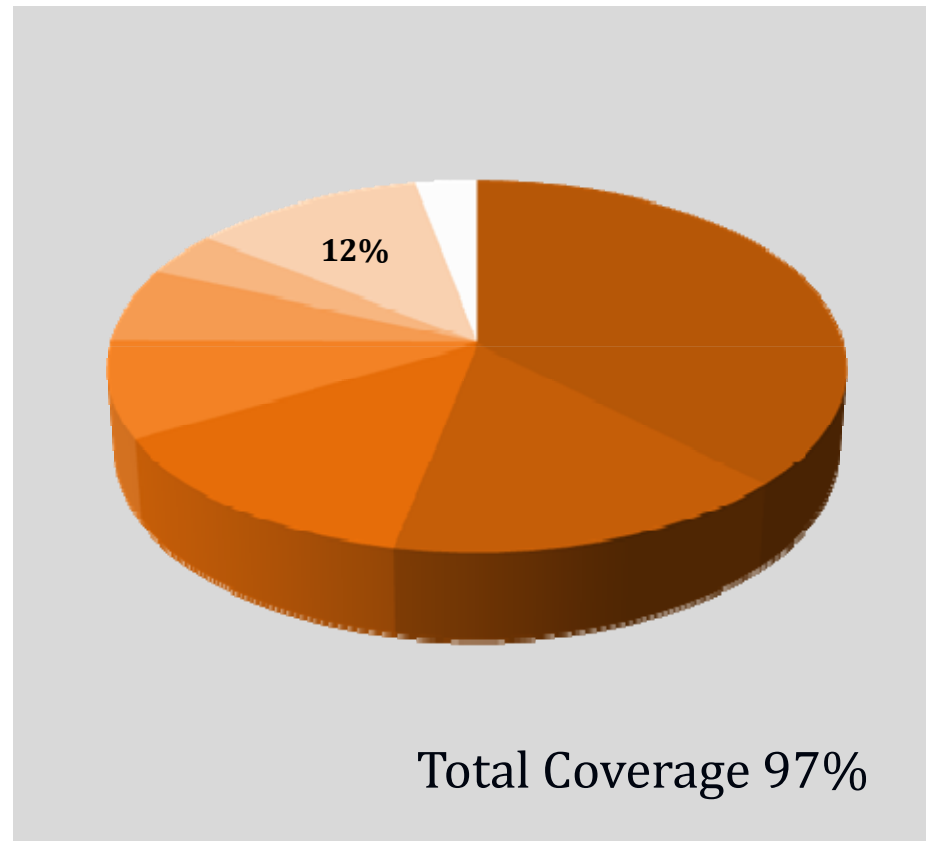


Let's Dig Deeper

This is what we know...

Advanced High School Courses

For example: Calculus



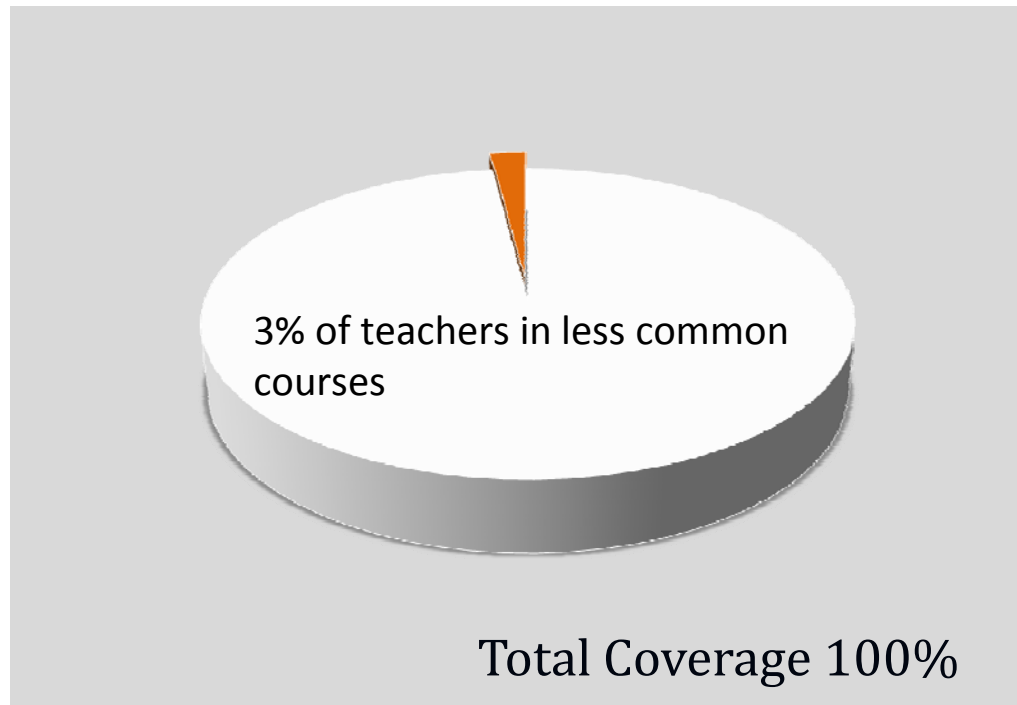


Let's Dig Deeper

This is what we know...

Miscellaneous Courses

For example:
Hungarian





Louisiana is not alone in finding ways to evaluate NTGS teachers

- Delaware
- Tennessee
- Massachusetts
- New York
- Rhode Island
- Maryland
- Georgia
- North Carolina
- South Carolina
- Colorado
- Washington DC



Critical Factors for Success

- Stakeholder input
- Teacher and leader buy-in
- Fidelity of implementation



How has Louisiana positioned itself for success?

- ACEE
- Outreach for Stakeholder Input
 - NTGS Stakeholder Survey
 - 1400 responses as of 3/29/11
 - Focus Groups
 - 10 parishes scheduled as of 3/29/11
 - Responses to Open-ended Questions



Review of Charge

- We have a clear goal: develop *a measure* or *measures* of **growth** for NTGS teachers based on student performance



Timeline

ACEE PROCESS
OVERVIEW
(MARCH 2011)

ACEE NTGS MEETING
(APRIL 2011)

ACEE NTGS MEETING
(MAY 2011)

ACEE NTGS
MEETING
(AUGUST 2011)

PROVIDE
RECOMMENDATIONS TO
BESE (JANUARY 2012)



April ACEE Meeting

Gather context
for NTGS

- The committee will have the opportunity to engage with national experts performing similar work across the country.
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OBJECTIVE ONE



Public Comment

March 31, 2011

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Upcoming Meeting Dates

Tuesday, April 26, 2011

Tuesday, May 24, 2011

Tuesday, June 21, 2011

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