LOUISIANA DEPARTMENT OF EDUCATION

STATE OF LOUISIANA
UNION · JUSTICE
CONFIDENCE
DEPARTMENT OF EDUCATION

PAUL G. PASTOREK | STATE SUPERINTENDENT

Human Capital Office

Presentation to the Louisiana State Association of School Personnel Administrators (LSASPA)

Oct. 7, 2010

Agenda

- Realignment of the LDOE
- Certification/Preparation Updates
- Educator Pipelines Updates
- HCO informational Updates

- Act 54
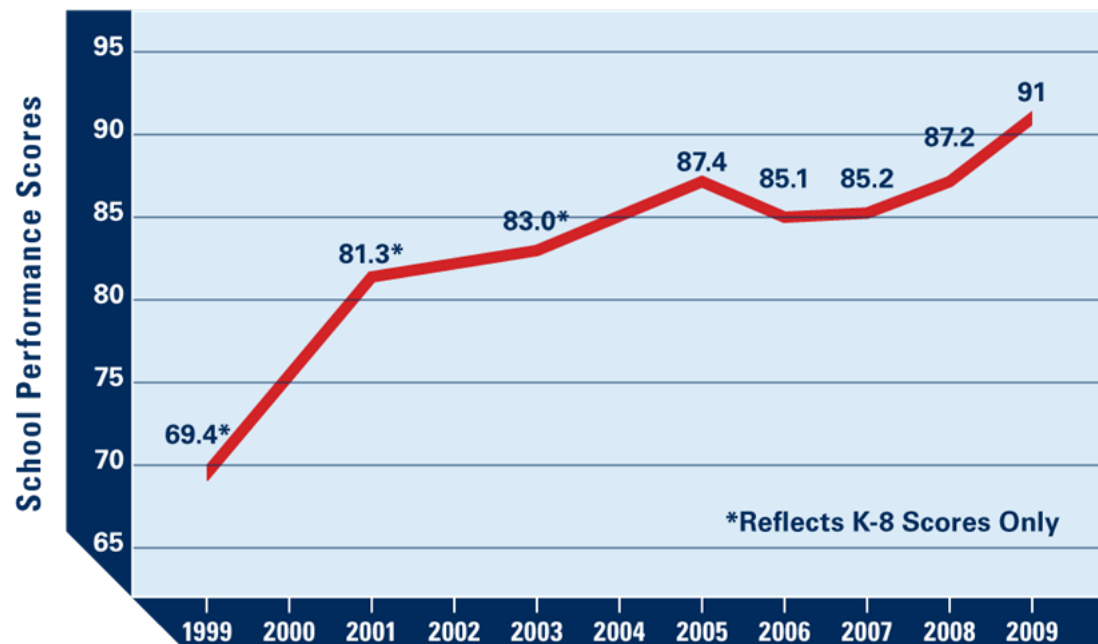- Louisiana's Value-Added Assessment Initiative
- Panel Discussion/Q&A

Realignment of the LDOE

Elizabeth Shaw, Executive Director,
Human Capital Office

Conditioned for Success – Leveraging a Decade of Bold Reform

Act 54 Mandates Value-Added Teacher and Leader Evaluations

State Performance Scores Since 1999

School Performance Scores

- 69.4*
- 81.3*
- 83.0*
- 87.4
- 85.1
- 85.2
- 87.2
- 91

*Reflects K-8 Scores Only

1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009

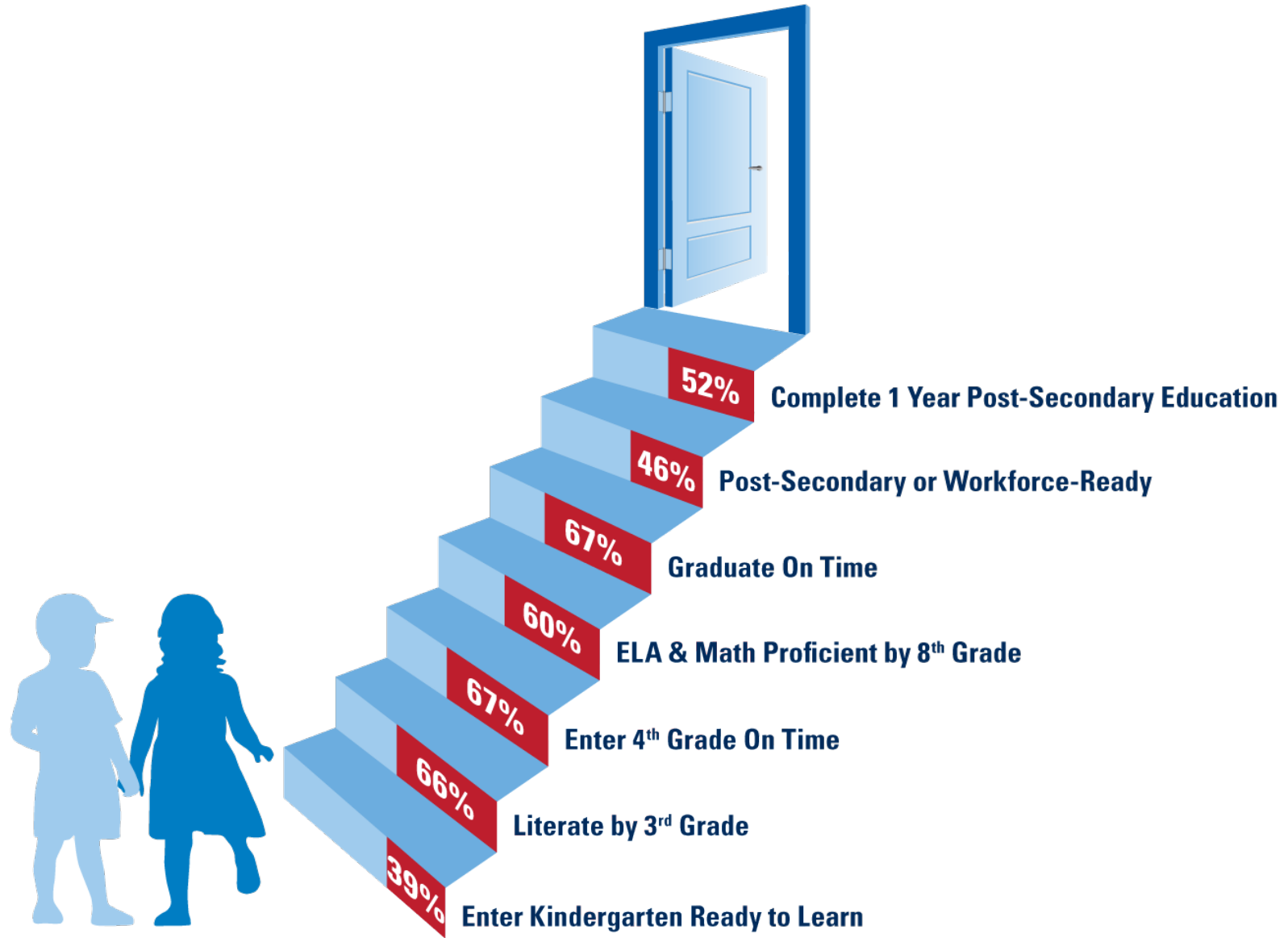# Conditioned for Success – Leveraging a Decade of Bold Reform

After A Decade of Bold Reform,
Louisiana Has Made Dramatic Gains.

Yet, Despite Substantial Progress,
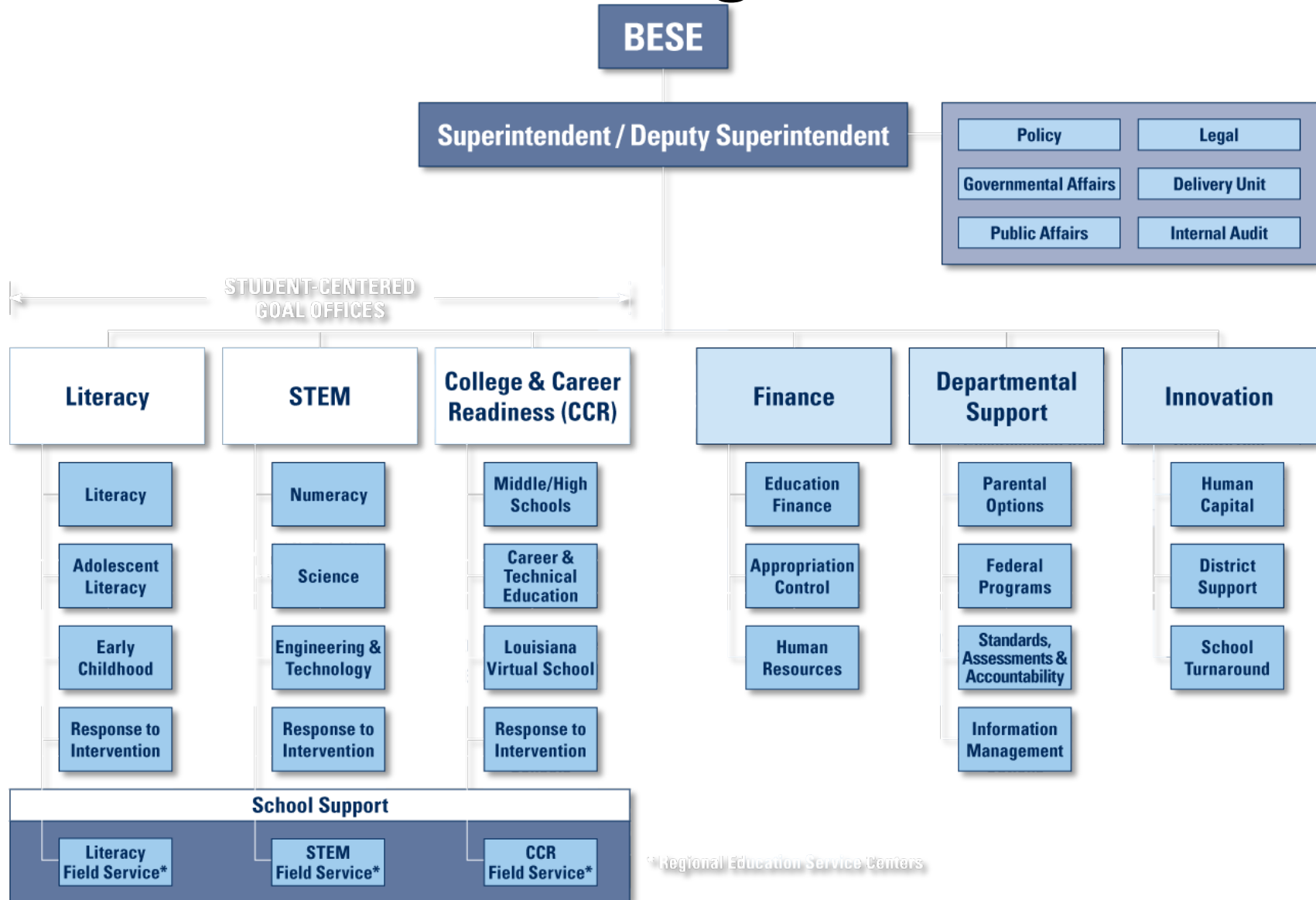*Too Many of Our Students are Being Left Behind.*

Critical Goals

1. Students enter Kindergarten ready to learn.

2. Students are literate by the third grade.

3. Students will enter fourth grade on time.

4. Students perform at or above grade level in English Language Arts by eighth grade.

5. Students perform at or above grade level in math by eighth grade.

6. Students will graduate on time.

7. Students will enroll in post-secondary education or graduate workforce-ready.

8. Students will successfully complete at least one year of post-secondary education.

9. Achieve all eight Critical Goals, regardless of race or class.

Louisiana's Challenge

52% Complete 1 Year Post-Secondary Education

46% Post-Secondary or Workforce-Ready

67% Graduate On Time

60% ELA & Math Proficient by 8th Grade

67% Enter 4th Grade On Time

66% Literate by 3rd Grade

39% Enter Kindergarten Ready to Learn

LDOE: The Organization

BESE

Superintendent / Deputy Superintendent

Policy	Legal
Governmental Affairs	Delivery Unit
Public Affairs	Internal Audit

STUDENT-CENTERED GOAL OFFICES

Literacy	STEM	College & Career Readiness (CCR)	Finance	Departmental Support	Innovation
Literacy	Numeracy	Middle/High Schools	Education Finance	Parental Options	Human Capital
Adolescent Literacy	Science	Career & Technical Education	Appropriation Control	Federal Programs	District Support
Early Childhood	Engineering & Technology	Louisiana Virtual School	Human Resources	Standards, Assessments & Accountability	School Turnaround
Response to Intervention	Response to Intervention	Response to Intervention		Information Management	

School Support

Literacy Field Service*	STEM Field Service*	CCR Field Service*

*Regional Education Service Centers
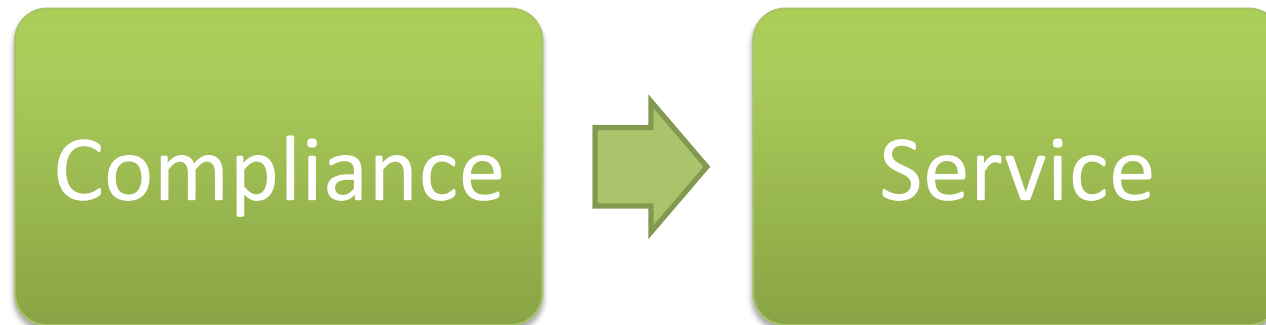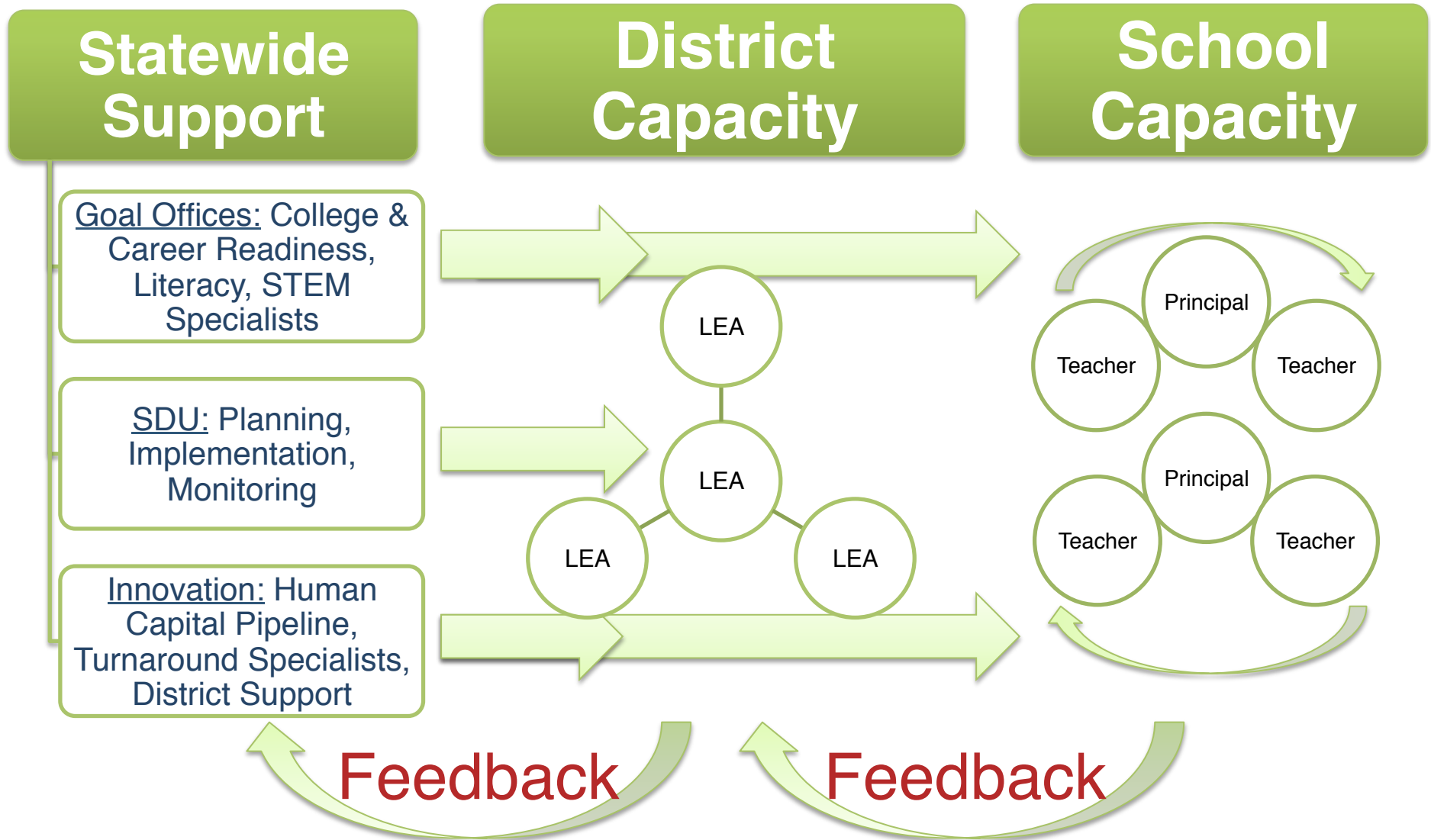
Building Capacity to Improve Educator Effectiveness

Louisiana's Department of Education is _Actively_ Transforming into a Capacity-Building, Service Delivery Entity

Compliance → Service

Building Capacity:
Statewide System of Support

Statewide Support

District Capacity

School Capacity

Goal Offices: College & Career Readiness, Literacy, STEM Specialists

SDU: Planning, Implementation, Monitoring

Innovation: Human Capital Pipeline, Turnaround Specialists, District Support

LEA

LEA

LEA

LEA

Principal

Teacher

Teacher

Principal

Teacher

Teacher

Feedback

Feedback

Building Capacity:
Supporting Teachers and Leaders

Measuring Effectiveness

Targeting Support

Improving Pathways

Making Data-Driven Decisions

Improved Student Performance

A few of HCO's Priorities

- Build a human capital information system and make it available to LEAs;
- Build a performance evaluation system;
- Create a model for measuring student learning in all grades and subjects and support LEAs to implement;
- Create new policies regarding educator evaluation;
- Provide support to districts in implementing all of the above;
- Build pipeline of effective teachers and leaders across the state;
- Support LEAs to implement best practices in staffing, including shifting to site selection and shifting away from quality-blind practices;
- Support LEAs to align policies and procedures to support best practices in human capital management;
- Support excellent turnaround practices through the Louisiana School Turnaround Specialists Program.

Certification/Preparation Updates

Andrew Vaughan,

Director, Division of Certification,

Preparation and Recruitment

Bulletin 746 Updates
Adopted Policy:

Career and Technical Trade and Industrial Education (CTTIE)

o This policy will allow CTTIE teachers the option to renew and upgrade their certificates by earning equivalent contact hours through approved coursework (e.g., online instructional modules) that are aligned to topics in career and technical policy.

Adopted September 2010

Bulletin 746 Updates
Currently Out for Notice of Intent:

PRAXIS Reading Examination

o PRAXIS: Teaching Reading (#0204) exam will allow alternate program providers the option of having PK-3, Elementary 1-5 and special education candidates complete the reading assessment in lieu of reading credit hours.

Adoption Date: October 2010

Bulletin 746 Updates
Currently Out for Notice of Intent:

PRAXIS Exams for Business & World Languages

o This Praxis examination policy would allow the replacement of the current Praxis exams in Business Education and Foreign Languages in French, German, and Spanish with new editions of the following Praxis exams:

1   Business Education: Content Knowledge (#0101);
2. French: World Language (#0174);
3. German: World Language (#0183); and
4. Spanish: World Language (#0195) effective September 1, 2010.

o In addition, the revision would phase out the use of the Principles of Learning and Teaching K-6, 5-9 or 7-12 exams for all-level (grades K-12) foreign language candidates with the World Languages Pedagogy (#0841) effective July 1, 2013.

Adoption Date: October 2010

Bulletin 746 Updates
Currently Out for Notice of Intent:

Temporary Authority to Teach (TAT)

o This policy will reduce the number of years from three to one year that a person can serve on a TAT certificate.

Adoption Date: November 2010

Bulletin 746 Updates
Currently Out for Notice of Intent:

Non-NCLB: Secondary Add-On

o This is a correction in policy that will allow candidates the option of taking PRAXIS or completing 21 semester hours to have a Non-NCLB secondary area added to their certificates.

Adoption Date: November 2010

Bulletin 746 Updates
Currently Out for Notice of Intent:

Appeals Packet

o This is an addition to the appeals section of Bulletin 746 that clarifies appeals packets should be submitted directly to the Certification Office.

Adoption Date: December 2010

Bulletin 746 Updates
Currently Out for Notice of Intent:

Teacher Programs Reduction in Hours

o This policy revision of Louisiana traditional teacher preparation programs will allow the following reductions:

1. Require fewer "flexible credit hours" for the grades PK-3, 1-5, 4-8, and K-12 baccalaureate programs which will decrease the total minimum credit hours from 124 to 120; and

2. Eliminate the secondary focus areas (e.g., minor with 19 credit hours) in the grades 6-12 baccalaureate programs. Only require the primary focus areas (major with 31 or more credit hours).

Adoption Date: January 2011

Bulletin 746 Updates
Currently Out for Notice of Intent:

PRAXIS Examinations for Special Education Certification

o This policy will allow the replacement of the current special education pedagogy exams in early interventionist, hearing impaired, mild/moderate, visually impaired and significant disabilities with new editions of the following Praxis exams:

1. Special Education: Core Knowledge and Applications (#0354);

2. Special Education: Core Knowledge Mild to Moderate Applications (#0543); and

3. Special Education: Core Knowledge and Severe to Profound Applications (#0545).

Adoption Date: February 2011

Bulletin 746 Updates
Currently Out for Notice of Intent:

Early Childhood PK-3 Add-On

o This revision in policy specifies that to add Early Childhood PK-3 to an existing teaching certificate, PRAXIS examination #0521 must be completed. This revision is a correction of current Bulletin 746 policy.

Adoption Date: March 2011

Bulletin 746 Updates
Currently Out for Notice of Intent:

Middle Grades: 4-8 Add-On

o This revision will allow candidates the option of completing six semester hours in reading or passing the Praxis Teaching Reading exam (#0204) to add-on middle grades: 4-8 subject areas to an existing early childhood, upper elementary/ middle school or special education teaching certificate.

Adoption Date: February 2011

Bulletin 746 Updates
Currently Out for Notice of Intent:

Out-of-State Principal

o This revision will allow an applicant to request PRAXIS exclusion for issuance of an Out-of-State Principal (OSP2) Level 2 certificate after serving one year as an <u>assistant principal</u> or principal in a Louisiana public school system on an Out-of-State Principal (OSP1) Level 1 certificate. This revision is required to align policy with amendments made to R.S.17:7.1(3) in Act 326 of the 2010 Louisiana Legislative Session.

Adoption Date: February 2011

Bulletin 746 Updates
Currently Out for Notice of Intent:

Ancillary School Nurse

o The new policy will align Bulletin 746 requirements with State Board of Nursing requirements by allowing the renewal of ancillary Type B and Type A School Nurse certificates upon completion of 150 contact hours or 15 (CEUs) of professional development. The Type B certificate will no longer require the additional six semester hours of coursework for renewal and the designation that a Type A School Nurse certificate is "valid for life of continuous service" will be replaced with "valid for five years."

Adoption Date: February 2011

Bulletin 746 Updates
Currently Out for Notice of Intent:

Out-of-State (OS) Certificate

o The proposed policy revision will reduce the number of years of out-of-state teaching experience from four to three years to qualify for PRAXIS exclusion. This revision will align certification policy with amendments made to R.S.17:6 in Act 669 of the 2010 Louisiana Legislative Session.

Adoption Date: February 2011

Bulletin 746 Updates
Currently Out for Notice of Intent:

Ancillary Mental Health Professional Counselor

o This proposed policy will provide for an Ancillary Mental Health Professional Counselor certificate which will allow Licensed Psychologists, Licensed Professional Counselors, Licensed Social Workers, and Licensed Marriage and Family Therapists to serve as Mental Health Professional Counselors in Louisiana schools.

Adoption Date: February 2011

Bulletin 746 Updates
Currently Out for Notice of Intent:

Ancillary Occupational/Physical Therapy

o This proposed policy will allow for the two new certification areas:

1. Certified Licensed Occupational Therapist Assistant (COTA); and

2. Physical Therapist Assistant (PTA)

o These new ancillary areas will establish compliance with R.S. 37:3001-3014 as administered by the Board of Medical Examiners and R.S. 37:2401-2424 as administered by the Louisiana State Board of Physical Therapy Examiners.

Adoption Date: February 2011

Educator Pipelines Updates

Recruitment

- Effective August 2010, the DOE established a recruiting section within the Division.

- Services offered include:
  - Assisting districts in filling teacher and leader vacancies
  - Reviewing pool of applicants from Teach La website
  - Referring qualified candidates to districts
  - Assisting districts in posting high profile jobs on Teach LA website

Recruitment

- Effective with the rollout of the new Teach LA website in December 2010, teacher/leader candidates will create a job profile and "opt in" to the "Educator Pipeline."

- These candidates will agree to participate in a pre-screening interview with DOE staff. Highest ranking candidates will be referred to districts.

- DOE staff will follow up with districts regarding placement of referrals.

Recruitment

How do I take advantage of these services?

- Contacts:
  - Barbara Burke (barbara.burke@la.gov)
  - Paula Davis (paula.davis@la.gov)
  - Cathy St. Romain (cathy.stromain@la.gov)

HCO Informational Updates

HCO Informational Updates

POY 2012

- After the application has been sent to district superintendents, we will send them to all HR Directors. Hopefully, this will help with distribution of information as we want as many applications as possible.
- We are working hard to get the POY applications out in November (due date - February.)
  - Will give principals Thanksgiving and Christmas break to work on application
  - Due to new national guidelines, Principals need now be Principals for THREE years instead of FIVE years.
- The Principals of the Year will be announced at the Educator Excellence Symposium that will be held on July 22, 2011, in Baton Rouge.

Teach Louisiana Updates

http://www.teachlouisiana.net/teach15/

Teach Louisiana Updates

- Teach Louisiana is currently being redesigned; anticipated launch date - December 2010

- Major differences include:
  1. Online job profile versus the current job application
  2. Simplified job postings
  3. Interactive "How to Become a Teacher" pages
  4. *Dashboard* to allow HR directors to control who has access to the district's HR pages on the site
  5. *My Messages* listing instead of the current *Application Inbox* which expires notifications in 2 weeks eliminating need to manage/sort applications.

Teach Louisiana Updates

- Improvements on existing features include:

    1. "Status/Tracking of Certification Requests"

    2. "Verify Teaching Certificate"

    3. "Praxis Search"

- Once transition takes place, technical assistance & training can be provided to the districts requesting those services.

- Your input is vitally important. Please visit the test-site at http://www.teachlouisiana.net/teach15/ & provide feedback via email to the Teach LA Website Coordinator, Paula Davis (paula.davis@la.gov).

LSTS Program

- Now accepting nominations for Cohort IV
- LSTS Program Application Informational Webinars:
  - Tuesday, October 12, 2010 at 9:00AM
  - Tuesday, October 12, 2010 at 1:00PM
- Nomination and application forms available now at www.teachlouisiana.com

LSTS Program

LSTS Cohort IV Selection Timeline

- Informational Meeting – By Friday, October 29, 2010
- Nomination Form – Due Monday, November 1, 2010
- Application Form – Due Friday, November 19, 2010
- Interview Scheduled – Wednesday, December 1, 2010
- Interviews Conducted – December 6 – 22, 2010
- Candidates Notified – Monday, December 27, 2010
- LSTS Program Activities – January 2011 through December 2013

Louisiana Educational Leaders' Induction (LELI)

- 2010-2011 registration ended September 24th
- Orientation will be in October
  - Monroe St. Tammany Alexandria Lafayette Jefferson
- Mentors will be assigned after Regional Orientation Meetings
- Program will run November – June
- One proposed EOY Conference site (TBD)

Louisiana Educational Leaders' Induction (LELI)

- Induction transition Task Force being established.
- Consists of DOE, BoR, District and University personnel.
- Goal is to create guidelines for districts/universities to implement their own induction process for first time ed leaders.
- To be effective for 2011-2012 school term.

Act 54
Providing Educators Better Support, Resources, and Information

Quentina Timoll

Office of Educator Support

Standardized Test

Rate your level of understanding about

ACT 54:

- Unsatisfactory- **Thumbs Down**

- Approaching Basic- **Thumbs to the Side**

- Basic- **Thumbs Up**

- Mastery- **Two Thumbs Up**

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Purpose of Act 54
As Defined in the Law

- Provide means for educators *"to obtain assistance in the development of essential teaching or administrative skills"* based on specific areas of improvement.

- *"Support efforts to ensure that **all** students are taught by an effective teacher and **every** school is managed by an effective school leader."*

- *"Establish professional development as an integral and expected part of a professional career in education."*

- *"Provide clear performance expectations and significant regular information on such performance to all teachers and administrators."*

Components of Act 54: What?

Support for Educators
- Provide training on standards and components of effective teaching/leadership
- Supply intensive assistance for areas of improvement

Performance Expectations
- Utilize performance expectations for school administrators
- Revise components of effective teaching

Measures of Student Growth
- Effective 2012-13, 50% of evaluations based on student growth
- Use value-added model where able; other measures of student growth for non-tested grades/subjects

Standards of Effectiveness
- Set guidelines for evaluation process
- Establish standard definitions for Ineffective, Effective, and Highly Effective teaching

Accountability System
- Revise accountability system for schools and districts to incorporate student growth
- Effective 2011-12 school year

Components of Act 54: Who?

Component	Who
Support for Educators	• Local Boards/LDOE
Performance Expectations	• Technical Advisory Group
Measures of Student Growth	• Advisory Commission on Educator Evaluation (ACEE)
Standards of Effectiveness	• Advisory Commission on Educator Evaluation (ACEE)
Accountability System	• Accountability Commission

Act 54 Keeps Majority of Previous Law

Component	Previous Law	Revision to Law
School and District Accountability	Requires BESE to enact a statewide accountability based on student achievement	Adds growth in student achievement using a value-added assessment model to school accountability
Performance Expectations	Requires BESE to establish components of effective teaching	Adds measures of effectiveness for teachers & leaders; requires annual evaluation
Educator Due Process	Assures grievance process	Extends process to teacher ratings under new system
Data Disclosure	Allows school-level performance results to be publicized	No change; value-added publicized on school-level basis
Teacher Assistance	Requires PD in first three years	Assures targeted support for all teachers where needed
Certification	Establishes initial & renewal process based on teacher receiving successful rating	Ensures certification if rated effective on growth data; allows local board appeal for non-renewal

Act 54 and Educator Evaluations

- Requires **_annual_** formal evaluations

- 50% based on "evidence of growth in student achievement using a value-added assessment model" where data are available; other measures of student growth for non-tested grades/subjects

- 50% based on multiple measures of educator performance (e.g., observation and conferencing)

Student Growth ← **Teacher and Leader Evaluations** → *Other Measures of Effectiveness*

New Provisions Regarding Educator Evaluation

- Protections for Extraordinary Circumstances that Result in Temporary School Closure

- Provisions for Local Boards to Establish Plans to Reward Highly Effective Educators

- Participation of Charter Schools in Value-Added

Act 54 Creates ACEE

Superintendent of Education is required to appoint and convene an Advisory Committee on Educator Evaluation (ACEE) to make recommendations to BESE regarding:

1. *Development of a value-added assessment model*

2. *Identification of measures of student growth for grades and subjects and personnel for which value-added data are not available*

3. *Adoption of standards of effectiveness*

Timeline for Dialogue and Phase-In

Fall 2010	Spring 2011	2011-12	2012-13
• Advisory Committee for Educator Evaluations (ACEE) begins • Value-Added Phase 1 Roll-Out	• Non-Tested Subjects Growth Measures Piloted in Volunteer LEAs • Define Multiple Measures of Evaluation	• School Accountability with Value-Added Growth Live • Define Standards of Effectiveness	• Performance Evaluation System Live

Questions

- What new piece of learning did you gain about Act 54?

- What existing information about Act 54 was reinforced?

- Were any misconceptions about Act 54 made clear?

LOUISIANA'S
Value-Added Assessment Initiative

Beth Gleason, Ph.D.

Danielle Rowland, M.Ed.

Value-Added Assessments in Education

Use Achievement History and Key Factors to Predict Each Student's Achievement
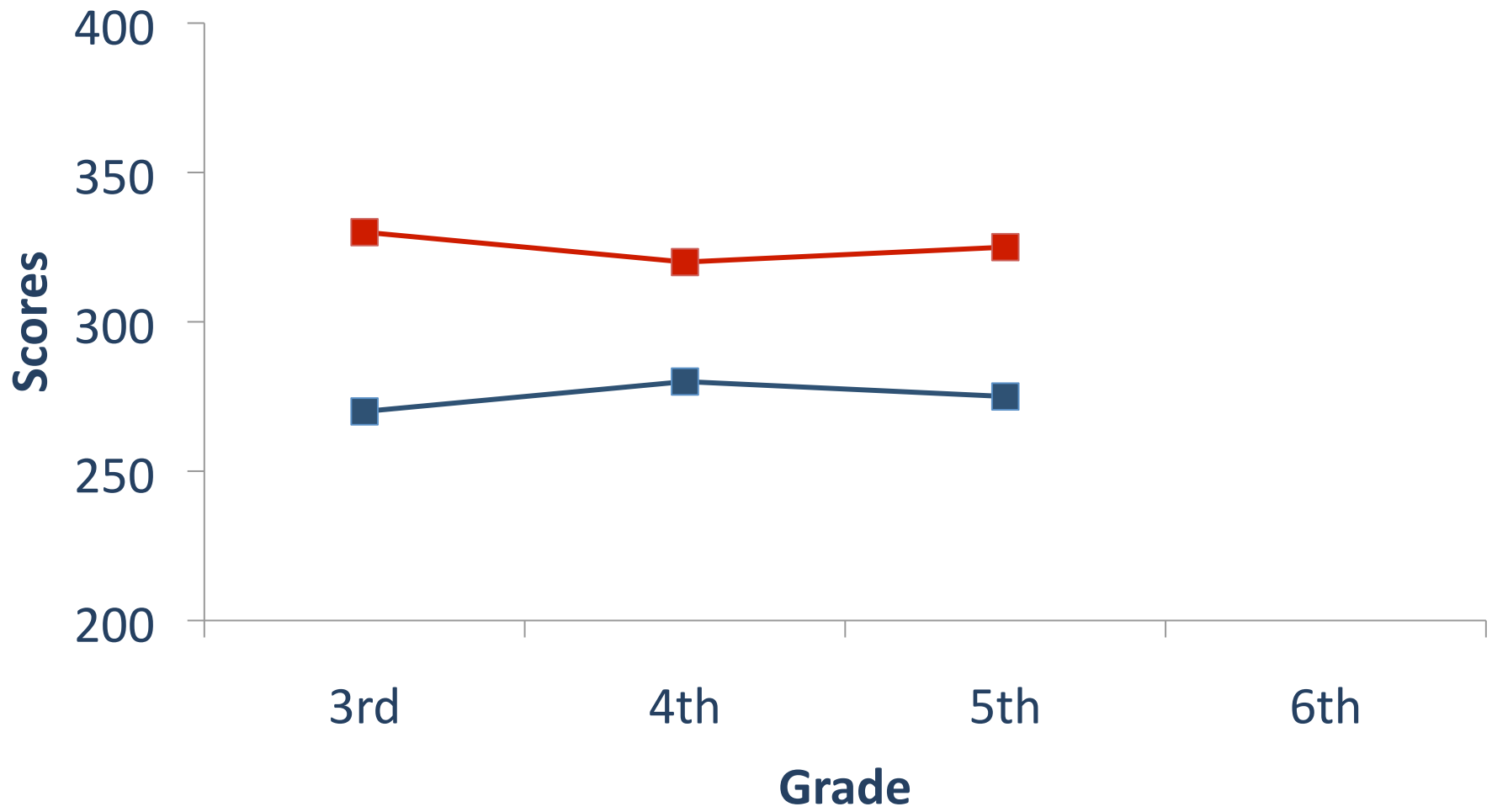
⬇

Assess Actual Academic Achievement

⬇

Compare Actual Achievement to Predicted Achievement

⬇

Provide the Information to Responsible Educators and Leadership
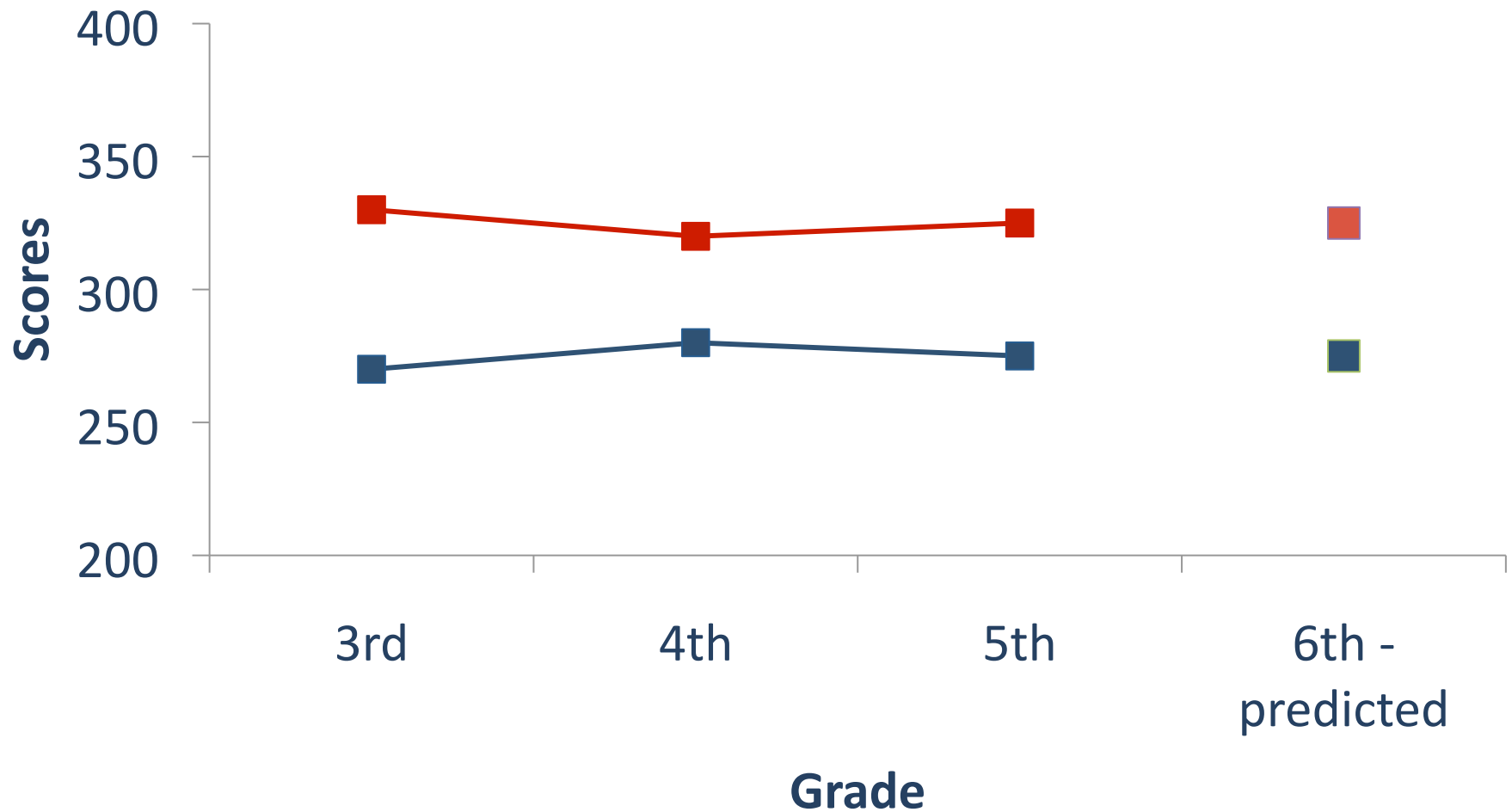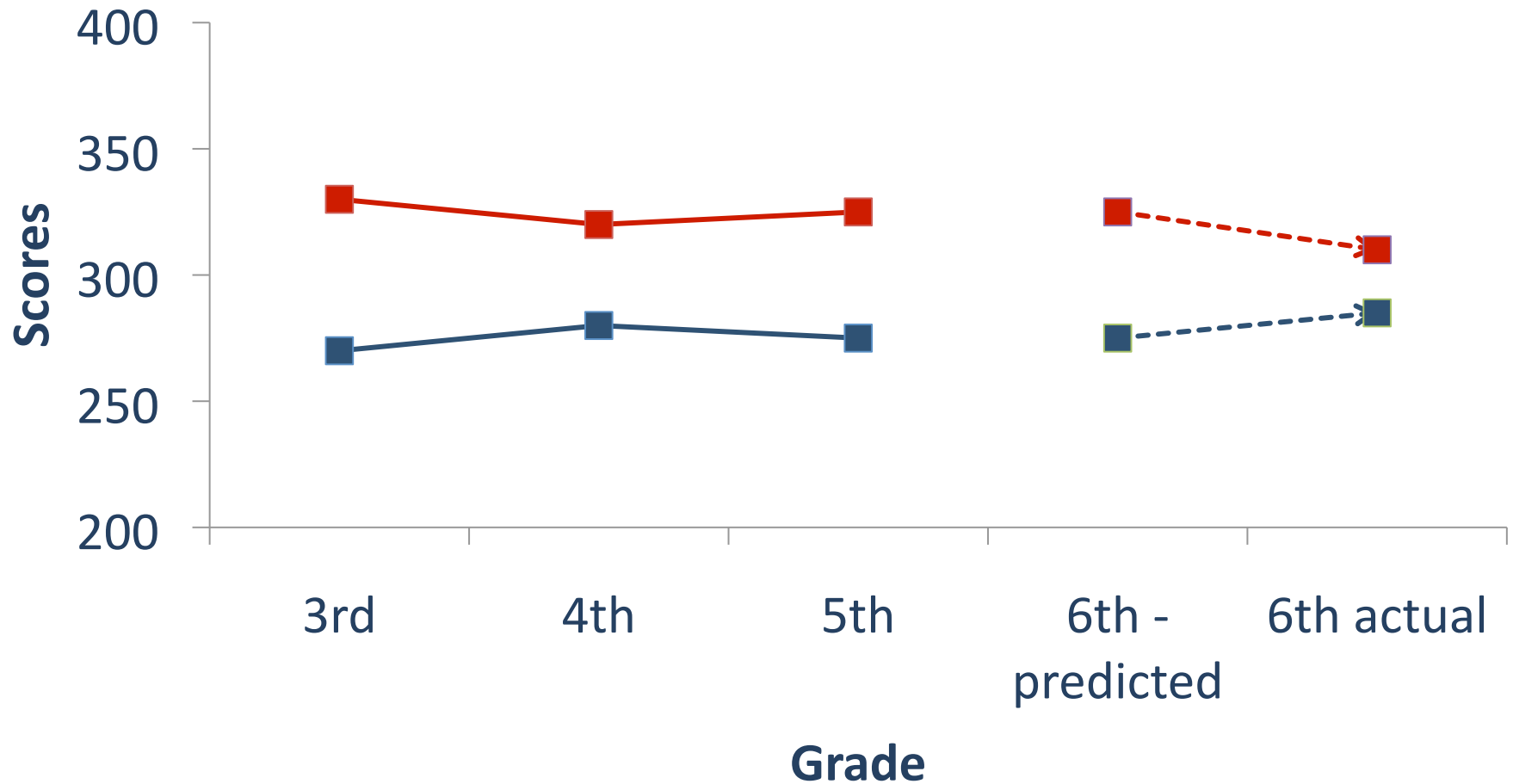
Two Student's Test Data

The Pattern Should Come From the Trajectory.

Two Students' Data

Which Student Made More Progress in 6th Grade?

Two Student's Data

Scores (y-axis): 200, 250, 300, 350, 400

Grade (x-axis): 3rd, 4th, 5th, 6th - predicted, 6th actual

What Does This Look Like for a Class?

Part of One Class' Outcomes
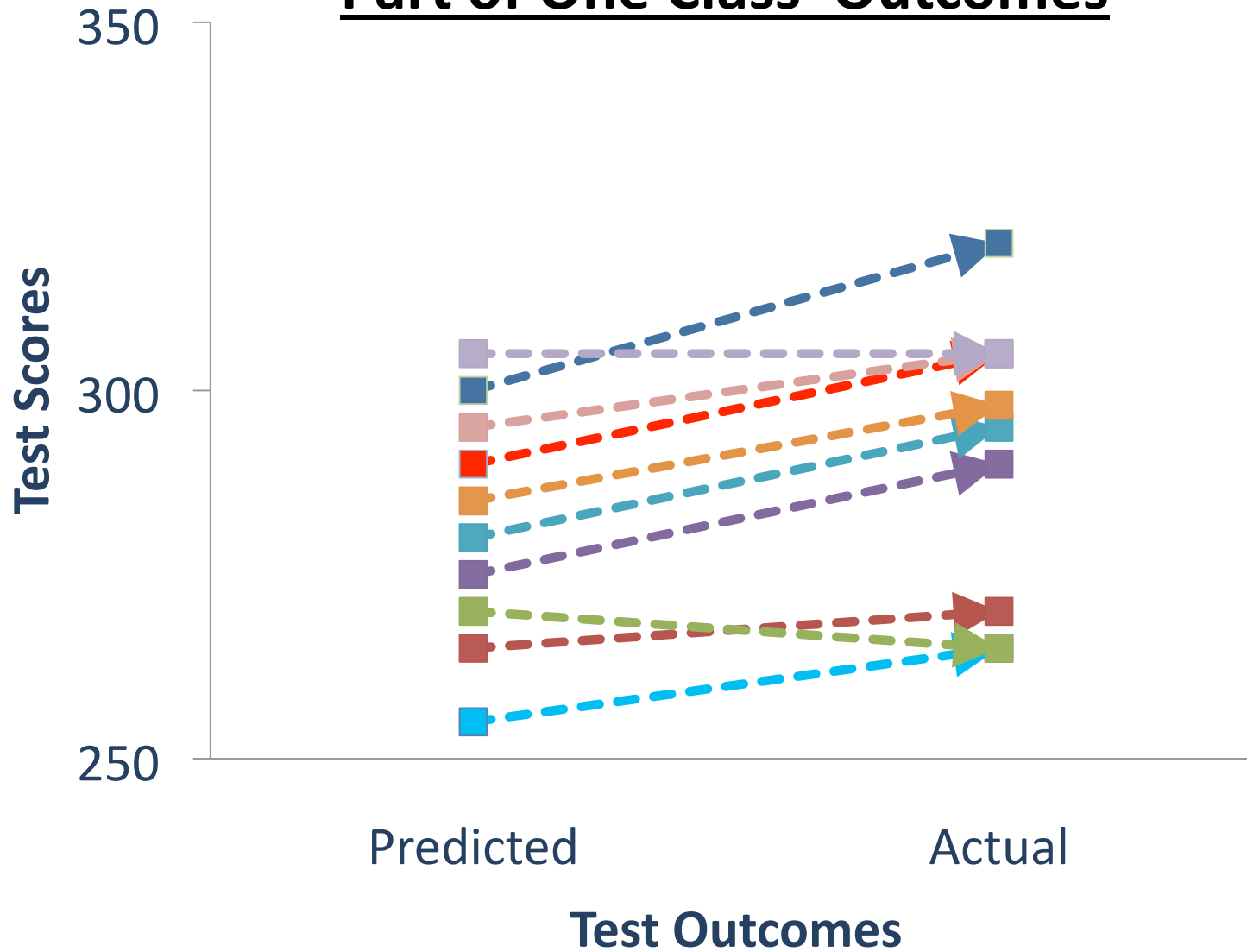
Stages in the Value-Added Assessment Process

1. Check with Teachers to Make Certain Rosters are Correct

2. Compare How Students Did on State Assessments Compared to Their Trajectory

3. Share Results with Teachers, Principals, and Superintendents

Curriculum Verification & Results Reporting Portal (CVR): Verifying Rosters

CURRICULUM VERIFICATION AND RESULTS REPORTING PORTAL

Log Off | Restart

| Class List | **Student List** | Verified Data | Teacher Results Report | Course Data | Source Data | Results Data | Control Tables | Login Account |

Update | Update (Changes Only)

School Year: 2008-2009

School District: XYZ School District

School: XYZ School

Teacher: XYZ Teacher

Check Box Instructions: Not In Class: only check this box if the student was never assigned to this class. **Moved From Class:** check this box only if the student was assigned to this class, but moved out of the class before April 5, 2010.

Class List

	Class Code	Course	Course Name
Select	**XYZ1**	**160300**	**MATHEMATICS; ELEMENTARY GRADES**
Select	XYZ2	160300	MATHEMATICS; ELEMENTARY GRADES
Select	XYZ3	150800	SCIENCE; ELEMENTARY GRADES
Select	XYZ4	150800	SCIENCE; ELEMENTARY GRADES
Select	XYZ5	220000	SOCIAL STUDIES; ELEMENTARY GRADES
Select	XYZ6	220000	SOCIAL STUDIES; ELEMENTARY GRADES

1 2

Student List for Class XYZ1

Add Student

Name	Sex	Birth Date	Not In Class	Moved From Class
LASTNAME, FIRSTNAME	M	2/16/1994	☐	☐
LASTNAME, FIRSTNAME	M	7/19/1992	☐	☐
LASTNAME, FIRSTNAME	M	11/23/1993	☐	☐
LASTNAME, FIRSTNAME	M	6/12/1994	☐	☐
LASTNAME, FIRSTNAME	M	1/1/1900	☐	☐
LASTNAME, FIRSTNAME	M	7/22/1994	☐	☐
LASTNAME, FIRSTNAME	M	10/25/1993	☐	☐

8 Students. If you have no changes, 'Select' another Class.

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Which Students are Included in Louisiana's Value-Added Assessments?

Students are <u>Included</u> in the Assessment if……

❖ Prior Achievement Data are Available

❖ Attended School for a Full Year

❖ Take the Regular State Assessment

❖ Enrolled in 4-9 Grade Levels

❖ If a Teacher Agrees They Taught that Student

Students are <u>Excluded</u> from the Assessment if…….

❖ No Prior Achievement Data is Available

❖ Moved During the School Year

❖ Take an Alternative State Assessment

❖ Enrolled in K-3 or 10-12 Grade Levels

What Information is Used to Predict Achievement?

Variables in Louisiana's Model:

❖ **Prior achievement** on State Assessments (ELA, Reading, Mathematics, Science, Social Studies)

❖ Student Attendance

❖ Disability Status (Emotional Disturbance, Speech and Language, Mild Mental Disability, Specific Learning Disability, Other Health Impairment, Other)

❖ Gifted Status

❖ Section 504 Status

❖ Free Lunch Status

❖ Reduced Lunch Status

❖ Discipline Record (Count of Suspensions and/or Expulsions)

> *Note: Value-Added Assessment is Based on a Mathematical Model that Determines How Much Each Factor Contributes to Estimating Expected Student Achievement. By Far, the Strongest Predictor is Prior Achievement.*

An Illustration of Value-Added Assessment

Teacher-Student Achievement Outcome

Actual
Achievement

Prior Year Scores

Predicted Outcome

315

Above Average
Outcome

Mathematics	300
ELA	285
Science	305
Social Studies	310

Mathematics

300

Average
Outcome

300

Below Average
Outcome

285
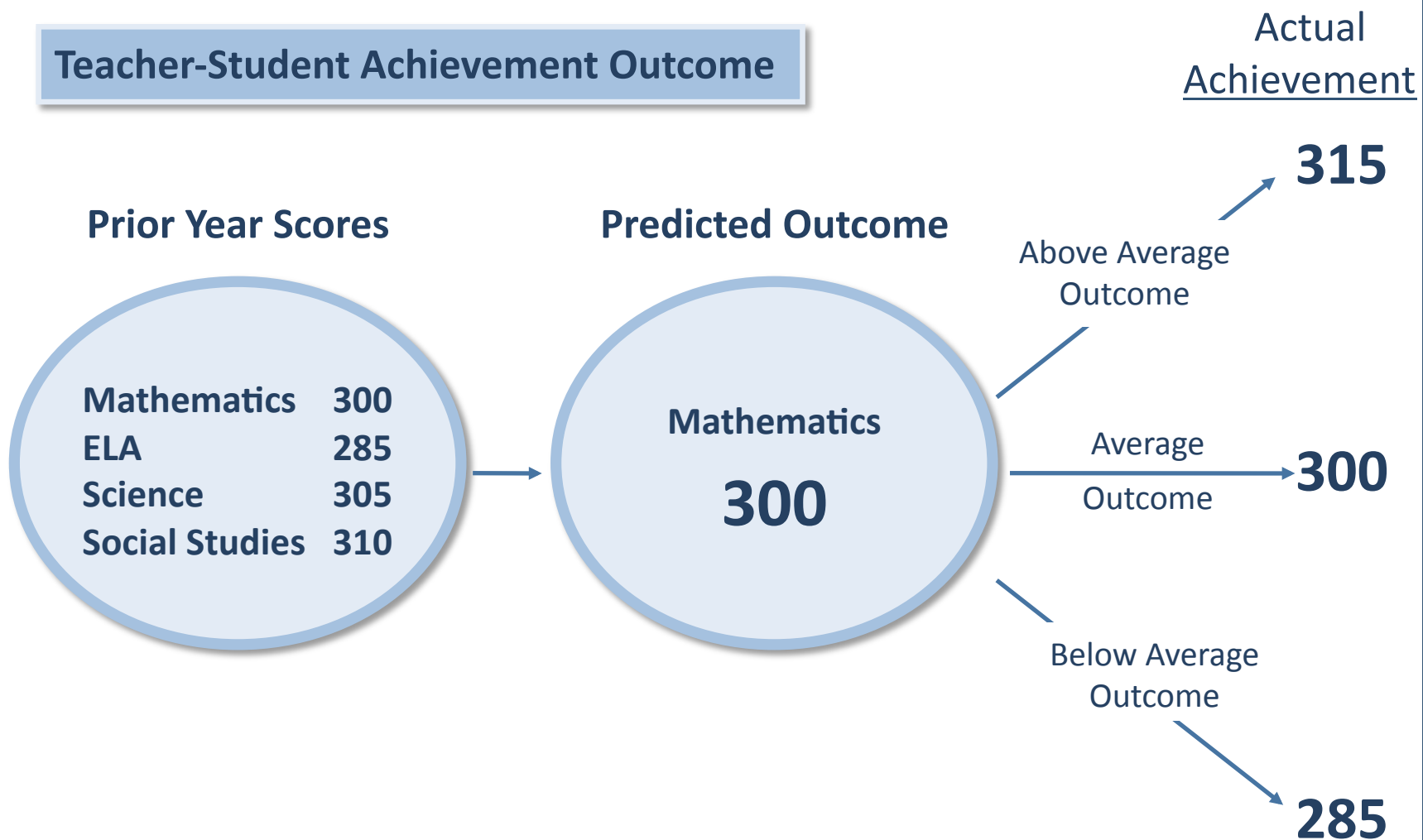
This is an example of outcomes for a student, not actual data.

How and to Whom are Results Reported?

Teachers

On CVR (Curriculum Verification Report)	Only His/Her Results

Principals

On CVR(Curriculum Verification Report)	All Teachers in School

Superintendents

On CVR(Curriculum Verification Report)	All Schools/Teachers in District

Curriculum Verification & Results Reporting Portal (CVR)
(Users View Results by Subgroups)

*Each Category will be broken down by Content (ELA, Reading, Mathematics, Science, Social Studies)

Achievement Groups

Free/Reduced Paid Lunch Status

Overall Results

Students with Disabilities

Limited English Proficient

Sample Teacher Results Report

CURRICULUM VERIFICATION AND RESULTS REPORTING PORTAL

Log Off | Restart

Class List | Student List | Verified Data | **Teacher Results Report** | Course Data | Source Data | Results Data | Control Tables | Login Account

View By Teacher | View All Teachers

Teacher-Student Achievement Results Report
Summary Sheet

School Year:	2008-2009
School District:	XYZ School District
School:	XYZ School
Teacher:	XYZ Teacher

— Overall Achievement Results —

Content	Teacher Achievement Result	Percentile	
English	+4.0	66%	
Mathematics	+5.0	71%	
Science	-1.0	31%	
Social Studies	+1.0	53%	

Print Teacher

Print All Teachers

What is the Teacher-Student Achievement Results Report?

The report describes the extent to which students taught by a specific teacher achieved the level of educational performance on standardized tests that would be expected based on their prior achievement. Teachers were compared to other teachers statewide who taught in the same content area.

Achievement Result: The difference between students' actual level of achievement and the level that would be expected based on the students' prior achievement and demographic characteristics. An average teacher would have a result of zero, indicating that students

Sample Teacher Results Report

CURRICULUM VERIFICATION AND RESULTS REPORTING PORTAL   Log Off | Restart

| Class List | Student List | Verified Data | **Teacher Results Report** | Course Data | Source Data | Results Data | Control Tables | Login Account |

| **View By Teacher** | View All Teachers |

Teacher-Student Achievement Results Report
Summary Sheet

School Year: 2008-2009

School District: XYZ School District

School: XYZ School

Teacher: XYZ Teacher

English — Free/Reduced Lunch Status

Content	Teacher Achievement Result	Percentile	
Free/Red Lunch	+12.0	90%	
Paid Lunch	+4.0	74%	

Free/Reduced Lunch Status is defined as any student who receives a free or reduced priced lunch.

[Print Teacher]

[Print All Teachers]

What is the Teacher-Student Achievement Results Report?

The report describes the extent to which students taught by a specific teacher achieved the level of educational performance on standardized tests that would be expected based on their prior achievement. Teachers were compared to other teachers statewide who taught in the same content area.

Achievement Result: The difference between students' actual level of achievement and the level that would be expected based on the students' prior achievement and demographic characteristics. An average teacher would have a result of zero, indicating that students

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Sample Teacher Results Report

CURRICULUM VERIFICATION AND RESULTS REPORTING PORTAL

Log Off | Restart

Class List | Student List | Verified Data | **Teacher Results Report** | Course Data | Source Data | Results Data | Control Tables | Login Account

View By Teacher | View All Teachers

Teacher-Student Achievement Results Report
Summary Sheet

School Year: 2008-2009

School District: XYZ School District

School: XYZ School

Teacher: XYZ Teacher

English — Achievement Groups

Content	Teacher Achievement Result	Percentile	
Average	+15.0	98%	
High	+5.0	81%	
Low	+8.0	82%	

High Achievers: Top 25%
Average Achievers: 25% - 75%
Low Achievers: Bottom 25%

Print Teacher

Print All Teachers

What is the Teacher-Student Achievement Results Report?

The report describes the extent to which students taught by a specific teacher achieved the level of educational performance on standardized tests that would be expected based on their prior achievement. Teachers were compared to other teachers statewide who taught in the same content area.

Achievement Result: The difference between students' actual level of achievement and the level that would be expected based on the students' prior achievement and demographic characteristics. An average teacher would have a result of zero, indicating that students

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Sample Teacher Results Report: Principal's View of All Teachers

CURRICULUM VERIFICATION AND RESULTS REPORTING PORTAL   Log Off | Restart

Class List | Student List | Verified Data | **Teacher Results Report** | Course Data | Source Data | Results Data | Control Tables | Login Account

View By Teacher | **View All Teachers**

Teacher-Student Achievement Results Report
Summary Sheet

School Year: 2008-2009

School District: XYZ School District

School: XYZ School

What is the Teacher-Student Achievement Results Report?

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— Summary Report — Overall Achievement Results

TeacherName	English Achievement Result	English Percentile	Reading Achievement Result	Reading Percentile	Mathematics Achievement Result	Mathematics Percentile	Science Achievement Result	Science Percentile	Social Studies Achievement Result	Social Studies Percentile
Lastname, Firstname	-	-	-1.0	41%	+9.0	81%	-	-	-	-
Lastname, Firstname	-	-	-	-	-10.0	11%	-	-	-	-
Lastname, Firstname	+10.0	86%	+1.0	53%	-	-	-	-	-	-
Lastname, Firstname	-	-	-	-	+10.0	84%	-7.0	13%	+4.0	64%
Lastname, Firstname	+12.0	90%	+15.0	96%	-	-	-	-	-	-
Lastname, Firstname	-	-	+1.0	53%	-	-	+11.0	87%	-1.0	41%

1 2

Print Category

Value-Added Assessment: Uses and Limitations

Strengths
• Can Be Used to Identify Strengths and Weaknesses Based on Student Outcomes
• Can Be Used to Organize Resources to Improve Outcomes
• Can Guide the Use of Resources to Strengthen Areas of Concern (PD)

Limitations
• We Will Only Know About the Grades and Subjects We Assess.
• In the Beginning, Data will be Limited to Global Measures
• The Data may Suggest Areas of Concern, but Not Why we are Struggling There
• Only as Accurate as the Data Provided

Value-Added Assessment Deployment Timeline

Up to 2012-2013

Current 24 Pilot Schools

- 2009-2010 **(2008-2009 data)**
- Develop Tools & Gather Stakeholder Input

20 Districts

- 2010-2011 **(2009-2010 data)**
- Develop Communication & PD Tools
- Gather feedback and Revise Our Tools

Statewide

- 2011-2012 **(2010-2011 data)**
- Statewide Deployment: Communication focus
- Gather Feedback and Revise Our Tools

Panel Discussion/Q&A