

# Teacher Effectiveness: Gathering Trend Data

The Lower Kuskokwim School District shares its thought process, decisions, challenges, and progress.

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# Perspective

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- Beginning in the 2015-2016 school year, student learning data is required to be part of the teacher and administrator's overall performance rating. (ESEA Flexibility Waiver)
- This year Priority schools must demonstrate teacher effectiveness through teacher evaluation process, rating document, and inclusion of student learning data. (EED's Expectations for Priority Schools)
- The reported trend data is not directly impacting anyone's evaluation at this time.

# Opportunity

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- Practice working with data
- Explore student learning data aligned with evaluation data
- Conduct a dry run for where we are going with teacher evaluations
- Analyze collected data in new ways
- Draw meaningful conclusions to make better informed decisions
- Establish procedures for data collection

# Initial Questions

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- What student learning data would be appropriate to use?

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(Priority schools identified from FY12 data)

- Focus on the fall semester
- Pull fall course name, teacher name, class list, and additional information from PowerSchool\*
- Use student data if student attended 61 days from September 9 to December 13 (68 school days x 90% attendance)
- Use courses that align with MAP testing areas (reading, language, math) and reading classes for the AIMSweb data:
  - Grade K – Letter Naming Fluency (LNF)
  - Grade 1 – Phonemic Segmentation Fluency (PSF)
  - Grade 2 and up – Reading Curriculum-Based Measurement (R-CBM)

\*Grade level, attendance, ethnicity, subgroups, student ID, school, ...

Data: What student learning data do we have?

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- SBA data for reading, writing, and math grades 3-10 (once a year)
- AIMSweb data for students in grades K-3 (3 times a year)
- Map testing data for reading, language, and math in grades 3-12 (3 times a year)
- Yugtun CBM for some students in grades K-3 (2 times a year)
- Quarter and semester grades for students
- ACCESS for ELL's (WIDA)

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- Map testing and AIMSweb data were selected for the initial dry run because:
  - Both Map testing and AIMSweb provide student data for the current school year.
  - Data can be tied to new and returning teachers.
  - Growth rates can be calculated from the two data points collected in the same year.
  - Data collection and analysis process is simplified by not including student data from previous years. (SBAs, Access for ELLs)
- The more favorable of the two data sources (Map testing and AIMSweb) were used for the rating.

# Data: What student learning data should we use? Why?

- Map testing data for reading, language, and math for students in grades 3-12 (3 times a year)
  - reading
  - language
  - math
- AIMSweb data for students in grades K-3 (3 times a year)
  - Grade K – Letter Naming Fluency (LNF)
  - Grade 1 – Phonemic Segmentation Fluency (PSF)
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# Data: Map Testing Details

- “Typical Fall to Winter Growth” field was used as a growth target.
- Map Testing for grades 11 and 12 do not have typical growth data so zero was used.

# Data: AIMSweb Details

- AIMSweb grade level growth rate targets were used for grades K-8
- (Target Sets: AIMSweb Defaults)
  
- One assessment per grade level was selected
  - Grade K – Letter Naming Fluency (LNF)
  - Grade 1 – Phonemic Segmentation Fluency (PSF)
  - Grade 2 and up– Reading Curriculum-Based Measurement (R-CBM)
  
- **Concern: Rate of Improvement targets are group norms not individual norms.**

\*Growth rate targets located on the "Average Score by Service Code" report were used.

# Data: Student Growth Target

- We wanted to know if the student met the growth target.
- A formula was inserted, “Did the student met the growth target?” (Yes = 1; No = 0)

# Student Learning Data

- Student learning data was reported as a percentage of students meeting the growth target.
- Both Map testing and AIMSweb data were reported.
- The more favorable of the two data sources (Map testing and AIMSweb) were used for the rating.

- E=85% +
- P=65%-84%
- B=40%-64%
- U=<40%

Student Learning Data		
MAP	AIMSWEB	Data Rating

# Conclusion

The Priority Schools' Teacher Effectiveness report gave us the opportunity to:

- Explore the process of tying student data to teacher effectiveness.
- Gain insight into the approaching teacher and principal evaluation requirements.

# Questions: