TIF-LEAP and the National Context

“SLOs are a no-brainer component of an evaluation or compensation system for functional, educational, and political reasons.”

—Board of Education Member

- The Issues
  - Measuring student growth in tested and non-tested grades and subject areas
  - Focusing on support and accountability for all teachers
  - Ensuring opportunity and fairness for all teachers
Compensation, Performance Appraisal and Instruction: Mutually Reinforcing or Strangers in the Night?
Overview of TIF-LEAP Initiative

“The best outcome of TIF-LEAP is in the expectation of a gradual change from student proficiency toward more attention to student growth.”

— Central Administrator

- Focus on improving student learning in highest needs schools, with phase in over five-year period (6, 10, 20, 20, and 11)
- Improve and reward teacher effectiveness
- Use of Student Learning Objectives and Value-Added Measures
  - Different approaches to teacher effectiveness
  - Different approaches to development and implementation
- Eligibility for bonuses dependent on performance evaluation of proficiency or above
Student Learning Objectives:
Focus on Student Growth and Practice

- Grounded in and builds on teacher practice
- Measures student academic growth
- Measures teacher practice
- Is standards-based
- Used at TIF-LEAP schools
- Includes eligibility for all classroom teachers, all grades and subjects
### SLO Elements

#### Student Learning Objectives Framework

<table>
<thead>
<tr>
<th>Component</th>
<th>Answers the Following…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>Which students are being addressed and why? What data are used to select the student population?</td>
</tr>
<tr>
<td>Learning Content</td>
<td>What is being taught? What is the connection to State, Industry, District and Common Core State standards?</td>
</tr>
<tr>
<td>Strategies</td>
<td>What methods of teaching will be used? Are these approaches research-based?</td>
</tr>
<tr>
<td>Interval</td>
<td>What is the instructional period covered? Is the instructional time appropriate for the depth and complexity of the learning content?</td>
</tr>
<tr>
<td>Assessment(s)</td>
<td>How will learning be measured for both the pre- and post-assessments?</td>
</tr>
<tr>
<td>Expected Growth</td>
<td>What is the baseline? How much will each student grow on the selected measurement(s)? Are the targets both rigorous and attainable?</td>
</tr>
</tbody>
</table>
Value-Added Measure: Focus on Student Growth

- Grounded in assessment practice
- Used a District-developed VAM model
- Measures a teacher’s contribution to student growth on North Carolina assessments
- Based on teachers at all district schools
- Includes eligibility only for teachers of English Language Arts and Math
Focus of TIF-LEAP Evaluation Study

To examine:

- Impact on achievement of students at TIF-LEAP schools relative to comparison schools
- Impact of SLO quality, attainment, and experience
- Relationship of VAM to SLO quality rating
- Impact on teacher practice and district systems
Key Data Sources and Methodologies

- North Carolina assessments of student achievement (EOGs)
- Surveys of educators, parents and community members
- Individual and group interviews
- School, teacher, student demographic data
- Artifacts and documentary data
- Observations
- Rating of SLOs

- Longitudinal hierarchical linear modeling
- Cross-sectional hierarchical linear modeling
- Descriptive statistical analysis
- Rubric-based analysis
- Chi-square, Analysis of Variance, Principal Axis factor Analysis, Cronbach’s Alpha Reliability, and Rasch Modeling
- Grounded Theory and Constant Comparative Method
SLO Quality Ratings

“The [SLO] process helped us pull the pedagogy together.”

—TIF-LEAP Teacher

- Individual ratings of each SLO
- Use of validated four-level, four criteria holistic scoring rubric
- Inter-rater reliability
- 4,000 SLOs rated
Findings: Impact on Student Academic Growth

“We have moved from a priority school to a high growth school, and I give a lot of credit for this change to the SLO process.”

—TIF-LEAP Principal

- Significant multi-year difference in growth rates between students of TIF-LEAP teachers with SLOs and students of comparison school teachers without SLOs.
  - Mathematics: Growth rate on average is 12% greater in the TIF-LEAP schools
  - Reading: Growth rate on average is 13% greater in the TIF-LEAP schools
TIF-LEAP and Comparison Schools

**Mathematics Test Performance by Treatment Status**

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<th>Year</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
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<td>TIF-LEAP Schools</td>
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<td>Start of TIF-LEAP</td>
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<td>Comparison Schools</td>
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- Fitted values
- Average mathematics test scores grades 3-8

**Reading Test Performance by Treatment Status**

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<thead>
<tr>
<th>Year</th>
<th>07-08</th>
<th>08-09</th>
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</table>

- Fitted values
- Average reading test scores grades 3-8
SLO Quality, Attainment and Experience

“I use data more effectively and have higher expectations for student growth.”

—TIF-LEAP Teacher

- Positive relationship between quality of SLOs and their attainment.
- Teachers in TIF-LEAP for three years of SLO implementation develop higher quality SLOs, and have greater success in attaining their SLOs (meeting or exceeding the growth targets).
Findings: Impact of Value-Added Measure

- On average, one-third of eligible TIF-LEAP teachers received a VAM bonus.
- Teachers in TIF-LEAP schools who received a VAM bonus are more likely to have high quality SLOs.
Broader Institutional Findings: SLOs and Teacher Practice

“The SLO process is what we build other things at the school around. It has gone from an outlier to common practice.”

—TIF-LEAP Principal

- Foster more effective use of baseline data in planning instruction
- Shift the concept of achievement to individual student growth
- Increase early awareness of individual students, promoting differentiation
- Stimulate searches for the best instructional strategies to meet individual needs
- Provide evidence-based collaboration: teacher-to-teacher and teacher-to-principal
Value-Added Measure

“A preponderance of TIF-LEAP teachers were never wary of accepting individual accountability for student learning outcomes.”

—It’s More Than Money

- Teachers had substantial misunderstandings and/or misgivings about the accuracy and use of the VAM.
- Most TIF-LEAP teachers, despite their concerns, are more positive about the use of student academic growth as performance measures than teachers in other district schools.
- Principals require professional development on the technical aspects of value-added measures.
District Systems

“The way of doing business [in the school] is the SLO process.”

—TIF-LEAP Principal

- Demonstrated a successful model of on-site, customized teacher professional development
- Showed the importance of district support systems on the front-end of new initiatives
- Served as a catalyst for institutional emphasis on student growth
- Recognized SLOs by C&I and practitioners as instructional best practice
- Highlighted the significance of two-way communication in new initiatives
National Implications

- Ensure a dual emphasis on support and accountability
- Understand that quality matters with SLOs’ dual purposes
- Recognize that the whole SLO process counts
- Keep Learning Content and Instructional Strategies as key
National Implications

- Recognize the distinctions between training, professional development and leadership development
- Understand the four key considerations when introducing a value-added measure
- Meet three standards of validity—statistical, educational, and political