

IT'S MORE THAN MONEY

TIF-LEAP Initiative Charlotte-Mecklenburg Schools

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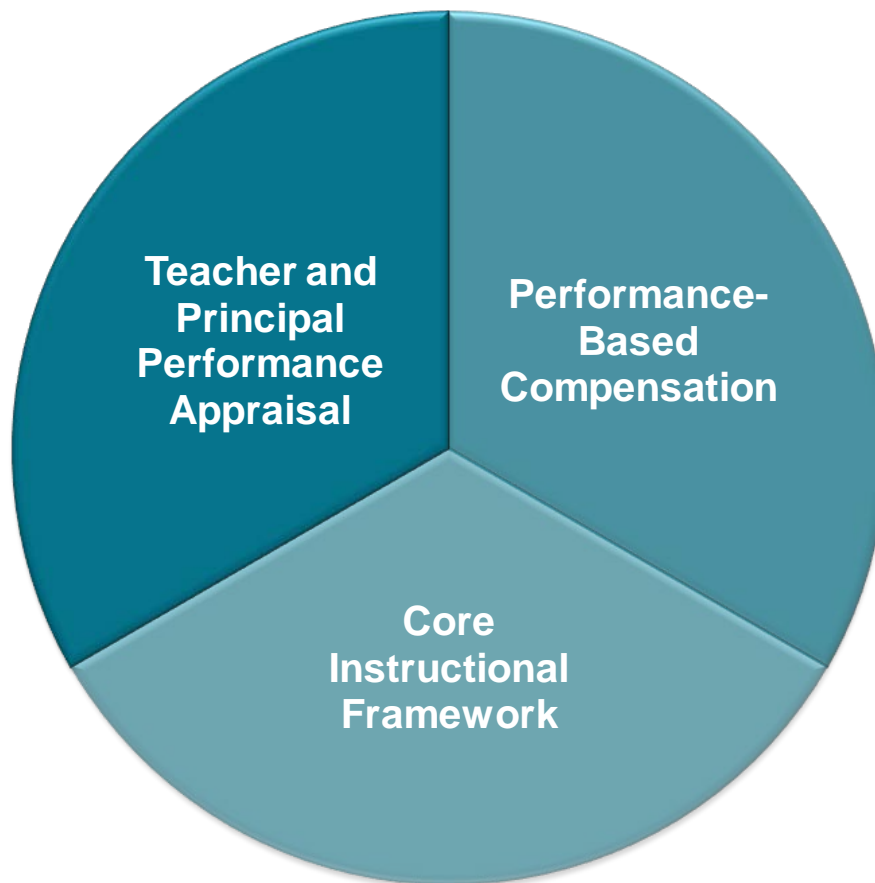
TIF-LEAP and the National Context

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

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

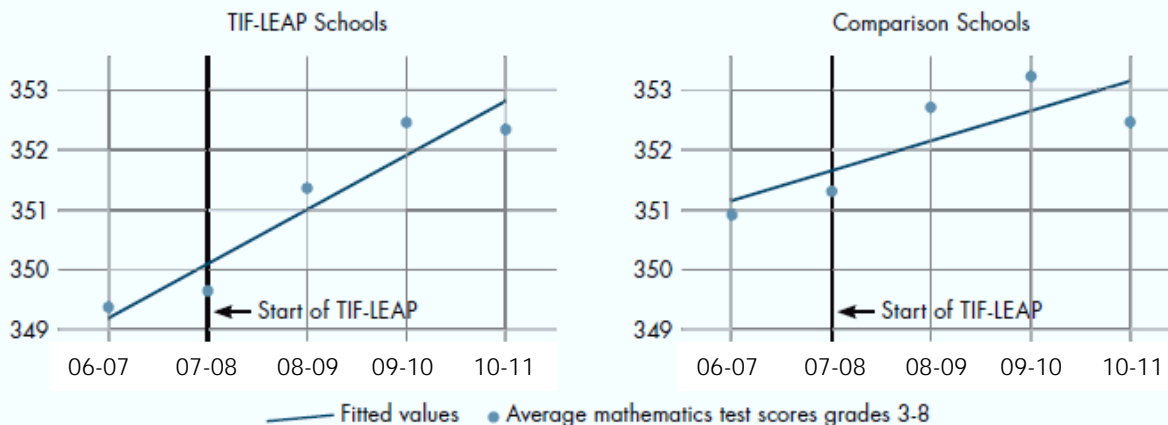
“We have moved from a priority school to a high growth school, and I give a lot of credit for this change to the SLO process.”

—TIF-LEAP Principal

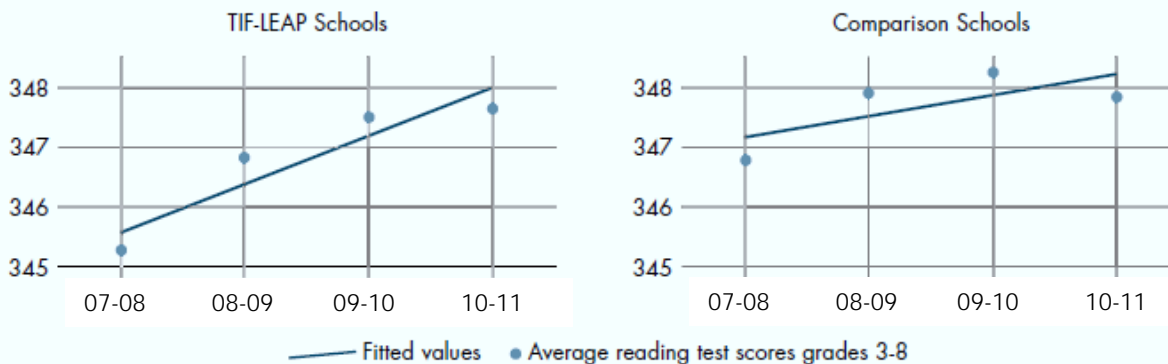
- Significant multi-year difference in growth rates between students of TIF-LEAP teachers with SLOs and students of comparison school teachers without SLOs.
 - Mathematics: Growth rate on average is 12% greater in the TIF-LEAP schools
 - Reading: Growth rate on average is 13% greater in the TIF-LEAP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

TIF-LEAP and Comparison Schools

Mathematics Test Performance by Treatment Status



Reading Test Performance by Treatment Status



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