

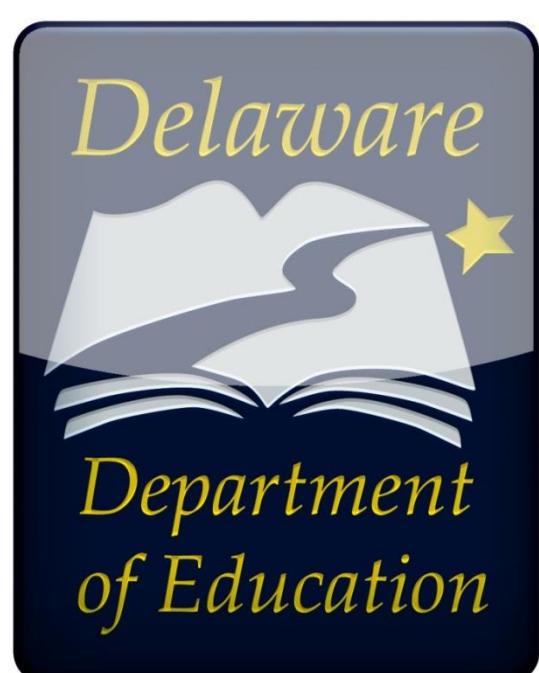
Changes to Accountability and Teacher Effectiveness Measurement in the Era of Common Core Assessments

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Problem Statement and Policy Question

Common Core State Standards (CCSS) were developed in collaboration among 48 states, two territories, and the District of Columbia. They represent existing standards, public feedback, and input from content specialists and teachers (Council of Chief State School Officers and National Governors Association Center for Best Practices, 2011). After adopting the Common Core standards, many states will use new standardized tests through programs such as Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced Assessment Consortium (SBAC)—groups that received funding from the U.S Department of Education to create Common Core-aligned tests. The new testing requires a change in the way that many states hold districts and schools accountable, and also affects measures of teacher effectiveness. This project seeks to explore options for confronting these issues in Delaware, Ohio and Tennessee. *How should state education agencies adapt to ensure proper implementation of the CCSS?*

Fellow Profiles



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Data Strategist



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Case Studies

Delaware Department of Education

About Us: The Delaware Department of Education (DDE) oversees the state's public education system. DDE includes 19 districts, around 250 schools, and 20+ charter schools. A winner of the federal Race to the Top competitive grant program in 2010 and Race to the Top – Early Learning Challenge in 2011, Delaware is at the forefront of education policy reform and working to ensure a world-class education for every Delaware student.

Project Scope: The 2012-13 school year was the first year Delaware used a statewide educator evaluation system that included measures of student growth. Between 1980-2012, the state's evaluation system did not include student growth outcomes. As Delaware transitions to the **new SBAC assessment** in 2014-15, the state faces key policy and methodological questions pertaining to teacher and school accountability uses of the new assessments.

Ohio Department of Education

About Us: The Ohio Department of Education oversees the state's public education system, which includes public school districts, joint vocational school districts, and charter schools. The department also monitors educational service centers, other regional education providers, early learning and childcare programs, and private schools.

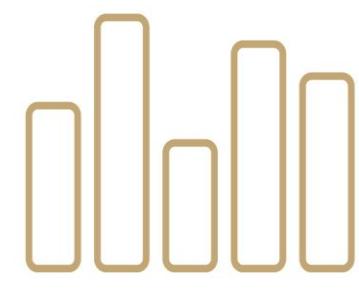
Project Scope: Ohio will transition to the next generation of assessments in 2014-15. Data from these assessments are important components of the **Accountability and Educator Evaluation systems**.

Tennessee Department of Education

About Us: The Tennessee Department of Education strives to expand students' access to effective teachers and leaders, families' access to good schools, educators' access to resources and best practices and public access to information and data.

Project Scope: Tennessee's transition to using **PARCC tests** requires shifting to a district and school accountability system that does not rely on setting achievement targets. This project will consider options under consideration for the first year of PARCC implementation in the State.





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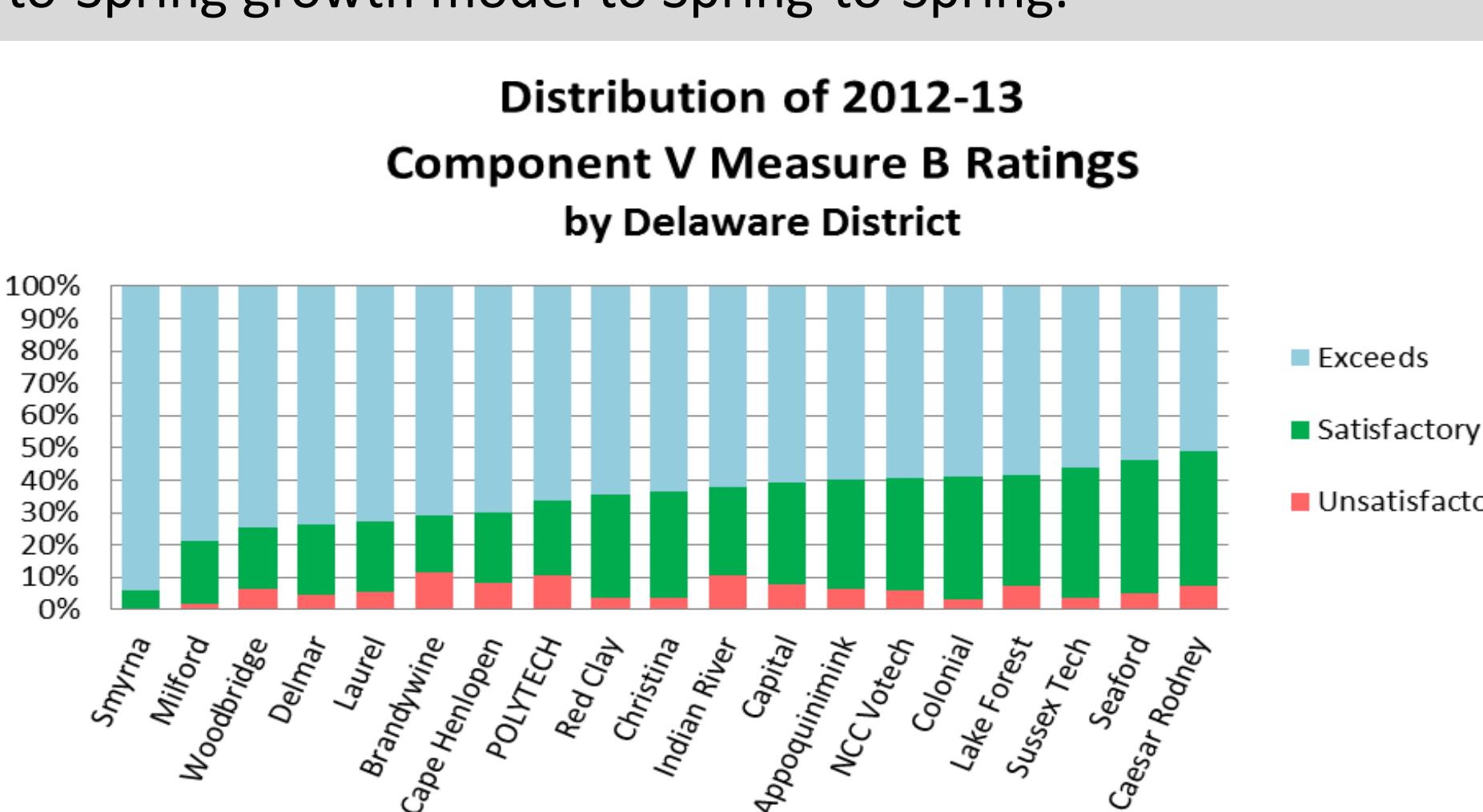
Results and Impact

Delaware Department of Education

During the 2012-13 school year, for the first time in Delaware, all educators and school leaders had conversations with their evaluators about the type of growth they wanted to see their students make and how they would hold themselves accountable for helping students reach these goals. All educators had access to pre- and post-assessments created by fellow Delaware teachers to measure their students' growth. Teachers of math and English (in grades 3-10) received individualized targets for each of their students that accounted for where the student started and indicated the type of growth similar students made in previous years. In this first year of Delaware's revised evaluation system (**Delaware Performance Appraisal System** or DPAS-II), all teachers, specialists, and administrators were required to have multiple measures of student growth (Component Five of the DPAS-II system) in their evaluations. While there was differentiation in educator ratings for the multiple measures of student growth (see SLO or "Measure B" ratings below), ultimately 99% of Delaware educators were rated "Effective" or better.

While the evaluation system remained largely the same in 2013-14, the transition to the Smarter Balanced assessment in 2014-15 presents challenges for the covariate adjustment model used in Delaware's student growth measure. This transition year will require improved collection and analyses of SLO/Measure B goals and assessments. Additional analyses will also be necessary as Delaware moves from a Fall-to-Spring growth model to Spring-to-Spring.

Distribution of 2012-13 Component V Measure B Ratings by Delaware District



Ohio Department of Education

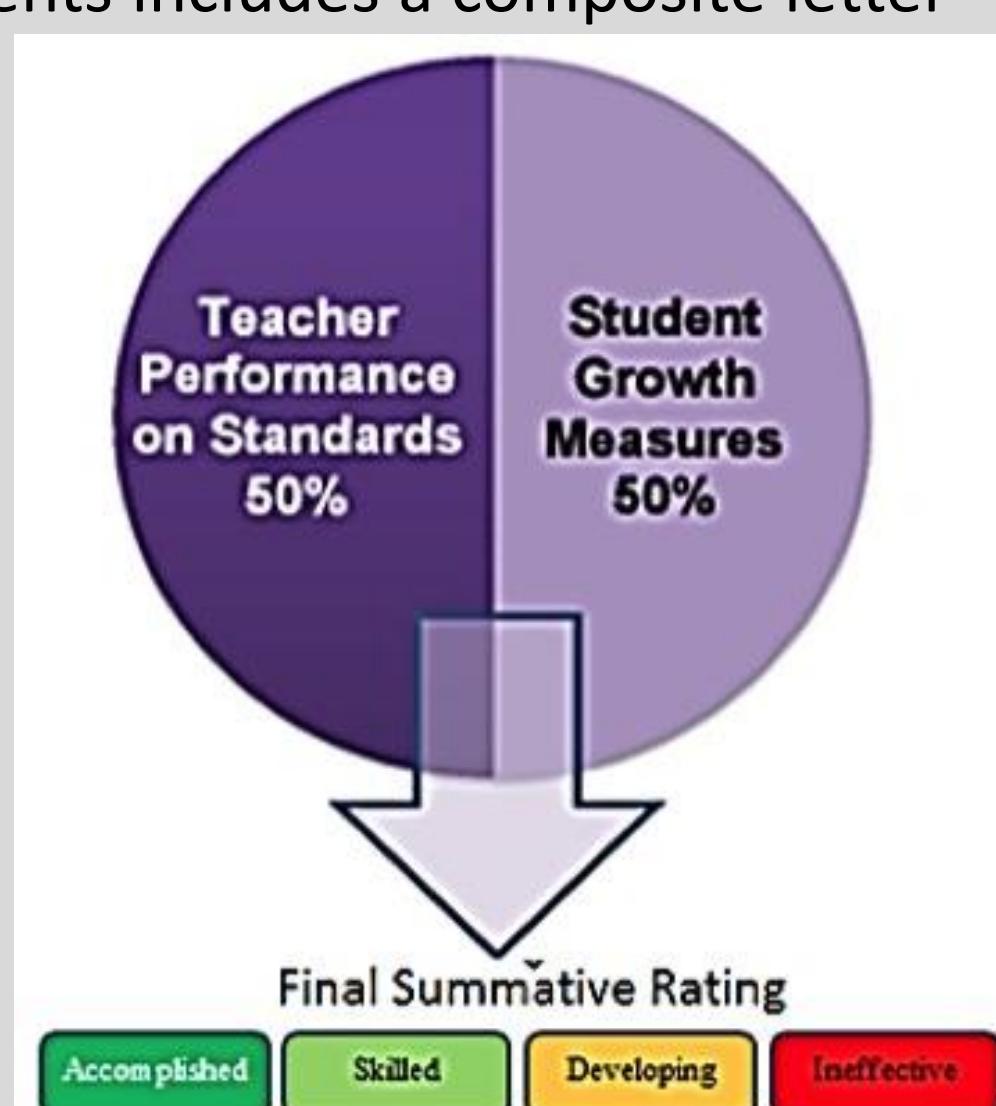
Ohio recently implemented a new evaluation system for teachers and principals. This system requires 50% of the summative evaluation to consist of measures of student growth. Specifically, it mandates the use of value-added data when available. Ohio utilizes the EVAAS Value-Added system. Teacher-level data was phased in during the early implementation of Race to the Top.

As of 2012-13, teachers in all "tested" subjects received teacher reports to be used in their evaluation. These reports are currently based on the Ohio Achievement Assessments, and must transition to the next generation of assessments in 2014-15.

This will require setting a **new statewide base year for statistical calculations**. A major communications task during the transition is to assure educators and stakeholders that Value-Added not only is appropriate, but also is a great benefit to teachers who can continue to show growth.

The Accountability system, which **uses both achievement and value-added measures of progress**, will rely on the new assessments. Ohio's accountability components in 2014-15 include student achievement, gap closure, K-3 literacy, district average progress in terms of yearly student growth, graduation rate, and measures of college and career preparedness. Each of these components includes a composite letter grade (A-F) rating for each district. Some components, such as student achievement, graduation rate, and student progress, are further broken out into letter grades offering more detail.

Figure 1: One half of Ohio's teacher evaluation system consists of measures of student growth



Tennessee Department of Education

Tennessee's No Child Left Behind waiver outlines a system that identifies both districts and schools under Title I accountability. This arrangement allows the State to manage districts and districts to manage schools. Due to this structure, there is a large emphasis placed upon district designations.

Current district accountability is entirely dependent upon knowing whether or not **annual measurable outcomes** (AMOs) have been met. These AMOs - a target for proficiency rates by subject for both gap closure and overall achievement - aim to close gaps between historically underperforming subgroups and their comparisons as well as to increase achievement by 50% over eight years.

With the coming of Common Core-aligned tests, Tennessee will move to a relative system that ranks both performance and growth of all students, as well as subgroups contributing to achievement gaps in the State. To evaluate growth, the system will use **Tennessee's value-added model (TVAAS)** which will incorporate testing information before the PARCC transition. District designations will be based on the collection of subject and subgroup-level rankings.

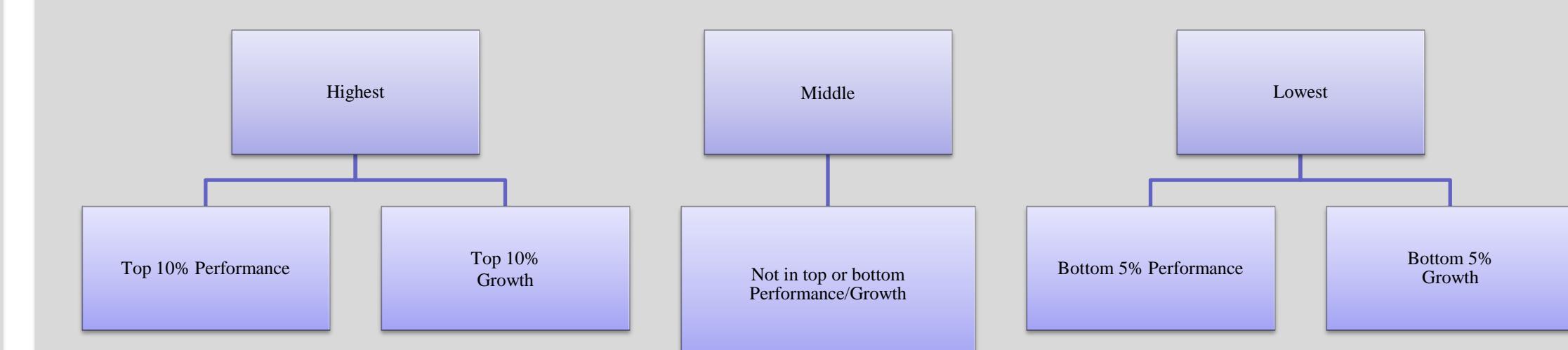


Figure 2: Within each subject-grade combination, districts are categorized into either the highest, middle, or lowest category

Next Steps

For our capstone project, SDP fellows in Delaware, Ohio, and Tennessee will collaborate to focus on analysis related to the impact of new testing systems on teacher evaluation and accountability systems.