

BALTIMORE CITY --- PUBLIC SCHOOLS

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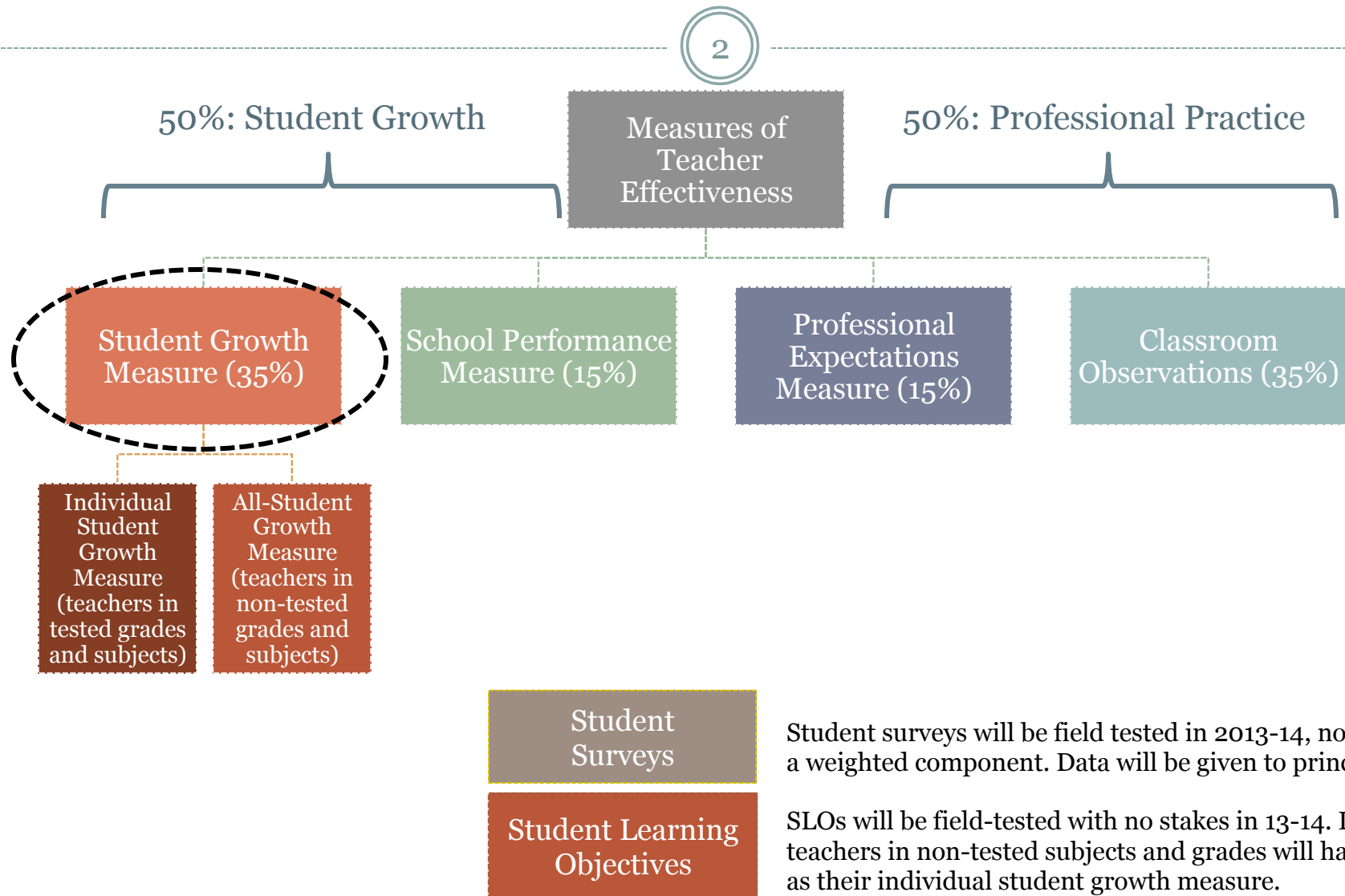
Teacher Effectiveness Evaluation

Measuring Student Growth in Baltimore City Schools

October 2013

Teacher Effectiveness Evaluation

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Which Teachers Receive Individual Growth Model Scores?

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- Teachers with students that take the following assessments:
 - Stanford 10, grades 2
 - MSA Reading and Math, grades 3-8
 - Courses that trigger HSA Algebra, Biology, English, and Government in grades 8-12

Understanding Student Growth

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- The following video will walk us through the difference between the following ways of looking at student test scores:
 - Achievement Model
 - Gain Model
 - Value-Added Model
- <http://varc.wceruw.org/tutorials/Oak/index.htm>

How Does City Schools' Student Growth Model Work?

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- A Growth Model is *the teacher's contribution to student growth*.
- The model calculates a ***predicted test score*** for a student in a given grade and subject.
- The ***predicted score*** is based on the student's prior academic achievement (and other factors).
- Then, we compare the student's ***predicted score*** to the ***actual score*** in the grade and subject.
- The difference between the ***predicted score*** and the ***actual score*** is called the teacher's growth score.

City Schools Growth Model

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Traditional Value-Added Models

- Controls for student characteristics
- Controls for one prior score

City Schools Growth Model

- Controls for student and school characteristics
- Controls for two prior test scores (where available)
- Averages teacher estimates over 2 years
- Controls for measurement error in tests
- Addresses errors caused by smaller number of students

Measures of Student Growth: City Schools' Growth Model

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The Growth Model accounts for factors that impact student growth, including:

1. Prior Achievement
(2 prior years)
2. Prior-year student attendance
3. Student mobility
4. Student ELL status
5. Student FARMS status
6. Student Special Education Status
7. Whether student skipped/
repeated grade

Lessons Learned On Value-Added

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- Don't refer to it as value-added
- Basic understanding leads to greater accepting of how growth models represent best available option amidst state requirements
- A key point in any of our messages is that it is based on average growth within the district
- Focus on the difference between predictions and actual rather than trying to explain how predictions are generated
- The specific choice of control variables is extremely important for teachers regardless of the actual impact
 - Advisory group
 - Special Education