



FACILITATION GUIDE

VALUE-ADDED VIDEO SERIES

VIDEO 2:

ESTABLISHING AWARENESS: WHY GROWTH MEASURES MATTER!

For district, building, and teacher leaders supporting professional learning on value-added analysis



BattelleforKids

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INTRODUCTION

The Value-Added Video Series is designed for teachers and administrators as an easy, digestible way to acquire a basic, conceptual understanding of Ohio's value-added measures to foster the appropriate and effective use of value-added information.

To get the most out of the video series, you are encouraged to use the videos during collaborative learning times, and leaders may use the accompanying Facilitation Guide for each video to elicit thoughtful discussions among educators in a collegial, professional learning setting.

The video series includes:

- Video 1: Introduction to the Value-Added Series (6:52)
- Video 2: Establishing Awareness: Why Growth Measures Matter! (24:30)
- Video 3: Getting the Basics: SAS® EVAAS® Multivariate Response Model (MRM), Mean Gain Approach (33:38)
- Video 4: Getting the Basics: SAS® EVAAS® Univariate Response Model (URM), Predicted Mean Approach (14:50)
- Video 5: Understanding Standard Error and Growth Index (17:28)
- Interpreting Value-Added & Diagnostic Reports (Facilitation Guide only, no video)
- Video 6: Analyzing and Using Value-Added Information (11:30—includes educators sharing their experiences)
- High School Value-Added Video-A Good Beginning to value-added Information (7:35)

Facilitation Guides include:

- Learning targets and length for each accompanying video
- Guided practice which includes reflection activities, questions, and scenarios
- Talking points and example responses to support the facilitator
- Additional resource suggestions for those interested in learning more

Thank you for accessing and engaging in these professional learning resources to support your understanding and use of value-added measures.

This Facilitation Guide and the accompanying Value-Added Video Series are provided through a partnership between the Ohio Department of Education and Battelle for Kids.



PLANNING FOR THE USE OF VIDEO 2: ESTABLISHING AWARENESS: WHY GROWTH MEASURES MATTER!

STEP 1

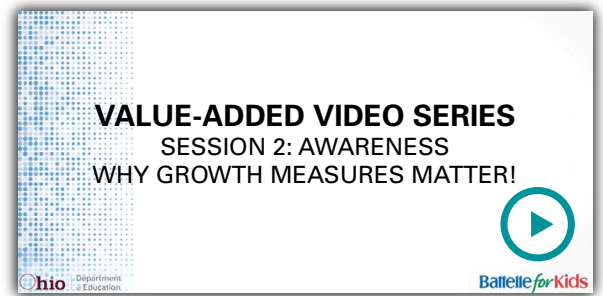
Access and review Video 2 and this Facilitation Guide to familiarize yourself with the content prior to using the resources with an audience.

STEP 2

Decide who should participate in Video 2 professional learning and when. Often educators are anxious to develop their understanding of the value-added calculation and use of the data. Don't overlook this awareness piece as it sets the stage for why measuring student growth is important.

Video 2 Learning Targets

- Understand the difference between measuring student achievement and growth, sometimes referred to as progress
- Understand the importance of measuring student growth to inform professional practice and accelerate student learning
- Understand there are multiple and varying approaches to measuring student growth



Video 2 Length: 24:30

STEP 3

Consider the guided practice activities in this guide, and plan how you will integrate these activities into the professional learning.

Determine if you will show the video in its entirety first, or pause the video throughout to facilitate activities at suggested times. Suggested times to pause the video and engage in discussion or in an activity are included in this guide. The symbol to the right is included in the videos at any point where a pause is suggested for processing time or to check for understanding.

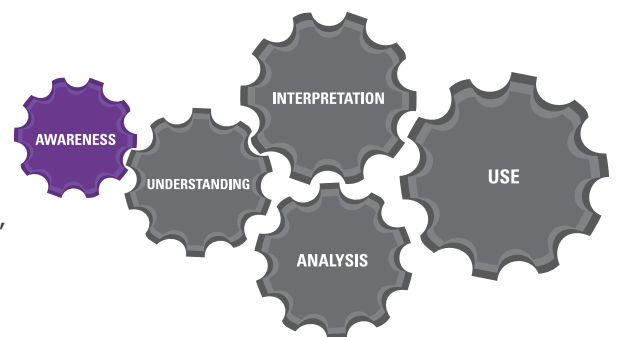


STEP 4

Print the pages in the guide you plan to use as attendee handouts. Suggestions:

- Print pages 7, 10, and 12–14 (back-to-back) for all attendees

Consider printing the pages in this guide marked "Facilitator Copy" to support your efforts. These pages include activity instructions and talking points.



GUIDED PRACTICE 1: ACHIEVEMENT AND GROWTH MEASURES

PURPOSE

The purpose of this activity is for attendees to identify achievement and growth measures available to them for analysis and use, distinguish whether each measure is an achievement or growth measure, and discuss the benefits of using these measures.

SUGGESTED USE

1. Prior to showing the video:

- Share Video 2 learning targets with the audience.
- Print Guided Practice Handout 1 (page 7) ahead of time for attendees.

2. Pause video at 9:50 to begin this activity on achievement and growth:

- Ask attendees to list examples of achievement and growth measures that are available to them from the administration of local, state, or vendor assessments.

If there is a question about whether a measure is an achievement or growth measure, have them use the definition provided on their handout or talk through with a partner or table group. It's possible they may list non-academic measures such as perception data, attendance, etc. If so, you will need to guide them back to the academic measures of achievement and growth.

- Ask attendees to star/circle the measures that they actually analyze and use either individually or in teams.
- Give attendees 5–10 minutes to share with a partner or table group the examples of achievement and/or growth measures they starred/circled. Ask them to discuss the benefits of analyzing and using the measures.



GUIDED PRACTICE 1: ACHIEVEMENT AND GROWTH MEASURES

EXAMPLE RESPONSES

1. List examples of achievement and growth measures that are available to you from the administration of local, state, or vendor assessments.

ACHIEVEMENT <i>Measures student academic performance at a single point in time.</i>	GROWTH <i>Measures a student or a group of students' academic performance between two or more points in time.</i>
<p>Examples</p> <ul style="list-style-type: none"> • Benchmark assessment results • Results from formal or informal classroom assessments • Percent passing from state assessments • Performance Index from state assessments • Gap closing results from state assessments (typically achievement metrics) • Percentile/rank • Technical skill attainment results • Educators might give examples of well-known numerical values of results: <ul style="list-style-type: none"> ◦ ACT/SAT scores ◦ Advanced Placement scores 	<p>Examples</p> <ul style="list-style-type: none"> • Value-added results <ul style="list-style-type: none"> ◦ District, school, teacher ◦ 3-year average and annual results ◦ Subgroups: i.e. gifted, SWD, lowest 20% • Diagnostic Report results from the SAS® EVAAS® value-added website (educators often call these the quintile/tertile reports with the blue and gold bars) • Student Learning Objective (SLO) results • Growth measures provided from a vendor assessment

2. Consider the achievement and growth measures you listed that you spend time analyzing and using either individually or as a team. What are the benefits that analyzing and using these measures bring to you in your role?

BENEFITS OF ANALYZING/USING ACHIEVEMENT MEASURES	BENEFITS OF ANALYZING/USING GROWTH MEASURES
<ul style="list-style-type: none"> • Evidence of student mastery of knowledge and/or skills • Information to inform student grouping or placement in intervention or enrichment programs 	<ul style="list-style-type: none"> • Examine the impact of curriculum, instruction, and assessment practices on student growth • Identify what's working so you can maintain and replicate it in other areas • Align professional learning opportunities in area(s) of greatest need

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GUIDED PRACTICE 2: GROWTH MEASURES AND PARENTS/STUDENTS

PURPOSE

Traditionally, measures shared with parents, students, and the community have been achievement measures. The purpose of this activity is for attendees to consider new learning for parents/community to understand value-added and growth measures in general, and how they might engage students in measuring progress of their learning using data.

SUGGESTED USE

1. Prior to showing the video:

- Print Guided Practice Handout 2 (page 10) ahead of time for attendees.

2. If you paused the video at 9:50 to complete Guided Practice 1, push play to continue the video.

3. Pause video at 17:04 to begin this activity on growth measures and parents and students:

- Give attendees 5 minutes to write down their thoughts on the following questions on Guided Practice Handout 2:

What questions might parents/the community have about value-added or growth measures in general?

What is one thing you can do to support parent/community understanding of growth measures?

- Give attendees 10 minutes to share their responses with a partner or table group.
- If time permits, call on a few tables to share highlights from their conversation.



GUIDED PRACTICE 2: GROWTH MEASURES AND PARENTS/STUDENTS

EXAMPLE RESPONSES

1. Traditionally, measures shared with parents, students, and the community have been achievement measures. What questions might parents/the community have about value-added or growth measures in general?

- What do the value-added scores on the building/district report card mean? Does a low grade mean that our children are not learning?
- What is the difference between achievement and growth measures?
- Specific to the programs my child is exposed to, how do students in these programs typically perform over the course of the year at this school? Across the state?
- What are the value-added results/gains for each classroom in this building?
- How is my child doing from an academic perspective? Do they know the content and skills for this course or grade/subject level? How have they progressed? What can I do to help?

2. What is one thing you can do to support parent/community understanding of growth measures?

Principals and/or district leaders:

- Present highlights from your report card results to the community—what the key measures mean, successes for your school(s), areas to improve, and strategies on how your school(s) will accomplish these improvements. Depending upon the audience, you might include tips on how parents or the community could support these efforts.
- Share video 2, *Establishing Awareness: Why Growth Measures Matter!*, with parents, board members, or other audiences as appropriate. Include an opportunity for discussion and to address their questions.

Teachers:

- Talk with parents about the goals you or your grade/content area team are focusing on for the year. Explain how these areas of focus will benefit their child, and share strategies with parents on how they can support/reinforce these efforts at home with their child.
- Understand what resources exist publicly that can support parents' questions on Ohio's School Report Card metrics (examples provided below).
- Partner with building leaders to address specific questions on the school's performance on achievement or growth measures, or other metrics from Ohio's School Report Card.
- Share examples of the formal and informal ways you monitor progress of students throughout the year. Many resources on formative instructional practices (FIP) are available at www.FIPYourSchoolOhio.org to support these efforts.

Key Resources: Publically Available Ohio Data

Ohio School Report Cards (<http://reportcard.education.ohio.gov>): Includes detailed information about district and school performance such as achievement and value-added results, enrollment, graduation rate, education funding, and more. A resource section that provides an explanation of the metrics is included on this website.

Ohio Value-Added Results from SAS® EVAAS® (<https://ohiova.sas.com>): Includes a variety of reports that are publically available through the "Visit Public Site" link on this website. These reports include more detailed information to support analysis of the value-added results from your School Report Card. The "Help" feature includes interpretation of every report.



GUIDED PRACTICE 2: GROWTH MEASURES AND PARENTS/STUDENTS

1. Traditionally, measures shared with parents, students, and the community have been achievement measures. What questions might parents/the community have about value-added or growth measures in general?

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GUIDED PRACTICE 3: UNDERSTANDING EXPECTATIONS OF PRACTICE ON USING DATA

PURPOSE

The Ohio Standards for the Teaching Profession and the Ohio Standards for Principals identify the professional expectations for educators as they continually reflect upon and improve their effectiveness throughout their careers. Embedded within these standards are articulated knowledge and skills that represent expectations of practice for data-literate educators. These elements provide insight into what teachers and principals should know and be able to do with regard to using data, such as value-added information, to inform practice.

The purpose of Guided Practice 3 is to ensure that attendees understand the expectations of practice regarding the use of data such as value-added information to inform practice.

SUGGESTED USE

1. Prior to showing the video:

- Print Guided Practice Handout 3, pages 12–14, (back-to-back) ahead of time for attendees.

2. After the video, complete this activity on understanding expectations of practice on using data.

- Give attendees 10 minutes to review the standards relevant to their role: Ohio Standards for the Teaching Profession or Ohio Standards for Principals.
- Have attendees highlight those elements that articulate expectations of knowledge and skills regarding data use, such as value-added information, to inform practice.

Examples attendees might highlight:

- o Teachers are knowledgeable about assessment types, their purposes, and the data they generate.
 - o Teachers analyze data to monitor student progress and learning and to plan, differentiate, and modify instruction.
 - o Teachers collaborate and communicate student progress with students, parents, and colleagues.
 - o Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
 - o Teachers take responsibility for engaging in continuous professional development.
 - o Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvement, and student achievement.
 - o Principals lead the process of setting, monitoring, and achieving specific and challenging goals that reflect high expectations for all students and staff.
 - o Principals understand, encourage, and facilitate the effective use of data by staff.
- Suggest to attendees that they keep this handout in a safe place as it should support their goal-setting for the year or professional growth plan.



GUIDED PRACTICE 3: UNDERSTANDING EXPECTATIONS OF PRACTICE ON USING DATA

Refer to the Ohio Standards for the Teaching Profession (below and next page) or the Ohio Standards for Principals (on page 14) if you are a building administrator.

1. Highlight those elements that articulate expectations of knowledge and skills regarding data use, such as value-added information, to inform practice.
2. Consider any areas that are growth opportunities for you, and connect relevant ideas/strategies from this professional learning to your ongoing professional goals.

Ohio Standards for the Teaching Profession

1 Teachers understand student learning and development and respect the diversity of the students they teach.

- Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
- Teachers expect that all students will achieve to their full potential.
- Teachers model respect for students' diverse cultures, language skills and experiences.
- Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

2 Teachers know and understand the content area for which they have instructional responsibility.

- Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
- Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- Teachers understand the relationship of knowledge within the discipline to other content areas.
- Teachers connect content to relevant life experiences and career opportunities.

3 Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

- Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- Teachers collaborate and communicate student progress with students, parents and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

GUIDED PRACTICE 3: UNDERSTANDING EXPECTATIONS OF PRACTICE ON USING DATA

4 Teachers plan and deliver effective instruction that advances the learning of each individual student.

- Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- Teachers apply knowledge of how students think and learn to instructional design and delivery.
- Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- Teachers use resources effectively, including technology, to enhance student learning

5 Teachers create learning environments that promote high levels of learning and achievement for all students.

- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- Teachers create an environment that is physically and emotionally safe.
- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.

6 Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

- Teachers communicate clearly and effectively.
- Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- Teachers collaborate effectively with other teachers, administrators and school and district staff.
- Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

7 Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

- Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.



GUIDED PRACTICE 3: UNDERSTANDING EXPECTATIONS OF PRACTICE ON USING DATA

Ohio Standards for Principals

- 1** Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.
 - Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
 - Principals lead the change process for continuous improvement.
 - Principals anticipate, monitor and respond to educational developments that affect school issues and environment.
- 2** Principals support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students.
 - Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.
 - Principals ensure instructional practices are effective and meet the needs of all students.
 - Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.
 - Principals know, understand and share relevant research.
 - Principals understand, encourage and facilitate the effective use of data by staff.
 - Principals support staff in planning and implementing research-based professional development.
- 3** Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment
 - Principals establish and maintain a safe school environment.
 - Principals create a nurturing learning environment that addresses the physical and mental health needs of all.
 - Principals allocate resources, including technology, to support student and staff learning.
 - Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.
 - Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.
- 4** Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.
 - Principals promote a collaborative learning culture.
 - Principals share leadership with staff, students, parents, and community members.
 - Principals develop and sustain leadership.
- 5** Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.
 - Principals use community resources to improve student learning.
 - Principals involve parents and community members in improving student learning.
 - Principals connect the school with the community.
 - Principals establish expectations for the use of culturally-responsive practices, which acknowledge and value diversity.

NEXT STEPS & ADDITIONAL RESOURCES

STEP 1

Follow up with attendees:

- Show them where to access the resources from Video 2 of the Value-Added Video Series located on the Ohio Student Progress Portal: www.BattelleforKids.org/ohio.
- Communicate the plan for additional professional learning that will lead to effective use of value-added information.

STEP 2

Determine if the staff need more time with the content from Video 2.

- Share the Additional Resources information below for more professional learning with the entire staff, groups/teacher teams, and/or individuals before proceeding with the Value-Added Video Series.

ADDITIONAL RESOURCES

The following are free to Ohio educators and available for use to go deeper into the content discussed in this video/guide.

- Online value-added modules:
 - o VA1010: Introduction to Value-Added Progress Metrics
 - o VA1020: Progress and Achievement
- Online formative instructional practices (FIP) modules, such as:
 - o Foundations of FIP
 - o Measuring Student Growth in Classrooms

Log into the Ohio Student Progress Portal to access online courses through “My Learning” and Enroll in Learning: www.BattelleforKids.org/Ohio.

