High-Quality Student Data

Cathryn Everidge-Shaw and Apryl Ealy
Center Support Specialist
Center for Teaching, Leading and Learning, ODE

Introductions

Ohio | Department of Education

Heather Wukelich - President
heather.wukelich@ohioctm.org
Gabriel Matney – President Elect
gabriel.matney@ohioctm.org
Kim Yoak - Executive Director
kim.yoak@ohioctm.org

Brian Bickley
Brian.Bickley@education.ohio.gov
Anna Cannelongo
Anna.Cannelongo@education.ohio.gov
Annika Moore
Annika.Moore@education.ohio.gov
Yelena Palayeva
Yelena.Palayeva@education.ohio.gov

Virtual Meetups Meeting Norms

All meetings will follow the suggested norms:

- Be respectful
- Recognize that everyone has expertise
- Assume positive intent
- Seek clarification in language and ideas
- Share experiences
- Use the chat feature when you have a question
- Mute your microphone when not speaking

We encourage you to use your camera in the break-out rooms!

First OCTM Town Hall for this year: Thursday, Oct. 28 at 7:00 p.m.

OHIO COUNCIL OF TEACHERS OF MATHEMATICS

OCTM™

Engage, Inspire, Empower with Mathematics

Please join us for the first OCTM Town Hall this year!

Keepsakes (from pandemic teaching and learning):

What Did You Keep? What Did You Throw Away?

This Thursday, October 28 from 7:00-8:00 p.m. (EDT) on Zoom

Goal

- Share the intent and purpose of High-Quality Student Data
- Answer any questions you might have about HQSD

Please Note…

This document should be considered informational only and should not be construed as supplanting existing collective bargaining agreement language, the Ohio Revised Code or House Bill 197, House Bill 164 or House Bill 404 of the 133rd General Assembly.

For further information see Educator Evaluation Systems on ODE's Reset and Restart page.

High-Quality Student Data

HQSD allows for a great deal of local control

In a Typical Year, Ohio Law and the Framework Would Say…

- Measures of high-quality data must be used in teacher evaluations

- The Framework shall include at least two measures of high-quality student data (HQSD) to provide evidence of student learning

- HQSD must
  - Be attributable to the teacher
  - Include VA when applicable ***and*** one other measure of HQSD

Temporary Ohio Law

- A school district board of education ***may not use*** Value-Added, high-quality student data or any other student academic growth data to measure student learning attributable to a teacher or principal while conducting evaluations.

- However, a district board ***may consider*** as part of the educator evaluation how a teacher or principal collects, analyzes and uses student data, including student academic growth data, to adapt instruction to meet individual student needs or improve practice.

HQSD in Teacher Performance Evaluation Rubric OTES 2.0

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
FOCUS FOR LEARNING (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction) *Possible Sources of Evidence: pre-conference, artifacts, portfolios, analysis of student*	**Use of High-Quality Student Data** Element 1.1 Element 1.2 Element 1.3 Element 3.3	The teacher does not use high-quality student data to develop measurable and developmentally appropriate student growth goal(s).	The teacher uses one source of high-quality student data and attempts to analyze patterns to develop measurable and developmentally appropriate student growth goal(s). The analysis may be incomplete or inaccurate.	The teacher thoroughly and correctly analyzes patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s).	The teacher thoroughly and correctly analyzes trends and patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s). The teacher plans for the facilitation of developmentally appropriate student data collection and strategies to assist in student goal setting and progress monitoring.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
ASSESSMENT OF STUDENT LEARNING (Standard 1: Students, Standard 3: Assessment) *Possible Sources of Evidence: pre-conference, formal*	**Evidence of student learning** Element 1.3	The teacher's assessment data demonstrates no evidence of growth and/or achievement over time for most students. .	The teacher uses one source of high-quality student data to demonstrate clear evidence of appropriate growth and/or achievement over time for some students.	The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of expected growth and/or achievement for most students.	The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of above expected growth and/or achievement for most students.

Perfect Time for a Trial Run

How might your team work within the boundaries of the law to go ahead and try out high-quality student data?

OTES 2.0 and HQSD

- Previously, with OTES 1.0 student growth measures (SGMs) accounted for 50% of an educator's evaluation
- HQSD has replaced SGMs and is now embedded in the rubric. It has no greater weight in the overall evaluation than any other component in the rubric
- Although still important, the "score" is no longer a major focus; the focus now is on *the teacher's use of data to enhance practice and improve student learning*

High-Quality Student Data Guidance Tool

High-Quality Student Data Guidance Tool involves two sets of criteria:

- The first set of criteria focuses on the *instrument*
- The second set of criteria addresses the *teacher's use* of the data.

Defining High-Quality Student Data

The high-quality student data *instrument* used must have been rigorously reviewed by locally determined experts in the field of education to meet *all* of the following criteria:

- Align to learning standards
- Measure what is intended to be measured
- Be attributable to the specific teacher for course(s) and grade level(s) taught
- Demonstrate evidence of student learning (achievement and/or academic growth)
- Follow protocols for administration and scoring
- Provide trustworthy results
- Not offend or be driven by bias

HQSD Guidance Tool Clarifications

The high-quality student data *instrument* used must have been rigorously reviewed by locally determined *experts* in the field of education to meet ALL of the following criteria:

- The word *instrument* is used intentionally to indicate that the HQSD instrument does not have to be a traditional paper/pencil assessment

HQSD Guidance Tool Clarifications

The high-quality student data *instrument* used must have been rigorously reviewed by locally determined *experts* in the field of education to meet ALL of the following criteria:

- HQSD instruments are to be reviewed and approved locally. Teachers are experts in their content area an*d* instructional practices; however, not all have received training in assessment design. As such, districts may want to consider staff who have received training in assessment literacy and high-quality assessment design.

HQSD Guidance Tool Clarifications

The high-quality student data *instrument* used must have been rigorously reviewed by locally determined *experts* in the field of education to meet ALL of the following criteria:

- Reviewers must ensure locally approved HQSD instruments meet all the criteria listed on the guidance tool.

Defining High-Quality Student Data

The high-quality student data *instrument* used must have been rigorously reviewed by locally determined experts in the field of education to meet *all* of the following criteria:

- Align to learning standards
- Measure what is intended to be measured
- Be attributable to the specific teacher for course(s) and grade level(s) taught
- Demonstrate evidence of student learning (achievement and/or academic growth)
- Follow protocols for administration and scoring
- Provide trustworthy results
- Not offend or be driven by bias

HQSD Intent

To make HQSD a more authentic part of the evaluation process

- **Don't think**, "What two pieces am I going to have to create?"
- **Instead think**, "Out of the multitude of instruments I already have, which two will I choose to work with?"

What instruments can be used?

- Teacher level VA if available must be used as one measure
- Department will continue to post the Approved Vendor Assessment list
- District-determined instruments
  - Portfolios
  - Performance-based assessments
  - District approved assessments

Common Questions

- How long should the length of instruction be?
- Can formative assessments be used as HQSD?
- Can a pre-test and post-test be used to measure growth?
- Can the same vendor assessment be used for both measures of HQSD?

Remember…

High-Quality Student Data involves two sets of criteria:

- We've only focused on the criteria the *instrument* must meet thus far
- The second set of criteria addresses the *teacher's use* of the data

Data Use

OTES 2.0 shifts the focus to the *teacher's use of data* to enhance instruction and improve student learning

Teachers must be able to analyze, reflect on and make instructional decisions based on the data generated by the HQSD instruments

The HQSD Guidance Tool specifies the manner in which teachers must use this data

Defining High-Quality Student Data

The *teacher must use* the data generated from the high-quality student data instrument by:

- Accurately reflecting upon and analyzing available data, using the information as part of an ongoing cycle of support for student learning
- Considering student learning needs and styles, identifying the strengths and weaknesses of an entire class as well as individual students
- Informing instruction, adapting instruction to meet student need based upon the information gained from the data analysis
- Measuring student learning (achievement and/or growth) and progress towards achieving state/local standards

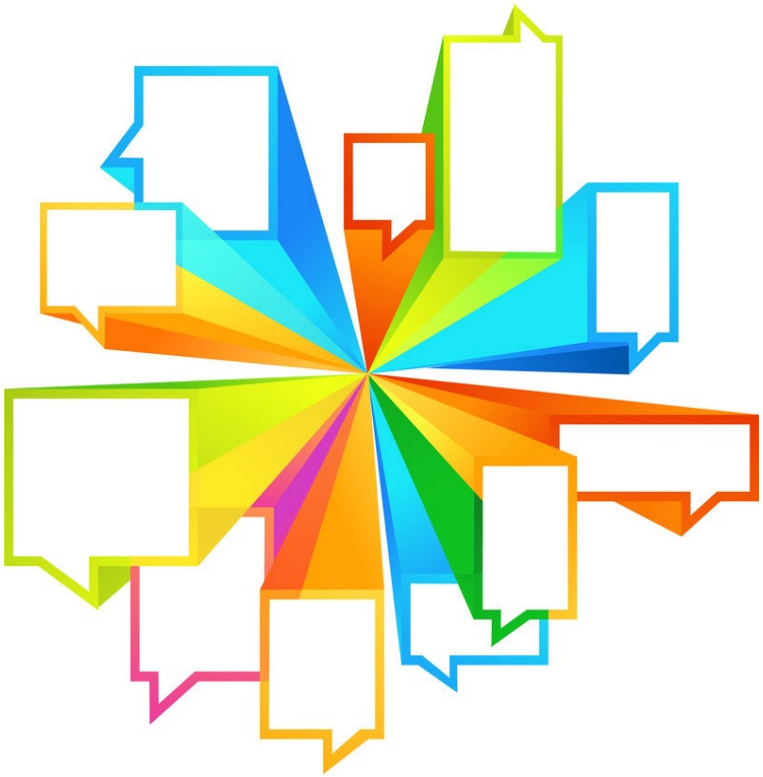
Why HQSD?

The data used to make instructional decisions is only as good as the instrument used to generate the data

Pause and Reflect…Opportunities

Respond to the following question in the chat box:

What is one advantage of moving from SGMs to HQSD?



Using Data and the OTES 2.0 Rubric

Where are Data and Data Use Indicated in the Rubric?

Remember

1. HQSD is only noted in two components in the OTES 2.0 rubric

2. Other data sources can be used in multiple components in the rubric

Analysis of Available Data
OTES 2.0

- Teachers must analyze at least two sources of high-quality student data, then use that data to support student learning and enhance instructional practices.
- It is important for teachers to examine a *range of data types and sources* to ensure they have a comprehensive understanding of what their students know and can do.
- This supports teachers in designing and implementing appropriate learning activities that foster students' growth over time.

Much More Than Just Test Scores

- It is recognized there are many types of data that can be used to support student learning, and the data include much more than just test scores.
- *These types of data and their uses are important and should continue to be used to guide instruction and address the needs of the whole child but may not meet the definition of high-quality student data for the purpose of teacher evaluation.*

Analysis of Available Data
OTES 2.0

In addition to HQSD, there are many kinds of data to support student learning and provide a broader picture of the whole child. These include:

- Demographic data about students and their schools and districts.
- Attendance rate, graduation rate, discipline reports
- Social-emotional needs
- Perception data drawn from students, parents or a school-working conditions survey
- Student learning needs, academic performance and progress, as demonstrated in addition to the HQSD measures

Other Uses of Data in the OTES 2.0 Rubric

DOMAIN	COMPONENT	SKILLED INDICATOR/S
KNOWLEDGE OF STUDENTS	Planning Instruction for the whole child	The teacher's instructional plan reflects connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, talents, backgrounds, skills, language proficiency and interests.

Other Uses of Data in the OTES 2.0 Rubric

DOMAIN	COMPONENT	SKILLED INDICATOR/S
LESSON DELIVERY	Student-Centered Learning	Teacher gives opportunities for student choice about student learning paths or ways to demonstrate their learning. Teacher uses differentiated instructional strategies and resources for groups of students.

Other Uses of Data in the OTES 2.0 Rubric

DOMAIN	COMPONENT	SKILLED INDICATOR/S
CLASSROOM ENVIRONMENT	Classroom climate and cultural competency	There is consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher. There is demonstration of regard for student perspectives, experiences and culture…

Other Uses of Data in the OTES 2.0 Rubric

DOMAIN	COMPONENT	SKILLED INDICATOR/S
PROFESSIONAL RESPONSIBILITIES	Communication and collaboration with colleagues	The teacher effectively communicates and collaborates with colleagues to examine instructional practice and analyze patterns in student work and student data to identify and implement targeted strategies for improving professional practice.

Analysis of Available Data
OTES 2.0

To gather data, teachers and district personnel can consult:

- District and building Ohio School Report Cards;
- Education Management Information System reports for a class or class period;
- Student and parent surveys;
- Test data; and
- Other data sources as needed or as available.

Reflection and Growth

What are some opportunities for growth in

- data analysis
- data use
- data-driven instruction

OTES 2.0 Resources

Go to education.ohio.gov
Search “OTES 2.0”

- OTES 2.0 overview voiceover PowerPoint
- Forms
- HQSD FAQs
- OhioES help page

Questions?

Center Support Specialists Contact Information

Cathryn.Everidge-Shaw@education.ohio.gov

Central, southeast and southwest

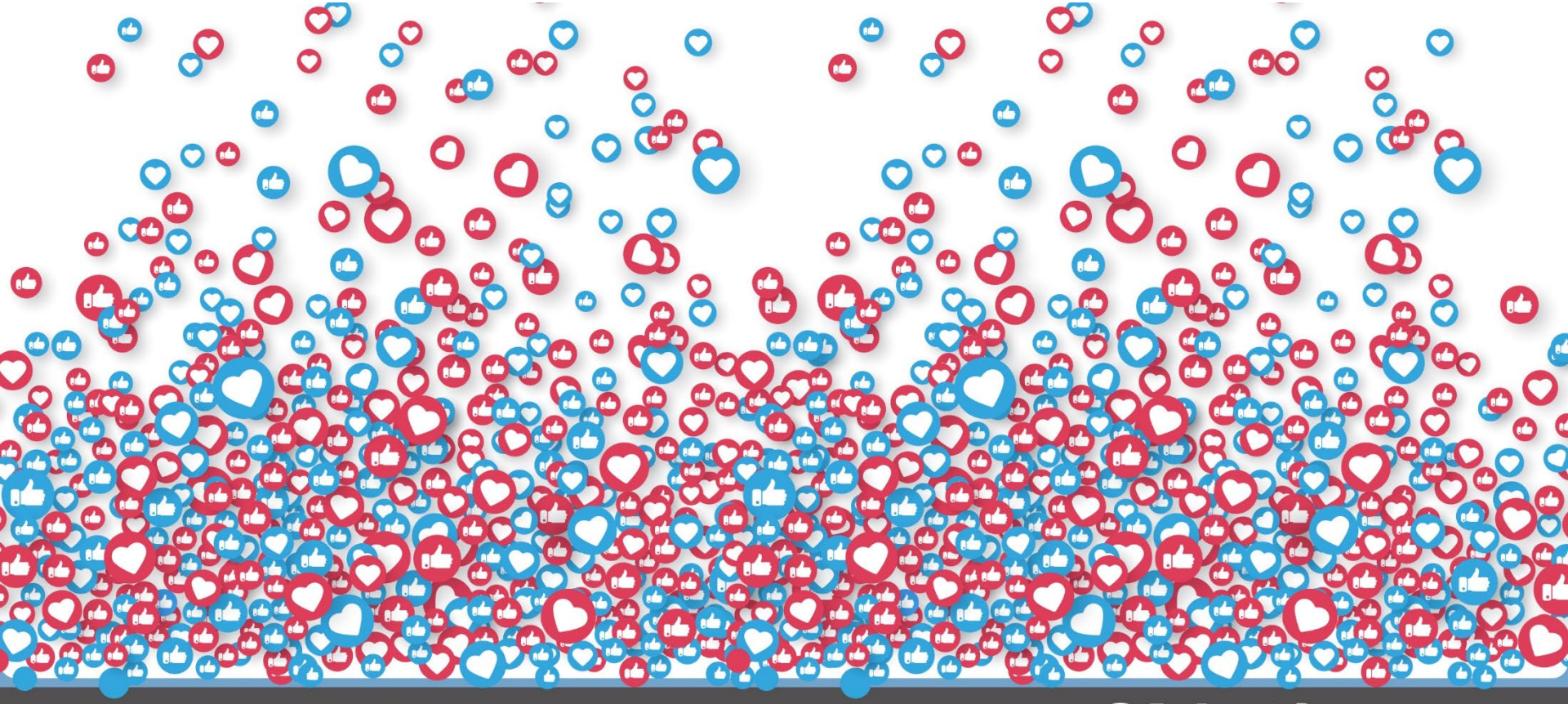
Apryl.Ealy@education.ohio.gov

Central, southwest and northwest

Thomas.Rounds@education.ohio.gov

Central and northeast

@OHEducation



Ohio Department of Education

Share your learning community with us!

#MyOhioClassroom

Celebrate educators!

#OhioLovesTeachers