Ohio | Department of Education

Principal Student Growth Measures Overview

Ohio's new system for evaluating principals will provide educators with a richer and more detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The new system relies on two key evaluation components, each weighted at 50 percent: a rating of principal performance and a rating of student academic growth.

This overview will outline why student growth measures are used to evaluate principals, how principals will be evaluated, the three types of measures to be included, provide important definitions, and explain the three categories of principals based on data availability and LEA decisions, further defined on pages five and six.

- HB 153 requires **50 percent** of the principal (and teacher) evaluation framework to include measures of student growth.
- The student growth component includes **multiple measures.**
- The student growth component includes student growth measures for **three categories of principals** based on availability of Value-Added data and LEA decisions
- **Building level Value-Added** *must* be included where available ("tested grades and subjects" = reading and mathematics, grades 4-8).
- Local boards of education may administer assessments chosen from the Ohio Department of Education's Approved Vendor Assessment list of subjects where Value-Added reports are not available and/or local measures of student growth using state-designed criteria and guidance.

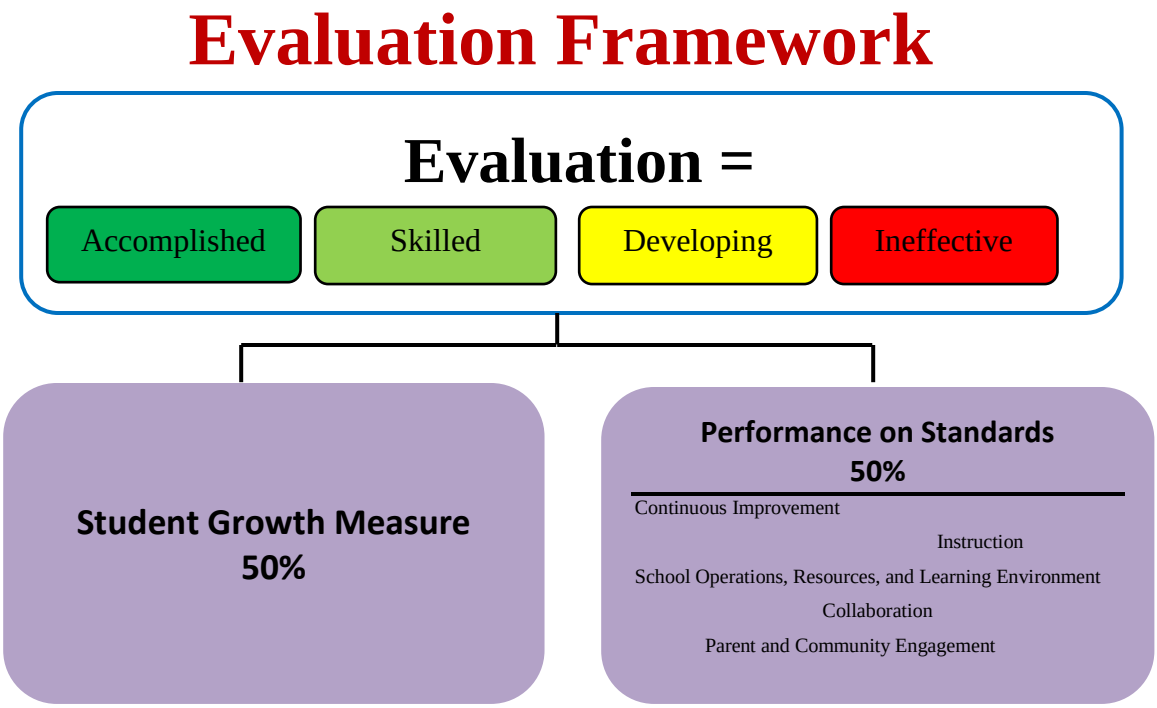
Why measure student growth for principals?

The American Institutes for Research (AIR) states, "Recent research makes clear that principals have a large influence on student achievement; in fact, some research suggests that principals account for 25 percent of the effect of schools on student achievement (Hallinger & Heck, 1998; Leithwood, et al., 2010; Marzano et al., 2005)." As leaders, principals have an impact on the learning environment of the school, and the motivation of the teachers. AIR noted that, "working under an effective principal can be the single most important factor for teachers in determining whether a school is an attractive place to work." Effective principals attract and retain effective teachers, and effective teachers increase student growth.

How does the Student Growth Measures component fit into the evaluation framework?

"As adaptive leaders, principals are now expected to work closely with teachers to help them move their students toward the school's organizational goals. As instructional leaders, principals are expected to work with teachers to help them revise their instructional practice through reflection and collaborative learning. Thus, principals may lead efforts to improve the curriculum and monitor both organizational progress and progress for each teacher." (American Institutes for Research, 2012).

Research indicates that leadership and student achievement are associated, but by virtue of their position, principals influence achievement most directly through the work of teachers. As such, we are including assessments for how principals impact student test scores and how their performance leads to student achievement and growth (leadership practices, school improvement plans, teacher retention, etc.). The new evaluation system emphasizes this framework for evaluating both the impact and practices. The graphic below shows how the evaluation factors are weighted:



Important terms and definitions

Student growth. For the purpose of use in evaluation systems, student growth is defined as *the change in student achievement for an individual student between two or more points in time (*excerpted from *Measuring Student Growth for Teachers in Non–Tested Grades and Subjects: A Primer).* For principal evaluation, student growth represents aggregation of student growth measures in a school.

Value-Added. In Ohio, Value-Added refers to the EVAAS Value-Added methodology, provided by SAS, Inc. This is distinct from the more generic use of the term "value- added," which can represent a variety of statistical modeling techniques. The Ohio EVAAS Value-Added measure of student progress at the district and school level has been a component of the Ohio Accountability System for several years. Ohio's Race to the Top (RttT) plan provides for the expansion of Value-Added to the teacher level. Value-Added calculations currently utilize data from the Ohio Achievement Assessments (OAA). As the new Partnership for Assessment of Readiness for College and Careers (PARCC) assessments become operational and replace the current assessment system, they will be integrated into the Value-Added calculations. Additionally, the EVAAS data reporting system has added several features to help educators use this important data. Battelle for Kids (BFK) is providing professional development and other related services across the state.

Approved Vendor Assessment. HB 153 requires ODE to develop a list of student assessments that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification examinations, or end-of-course examinations for grade levels and subjects for which the Value-Added measure does not apply (the non-tested grades). ODE released a Request for Qualifications (RFQ) so interested vendors could demonstrate that their assessments qualified for use in Ohio schools. The list of approved assessments will be maintained and updated by ODE.

Building-Level Student Learning Objectives (SLOs). Building-Level SLOs are goals identified by a principal or group of principals that identify expected learning outcomes or growth targets for students in their buildings over a period of time. SLOs are determined by principals after analyzing data on student academic performance and identifying areas that need a targeted effort for all students and subgroups of students. As a way to measure student growth, the objectives demonstrate a principal's impact on student learning within a given interval of time. Further, they enable principals to use their own knowledge of appropriate student progress to make meaningful decisions about how their students' learning is measured. As a collaborative process, SLOs also support principal teams in their use of best practices.

Shared Attribution Measures. Shared attribution measures are student growth measures that can be attributed to a group. This could include a district or groups of buildings. These measures encourage collaborative goals and may be used as data in the student growth component.

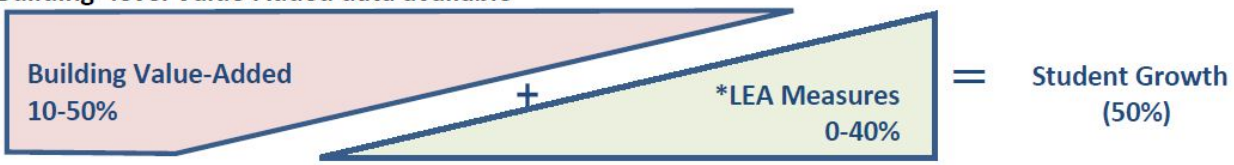
Multiple Measures. The principal evaluation framework is based on multiple measures of performance and student growth. It is important that the holistic evaluation rating consider multiple factors across time. Accordingly, there are multiple measures within principal performance and student growth, within and across years.

Value-Added, by methodological definition, includes multiple measures on multiple levels. First, the EVAAS methodology incorporates student test histories (across all state-tested subjects) in determining growth metrics. Second, Building and District Value-Added creates effectiveness reports for each tested grade and subject, as well as an aggregate composite report that is utilized for the Local Report Card. Additionally the EVAAS system includes three-year average building and district level reports that may be applicable to principals that have served in buildings for consecutive years. ODE is developing a "principal composite" report that will factor in principals that change buildings and/or have responsibilities for multiple buildings within the three-year average window.

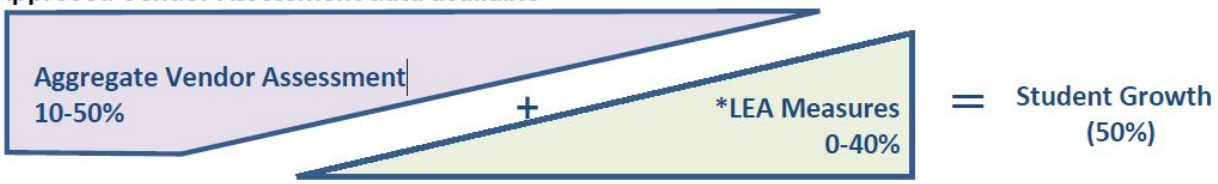
Three categories of principals based on the availability of Value-Added and LEA decisions

It is important to consider multiple measures of growth. Therefore, ODE recommends that LEAs consider a combination of measures from the following categories:

A: Building -level Value-Added data available



B: Approved Vendor Assessment data available



C: No Building-level Value-Added or Approved Vendor Assessment data available

*see page 6 for further definition

Three types of student growth measures for Principals

The following table describes the three types of student growth measures including certain legislative requirements and LEA options.

1	Building-Level Value-Added	• MUST use if available; o 10-50% if applicable • EVAAS Building-Level Value-Added reports o Building-Level Value-Added scores as published on the Local Report Card using up to a three-year rolling average o A multi-year, building-level, principal-based composite report is in development.
2	Composite of Vendor Assessments	• MUST use if LEA has assessment in place o 10-50% if applicable and no Value-Added data available o Average of relevant vendor assessment teacher-level ratings • From ODE-Approved List o Vendors demonstrate how assessment can measure growth
3	LEA-Determined Measures	• MAY use: LEA decision (Principal Categories A & B) o 0-40% if used in combination with Type One or Two measures • MUST use (Principal Category C) o 50% if no Type One or Two data available • Three types of LEA-Determined Measures o ***An average of all teachers' student growth ratings in the building** o **Building-Based Student Learning Objectives (SLOs)** process for using measures that are specific to relevant building goals and priorities and aligned with Ohio Improvement Process. Measures for SLOs must be district-approved and may include both direct and indirect measures such as: • Student achievement trends • Locally developed assessments • Progress on school improvement plans • Student course taking patterns, e.g. more students taking advanced courses, PSEO, etc. o **Shared attribution**. Measures to encourage collaborative goals and may include: • District Value-Added is recommended if available • Groups of schools (such as grade level buildings or regional areas within a district) may utilize a composite Value-Added score • District-based SLOs

***Scoring Note:** If a building administrator is using a growth measure based on an average of all teachers' growth ratings, the administrator cannot be the sole approver or scorer of teacher SLOs.