

**Dear Forum Attendees:**

**Below are “raw notes” documenting feedback received at the most recent Ohio Department of Education Stakeholder feedback meeting held 10.18.13. Attendees included Authorizers, Principals, Superintendents, District personnel, and Operators of Drop Out Recovery schools in Ohio.**

**There are (3) sections we were tasked with that day to help ODE define for future measures on the Drop Out Recovery Local Report Card – Defining Growth, Measuring Growth, & Establishing Norms.**

**ODE will consider this feedback in establishing growth measures.**

**Jennifer L. Robison**

**Buckeye Community Hope Foundation**

## MEASURING GROWTH

### CHALLENGES/OPPORTUNITY

- Attendance/participation (day-to-day and testing day)
- Continuous enrollment (40%-100% in/out)
- Comparing schools that administered differing assessments
- Comparing schools that offer differing instructional approaches
- Motivation of students/little at stake for students
- Skill definition

- Correct & fair measurement tools needed
- How to evaluate non-traditional schools
- Determining how much growth is adequate
- “Stand-alone” assessment does not “fit”
- Testing is not in-line with the student’s long range goals
- For Digital Schools – locations for testing and secure equipment
- Students’ reading levels are low
- Assessments do not accommodate for student’s learning mode
- Assessing students in different types of schools (blended, online, F2F)
- Never able to show how the student has made progress in the non-academic areas
- How to demonstrate growth on the various tests
- Small numbers of students
- Different populations – gifted, special education, mental health, court systems, foster care, etc
- Different missions – family centered, short-term, mobility, etc
- Measuring performance of younger students v. older students (supposition is that more barriers exist in assessing older students)
- Costs of administering assessments

## SOLUTIONS/RECOMMENDATIONS

- Student measures should be individual to students’ own pace of growth
- Measuring growth should be used for purposes of teacher instruction rather than determining graduation
- Assessments should only be in the subject areas appropriate to the student and what they want to do upon graduation
- Assessments should follow SLO model
- Assessments should be tied to end goal (graduation)
- Assessments should not be administered prior to December

- Evaluate school performance based on assessments of students who are enrolled for a full academic year
- Identifying acceptable attendance expectations
- Should allow students to “test out” of subjects/classes
- Each test should give the percentage and growth measure
- Options are needed in terms of type of assessment & dates
- Teacher focus should be on the performance index
- Growth measures should also be taken in non-academic areas
- Initial assessment should include PBIS (Positive Behavior Intervention System) both individually and school-wide
- Year-long courses – 10 units that are self-paced
- Engagement of students
- Student Growth should have a heavy weight in school reports
- Testing should be in-line with requirements
- Student Assessments should provide norms
- Student achievement should be measured against performance at previous school(s)
- The student approved list of schools should provide norms
- Teaching – should be individual for all students
  - collect data and use data
  - evaluate data frequency
  - all parties have “buy-in”
  - data focused mission
  - team appropriate
  - teach students to track their own data
  - school-wide SLO/evaluation for school & teachers

## OUTCOMES

- Produce good citizens, therefore helping the local community
- Importance of “soft skills” for job success
- Student OGT based upon skills needed for individual job success
- Extending the 120 hour limit

- Teacher collaboration requires more time
- Focus on post-secondary options
- Empowering students
- Students accomplish goals
- Teacher/student relationship - time to build trust
- Project-based learning facilitates success (win-win)
- Testing on demand works

## Establishing Norms

### **Multiple Tests (Versus a Single Test) and Norming of Data**

#### Comments about Multiple Tests (versus a Single Test):

##### Pros:

- Similar to the teacher evaluation system

Schools would not need to give one test for teacher evaluation and another for the report card so less student time and school money would be spent

- Could mirror list of approved vendor assessments
- Allows choice of the assessment most valid for a specific student population

##### Cons:

- Comparability of results is an issue if more than one test is allowed in one year

Participants expect ODE to set norms for each test, not for reading overall and math overall

Setting cut points for multiple tests will be challenging

Setting cut points for tests used by very few schools or only one school may not be possible

- Comparability of results is an issue if schools are allowed to select a different test each year\*

\*Note: Approved vendor list itself may change from year to year dependent on vendor ability to provide needed measures. Even if a school doesn't want to change to a different test they may have to do so under the teacher evaluation system. See page 4 for some current information on the approved vendor list.

#### Conclusions about Multiple Tests (versus a Single Test):

- Most participants wanted to be able to select their own test.
- Most participants are concerned about comparability of data from different tests.
- One school group would like for ODE to develop and pay for the cost of a test specifically for this purpose.

#### **Timing of Tests**

On Demand versus Window Testing: The overwhelming majority of participants stressed the importance of selecting a test or tests that allow for "On Demand" testing. They want a test they can administer, minimally, at the time the student enrolls and once they complete a course. Being able to test during a course is also desirable. Participants stressed that some tests can only be given during a rigid schedule of time windows. Using such a test will result in fewer students being included in the report card calculation(s) as some students will not be enrolled during the earlier window and others will leave before the later window opens. Tests with rigid testing windows cannot be used to provide educators with timely information about how a student is progressing through course materials.

Additionally, these tests may result in a student having a gap of months between the time they complete a course and the time they are assessed.

### **Which Schools to Include when Norming Data**

Some participants expressed concern about schools that may identify themselves as dropout recovery schools without actually serving students who are similar to other dropout recovery school students. These schools, which were not identified, were referred to as “gifted dropout recovery” schools. Said participants, and those moving in the same group, ask that highly performing “outliers” be dropped from the data set as it is used to set norms.

### **Which Students to Include in Report Card Calculations**

#### Full Academic Year Criteria:

Pros:

- Other measures are based on FAY

Cons:

- Many dropout recovery students will not be included in counts based on FAY because they won't stay enrolled in the school from October count week until yearend testing.

#### All Students:

Participants think that all students should receive a test at the point of enrollment. As many students as possible should be tested again prior to exit. Some students “disappear” without warning and shouldn't be included as the school has no way to give them a second test.

Pros:

- More students would be included in the report card measure

Cons:

- Adds in the complication of measuring growth for students based on length of time enrolled. This may not be possible.

### Based on Student Profile:

Participants noted that students come to dropout recovery schools with different credit deficiencies. Some students enroll with a couple credits earned while others enroll with only a couple credits that they still need to earn. Some students have already earned all of their required English language arts and math credits. Participants suggest that all students enrolled in one or more English language arts courses during the year should be assessed for growth in reading and all students enrolled in one or more mathematics courses during the year should be assessed for growth in mathematics.

### **Tests Currently in Use by Dropout Recovery Schools:**

BASI

DORA

DOMA

i-Ready

NWAA maps

OGT

Scantron

SLO Process

Study Island

## **Concerns about PARCC**

Participants are concerned about PARCC test starting at too high a level for students enrolled in dropout recovery schools. There is also a concern about students finishing courses and having to wait months to take an assessment under PARCC.

## **Teacher evaluation system list of approved vendor assessments:**

### Approved Assessment Requirements

The vendors on the Approved List provided evidence that the assessments meet these fundamental requirements for measuring student growth:

1. Be highly correlated with curricular objectives
2. Have enough "stretch" to measure the growth of both low-and high-achieving students
3. Meet appropriate standards of test reliability
4. Have specifics on relating assessment growth measures to the 1-5 point Teacher Effectiveness scale

Approved Assessments that meet all of the above criteria are on the Approved list. If a District is using an assessment on the list, they must contact the assessment vendor directly for details on how the assessment is used for measuring growth. There will be future opportunities for vendors to demonstrate they meet the qualifications to be on the list. The RFQ review process for 2014 will begin with the release of the RFQ about November 1, 2013 with a submission deadline of about December 6, 2013 with the updated list posted in January 2014.

**Related Information:**

- [RFQ Vendor Assessments](#)

## Approved Assessments

The following assessments were approved by ODE, based on evidence provided by vendors, for use in measuring student growth for evaluation purposes:

| <b>Assessment</b>                       | <b>Vendor</b> | <b>Grade</b>      | <b>Subject</b>                           |
|---|---------------|-------------------|--|
| <a href="#">STAR Early Literacy</a>     | Renaissance   | PK-3              | ELA                                      |
| <a href="#">STAR Math Enterprise</a>    | Renaissance   | 1-3, 9-12         | Math                                     |
| <a href="#">STAR Reading Enterprise</a> | Renaissance   | 1-3, 9-12         | Reading                                  |
| <a href="#">Stanford 10</a>             | Pearson       | K-12<br>K-3, 9-12 | Science, Social Studies<br>Math, Reading |
| <a href="#">AIMSWeb</a>                 | Pearson       | K-3, 9-12         | ELA, Math                                |
| <a href="#">Stanford Aprenda 3</a>      | Pearson       | K-12<br>K-3, 9-12 | Science, Social Studies,<br>Math         |
| <a href="#">Terra Nova 3</a>            | CTB           | K-12<br>K-3, 9-12 | Science, Social Studies,<br>Math, ELA    |

| <b>Assessment</b>                             | <b>Vendor</b> | <b>Grade</b>      | <b>Subject</b>  |
|---|---------------|-------------------|---|
| <a href="#">Explore</a>                       | ACT           | 8-9<br>9          | Science<br>ELA Math   |
| <a href="#">Quality Core</a>                  | ACT           | 9-12              | End of Course Exams: English, Algebra I, II, Geometry, Pre-Calculus, Biology, Chemistry, Physics, U S History |
| <a href="#">the ACT</a>                       | ACT           | 11-12             | ELA, Math, Science  |
| <a href="#">PLAN</a>                          | ACT           | 10                | English, Reading, Math, Science   |
| <a href="#">Compass</a>                       | ACT           | 10-12             | Writing, Reading, Math  |
| <a href="#">Iowa Assessments</a>              | Riverside     | K-12<br>K-3, 9-12 | Science, Social Studies<br>ELA, Math  |
| <a href="#">Riverside Interim Assessments</a> | Riverside     | 2-3, 9-11         | ELA, Math   |
| <a href="#">MAP</a>                           | NWEA          | 3-10              | Science   |
| <a href="#">MAP</a>                           | NWEA          | 2-12              | Language Usage  |
| <a href="#">MAP</a>                           | NWEA          | 2-3, 9-12         | Math, Reading   |
| <a href="#">Map Primary Grades</a>            | NWEA          | K-2               | ELA, Math   |

| <b>Assessment</b>                                   | <b>Vendor</b>                             | <b>Grade</b>      | <b>Subject</b>             |
|---|---|-------------------|----------------------------|
| <a href="#"><u>Performance</u></a>                  | Global Scholar                            | K-12<br>K-3, 9-12 | Science<br>ELA, Math       |
| <a href="#"><u>iReady Diagnostic</u></a>            | Curriculum Associates                     | K-3               | ELA, Math                  |
| <a href="#"><u>Dibels AD</u></a>                    | Amplify (formerly<br>Wireless Generation) | K-3               | ELA                        |
| <a href="#"><u>DORA</u></a>                         | Let's Go Learn                            | PK-3,<br>9-12     | ELA                        |
| <a href="#"><u>DOMA</u></a>                         | Let's Go Learn                            | PK-3,<br>9-12     | Math                       |
| <a href="#"><u>Scholastic Reading Inventory</u></a> | Scholastic Inc.                           | K-3, 9-12         | Reading                    |
| <a href="#"><u>Scholastic Math Inventory</u></a>    | Scholastic Inc.                           | 2-3, 9-12         | Math                       |
| <a href="#"><u>PRO-Core</u></a>                     | ProCore                                   | 2-10              | Science, Social<br>Studies |
| <a href="#"><u>PRO-Core</u></a>                     | ProCore                                   | 2-3, 9-10         | ELA, Math                  |
| <a href="#"><u>Inspect</u></a>                      | Key Data                                  | 2-3               | ELA, Math                  |

When measuring student growth, local education agencies must use Value-Added data when available. If Value-Added is not applicable for a given subject or grade, schools can choose to use the approved assessments listed in the first table. For subjects without state assessments or approved vendor assessments, schools should establish a process to create student learning objectives to measure student progress. The assessments listed

below were proposed but the vendor provided incomplete and/or insufficient evidence regarding growth measures to warrant placement on the Approved list. Districts may choose to use any vendor assessments on this list or not on the list in combination with Student Learning Objectives as part of the locally determined measures.

| <b>Assessment</b>            | <b>Vendor</b> | <b>Grade</b> | <b>Subject</b>       |
|------------------------------|---------------|--------------|----------------------|
| <a href="#">Career Tech</a>  | OSU CETE      | 9-12         | Vocational Technical |
| <a href="#">Readistep</a>    | College Board | 9            | ELA, Math            |
| <a href="#">PSAT/NMSQT</a>   | College Board | 10-11        | ELA, Math            |
| <a href="#">SAT</a>          | College Board | 11-12        | ELA, Math            |
| <a href="#">Achieve 3000</a> | Achieve 3000  | 2-3, 9-12    | ELA                  |
| <a href="#">Test Packs</a>   | Edmentum      | 2-3, 9-12    | ELA, Math            |

General comments:

- There are no norms for this group
- Each student has a unique set of life factors influencing the student's ability to attend and succeed in school
  - Students have to see the light at the end of the tunnel
- Enrollment fluctuates significantly
  - Bumps up after traditional public school districts' count weeks end and high risk students are suspended, expelled, or not encouraged to return
- *Growth* is not limited to academic growth; regular or higher attendance is also evidence of growth

Challenges:

- Test fatigue

- Willingness to take a test that does not have direct bearing on earning credits or graduating; many students will refuse to test or will not take the test seriously; the responses will not be valid
- Life factors – high probability of absence on test day
- Percentage of students enrolled for full academic year (FAY) ranges between 20% and 50%.
- Students enroll with very low achievement levels – 4<sup>th</sup> and 5<sup>th</sup> grade often, making use of high school appropriate assessments problematic

#### Recommendations:

- Compare to other DOPR schools only
- Link assessments to end of course exams or to the graduation test; both have greater incentives for students to take them and do well
- Assessment should be short in its administration
- Use an adaptive test
- Use lexile growth markers
- Link to Student Learning Objective diagnostics established for each student based upon the student's initial assessment when enrolling

# Defining Growth

## If by Credits

- If by credits then motivating students become a challenge
- If by credits obtaining records for students is a major problem which means not knowing where to start with the student
- Mobility Rate is a major problem because kids just transfer from one school to the other when they want to not concerned about completing credits
- If defined by credits this will be difficult because when they enroll they are already behind in credits
- Defining Growth is difficult because it could be different for each student
- Defining Growth is difficult because what are you looking at: based on subjects, topic, courses, credits, etc.?

## Solutions/Recommendations

- Any definition of Growth should require the student to have attended the school for a full academic year.
- Special Diploma should be issued –
- Different levels of diplomas a Service Oriented Diploma
- Any unilateral approach to defining growth need to be both individualized and lead to wrap around solutions and services.

## Parking Lot Issues

- Districts counsel-out difficult students to enroll in the DOPR schools
- ODE GED office does not check to verify the correct superintendent signs the GED waiver for students so the DOPR school takes the hit.
- Consider basing credits on completion of portfolios
- Where does Value Added fit into the equation for Defining Growth?
- Can Portfolio and Project-based learning be used to determine credits? If so how will that be determined?

- Will decision be made on individual student growth or aggregate student growth – there will be different outcomes for each.