

Louisiana Believes

**Teacher Preparation Provider Collaborations
January 2019**

Meeting Purpose and Goals

Agenda

- Obtain provider feedback on the Teacher Quality domain (60 min.)
- Discuss process for answering providers' questions and continuing to receive feedback on the Teacher Preparation Quality Rating System (15 min.)
- Provide brief overview of the data verification process (10 min.)
- Obtain feedback on the performance profiles and website that will house the performance profiles (2 hours)
- Closing and next steps (5 min.)

Quality Rating System: Teacher Quality Domain

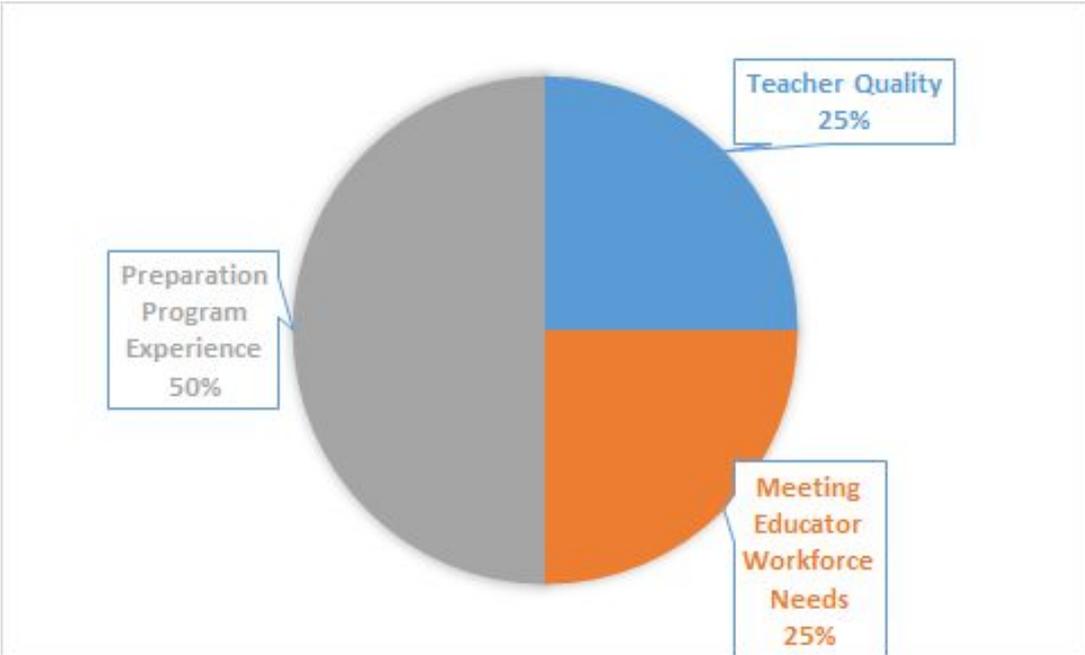
Quality Rating System: Teacher Quality Domain

Background information

The teacher preparation accountability workgroup recommended measuring teacher quality via value-added results. Value-added results have been reported informationally by the Board of Regents since 2002 and were the sole basis for teacher preparation accountability in the mid-2000s.

Quality Rating System: Teacher Quality Domain

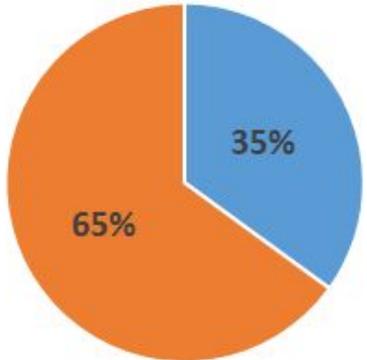
How Value-Added Results are used in the Quality Rating System:



Quality Rating System: Teacher Quality Domain

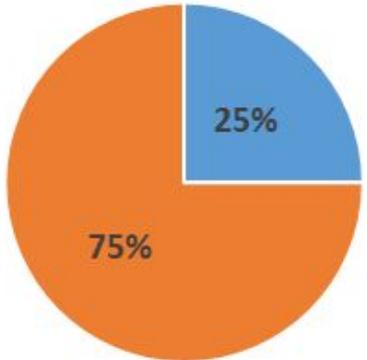
Value-added results are also used in teacher and school accountability in the following ways:

Teacher Evaluations



■ Value-Added Results ■ Other Measures

K-8 School Progress Measure



■ Value-Added Results ■ Other Measures

Quality Rating System: Teacher Quality Domain

Based upon the recommendation of the teacher preparation accountability workgroup, the Department developed a proposed index for the Teacher Quality domain and sought feedback from the Educator Research Consortium and from providers in November 2018.

Based upon feedback from the Research Consortium in November, the Department revised the initial proposal.

The following slides depict both proposals.

Initial Teacher Quality Index Proposal (Presented at the November Collaborations)

Proposal

Score ranges are based on the percentage of program completers with Effective Proficient (EP) and Highly Effective (HE) value-added results.

Rationale

This proposal was chosen for its clarity and alignment to the K12 accountability system. Statewide, 50 percent of teachers earn Effective: Proficient and Highly Effective results each year. This proposal compares the outcomes of program completers to the state average.

| Rating | Percentage of program completers with Effective Proficient and Highly Effective value-added results |
|----------------------------|--|
| Level 1: Ineffective | Effective Proficient and Highly Effective <35% |
| Level 2: Needs Improvement | Effective Proficient and Highly Effective >=35% and <50% |
| Level 3: Effective | Effective Proficient and Highly Effective >=50% and <65% |
| Level 4: Highly Effective | Effective Proficient and Highly Effective >=65% |

Value-added Results: Concerns

Education research has raised the following concern regarding the use of value-added results in teacher preparation accountability:

- the differences between programs are often small and are not statistically significant (i.e. have a p-value higher than .05)

Feedback from the Louisiana Educator-Preparation Research Consortium and Dr. Jim Madden's analysis of Louisiana's value-added data support this notion.

Based on this feedback, the Department of Education has worked to devise several options for ensuring the Teacher Quality ratings are fair, accurate, and meaningful.

In light of these concerns, the Department would like your feedback on a new Teacher Quality index proposal.

Proposal

Calculate an index score between 0 and 150 based on the number of teachers in each VAM rating level.

Rationale

A 150 point index is sufficiently large to differentiate programs and has the benefit of mirroring K-12 accountability. Cuts for the levels are loosely based on the 10th percentile, 50th percentile, and 90th percentile of results for program-paths with at least 10 completers in the available dataset.

New Teacher Quality Index Proposal

To calculate the index score:

1. Multiply the number of program completers in each category by the index points.
2. Add the category totals together.
3. Divide by the total number of program completers..

| Completer VAM Result | Index Points |
|----------------------|--------------|
| Highly Effective | 150 |
| Effective Proficient | 100 |
| Effective Emerging | 50 |
| Ineffective | 0 |

| Teacher Quality Level | Score Range |
|-----------------------|-------------|
| Level 4 | ≥ 85 |
| Level 3 | 75.0-84..9 |
| Level 2 | 65.0-74.9 |
| Level 1 | <65 |

Example Calculation

Steps:

1. Multiply the number of teachers in each category by the index points.
2. Add the category totals together.
3. Divide by the total number of teachers.

Example: Program A has 20 program completers.

10 Effective Emerging Completers x 50 = 500.

8 Effective Proficient Completers x 100 = 800.

2 Highly Effective Completers x 150 = 300.

$500 + 800 + 300 = 1,600.$

$1,600/20 = 80.0.$

Program A gets a Level 3 Teacher Quality rating.

| Completer VAM Result | Index Points |
|----------------------|--------------|
| Highly Effective | 150 |
| Effective Proficient | 100 |
| Effective Emerging | 50 |
| Ineffective | 0 |

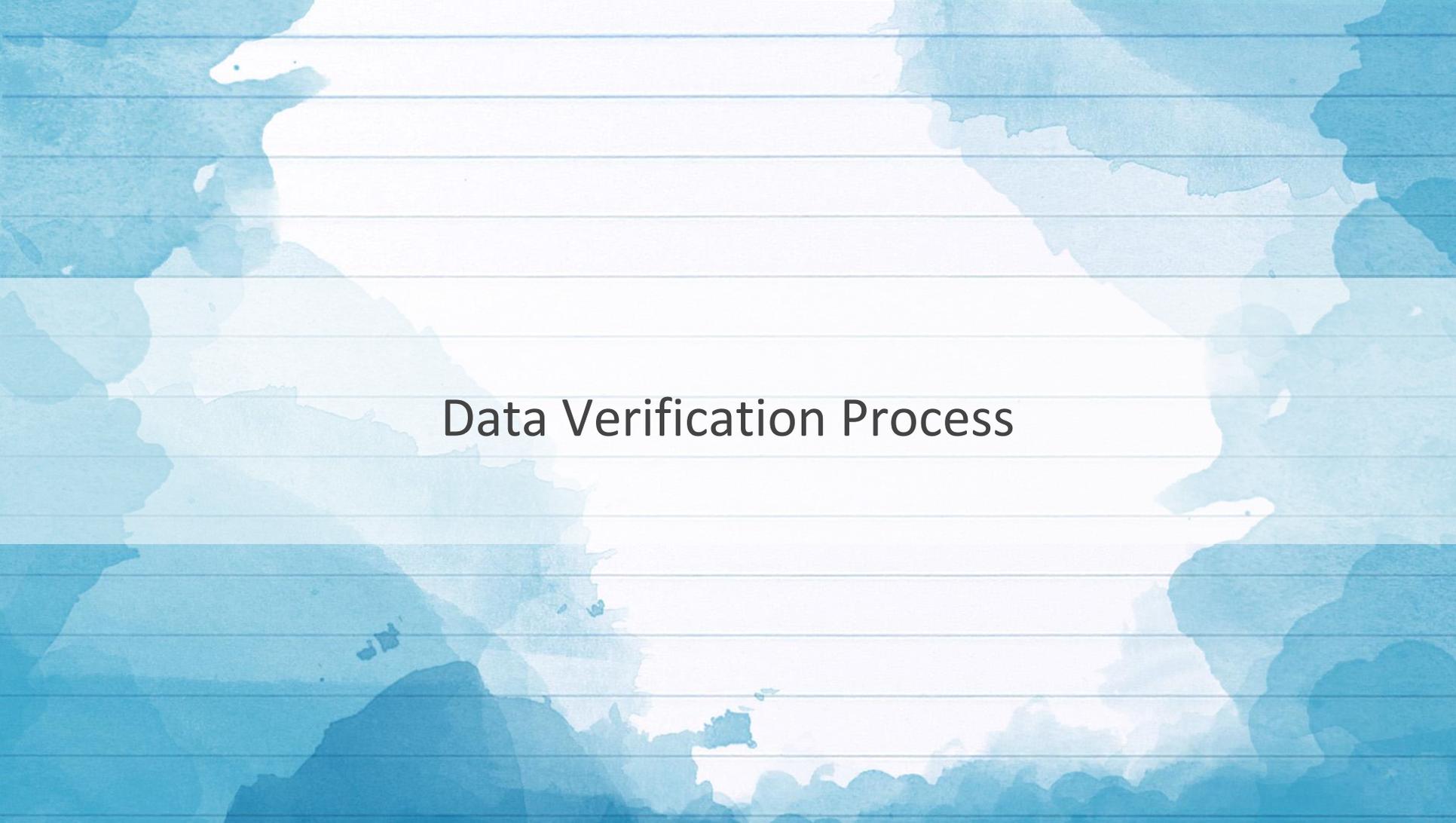
| Teacher Quality Level | Score Range |
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| Level 4 | ≥ 85 |
| Level 3 | 75.0-84.9 |
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| Level 1 | < 65 |

Preparation Provider Feedback

Teacher Preparation Provider Feedback

The Department of Education will continue to solicit feedback from providers and respond to questions via the following processes and venues:

- Provide update to providers about Teacher Quality domain in February - the Department is obligated to bring a new Teacher Quality proposal to BESE in March at the very latest.
- In-person meetings
 - March meetings to get additional feedback on the performance profiles.
 - Individual meetings with each provider to discuss the performance profiles in May/June
- Individual calls with each provider to discuss the on-site review process
- On-site review workgroup
 - This workgroup will launch in the spring and will provide feedback relative to updates to the on-site review framework - we will launch this framework in Spring.
- FAQ document that will be posted in the Preparation Library on the Louisiana Believes website



Data Verification Process

Data Verification Process

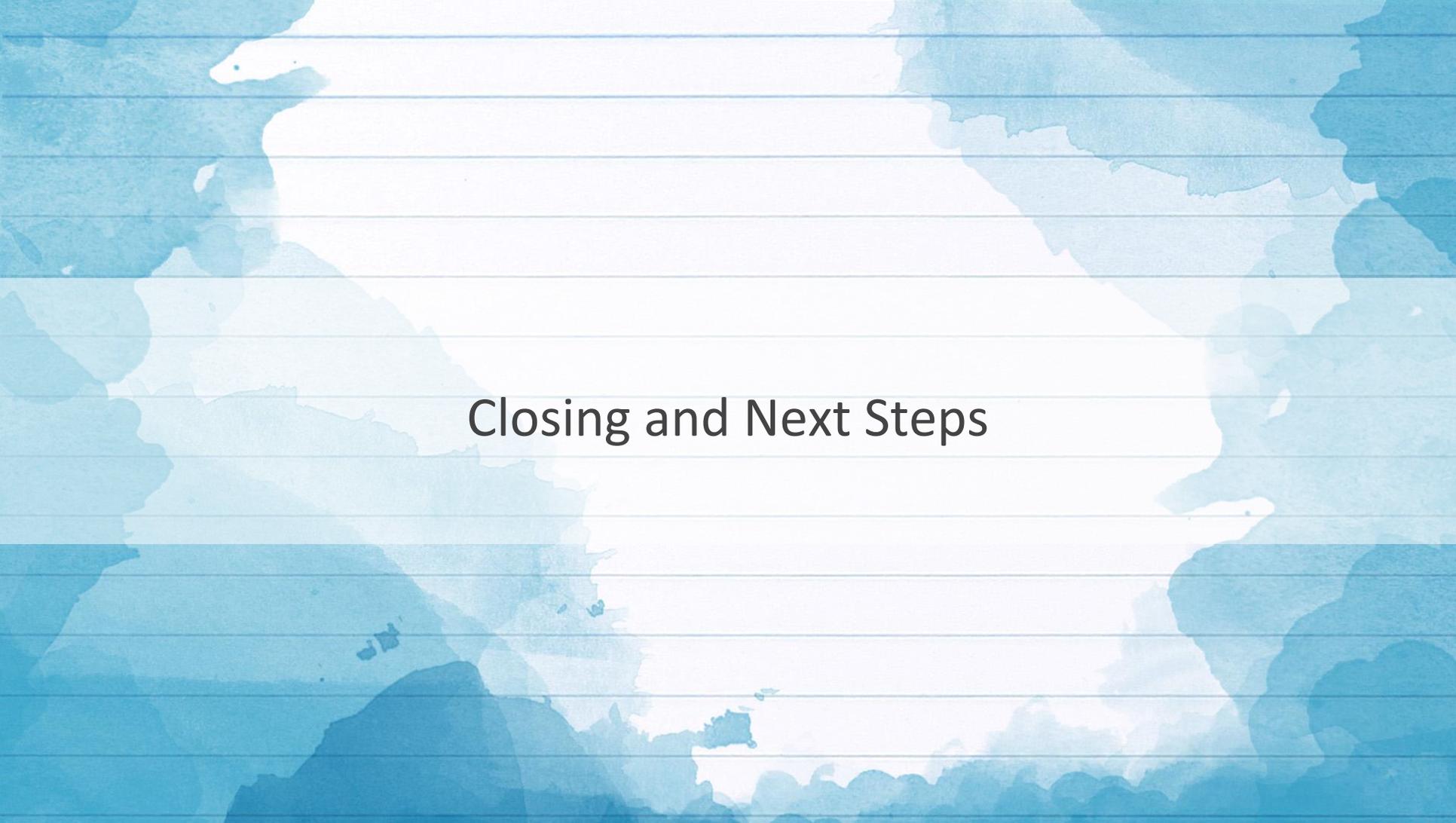
The purpose of the data verification process is to ensure that accurate data are used for the Quality Rating System and the performance profiles.

Providers will use Louisiana Data Review (LDR) online portal to complete the data verification process.

- Louisiana Data Review portal will open January 21st at 8:00 am and close February 14th at 5:00 pm.
- Deans and directors will receive their usernames prior to January 21st.
 - Up to 2 more staff from each institution can have usernames.
Deans/directors must send staff members' name and email address to robert.markle@la.gov.

Data Verification Process

- A “How-To” webinar for the data verification process will be held on:
 - Friday, January 18, 2019, from 10:00 am to 11:00 am.
 - Recording of webinar will be posted online so you can view it later.
- Individual technical assistance appointments will also be available:
 - To make an appointment, please visit:
<https://doodle.com/poll/5dtdmpf52xqqhg2y>. (Link will be sent via email and the January Believe and Prepare newsletter)
- Data verification tutorial guide is on the Louisiana Believes website in the Teacher Preparation Library under “Preparation Provider Data Verification Process User Guide.”



Closing and Next Steps

Closing and Next Steps

- Based on the feedback gathered in January regarding the Teacher Quality domain, the new teacher quality proposal will be communicated to providers prior to BESE's potential consideration of the index in March.
- Please ensure you have verified your data by February 14th.
- Stay tuned for March meeting dates and invitations.