

State Teacher Effectiveness Ratings of Recent IWU Program Completers

Each annual data report has ratings for completers who are one year, two years, or three years removed from their program, as well as the aggregate ([2012-13](#); [2013-14](#); [2014-15](#) is the most recent set, released 12/6/16).

The first release of teacher effectiveness ratings was in 2012-13. The State released data for each institution disaggregated by the number of completers who were one year, two years, or three years removed from completion, but at that time did not release aggregated results for each institution. They also applied a low completer proviso for each cohort year; if $N < 10$ for a given cohort then data was not released, with the result that some institutional data may not have been released for one, two or all of the three cohorts; there were 29 cohort data releases that were withheld because of $N < 10$. For 2013-14, there are 48 institutions along with “foreign country,” and three categories of “other,” “not applicable,” and “not provided” which the next year were combined into a single category, “Other.” Seven institutions and “foreign country” have $N < 10$, but this time the low completer policy was applied to all completers from an EPP, not for a cohort and year. For 2014-15, 48 institutions are listed along with “other” and “foreign country”; data for five of them are not reported because of low N .

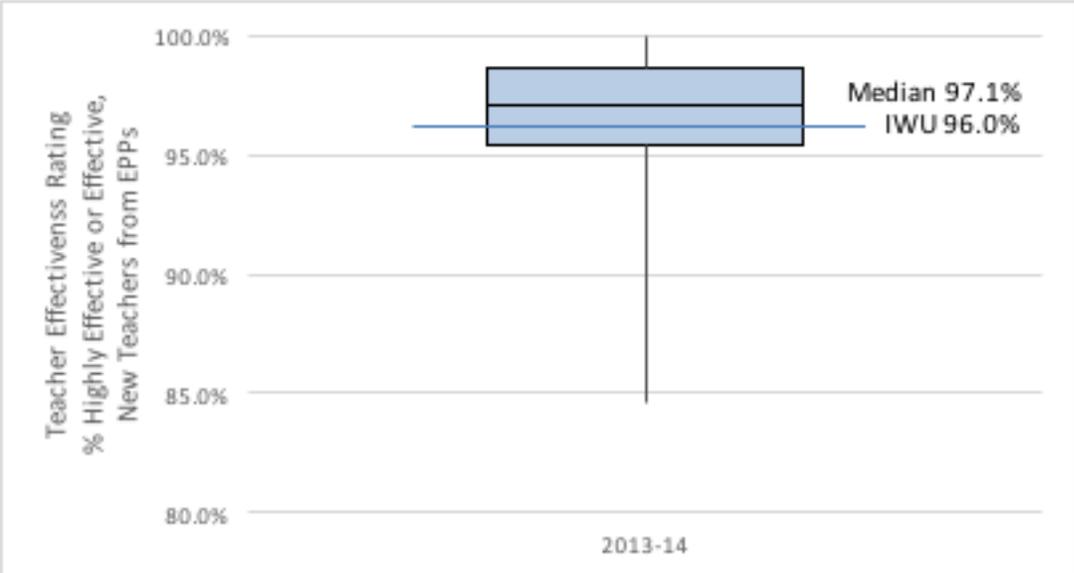
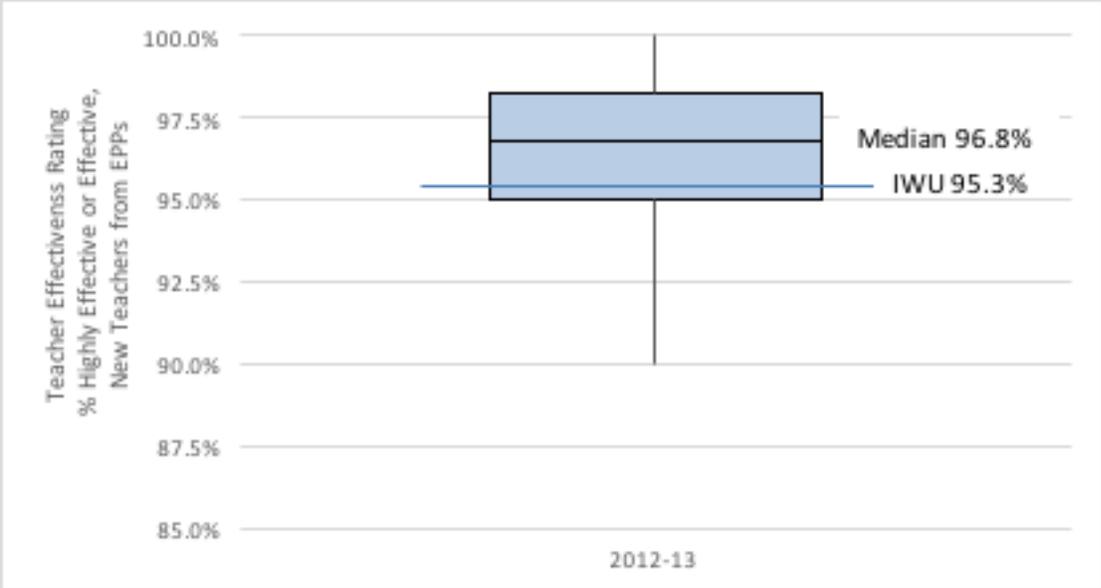
In 2013-14, the State used the label “needs improvement” for the third category.

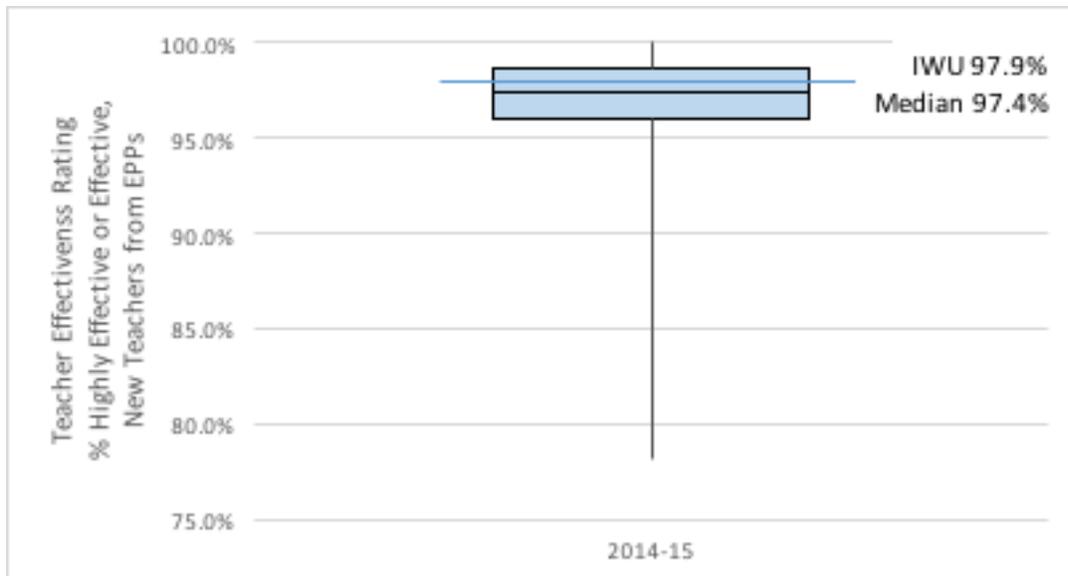
The data for the past three years are as follows:

Table: State Teacher Effectiveness Ratings of Recent IWU Program Graduates

Rating	2012-13 (N=150)	2013-14 (N=200)	2014-15 (N=317)
Highly Effective	19.3%	27.0%	29.5%
Effective	76.0%	69.0%	68.3%
Improvement Necessary Needs Improvement	3.3%	3.5%	1.8%
Ineffective	1.3%	0.5%	0.4%
IWU: Effective + Highly Effective	95.3%	96.0%	97.9%
State: Effective + Highly Effective	96.3%	96.7%	96.9%

The following box plots show IWU’s standing in relation to other EPPs within Indiana. One can see that the “boxes” are limited in size across the full range of data, thus there are many institutions “bunched up” in the middle. As long as the data looks like this, we feel that we can be in either of the middle percentiles and still be comparable to other EPPs; the faculty does not want our ratings to be in that lower percentile. Based on this data, the goal for IWU’s teacher effectiveness ratings is met.





RISE and SLO

An estimated 65-80% of schools use the [RISE](#) system or a related one for rating teacher effectiveness. A teacher must score at least a 2.5/4.0 to be rated effective, and a 3.5/4.0 to be highly effective. In particular, one component of RISE is called the Student Learning Objective Measure. The SLO is determined by the teacher, as she/he sets a learning objective for each student in a given subject for the end of the class (term or year). Teachers of 4th-8th grade math or ELA are given a growth model to follow from which they can derive SLOs, but that model must be understood; teachers of other grades and subjects must develop SLOs on their own (this is subject to change by legislative action; there is currently a bill proposed to allow teachers to always define their own). The SLO rating is based on how often the students met the objective, thus it is a direct measure of student learning. As a side note, students often know their objectives. The SLO makes up anywhere from 10-20% of the effectiveness rating (depending on the classes taught by the teacher).

Limitations of the Value-Added Data:

- 1. The information in the report is for those individuals receiving their licenses with effective years of, 2011, 2012, 2013, and 2014.*
- 2. The value-added data in this report are those reported by Ohio's Education Value-Added Assessment System (EVAAS) based on reading and mathematics achievement tests in grades 4-8.*
- 3. For Educator Preparation Providers with fewer than 10 linked teachers or principals with value-added data, only the number (N) is reported.*

Unfortunately, the data only covers grades 4-8, and thus bypasses the range for our early childhood program.

Another measure in this report is the "Ohio Teacher Evaluation System (OTES) Results for Ohio Teachers Prepared by an Ohio Educator Preparation Provider at Indiana Wesleyan University." The limitations for this report are similar to those listed above, but the range is not restricted to a grade band. The data are reported for an initial licensure year starting with 2011, and include the number rated "accomplished," "skilled," "developing," and "ineffective." The first two categories are taken to be target performance. Since these teacher ratings include VAM, they may be used as an indicator of contribution to growth by our future early childhood completers.

EVAAS

Regarding VAM, the unit will need to spend time better understanding how the [EVAAS](#) works in Ohio. In early childhood classrooms in Ohio, norm-referenced tests supplied by vendors but compatible with EVAAS are used. In these cases, schools have one option of taking 35% of a teacher's evaluation from growth measured from these tests, and another 15% from the teacher's selection of a Student Learning Objective (SLO) measure for all students or sets of them; a second option is a "50/0" split of the same sources. The Educator Preparation Provider Report suggests that the value-added classifications for the teachers include "most effective," "above average," "average," "approaching average," and "least effective." A statewide summary of all VAM classification ratings from 2014-15 show a multimodal distribution bounded by a Bell-shape.

Early childhood preparation programs are not presently able to get this measure directly from the State because it is only provided for grades 4-8 whose content focus is math or language arts. Until that data is available, the unit has a plan to obtain this data for a sample of 10 Ohio completers who finish student teaching within a given K-12 academic year and are representative of our program. We will follow a plan similar to what was described earlier for Indiana, except that the partner schools will employ early childhood teachers (no middle or high schools). The early literacy grade used in Ohio could work for this purpose.