



Questions* (with answers) Addressed During Jan. 25, 2011 Student Growth Pilot Project Informational Webinars

Part 2: Accountability, MOSIS/Core Data/Sunshine Law, and Educator Evaluation

Accountability

Q1: Will the APR data be a "public" release, or will it only be released to the district?

A1: All data will be released only to the district. If the district requests to use these data in the APR, it would then be included in the public release.

Q2: Do you see your data before you choose whether or not it affects your APR?

A2: Yes.

Q3: Will districts be able to make AYP using the current growth model in 2011 if they do not participate in the project?

A3: Yes.

Q4: Growth data applied to APR if requested – does the district make this request prior to results?

A4: No. The district will have the opportunity to review the data prior to requesting its use for APR.

Q5: Is it possible to manipulate our data so we can look at AYP subgroups?

A5: We will disaggregate pilot growth data to the extent appropriate.

Q6: How long will the current growth calculation method be used for districts' AYP?

A6: At least until the Elementary and Secondary Education Act is reauthorized.

Q7: What are the thoughts to how the growth data will incorporate a school's AYP after 2012?

A7: We do not yet know.

Q8: How will the assessment data be weighted versus the other factors in accountability decisions?

A8: This has not yet been determined.

Q9: As a charter school, will our accountability follow our School Improvement Plans?

A9: We expect the pilot growth data to provide valuable information that could be used to inform and support school improvement plans.

Q10: How will this growth data be used in MSIP 5?

A10: Once the MSIP 5 performance standards are approved, a scoring guide will be generated to include specific metrics for each indicator. It is the current expectation that growth data measures will be used in conjunction with status and improvement measures for grade spans 3-5 and 6-8 in Communication Arts and Mathematics.

Q11: Will this project create an overload on Turnaround Schools?

A11. Participation in this pilot should not create undue pressure on Turnaround Schools, as the use of individual student growth data is an expectation of this grant. It is the intent that participation in this pilot will assist in that capacity.

Q12: All SIG schools in the state are required to participate in the pilot. Will the SIG involvement be separate from pilot districts or combined? Will PD be combined or separate?

A12: All involved will participate in the same pilot. MOSIG schools will not be separated from this process.

Q13: May the MOSIG schools write the pilot into their strategies, etc?

A13. Yes.

MOSIS/Core Data/Sunshine Law

Q1: Will the student-teacher linkages and the student-building linkages that were established with the October MOSIS submission be updated to reflect mobility between the time of the October file submission and administration of the MAP test each year?

A1: The MOSIS October "educator/educator school" and "course and student assignment" files will be used for the pilot. Those districts participating in the pilot will be asked to review the October submission for the appropriate classes and students within those classes.

Q2: How will you calculate and track a student's mobility?

A2: The Department data collection system MOSIS captures attendance segments by keeping track of every time a student enters, or leaves the school or district and the amount of hours attended or absent during that time. Other states are defining the "dosage" or amount of time the student spends within a classroom, school and district.

Q3: How much more data entry time will be required of our Core Data personnel or our test coordinator?

A3: The Department anticipates pilot districts reviewing the October cycle to confirm the correct list of students with the appropriate teachers. There would not be any additional data entry time if the district feels the October information is correct.

Q4: How will the district data be uploaded/transmitted to DESE for this project?

A4: The Department already houses the state assessment results and will use data already reported to the Department in the MOSIS October Cycle.

Q5: What data is available to the public? Is this information/data subject to the Sunshine Law at the teacher level?

A5: Yes the information/data will be subject to the Sunshine Law. During the pilot the data being used for the analysis is not identifiable to a teacher. Anonymous identifiers will be used to report the information.

Q6: What is the likelihood that growth data by building and by teacher might be subject to Sunshine Law requests and therefore made public?

A6: Sunshine law requests for building and district data would be within the public domain.

Educator Accountability

Q1: You referenced the relationship this work has to the work on teacher-leader standards and evaluation systems. Are both efforts going to be tied together and are both going to the state board of education in 2011?

A1: The work will definitely be tied together. These two efforts provide an opportunity to advance our learning and mutually inform what we know about evaluation systems. It is more difficult to set an exact timeline as we have yet to complete the data points that align with the standards and the growth pilot is just getting underway.

Q2: What is the estimated timeline on the development of the Teacher/Leader evaluation system and how will data from this project be used in the development of the evaluation instrument?

A2: The data points can serve as possible measures to be gathered by an evaluation instrument. The specific details of an instrument are less important than the common measures it assesses. An important reminder is that these data points are examples of potential measures, not necessarily a set list. The timeline is based on an effort to keep this work moving forward, but it is hard to determine exactly when our Steering Committee will complete its work.

Q3: Are you going to track teacher-educator programs?

A3: The professional continuum includes standards at the pre-service level. This is by design so that it clarifies the role of the preparation programs in providing candidates that are ready for teacher and leadership positions. Data points will accompany these standards as well.