STUDENT GROWTH PILOT PROJECT

Information for Project Participants

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Missouri Department of Elementary and Secondary Education

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Meeting Agenda

1) Pilot Project Context
Background Information
Introduction to Growth Measures
2) Pilot Project Overview

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As a result of participating in this meeting, you will be able to:

1) List the major purposes for reporting measures of individual student growth on the MAP.
2) Describe the basic characteristics of the two types of MAP growth data that will be reported in this pilot project: Value-Added Measures and Student Growth Percentiles.
3) Explain the structure of this pilot project, including context, objectives, time line, opportunities, expectations, and communication processes.
4) Identify your next steps as well as resources available to support you.

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Context of Pilot Project

Definition of Student Growth
Purposes for Measuring Growth
Approaches to Measuring Growth
* Value-Added Measures
* Student Growth Percentiles

See project's "Frequently Asked Questions" document for more information.

Definition of "Student Growth"

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"Student growth" is the change in achievement (as measured by state assessments) for an individual student between two or more points in time.* [US Dept. of Education, as reported in Federal Register, Vol. 74, No. 221, p. 59693]

* Other assessments may be used to measure growth, as long as they are "rigorous" and "comparable across classrooms."

Types of MAP Scores

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SUBJECT:
Scale Score, TN National Percentile Rank, Achievement Level, Lexile (Reading Only)

CONTENT/PROCESS STANDARD:
Percent Points Earned

ITEM:
Percent Answering Correctly (SR) and Mean Score (CR & PE)

MAP Scale Scores for Individual Students Will be Used to Calculate Growth Estimates

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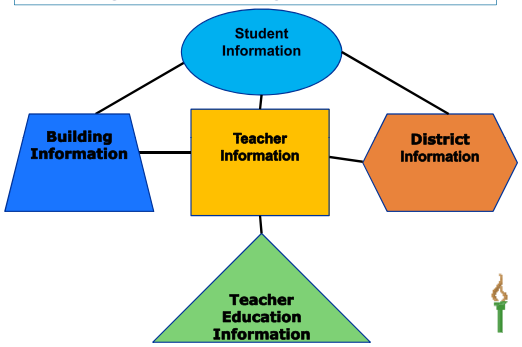
	2006	2007	2008	2009	2010
3	a	x	y	z	m
4	b	a	x	y	z
5	c	b	a	x	y
6	d	c	b	a	x
7	e	d	c	b	a
8	f	e	d	c	b

MAP Communication Arts Scale Score Range (Grades 3-8): 455-875
MAP Mathematics Scale Score Range (Grades 3-8): 450-885

8 Summary of State-Level Work to Date

- In spring 2010, DESE conducted a statewide conversation about measuring student growth, which resulted in recommendations for implementation of growth models.
- Growth Model Technical Advisory Committee met first in September 2010 and provides ongoing support.
- DESE continues to consider how growth data will be incorporated into MSIP 5th Cycle and into designs for teacher and leader evaluation systems.
- DESE has initiated the Student Growth Pilot Project, with guidance from a statewide Steering Committee and in partnership with participating districts/charter schools and MU faculty members.

New Data Linkages Make Robust Longitudinal Analyses Possible!



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As we consider approaches to measuring student growth, we must always do so with our purposes in mind!

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What questions do we need to answer?

Which approach best fits a question's underlying purpose and ensures utility of results?

Purposes for Calculating & Reporting Student Growth Data: *Student*

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- Inform instruction
- Inform "response-to-intervention" strategies
- Identify strengths and weaknesses
- Inform placement decisions
- Monitor progress toward learning targets
- Monitor progress toward readiness for career/college

Purposes for Calculating & Reporting Student Growth Data: *Teacher*

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- Determine how much an individual student or a group of students has grown in a year
- Provide feedback about practice
- Identify teachers' strengths and weaknesses
- Identify teachers' PD needs so training is targeted and time-efficient
- Inform decisions about teacher placement (optimize matches between teachers & students)
- Inform decisions about teacher effectiveness

Purposes for Calculating & Reporting Student Growth Data: *Classroom*

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- Identify group's strengths and concerns
- Monitor group's trends in performance
- Monitor fidelity of curriculum implementation
- Make comparisons across classrooms
- Determine whether particular interventions impact student motivation and learning

Purposes for Calculating & Reporting Student Growth Data: *Building*

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- Monitor building's growth trends
- Evaluate building's programs/services (and improve or remove those that aren't effective)
- Evaluate curriculum and instruction (use feedback to increase effectiveness)
- Measure effects of systemic changes in building
- Make comparisons across buildings
- Inform decisions about leader effectiveness
- Inform accountability decisions

Purposes for Calculating & Reporting Student Growth Data: *District*

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- Evaluate curriculum and instruction (use feedback to increase effectiveness)
- Evaluate programs/services (e.g., Title I, ELL, RtI)
- Determine if resource investments are resulting in student success (opportunity cost)
- Identify high-growth districts and help other districts replicate their strategies
- Inform decisions about leader effectiveness
- Inform accountability decisions

Purposes for Calculating & Reporting Student Growth Data: *State*

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- Provide more meaningful data (in comparison to status and improvement scores) to support local decision-making
- Inform state-level accountability decisions
- Inform the design of systems for evaluating teachers and leaders
- Inform the process of evaluating educator-preparation programs

Pilot will help us answer critical questions related to our stated purposes!

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- How should DESE use growth data (as one of several measures) in building and district accountability models (e.g., MSIP)?
- How should DESE use growth data (as one of several measures) in evaluating educator preparation programs?
- How should local districts use growth data (as one of several measures) for evaluating teachers and leaders?
- How should local districts use growth data (as one of several measures) for evaluating programs and services?
- How should teachers use growth data (as one of several measures) in evaluating student learning ?

All high-stakes decisions should be made using multiple sources of information!

Growth data would be one of a number of indicators used to evaluate students, teachers, and leaders and to inform accountability decisions pertaining to programs, buildings, districts, educator-preparation programs, etc.

Accountability Models

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- *Status*: Yields snapshot of group's performance at one point in time
- *Improvement*: Measures change in performance of different groups of students over time
- *Cohort Progress*: Measures change in performance of same cohort of students over time
- *Growth Analyses*: Measure progress of individual students from year to year
  - Gain Scores
    - Missouri's Current Method
  - Cross-Tabulation
    - Value Tables
  - Regression-Based
    - Growth-Curve Analyses
    - Fixed/Mixed Effects Models (Value-Added)
    - Growth Norms (Student Growth Percentiles)

Regression-Based Approaches to Measuring Student Growth

Value-Added Models	Student Growth Percentiles
Results of longitudinal data analysis are used to make causal attributions about responsibility for outcomes.	Results of longitudinal data analysis are used to provide descriptive data that can be used for multiple purposes.
Start with focus on who/what is accountable for growth	Start with focus on description of growth
Group data	Individual and group data

21 Overview of Pilot Project

- Participants
- Objectives
- Time Line
- Opportunities to Refine Practices & Inform Policies
- Expectations

For additional information, see "Frequently Asked Questions" on project website.

Participants

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- 159 districts and charter schools are currently participating in the pilot project.

A Steering Committee, comprised of representatives from education stakeholder groups (e.g., Mo-AFT, MNEA, MSTA, MAESP, MASSP, MASA, MoPTA, MSBA), provides oversight and guidance for the project.

Objectives

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- Field test processes & evaluate data
- Determine best ways to support educators as they interpret & use data
- Investigate impact of growth data on attitudes & practices
- Promote a strong focus on school improvement

Time Line

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- *Winter-Spring 2011*
  - Orientation Meetings (March-Early April)
  - PD Webinars (April 18, 20, 27, 29, & May 6)
  - Student, Building & District Data Released (Mid-May)
  - Interpretation & Use Work Session (Early June)
- *Fall-Winter 2011*
  - APR w/ Growth Data Released (August/September)
  - PD Webinars (August/September thru November)

Time Line (con't.)

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- *Spring 2012*
  - PD Webinars OR Regional Meetings (March-April)
  - Student, Building & District Data Released (Late April or Early May)
  - Teacher/Classroom Data Released (Mid-May)
  - Interpretation & Use Work Session (Early June)
- *Summer 2012*
  - Documentation Finalized
  - Scale-Up Processes Finalized

NOTE: Collection of feedback for DESE and project partners will be ongoing throughout duration.

Focus Areas for Project Participants

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- *Growth of Individual Students*
  - Spring 2011 and Spring 2012
- *Aggregate Growth Estimates for Buildings and Districts*
  - Spring 2011and Spring 2012
- *Growth Data as part of MSIP APRs*
  - Fall 2011
- *Aggregate Growth Estimates for Grade Levels, Classrooms, and Teachers*
  - Spring 2012

Data Reporting Schedule

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	VAM	SGP	Year
Student	Not Reported	Range = 1 to 99 State Mdn = 50	Spring 2011 (thru MAP 2010) Spring 2012 (thru MAP 2011)
Teacher	Range = -3 to +3 Ref Group Mean = 0	Range = 1 to 99 State Mdn = 50	Spring 2012 (thru MAP 2011)
Building	Range = -3 to +3 Ref Group Mean = 0	Range = 1 to 99 State Mdn = 50	Spring 2011 (thru MAP 2010) Spring 2012 (thru MAP 2011)
District	Range = -3 to +3 Ref Group Mean = 0	Range = 1 to 99 State Mdn = 50	Spring & Fall 2011 (thru MAP 2010) Spring 2012 (thru MAP 2011)

Opportunities to Refine Practices

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- Spring 2011 face-to-face regional orientation meetings to "kick-off" project
- Ongoing webinars focusing on data interpretation and use to prepare for:
  - Student, Building, District data releases: Spring 2011 and Spring 2012
  - APR release: Fall 2011
  - Teacher/Classroom data release: Spring 2012
- Summer 2011 and Summer 2012 meetings devoted to working with your own data

Opportunities to Inform Policies

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- Throughout the life of the project, participants will have opportunities to provide feedback about the utility of data, the effectiveness of supporting documentation (e.g., interpretive guides), the effectiveness of professional development, etc.
- DESE will also ask participants to weigh in on various policies pertaining to use the growth data.

Expectations

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- *District/Charter School*
  - Pilot two approaches to measuring growth
  - Participate in PD experiences
  - Evaluate interpretive tools & provide feedback
  - Verify data linkages
  - Collaborate with DESE & partners to ensure success
- *DESE & Steering Committee*
  - Commit to no use of data in high-stakes manner
  - Apply data to Fall 2011 APR if requested
  - Collaborate with districts & partners to ensure success

31 Communication

We are creating a secure SharePoint Workspace, where we will post resource articles, schedules, and other project documents. We will also be able to email one another using this site.

32 Next Steps

1) Finalize "traveling" team roster
2) Update your colleagues ("on-site" team)
3) Prepare for and participate in PD webinars
4) Watch for information about June Growth Data Work Session




33 What questions do you have?

34 For more information:

www.dese.mo.gov/MOSIS/MCDS_pilot-student-growth.html

35 If you have questions as the project moves forward . . .

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36 Are you able to . . .

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