



Questions Submitted by Participants

Student Growth Pilot Project Webinar 3: Value-Added Measures, Part 1 – presented by Douglas Harris

NOTE: Webinar participants submitted the following questions immediately following Dr. Harris' presentation. Dr. Harris' answers are included on the webinar recording, although Dr. Schattgen provided written responses to a few of the questions.

Monett: I appreciate that he stated that only looking at end of year test data isn't sufficient.

Parkway: Is it reasonable to expect that a high-performing group would show as much growth as a low-performing group?

Scott City: What determines a district's and/or teacher's starting point on the VA model?

Stein, Nell Holcomb: We are a K-8 district with 2 classes per grade level. I'm wondering how we will be "compared" and to whom - not many other buckets like us.

Blair, Newburg: We are a K-12 with similar numbers.

Stein, Nell Holcomb: I'm also wondering how you account for a revolving door population of students transferring into districts.

Kirkwood: Is it correct that we will receive 09-10 data in the spring, 2011 and 10-11 data in the fall, 2011?

Monett: How far back will that information go, Sharon?

Sharon, MU: We will release MAP building and district VA measures and building-level, district-level, and student-level SGPs in late spring/early summer 2011. The growth data released in spring 2011 will be based on MAP scores up through the 2010 administration. The growth data released in spring 2012 will be based on MAP scores up through the 2011 administration. We intend for the growth data released within the APR in late summer 2011 (for districts participating in the pilot) to be based on MAP scores up through the 2011 administration, but the time line for these calculations is very tight, so I can't promise that this will be the case.

Palmyra R-1: Is your (Dr. Harris') book available and where?

Doug Harris: The book's publisher is Harvard Education Press.

Mathes, Crocker: How do you use MAP data to get Value Added Measures, when the percentiles are different for Advanced, Proficient, etc. each year? For example, some years the 99th percentile was proficient not advanced.

Jamtgaard, OSEDA: By explicitly controlling for race/income, doesn't the Missouri VAM model effectively trade away expectations for our disadvantaged students in attempting to be fairer to teachers?

Carl Junction: How does VAM account for students moving in from different states?

Columbia: Should schools and districts look to standardize the distribution criteria in placing students in classrooms to minimize errors (in measuring teacher effectiveness)?

Webster Groves: It appears that all of the measures we're discussing are based on percentiles, which are based on comparative student performance (i.e., my level is dependent on the performance of others). How will this not promote competitive teaching (i.e., teachers not collaborating for the learning of all students)?

Webster Groves: Will the data just be reported as an overall score, or will we receive growth data related to strands, etc.?

Sharon, MU: MAP growth data will be reported at the subject level (Comm Arts & Math). There are too few items at the strand level to allow us to calculate these types of estimates.

Webster Groves: We still have some concerns regarding both our questions, which I hope we'll have the opportunity to discuss as a pilot group.

Center: Are we confident that the MAP test is a valid measure that can be used to assess growth?

Logan-Rogersville: How stable are the VA estimates from year to year?

Mark, MU: For Logan-Rogersville -- we have compared our VAMs estimates for a sample district over time and they are correlated between .92 (08 estimates with 10 estimates) to .95+ (when comparing estimates for consecutive years)

Mark, MU: Those are our estimates for school contributions.

Mark, MU: These are school value added estimates calculated across ALL schools. We correlated the school estimates from different years for the schools within a selected district

Sharon, MU: Several of you have asked whether we have set dates for the summer work sessions. Scheduling the planned summer work sessions is turning out to be very, very challenging. I fear that we may not be able to implement the work sessions in the way I had hoped, but I will know more by the end of next week. I do realize that all of you need to make plans, and I assure you that I will get info to soon. I am so sorry! Thanks for your patience.