

## Questions Submitted by Participants

### Student Growth Pilot Project Webinar 4: Value-Added Measures, Part 2 – 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.*

Ken: VA seems to be focusing on teachers, while not taking into account each group of students. In the example, what is Ms. Stuart being compared against to deem she has high value-added?

Logan-Rogersville: Rule of thumb regarding the number of students per teacher team?

Parkway: In reference to the study regarding subjective principal observation compared to VAM, what was actual correlation (the coefficient)?

Pete: Regarding the "quality" of the measure, if the state assessments used for the Growth Model concept was created to assess specific grade level expectations for each grade (sixth grade math grade level expectations) and the sixth grade teacher for example had a classroom which contained many students well below grade level, and both the teacher and students worked hard to increase their skills but as you depicted in your slide of two classrooms, the one which started with lower skills, did not attain grade level proficiency, how then can that assessment measure student growth if it is designed to only measure skills at one specific grade level? In other words, those low achieving students may have increased their skills from the third or fourth grade to the fifth grade level, won't they still "fail" on a sixth grade level assessment?

Noel: Won't this require a change in the test?

Nelson, St. Joseph: Is there a study we could access to read more about the VA work in Dallas?  
Sharon. MU: I will post literature about the Dallas work on the project website. As soon as our "work space" is up and running, I will be able to distribute readings using it. :)

Center: Is teacher value-added based on the specific school average or compared with like teachers across the state?

Center: In a small district with small class sizes will the shrinkage issue mean that everyone is average? Does that negate the value for small samples?

Dallas County R-I: Can you tell us what state you would consider a "model" in the area of using value-added evaluation in education and give us some practical examples of how value added is used in that state?

Logan-Rogersville: Does the error associated with teacher level VA estimates differ based on grade level? In other words, if I have more information about an 8th grade student (versus a 4th student) in terms of "academic history" will the interpretation of the estimate be more reliable?

Ken: If you use VA to compare two teachers with two different groups of students, what is the justification for dismissing all of the different variables? You mentioned using a stated norm, i.e. 10% growth - will that be a Missouri norm or a national norm?

Stein, Nell Holcomb: Who will decide which variables will be including in each school's/district's VAMs? Will it vary from district to district?