

Thursday, February 3, 2011

Teacher Measure: Value-Added

News from Andy Baxter

- Implementation of the Value-Added measure is an ongoing process. As pieces are tested and new reports are generated, Andy will share those with the group.
- There are three (3) external consultants currently reviewing and critiquing the current processes. Andy will report findings as they are provided. Hopefully information will be shared during the working of the Value-Added design team.
- Inquiries about the
- Andy will also report from school visits as they are completed. As staff members raise questions, they will be brought to the team.

Questions from the Group

- Is it possible for the group to view a simulation or the program used for determining value-added data? Can we input different variables and manipulate the data to see possible outcomes?
- How does Washington, DC group their staff members? (Guidebooks for DC Public Schools can be found at [http://www.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/IMPACT+\(Performance+Assessment\)/IMPACT+Guidebooks](http://www.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/IMPACT+(Performance+Assessment)/IMPACT+Guidebooks))
- When determining value-added data, can grade level scores factor into individual value-added data? When teachers do not have a grade level, could subgroup data form their group piece?
- How can we make teacher data “sliding and adjustable” to be most indicative of teacher effectiveness?
- Who is ultimately responsible for the performance of a student?
- Should “highly-qualified” status (or the lack of) affect a teacher’s value-added data?
- What teacher responsibility would fall on the EC department when resource teachers are constantly moved and switched? How will each school deal with individual concerns?
- What are other school systems doing?
- Can we implement what we “fix”, then change small pieces when we see what works and what doesn’t? Can we find the weaknesses and utilize focus groups to find solutions and test ideas?

After reviewing the notes from the previous meetings and discussing various aspects of the value-added design, the group split into small groups to discuss identification of focus groups and how to obtain more questions and concerns from staff members at various schools.

Copy of the email sent from the Elementary group to staff members at their represented schools:

Happy Friday Staff!

As many of you may already know, I have been working on a Pay for Performance design team. Over the past four weeks we have been meeting to discuss the current Value-Added formula that CMS is using to measure teacher effectiveness.

We are currently at a place in our process that we would love to have your input! Although current feelings about Pay for Performance are mixed across the district, we want to know how teachers feel, so we can help create the most effective plan possible. Please know that your participation in this survey is completely voluntary. The ideas below are just that ... IDEAS! If you choose to answer any of the questions below, know your name will not be attributed to the responses. Also know that this survey is in no way asking for approval of any of the below ideas. These are just suggestions that have been brought to our team and we would like to know what you think! We are still working and are a LONG way from making any proposals to the Pay for Performance personnel. So, please review the questions below and send me any feedback or responses by 12:00 PM on Thursday, February 10, 2011, so I can share them with my team that evening. Please feel free to see me with any other questions you have! Thank you so much for your input ...

1. The design team is currently discussing an option of using individual, grade-level and school-wide data in determining a teacher's Value-Added "Score". The suggestion was to compile the three scores on a weighted scale where individual scores (scores that come directly from the students in your classroom) would account for 50% of the data, grade level scores (scores compiled for all students in the grade you teach) would account for 25% and school-wide scores (scores compiled for all students in our school K-5) would be the final 25%. What do you think about the suggestion? How would you feel about the composite score validly being able to measure your effectiveness as a teacher?

2. In the current Value-Added formula, several measurable variables are considered when reviewing student test scores because they are "out of teacher control". Current predictors include: gender, age, English proficiency, EC category, TD certifications, repeating grade, first year in the school, prior test scores, attendance, behavioral considerations, McKinney-Vento status, student mobility, grade, and year. There are also several issues being considered for inclusion in the revisions: amount of time in class/with teacher, grade-switching, working conditions (ex. floating), SIFe, adding more pretests, imputation of missing values, parent responses to instruction (ex. tutors). Are there any other considerations you can suggest to the team? What other factors can positively or negatively affect a child's education?

3. We are fortunate enough to have a group of special area teachers that work very closely with our grade levels to integrate our content area into your weekly classes. How do you think your Value-Added should be compiled? In current TIF-LEAP programs, Special areas are

responsible for helping general education teachers meet specific NCSCOS objectives on the end of grade assessments. How do you feel you contribute to those scores? What activities do you do to integrate your curriculum?

4. Exceptional Children and ESL: AS you work with such a diverse group of students, how do you feel your 50% individual scores should be compiled? How do you feel your 25% grade-level scores should be compiled? Should the school subgroups be used to determine grade-level or should inclusion class scores be used to create the grade-level scores?

Thank you so much for your input! I truly appreciate you taking the time to read through this (I know, a bit long). I hope to have some great ideas and suggestions to take back to our group for discussion on Thursday. Remember, this is in NO WAY asking for your approval or disapproval of any Pay for Performance program. We simply want your input on suggestions brought to the Value-Added team. In addition, your name will not be attributed to your responses! All answers will be kept anonymous.

Thanks again!

Next Meeting: Thursday, February 10, 2011

- Groups will meet to discuss the various responses.