Florida's Race to the Top

Student Growth Implementation Committee (SGIC)

Webinar

May 25, 2011

Meeting agenda

Wednesday, May 25, 2011

- 4:30 pm – Welcome and Introductions
- 4:45 pm – Presentation and discussion of school effects impact analysis
- 6:15 pm – Finalize recommendation to Commissioner
- 6:30 pm - Adjourn

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Meeting goal

Confirm final value added model recommendation for the Commissioner, and review the impact of including school effects at 50 percent, with teacher effects, to compute the teacher value added score.

Topics to be covered

1. Including 50% of the "school component" (aka "school effect") in the teacher scores
    1. What are the impacts for individual teachers?
    2. How is the "school component" related to the school grade?
    3. Committee decision to affirm 50% or make another final determination
2. Make final recommendation of a model to the Commissioner
3. Discussion of negative growth expectations

School component and unique teacher component of value added

School Component (i.e., the "school effect")

- The typical amount that students at a school learn above expectation. This may be due to the typical effect of teachers at the school or to independent school factors.

Unique Teacher Component (i.e., the "teacher effect")

- The amount of learning for the teacher's students that is above and beyond that which is typical for similar students in the state.

Teacher's Value-Added Score

- The amount of learning above and beyond that which is typical that is attributed to the teacher and is a combination of the unique teacher component and the school component (in an amount determined by the committee).

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What is the teacher's value-added score?

Committee recommendation under consideration

- Use Model 3c, which includes multiple covariates, two years of prior data and simultaneously estimates the school component and the unique teacher component

- Define the teacher's value-added score as

Teacher's Value-Added Score =

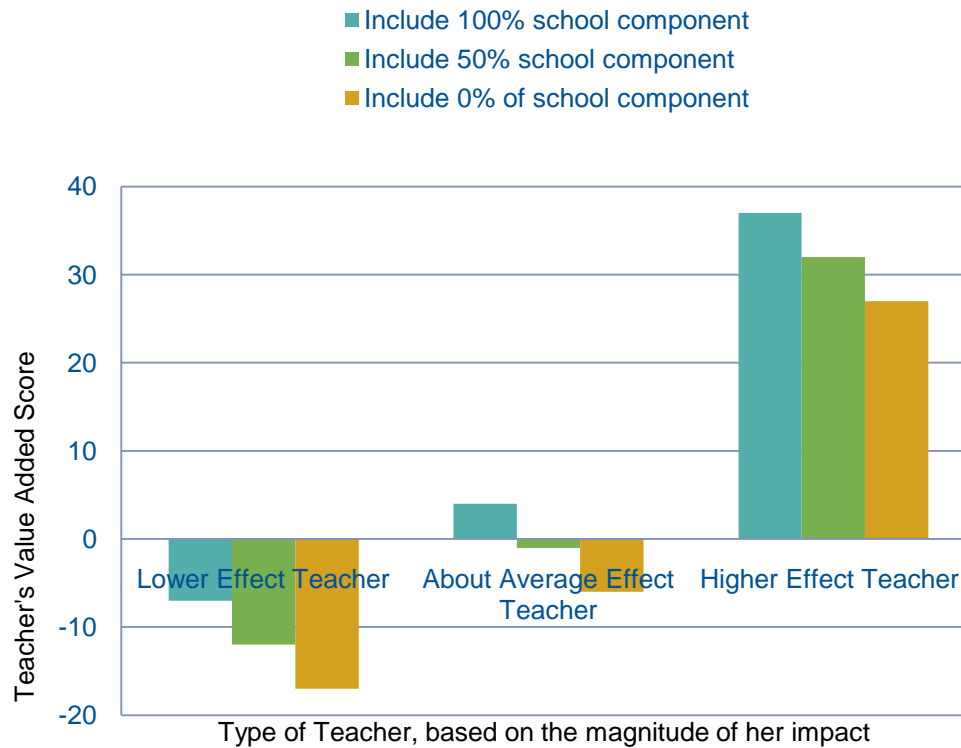*Unique Teacher Component + 50% School Component*

Topic **1**

School component impact on individual teacher value added scores

Demonstrate the impact of adding the school component to the unique teacher component to get the individual teacher's value-added score

- Select three schools one with a high effect, average effect, and low effect
- Select three teachers within those schools, one with a high effect, average effect, and low effect
- Show individual value added scores with:
  - 0% of the school component added to the unique teacher effect
  - 50% of the school component added to the unique teacher effect
  - 100% of the school component added to the unique teacher effect

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Results for individual teachers

High Value Added School

- ■ Include 100% school component
- ■ Include 50% school component
- ■ Include 0% of school component

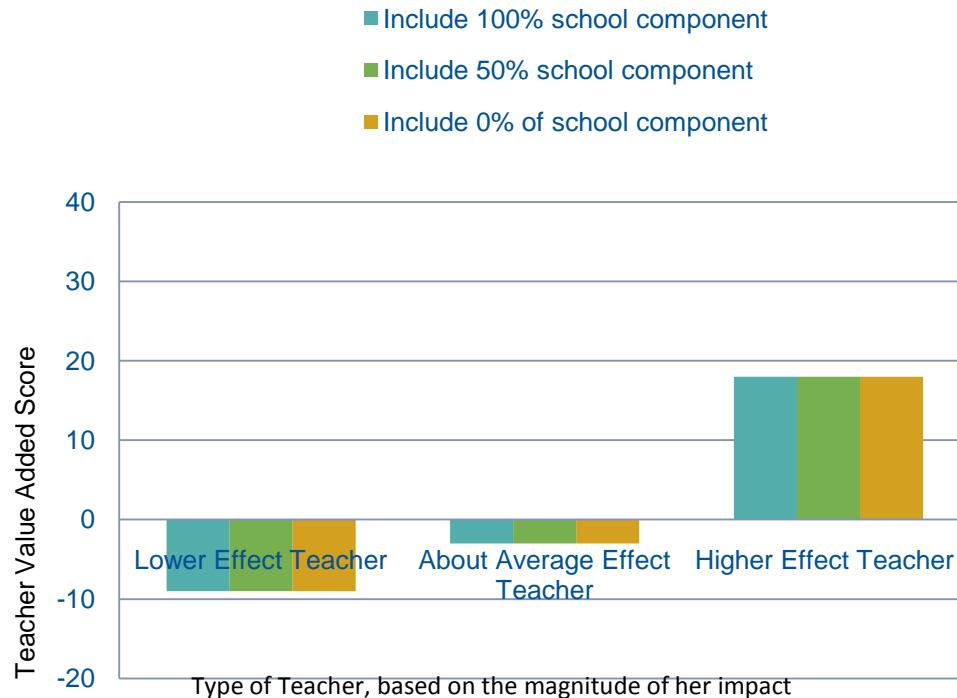**In a high value added school, adding the school component back to the unique teacher component increases all teachers' value added scores.**

Results for individual teachers

Average Value Added School

- Include 100% school component
- Include 50% school component
- Include 0% of school component

Teacher Value Added Score

Lower Effect Teacher   About Average Effect Teacher   Higher Effect Teacher
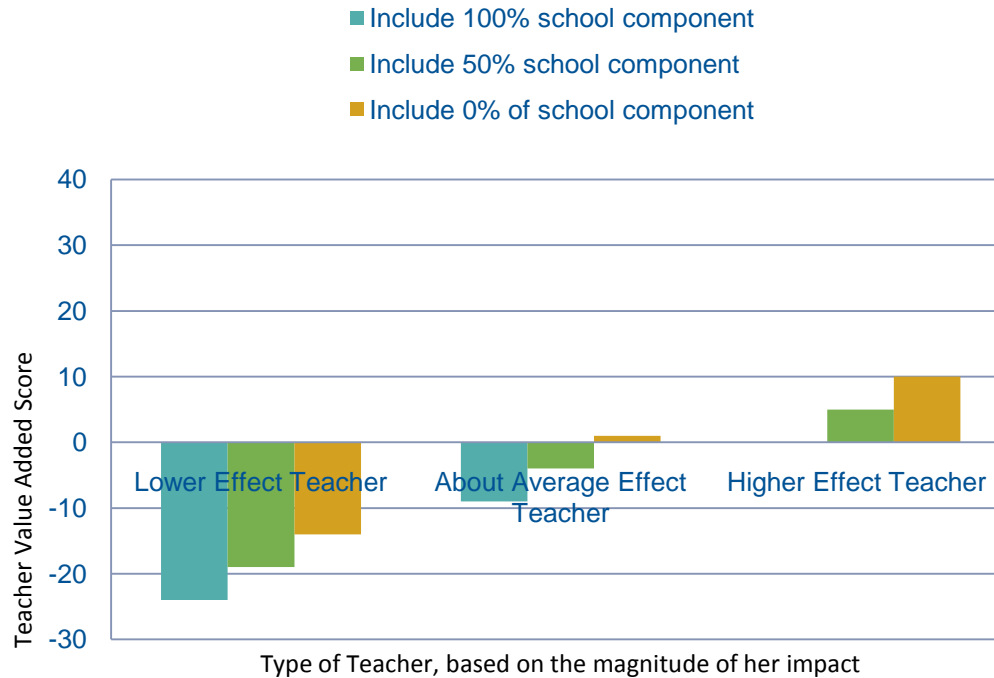
Type of Teacher, based on the magnitude of her impact

In an average value added school, adding the school component back to the unique teacher component does not change the teachers' value added scores.

Results for individual teachers

Low Value Added School

- Include 100% school component
- Include 50% school component
- Include 0% of school component

Teacher Value Added Score

40
30
20
10
0
-10
-20
-30

Lower Effect Teacher   About Average Effect Teacher   Higher Effect Teacher

Type of Teacher, based on the magnitude of her impact

In a low value added school, adding the school component back to the unique teacher component decreases all teachers' value added scores.

Results for individual teachers

	School component	Teacher	Include 100% school component	Include 50% school component	Include 0% of school component
Low Growth School	-10	Lower Effect Teacher	-24	-19	-14
	-10	Average Effect Teacher	-9	-4	1
	-10	Higher Effect Teacher	0	5	10
Average Growth School	0	Lower Effect Teacher	-9	-9	-9
	0	Average Effect Teacher	-3	-3	-3
	0	Higher Effect Teacher	18	18	18
High Growth School	10	Lower Effect Teacher	-7	-12	-17
	10	Average Effect Teacher	4	-1	-6
	10	Higher Effect Teacher	37	32	27

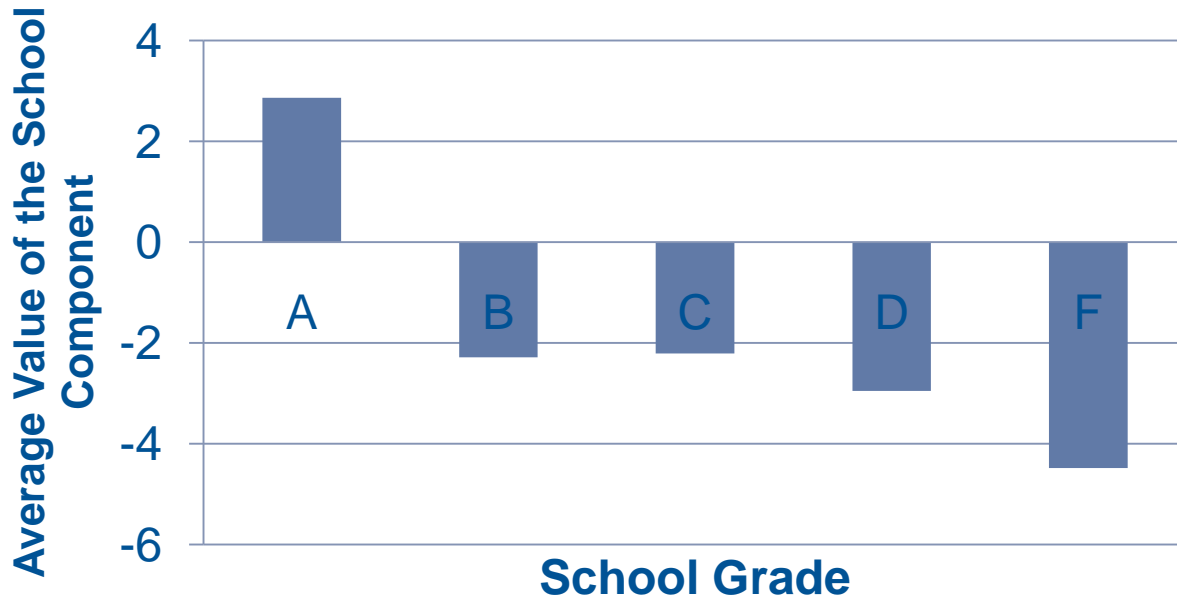**How is the unique school component related to the school grade?**

- Look at one example
  - Grade 7 Math
- Look at average school component for schools earning each school grade, A, B, C, D, and F, in 2010

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Comparison of school component and school grade

"A" schools show more value added, while "F" schools show the least. Most schools earn an "A" in the school grading system.

Relationship Between School Grades and School Component

Decision point

- Should the effect of the school component be added to the unique teacher component in the calculation of a teacher's value-added score?

- If yes – by how much?

  - 100%

  - 50% (SGIC's most recent decision)

  - A different percentage?

  - 0%

Negative growth expectations

Two lenses on this topic

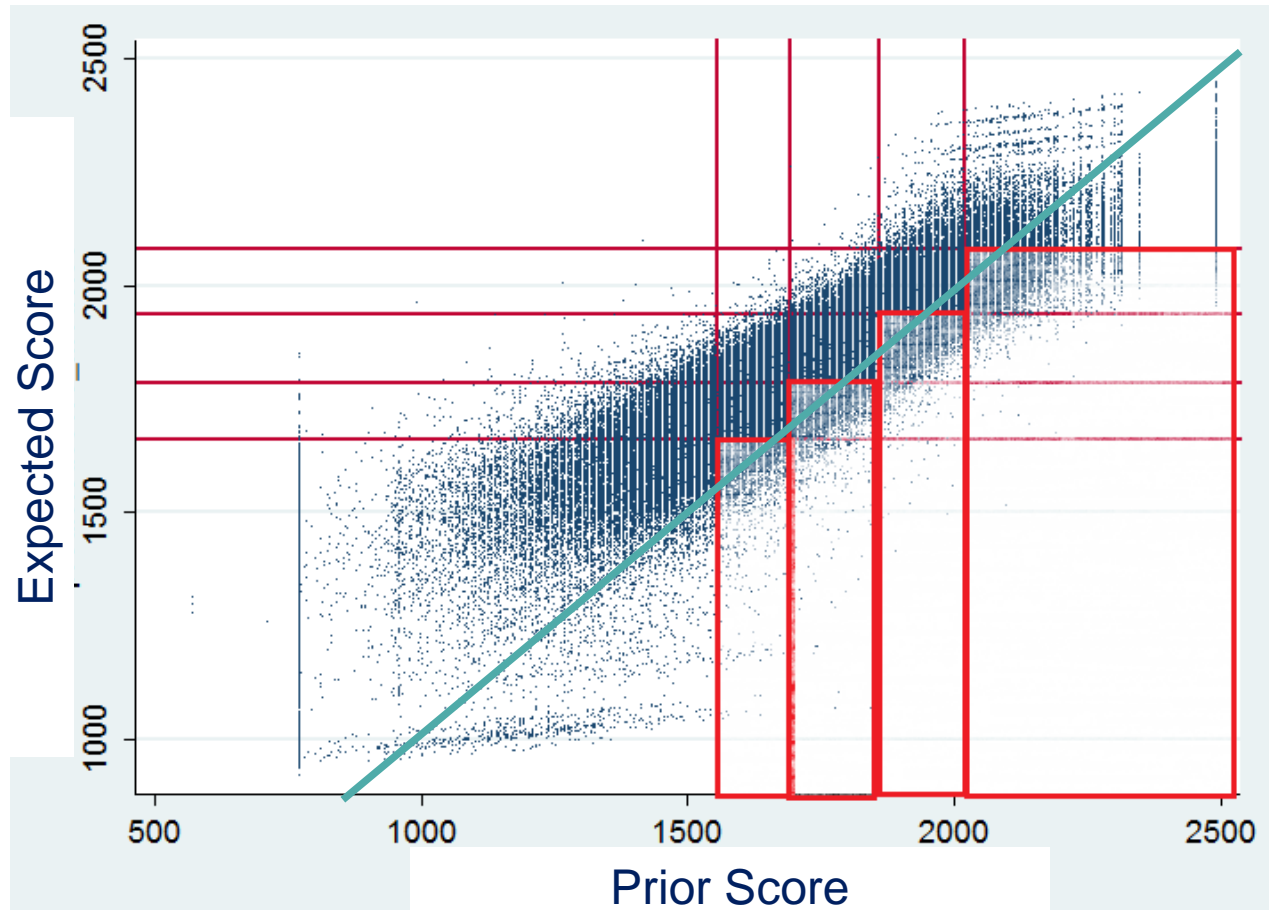The expected numbers on the Developmental Scale Score sometimes go down.

- Potentially methodological artifact
- Potentially lower typical learning
- ...or both

The expectation for some students does result in the student maintaining their proficiency level

Negative growth expectations occur for about 20 percent of students

Just under 20% of students show negative growth, and this often corresponds to an expected failure to maintain at least the same proficiency level

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Consider negative growth expectations

The expectation describes typical growth historically observed among similar students

Policy is not constrained to limit expectations to those typically observed in the past

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Conclude

Recommendations to Commissioner

A core three-level covariate model that includes

- Teacher effect

- Half of the school component

- Control for two years prior achievement

- Variables
  - Students with Disability status (SWD)
  - English Language Learner status (ELL)
  - Gifted status
  - Attendance
  - Class size
  - Homogeneity of class composition
  - Mobility
  - Difference from modal age

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Recommendations to Commissioner

■ ■ ■

Conclude

Overview of SGIC Meetings

Meeting	Date	Topics
Webinar	March 24, 2011	Introductions, project and process overview
In Person Orlando	April 4-5, 2011	Overview of value-added models; eight different types to analyze; discussion of business rules; selection of factors; direction from committee on which models to review
Webinar	April 14, 2011	Variables selection
In Person Orlando	May 19-20, 2011	Present and discuss results of analysis of the eight different models and form preliminary recommendations on final model
Webinar	**May 25, 2011, 4:30–6:30 pm**	**Reach consensus on recommendation for the final model to present to the Commissioner on June 1**
Webinar?	Mid-June	Review, discuss, recommend course inclusion for statewide FCAT value added models

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Conclude

Questions and Next Steps

Information about the activities, membership, meeting schedule and materials, and recording of conference calls and webinar of the SGIC are posted at: www.fldoe.org/arra/racetothetop.asp.

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