

Teacher/Student Data Link and Student Assessment Data

Presentation to MPAAA
September 13 and 19, 2011
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Overview of Today's Presentation

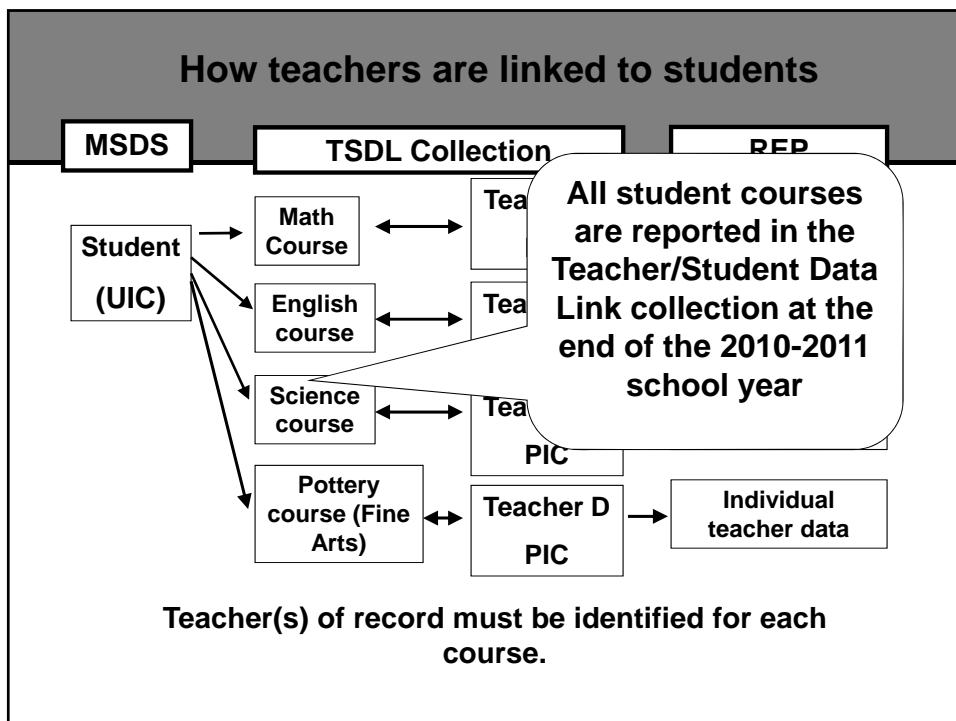
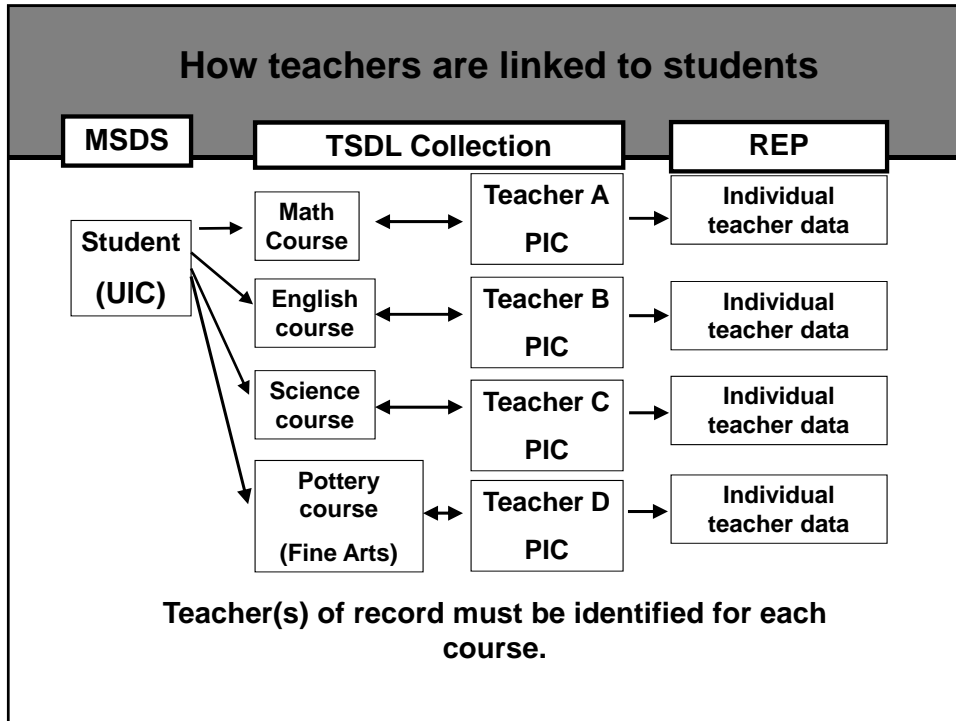
- Teacher/Student Data Link: Logistics and Timing
- Which student data will be provided to districts?
- Student reporting for accountability: MSDS "Best Practices"

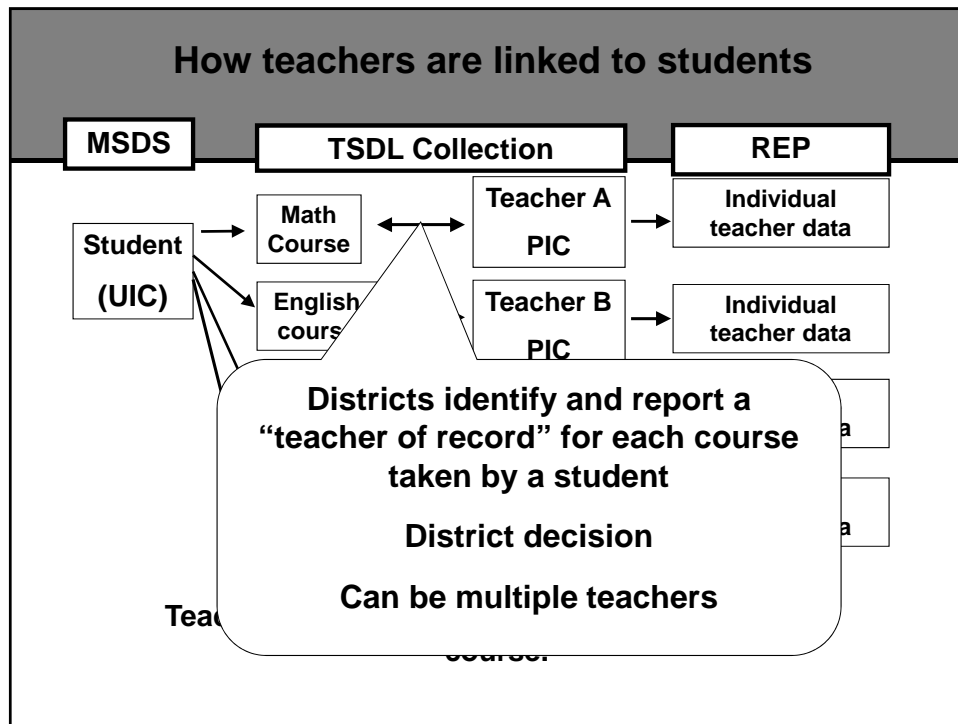
Teacher/Student Data Link

- New data initiative to link each student to the courses he/she took and to the teachers who taught those courses
- Required under State Fiscal Stabilization Fund as a deliverable.
- Inaugural collection is closing shortly

How does the Teacher/Student Data Link Work?

- Teachers are linked to ***courses***
- Students are linked to ***courses***
- For each course taught, a teacher has a list of students who were reported as taking that course.





Linking assessment data to students

- Once teachers are linked to students, MDE will provide:
 - Measures of **performance level change** on state assessments in reading and mathematics for each teacher where available (regardless of subject taught)
 - Measures of **student proficiency** in writing, science and social studies, and reading and mathematics for each teacher where available (regardless of subject taught)

How assessment data will be provided

MDE will provide for each teacher(where available):

- Performance level change in reading
- Performance level change in math
- Student proficiency level--math
- Student proficiency level-- reading
- Student proficiency level-- writing
- Student proficiency level-- science
- Student proficiency level-- social studies

Performance Level Change (“growth”)

Grade X MEAP Achievement		Grade X + 1 MEAP Achievement											
		Not Proficient			Partially Proficient			Proficient			Advanced		
		Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Not Proficient	Low	M	I	I	SI	SI	SI	SI	SI	SI	SI	SI	SI
	Mid	D	M	I	I	SI	SI	SI	SI	SI	SI	SI	SI
	High	D	D	M	I	I	SI	SI	SI	SI	SI	SI	SI
Partially Proficient	Low	SD	D	D	M	I	I	SI	SI	SI	SI	SI	SI
	Mid	SD	SD	D	D	M	I	I	SI	SI	SI	SI	SI
	High	SD	SD	SD	D	D	M	I	I	SI	SI	SI	SI
Proficient	Low	SD	SD	SD	SD	D	D	M	I	I	SI	SI	SI
	Mid	SD	SD	SD	SD	SD	D	D	M	I	I	SI	SI
	High	SD	SD	SD	SD	SD	SD	D	D	M	I	I	SI
Advanced	Low	SD	SD	SD	SD	SD	SD	SD	D	D	M	I	I
	Mid	SD	SD	SD	SD	SD	SD	SD	SD	D	D	M	I
	High	SD	SD	SD	SD	SD	SD	SD	SD	SD	D	D	M

SD = Significant Decline M = Maintaining I = Improvement
 D = Decline SI = Significant Improvement

State-provided measures

- “Puzzle pieces” approach
- Districts choose which “pieces” make sense in their local context
- Generated for each educator, regardless of subject taught or type of position.

Draft Data Provided to District for Use in Evaluations

Student Roster for Each Teacher

Teacher: Sally Smith							
Student Name	Student Proficiency Level					Student Growth	
	Math	Reading	Writing	Science	Social Studies	Math PLC	Reading PLC
Johnny Jones	NP	PP	PP	A	NP	Maintain	Decline
Carol Crawford	P	A	A	P	P	Improve	Sig Improve
Tammy Fay	PP	P	NP	P	PP	Sig Decline	Maintain

Will not generate aggregate report for each teacher because:

- Need to adjust each roster based on rules like student attendance, subject taught match, etc.
- Aggregate data could be taken as “teacher effects” which would be an incorrect use of the data.

Conduct Evaluations

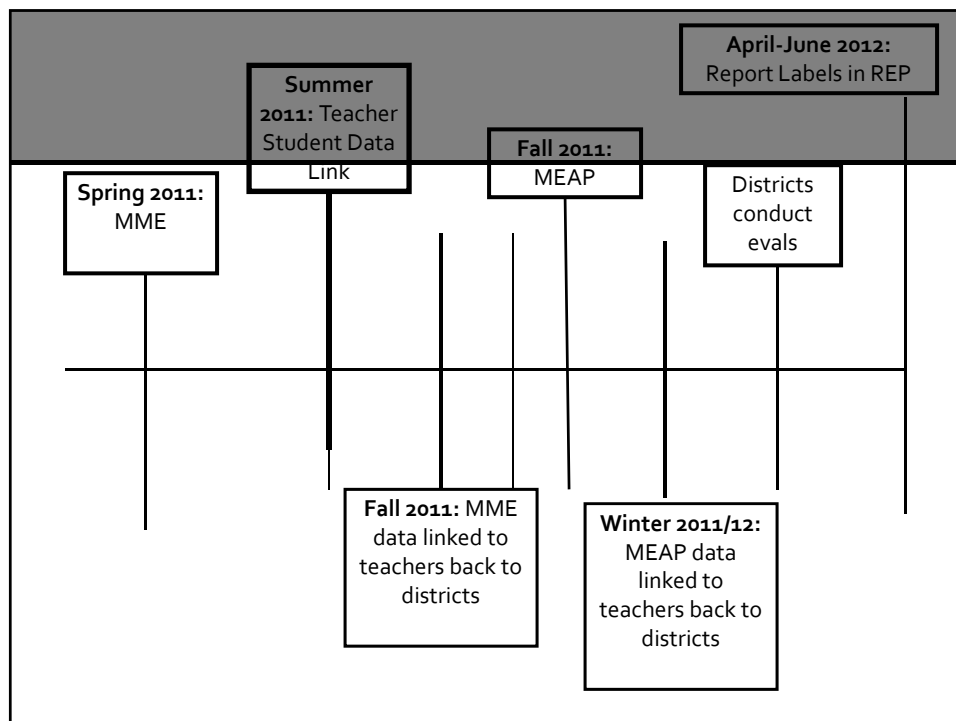
- Districts conduct evaluations (now: locally determined; future...more state-mandated)
- Report one of three SFSF labels (highly effective, effective, not effective) OR one of four Framework for Educator Evaluation labels
 - Note: New legislation requires four labels, including “minimally effective”
- Factor survey: To determine which factors districts use in evaluations (required: SFSF)

MDE required to:

- Report (with CEPI) the proportion of educators rated as highly effective, effective, and ineffective (SFSF/ARRA)
- Report (with CEPI) the factors used in educator evaluations and the proportion of evaluations which include student growth as significant factor.

General Timeline

- Spring assessment data 2011 and fall assessment data 2011 will attribute to teachers from the 2010-2011 school year
- “Feeder school” for fall assessment data



Using Performance Level Change (PLC) Data in Evaluations

- This year, simply providing PLC data linked to teachers to districts for integration into local systems.
- In the 2011-2012 school year, MDE will work with districts in pilot programs to research the most valid way to use PLC and other assessment data in value-added models and educator evaluation systems.
- MDE is NOT calculating “value-added” measures for teachers; simply providing raw measures of student growth.



MSDS “Best Practices” for Accountability

- All roads lead to accountability
- Getting clean data from the outset is a shared goal between districts, CEPI and MDE
- Following slides are some “helpful hints” we want to make sure districts and schools understand

MSDS Guide to Accountability

- Guidance document that the OPARE will produce (concurrent with fall collections)
- If you would like to offer some lessons learned, or review the document and provide feedback, please contact:

mde-accountability@michigan.gov

Student Residency Coding

- For students with partial enrollment (i.e. students who take only 1-2 courses)
- VERY IMPORTANT: must code the student as “nonpublic” or “home schooled”
- If not—students will be assigned a PEPE (where the partial enrollment is claimed) and that entity will be held accountable for student performance!

Special Education FTE

- For students where the general education setting is the PEPE, but the student tests at the special education setting
- Last year, unless special education component submitted by the PEPE, were not coded as SWD and scores invalidated (↑400).
 - This year, MSDS records (with "AS-OF" date of 10/28) w/ SWD component by any entity equals SWD for assessment/accountability. Importance of coordinating.
 - Other fields pulled from any entity (MS, ED, LEP, HL)

Special Education FTE

- Solutions:
 - Pre-ID and assign the student assessments at the ***general education*** entity, then request offsite testing so the students can test in their special education entity.
 - Change funding arrangements so that the special education FTE is the PEPE (more difficult)

Early Roster

- Usage statistics:
 - 159 districts participated
 - 267,401 records with at least one test type in the "OEAA Component"
 - 263,419 had a distinct UIC

Early Roster Accountability Implications

- Utilizing Early Roster resolves UIC issues early (and clean UICs = happy accountability)
- Can STILL fix your Early Roster submissions
- We do not "promote" students to the next grade; districts need to do that and then upload their file.
- TSDL is postponing student rollover for many districts; do not need to wait for that rollover to do Early Roster.

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