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Florida's Race to the Top

Student Growth Implementation Committee (SGIC)

**University of Central Florida
Orlando, FL**

April 4–5, 2011

Meeting Agenda

Monday, April 4, 2011

- 8:30 am – Welcome and Introductions
- 9:30 am – Overview of Value-Added Modeling
- Noon – Lunch on Your Own
- 1:15 pm – Approach to Value-Added Model Data Analysis
- 5:00 pm – Adjourn

Meeting Agenda

Tuesday, April 5, 2011

- 7:30 am – Coffee and Informal Conversation With AIR Team
- 8:30 am – Review Monday's Discussion
- 9:30 am – Discuss Data Availability and Business Rules and Model Variables
- Noon - Lunch on Your Own
- 1:15 pm – Finish Business Rules and Select Models for Evaluation
- 4:30 pm – Questions and Next Steps
- 5:00 pm – Adjourn

Introductions

Florida Department of Education (FLDOE)

- Kathy Hebda, Deputy Chancellor for Educator Quality
- Juan Copa, Director of Research and Analysis in Educator Performance

American Institutes for Research (AIR)

- Jon Cohen, Ph.D., Executive Vice President
- Gary Phillips, Ph.D., Vice President
- Harold Doran, Ed.D., Principal Investigator
- Mariann Lemke, Communications Lead
- Christy Hovanetz, Ph.D., Project Director

Introductions

Student Growth Implementation Committee (SGIC) Members

- Are teachers, principals, parents, union representatives, superintendents, school board members, district administrators, and postsecondary faculty
- Contribute expertise in various teaching subjects and grades, educational administration at all levels, and measurement and assessment
- Represent Florida's diversity in culture, community, and region
- Serve at the appointment of the Commissioner for the four-year term of the project

Background

- FLDOE has not preselected a value-added model: eight different value-added models are proposed for evaluation and discussion with the Student Growth Implementation Committee before taking a recommendation to the Commissioner.
- The June 1 deadline to make a recommendation to the Commissioner is fast approaching. However, the recommendation and selection of a statewide FCAT value-added model are not the end point.
 - Over the next four years, FLDOE and AIR will continue to analyze the value-added model and seek feedback to make adjustments, even before the first year of calculation using the spring 2012 assessment results.
- *To be clear*, although the June 1 deadline is tight, it is a starting point, not the final answer.

Background

- Under Florida's successful Race to the Top (RTTT) application, districts are committed to participating in the process of developing and using systems of educator evaluation using student achievement growth measures.
- Recently passed and signed SB 736 aligns very closely with RTTT in relation to student growth requirements.
- When there are differences between the law and RTTT, the law supersedes RTTT.

Evaluation Criteria for All Instructional Personnel and School Administrators

Student Success Act (SB 736)

- At least 50% of evaluation must be based on student learning growth assessed annually and measured by statewide assessments or, for subjects not measured by statewide assessments, by district assessments in s. 1008.22(8), F.S.

Race to the Top

- Student achievement or growth data must account for at least 50% of the teacher's evaluation.
- However, RTTT allowed a phase-in whereby student growth using the state measure could account for at least 35% of the evaluation, with 15% determined by the LEA.
- By the end of the grant, RTTT held that student growth using the state measure must account for at least 40% of the evaluation, with 10% determined by the LEA.



Evaluating the Performance of Students for Classroom Teachers

Student Success Act (SB 736)

- Uses growth data for three years of students assigned to the teacher
- Specifies that if less than three years of data are available, years for which data are available must be used, and the percentage of evaluation based on growth may be reduced to not less than 40%

Race to the Top

- Does not specify the number of years of data to be used in evaluating a teacher
- Does not specify the percentage of the evaluation that will be based on student growth, based on the number of years of available student data



Evaluating the Performance of Students for Instructional Personnel Who Are Not Teachers

Student Success Act (SB 736)

- Uses statewide assessment data for three years of students assigned to the individual
- May include student learning growth data and other measurable student outcomes related to the individual's job assignment, provided that growth on state assessments accounts for at least 30% of evaluation
- Specifies that if three years of student learning growth data are not available, the years available must be used and not less than 20% of evaluation must be based on growth data

Race to the Top

- Does not specify evaluation criteria of instructional personnel who are not teachers



Evaluating the Performance of Students for School Administrators

Student Success Act (SB 736)

- Uses data for three years of students assigned to school
- Specifies that if three years of data are not available, the years available must be used and the percentage of evaluation based on student learning growth must not be less than 40%

Race to the Top

- Does not specify the number of years of data to be used in evaluating a principal
- Does not specify the percentage of the evaluation that will be based on student growth, based on the number of years of available student data



Measurement of Student Learning Growth for Statewide Assessments

Student Success Act (SB 736)

- Commissioner must approve growth formula by June 1, 2011, to measure individual student learning growth on FCAT.
- Formula must take into account each student's prior performance.
- Expectations cannot be different based on student's gender, race, ethnicity, or socioeconomic status.
- Other factors are specified that must be considered in the development of the formula, such as attendance, disability, or ELL status.

Race to the Top

- Specifies that LEAs must submit their teacher and principal evaluation systems by June 1, 2011.
- Does not specify which factors must and which factors cannot be accounted for in the development of a student growth model.



Measurement of Student Learning Growth for Statewide Assessments

Student Success Act (SB 736)

- Beginning in the 2011–12 school year, districts must use the formula approved by the Commissioner for FCAT courses.
- Commissioner shall select additional formulas as new state assessments (e.g., end-of-course assessments) are implemented.
- Additional formulas shall be used by districts as the formulas become available.
- Formulas must be adopted in State Board Rule.

Race to the Top

- Requires LEAs to use the state-adopted teacher-level student growth measure as the primary factor in the teacher and principal evaluation systems.



Measurement of Student Learning Growth for Subjects and Grades Not Assessed by Statewide Assessments

Student Success Act (SB 736)

- By 2014–15, districts shall measure growth using equally appropriate formulas. DOE shall provide models.
- Allows district to request through evaluation system review process to:
 - Use student achievement, rather than growth, or combination of growth and achievement for classroom teachers where achievement is more appropriate;
 - For courses measured by district assessments, include growth on FCAT Reading and/or Mathematics as part of a teacher's growth measure, with a rationale. In this instance, growth on district assessment must receive the greater weight.

Race to the Top

- For content areas and grade levels not assessed on state-required assessments, LEAs will use state assessments or district-selected assessments that are aligned to state standards and developed or selected in collaboration with LEA stakeholders, or will use valid, rigorous national assessments.
- Allows student achievement or growth data to be used.
- Does not specify that one type of assessment should be weighted more heavily than another.



Measurement of Student Learning Growth for Classroom Teachers of Courses for Which There Are No Appropriate Assessments Under s. 1008.22(8), F.S., and the District Has Not Adopted Assessments

Student Success Act (SB 736)

- Student growth must be measured by growth on statewide assessments, or if students do not take statewide assessments, by established learning targets approved by the principal.
- The superintendent may assign to instructional personnel in an instructional team the growth of the team's students on statewide assessments.
- These two provisions expire July 1, 2015.

Race to the Top

- Allows statewide assessments to be used for teachers in content areas and grade levels not assessed on state-required assessments.
- Does not specify any procedures for instructional teams.



State Board Actions Required Relating to Student Learning Growth

Student Success Act (SB 736)

- Requires State Board rules for approval of evaluation systems, standards for performance levels, measurement of student growth, and monitoring processes
- Includes language that if the growth standard is not met, it will result in an unsatisfactory teacher evaluation rating
- Specifies that the student learning growth standard must be met to receive a highly effective or effective rating
- Allows a process for instructional personnel to examine their class rosters for accuracy

Race to the Top

- Does not specify State Board Actions

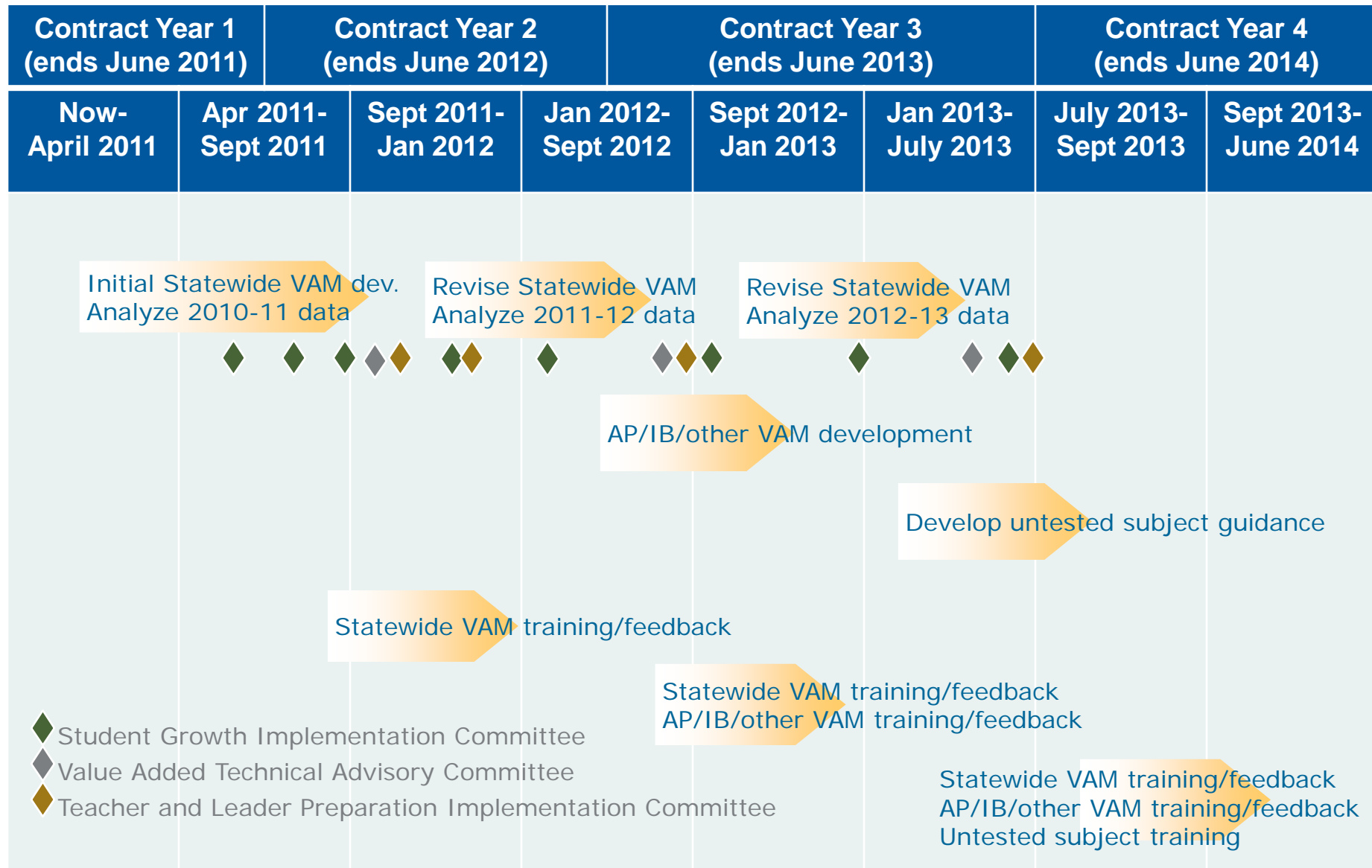


Overall Project Goals

- Identify valid and reliable measures of growth in student achievement that can be used as one component of a system to evaluate educators and educator preparation programs
- Ensure that educators, policymakers, and the general public can understand these measures

Project Objectives

- Develop and implement a statewide value-added model (VAM) using statewide assessment data for incorporation into local educator evaluation systems and evaluations of educator preparation programs
- Recommend value-added models using data from other commonly used assessments that may be optionally used in local educator evaluation systems
- Provide guidance to aid local education agencies in developing and implementing value-added models using locally developed assessments
- Provide training and materials to describe and explain models and results



SGIC Purpose and Expectations

The purpose of the SGIC is to provide input, seek feedback, and present recommendations to the state in the development and implementation of teacher-level student growth models.

The SGIC is not responsible for final decisions regarding the adoption of a state model or the district models.

The process for providing input, feedback, and recommendations to the state will continue over the four years of the project.

SGIC Purpose and Expectations

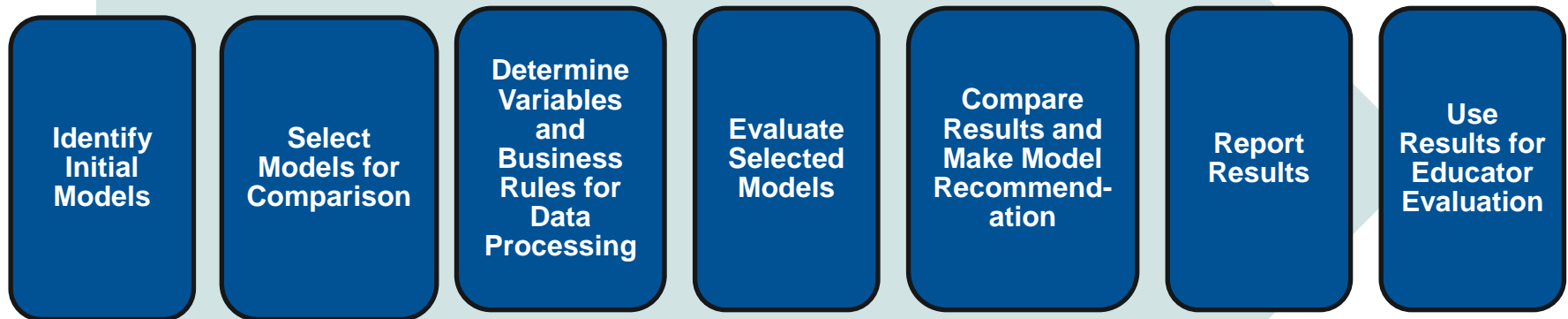
The SGIC members are expected to actively participate in all meetings to provide input, review, feedback, and recommendations on:

- Data sets to be included in the models
- Factors (e.g., student characteristics, school characteristics) to be included in the models
- The use of resulting data for teacher instructional purposes
- Best practices in development and implementation of models
- Effective methods of communicating information to teachers, students, parents, and administrators
- Uses of models in teacher and principal evaluations
- Uses of models in the evaluation of teacher and principal preparation programs

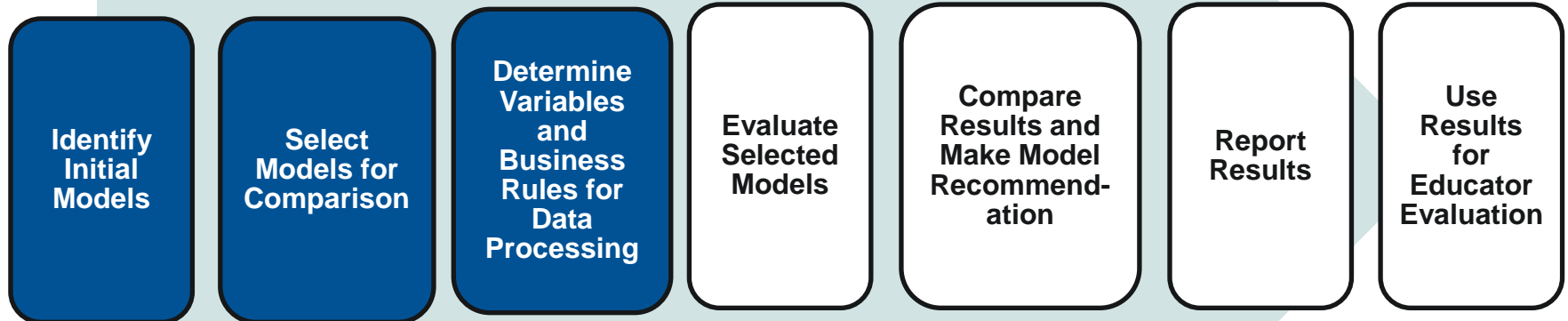
Approach to Achieve Project Goals

Collaborate with FLDOE, SGIC, and relevant stakeholders to review, analyze, and make recommendations for selecting a value-added student growth model that best meets Florida's needs, addresses policy priorities, and complies with Race to the Top and Student Success Act commitments.

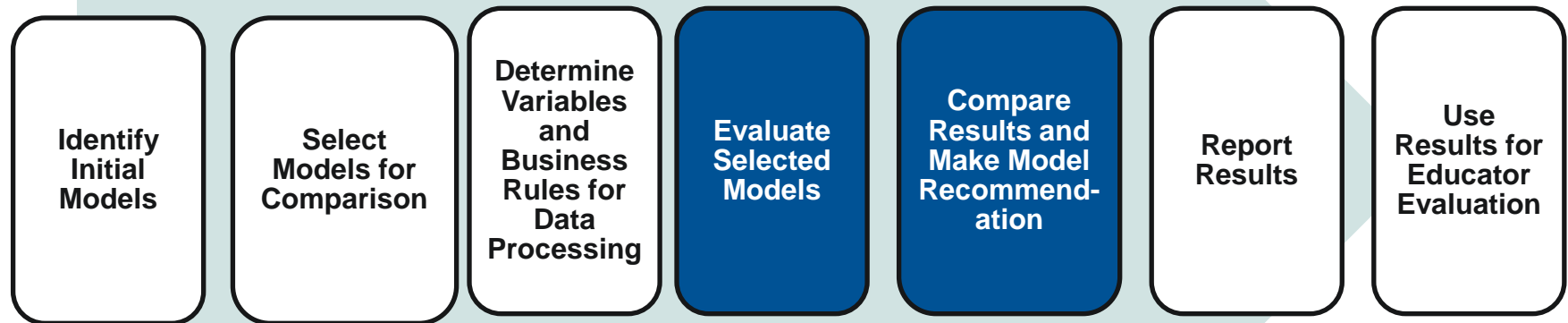
Steps to Developing the Statewide Value-Added Model in Florida



Focus Steps for April 4-5 Meeting



Focus Steps for May 19-20 Meeting



Today's Plan: Provide Information

Provide Information and Examples:

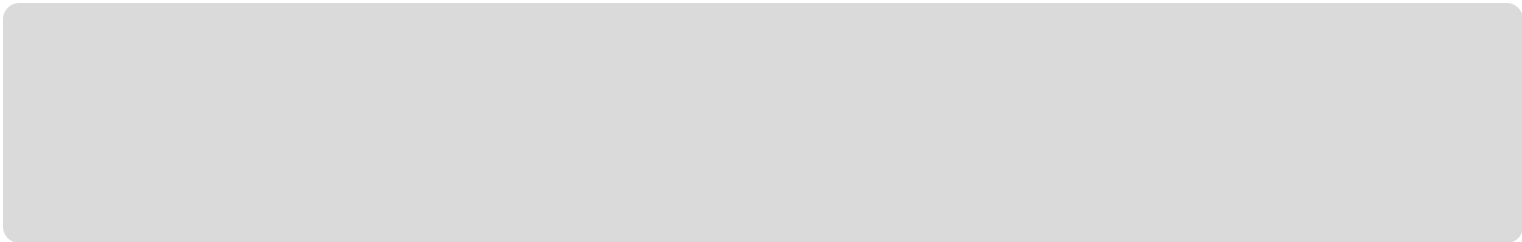
- What are value-added estimates?
- What are the differences among value-added models?
- What choices and recommendations will the committee be asked to make?

Engage in a Collaborative Process:

- What information will help the committee make the best recommendations?

How We Will Accomplish the Plan

- Describe the value-added models
- Describe how the value-added models vary
- Discuss the policy implications
- Provide a process for making choices



What are value-added estimates?

Value-Added Estimates

- Identify teacher contribution to student learning
- Measure student learning using student-level test scores collected over a period of time
- Level the playing field by accounting for differences in the proficiency and characteristics of students assigned to teachers

Differences in Value-Added Methods

Status Methods:

- Simply compute averages or percent proficient using a single year of test score data
- Sometimes make comparisons from one year to the next, but these are based on different groups of students

Simple Growth Models:

- Measure change in a student's performance from test to test (e.g., gain from grade 3 to 4)

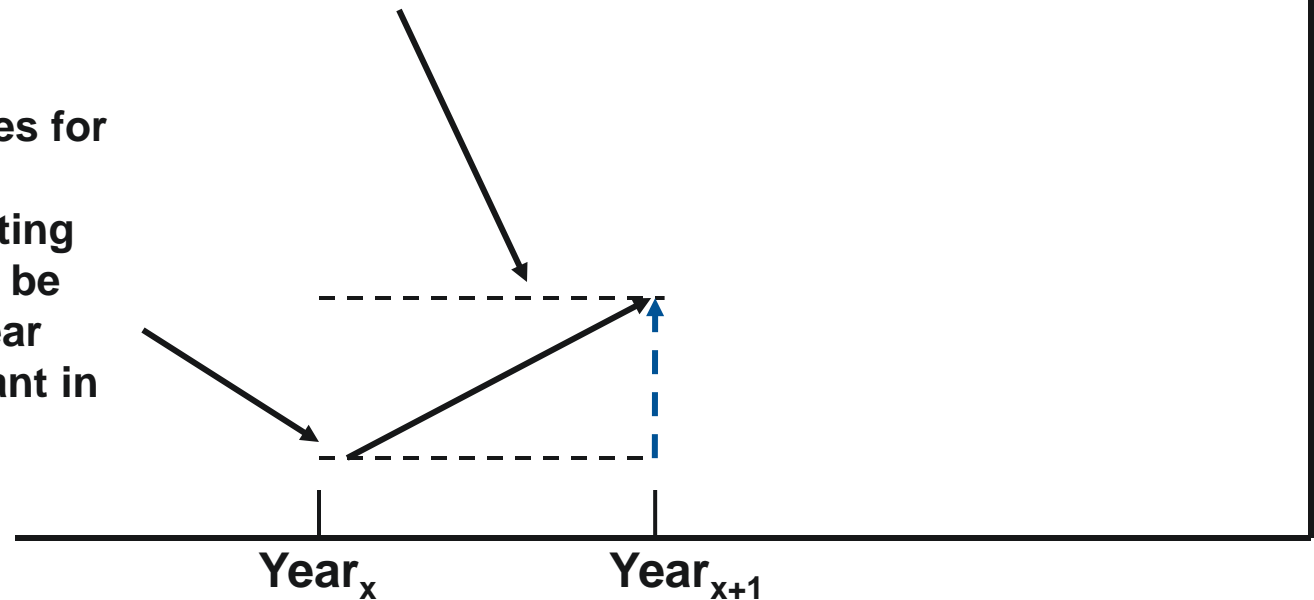
Growth Models

Growth

(Simplified “generic” example)

Performance after a specified period of time (i.e., in one school)

At least two scores for each student are necessary. A starting point (which may be more than one year earlier) is important in a growth model.

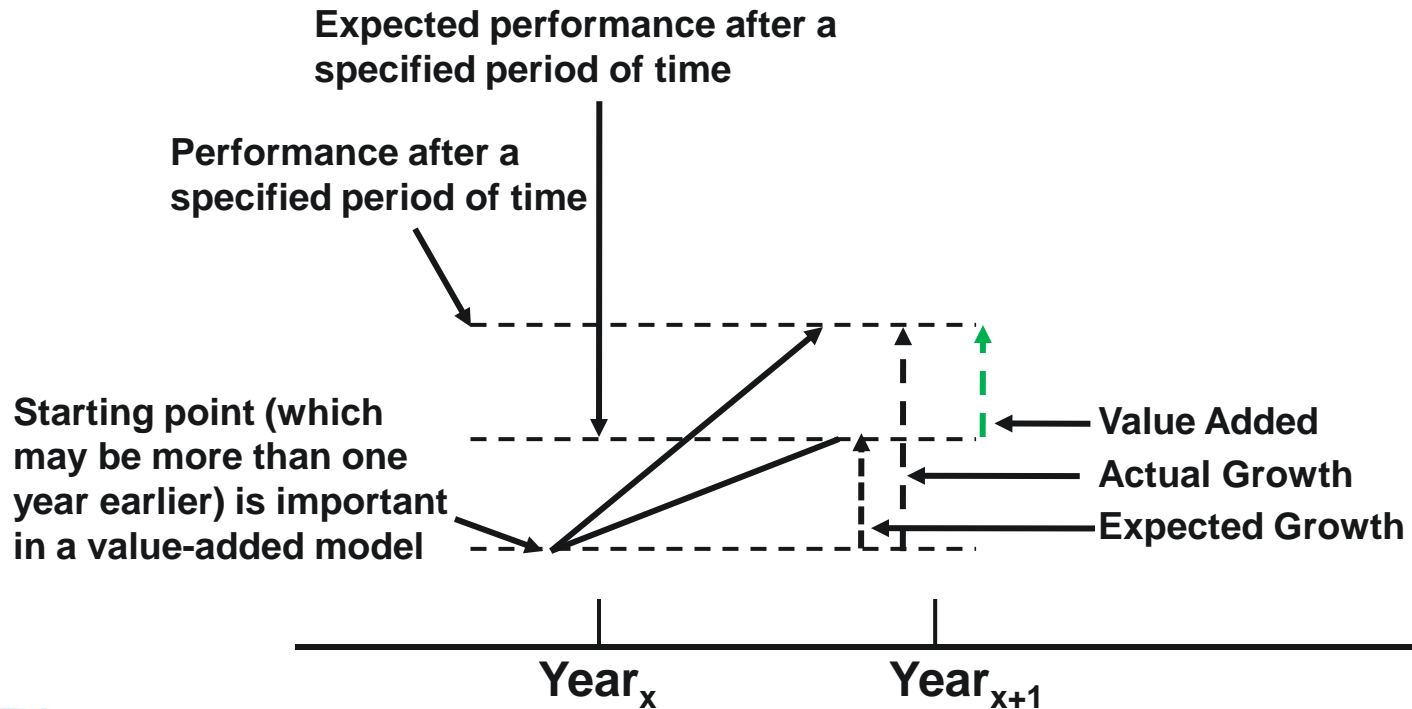


Difference in Value-Added Methods

- **Value-Added Models:**
 - All value-added models are growth models.
 - A value-added model must use at least two test scores for each student.
 - A statistical model estimates the *portion* of the student's gain that is attributable to the classroom teacher.

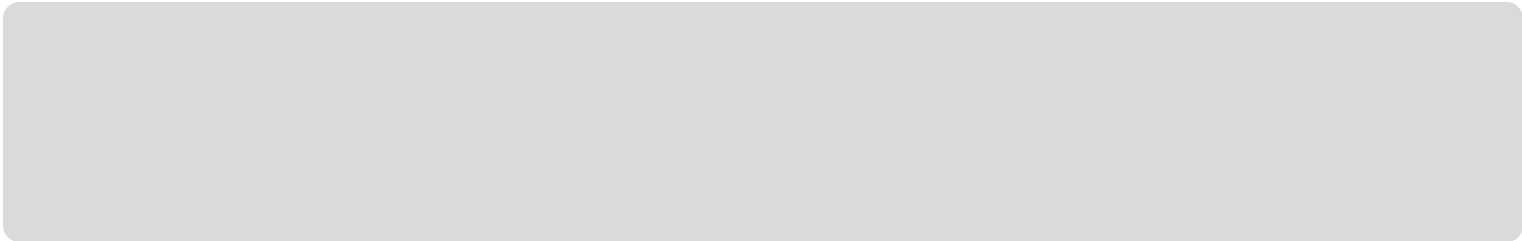
Value-Added Models

Value-Added Models (Simplified “generic” example)



Purpose for Using Value-Added Models

- Teachers teach classes of students who enter with different levels of proficiency and possibly different student characteristics.
- Therefore, we cannot simply compare status scores across classes because the status scores simply reflect the students who entered the class, not the teacher impact.
- VAMs are designed to mitigate the influence of differences among the entering classes.
- In other words, VAMs try to “level the playing field” so that schools and teachers do not have advantages or disadvantages simply as a result of the students who attend a school or are assigned to a class.



**What are the differences
among value-added models?**

Differences Among Value-Added Models

- A value-added system consists of four parts:
 - Data
 - The statistical value-added model
 - The process by which the value-added estimates are used to classify teachers
 - The way the estimates and classifications are reported and used in policy

Statistical Models: Selecting a Model

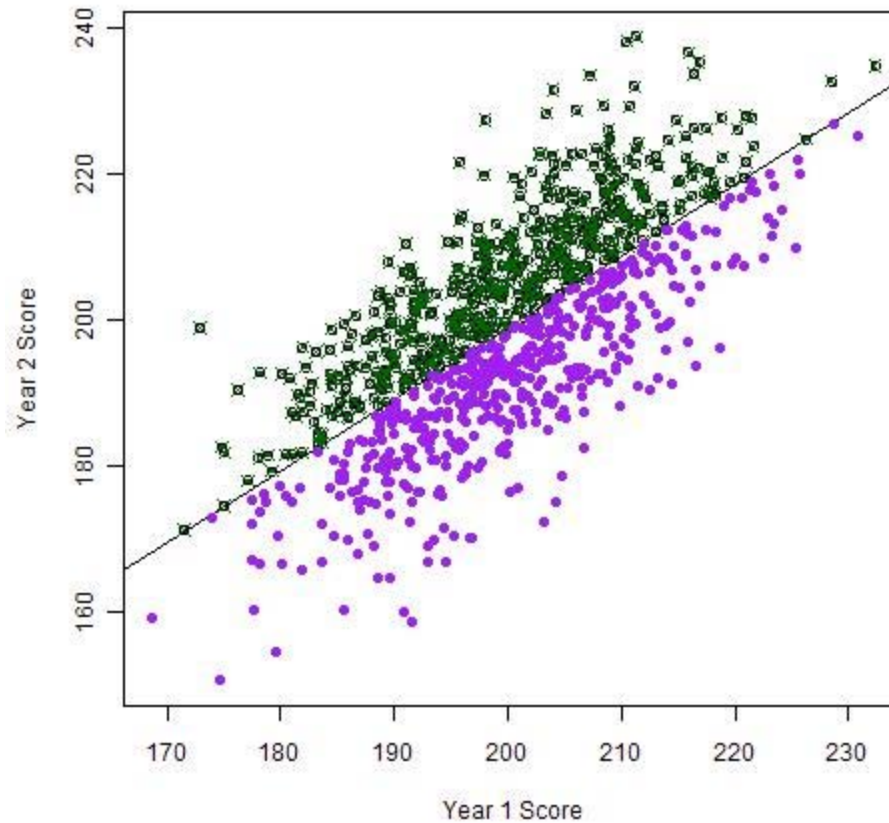
- AIR does not advocate for or against any particular model.
- AIR's role is to facilitate Florida's conversation and choice of model by:
 - **Identifying** eight different VAM models for SGIC to consider
 - **Comparing** the selected model results against a set of empirical and policy criteria
 - **Reporting** these findings to the state, the SGIC, and other advisory groups for consideration

Two Classes of Models

- **Covariate adjustment models:** These models expect students who score the same in prior years to score the same the next year. For any given student, the expected score may exceed or fall below the average score by varying amounts each year.
 - Policy Implication: Teacher effect estimates depend only on current and past data.
- **Typical learning path models:** These models expect a student to maintain a constant amount above or below the average score in the absence of teacher intervention (e.g., the student always performs 5 points above the average score, students with the same score may have different expectations).
 - Policy Implication: Teacher effect estimates are revised with subsequent data.

Covariate Adjustment Models

Covariate Adjustment Model Example



Specific Models

- Within these two general classes, we have identified four different models.
- The models share general characteristics.
- They represent a comprehensive array of models currently used in education.
- Some estimation differences make the models unique within their respective general class.

Overview of the Proposed Eight Models

<p>Models with explicit controls for prior student achievement</p>	<p>Covariate adjustment models</p>	<ol style="list-style-type: none"> 1. Allow student characteristics and prior achievement scores 2. Include only prior achievement scores 3. Quantile regression model 4. Sustained differences model
<p>Typical learning path models</p>	<p>General longitudinal random effects model</p>	<ol style="list-style-type: none"> 1. Estimate prior teacher effects as completely remaining (layered model) 2. Estimate prior teacher effects as having some decay as students progress (variable persistence) <ol style="list-style-type: none"> a. With teacher random effects b. With teacher fixed effects c. With teacher random effects and allowable covariates

Covariate Models and Typical Learning Path Models

Similarities

- Both develop an expectation and compare actual performance with expectation.
- Both assume that systematic deviations from expectations among students taught by a teacher are caused by the teacher.

Differences

- Typical path models expect a student to maintain a constant amount above or below peers, whereas covariate models expect students who perform similarly one year to perform similarly the next year.
- Typical learning path models require an assumption about the permanence of changes in the learning path caused by a teacher.

Modeling Choices: Considerations

- What is the durability of the impact of prior teachers—how long does the effect of a good or bad teacher on a student's typical learning path last?
- Should student characteristics be included in the model?
- How should effects be estimated: fixed or random (technical difference)?
- Should the estimates be based on percentiles or scores?

Impact of Prior Teacher Effects

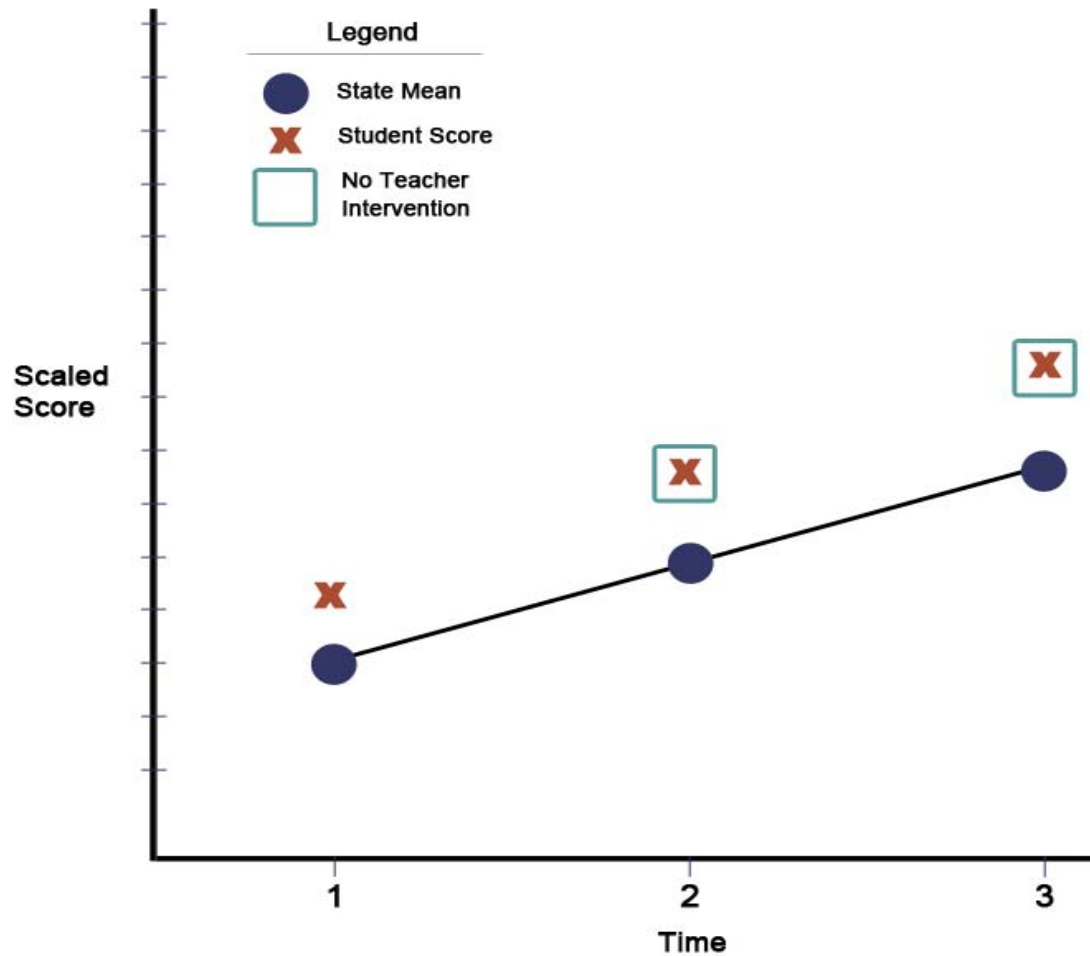
- In the typical learning path models, the research shows two competing assumptions.
 - Assumption 1: The impact of prior teachers remains with the student forever, permanently altering the student's typical learning path. This assumption is referred to as *layering*.
 - Assumption 2: Only a fraction of a prior teacher's impact remains with a student over time. This assumption is referred to as *variable persistence*.
- Rationale for testing the assumption:
 - Research has shown that variable persistence has a much better fit to the data.
 - If the decay parameter is less than 1, then layering can underestimate the variance in teacher effects.

Layering Versus Variable Persistence

- Insert graphical display of complete layering versus persistence

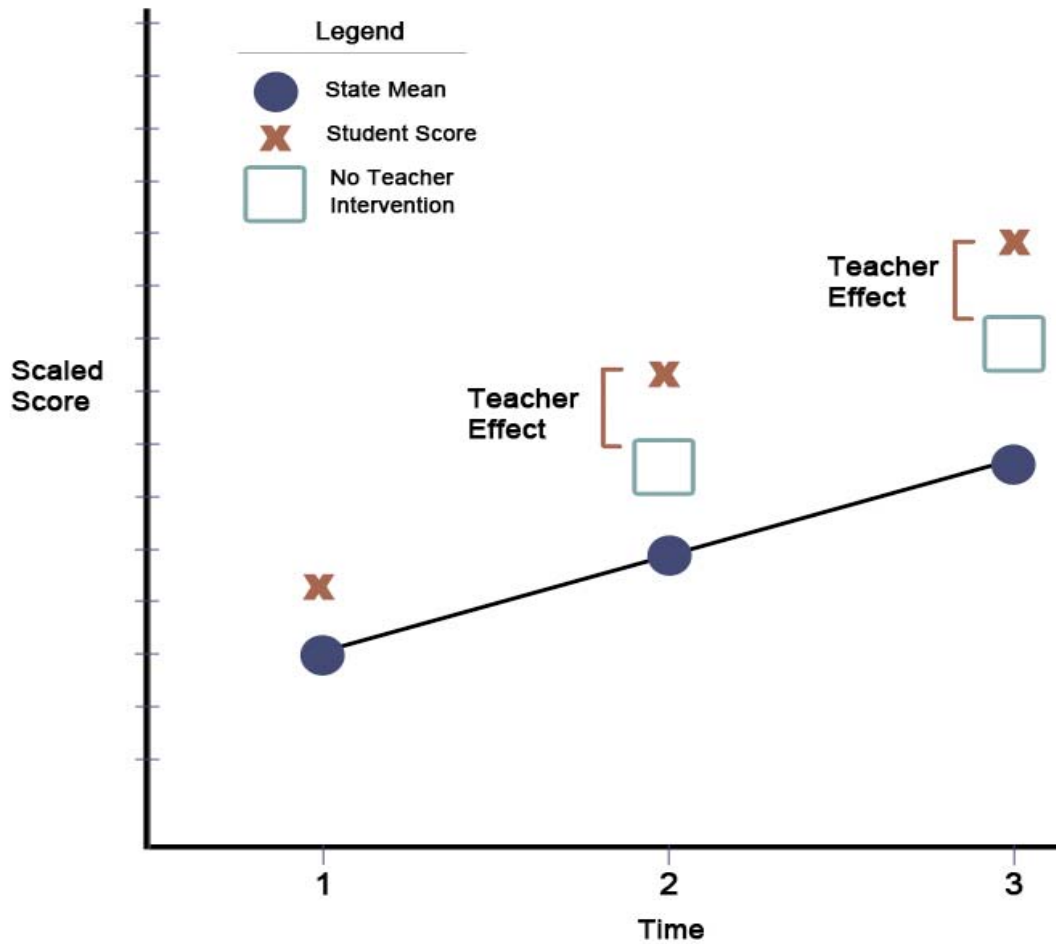
Layered Model

No Teacher Effect

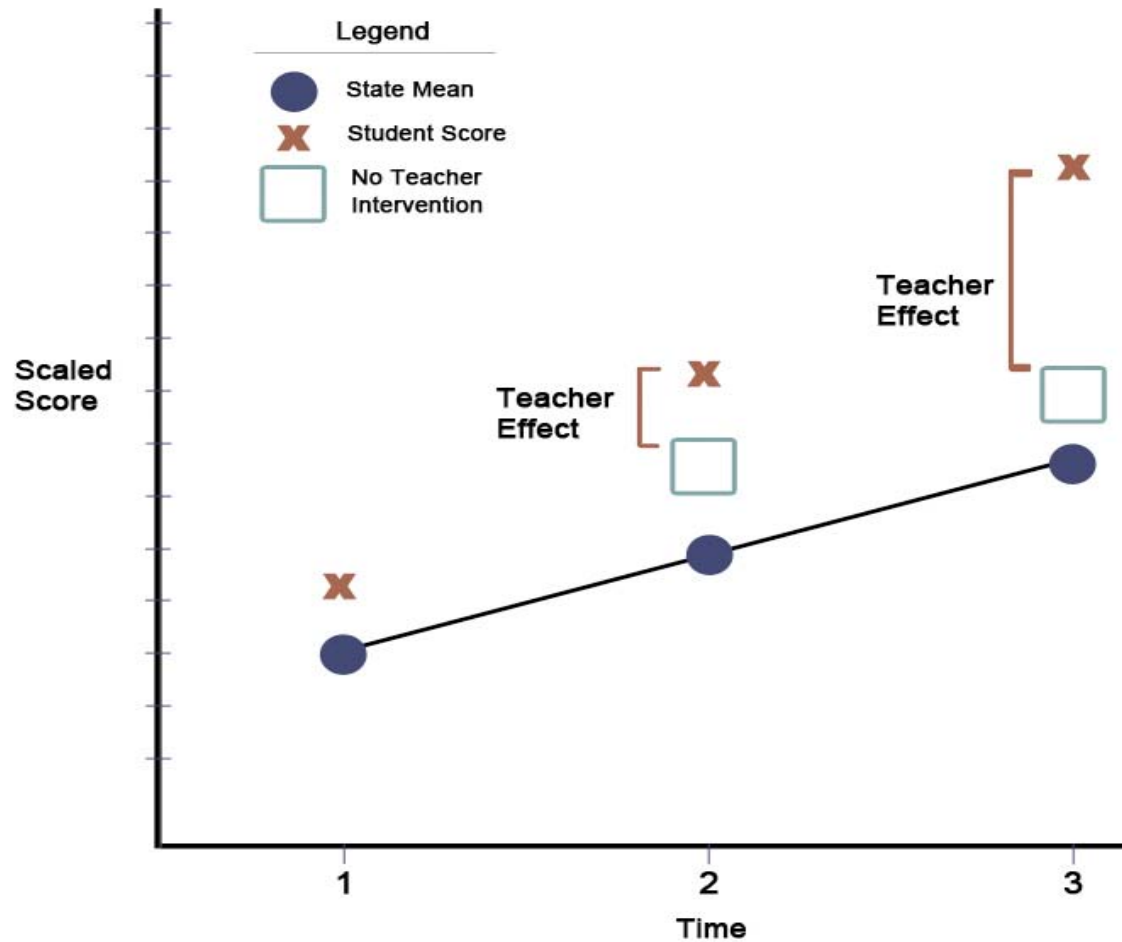


Layered Model

Positive Teacher Effect



Variable Persistence Positive Teacher Effect



Fixed or Random Effects

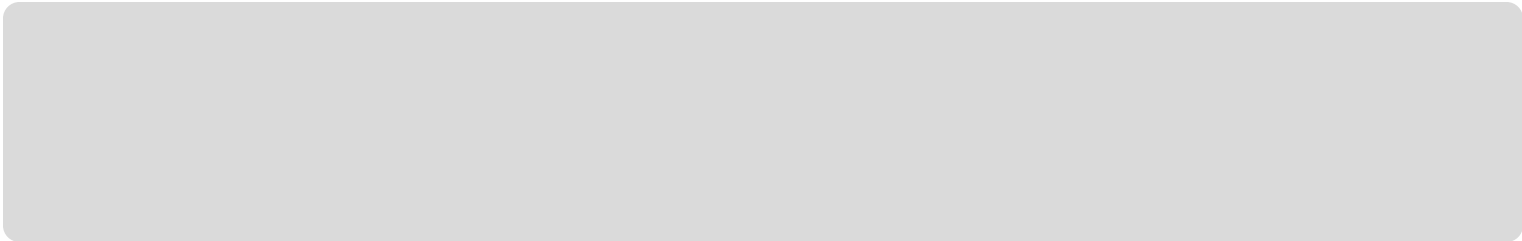
- These are minor statistical nuances with some possible impact on the data.
- These are two different ways of estimating the same thing.
- Fixed and random effects are known to converge to the same value as the number of students in a class gets larger.
- Rationale for testing assumption: To see whether teacher effects are similar between different estimation approaches.

Addition of Student Characteristics

- Recall that a VAM is designed to mitigate the fact that there is an unequal distribution of student proficiency and characteristics across classes.
- There is some limited debate as to whether adding student characteristics in addition to prior achievement scores better supports this process.
- Some research has shown that using only prior student achievement scores may be sufficient.
- Rationale for testing this assumption:
 - Statistical: To examine whether the inclusion of student characteristics reduces bias in the resulting estimates of teacher effects.
 - Policy: To examine whether the inclusion of student characteristics sets different expectations for different groups of students.

Percentiles or Scores

- The quantile model estimates “growth percentiles” among students who started at a similar level.
- Performance is judged entirely relative to that of other students, not against any learning criterion.



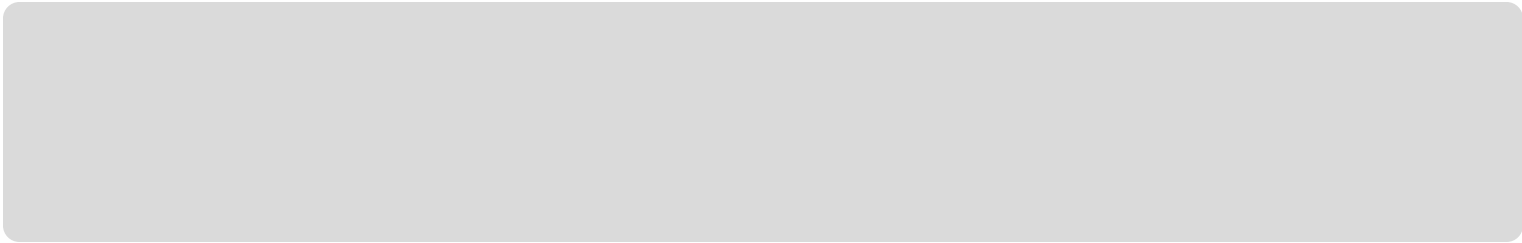
**What choices and
recommendations will the Student
Growth Implementation
Committee be asked to make?**

Choices

- Which class of models should be used—typical learning path or covariate adjustment?
- If typical learning path models are selected, what should we assume about the durability of teacher effects?
- Does the choice between estimation methods (fixed or random) have policy relevance, and if so, which is preferred?
- What, if any, additional student characteristic data should be included in the model?
- Should the model use percentiles or scores?
- How should we handle the many special cases that will arise in the data?

More Choices (for May)

- How should the estimates be used to classify teachers?
- What does the committee consider effective growth? Highly effective growth?
- How should the results be reported?



What information will assist the Student Growth Implementation Committee in making recommendations?

Evaluation Framework

Our framework for comparing models is premised on four principles:

- Data and metrics
- Statistical models
- Classification of teachers
- Reporting of the results

Data and Metrics

- Different VAMs make different uses and assumptions about the test score data.
- Our aim is to examine various characteristics of the data (e.g., linking error, adequacy of vertical scale) and determine the degree to which the model can accommodate certain idiosyncrasies in the data.

Data and Metrics Characteristics

INDICATOR	MODEL ₁	MODEL ₂	[...]	MODEL _K
Concise description of what the model estimates				
Data: Suitable for Florida FCAT Data (Overall Rating)				
Is or can be made robust to linking error across years				
Is or can be made robust to imperfections in vertical scale				

Statistical Models

- Each model will produce an estimate of teacher effects.
- There are various technical characteristics about each model we can examine using simulated data and real-world data.

Statistical Models Characteristics

Model: Accurate and Reliable (Overall Rating)				
Can be estimated using SAS with reasonable computation burden and without specialized software				
Ratio of lowest-to-highest expectation across demographic groups				
Ratio of lowest-to-highest expectations across performance groups				
Unbiased estimates				
Consistent estimates				
Reliability coefficient				
Available, accurate standard error estimator				
Standard error estimator that accurately describes real-world stability				
Uncorrelated with presumed independent factors				
Correlated with presumed related factors				

Classification of Teachers

- The teacher effect is estimated, not measured exactly.
- How much risk can we accept for mislabeling a teacher?
- For each model, we will estimate the probability of misclassification.
- The aim is to find the model that yields the optimal classification.

Classification of Teachers Characteristics

Classification Consistency (Overall Rating)				
Normative or criterion-referenced growth targets?				
Classification accuracy amenable to policy decisions?				
False positive rate at recommended configuration				
False negative rate at recommended configuration				

Reporting of the Results

- Here our aim is to examine the degree to which the model is transparent and the degree to which its results can be communicated in a meaningful and actionable way for educators to use.

Reporting of the Results Characteristics

Reporting (Overall Rating)				
Suitable for actionable feedback for teachers				
Sufficiently transparent to support appeals/verification process				



What variables and data processing rules should be followed in the statistical models?

Data Availability

- Florida has a robust data system with many different variables that are captured at a point in time.
- Variables can be dichotomous data as well as categorical data.
- Redesign of the system is under way to capture “near-time” data.
 - For example, precisely measure how much time a student spends with each teacher to accurately attribute growth based on hours
- In the interim, decision must be made on how to use the data.

Data Processing Rules Discussion

- Number of days a student should have attended a particular classroom or school in order to attribute his or her growth to those classroom teachers and school leaders (due to absence or transfer)
- Length of time a teacher should have taught a classroom before an effectiveness estimate is calculated
- Whether students who skipped grades or were retained should be attributed to teachers
- Co-teaching situations
- Teachers with multiple different courses
- *Minimum number of students needed to compute an effectiveness estimate - This discussion will be under consideration for May meeting when results are available*

Data Processing Rules Discussion

- Students must have two consecutive years of data to be included
- Students enrolled in the same course in multiple sections with the same teacher
 - Include as a single record for that course with that teacher
- Students enrolled in the same course with two different teachers
 - Include in the records twice, once for each teacher
- Students enrolled in two different courses with the same teacher
 - Include in the records twice, once for each course

Data Processing Rules Discussion

- Students enrolled in two different courses with two different teachers
 - Include in the records twice, once for each course
- Students with multiples records with a different grade in one of the rows
 - If one record is blank except for directory information, keep complete record or drop both records from data
- Students with multiple records and an assessment score that is different in one of those records
 - Drop from the data
- Student grade level tested is less in the current year than the prior year
 - Drop from the data

Potential Variables for Model

Which variables do we want to investigate in these models?

- The Student Success Act provides examples such as:
 - English Language Learner Status
 - Students with Disabilities Status
 - Attendance
 - Other Variables?
- Variables explicitly prohibited from use:
 - Gender, race/ethnicity, socioeconomic status

English Language Learner Status

- Should English Language Learner Status be included as a variable in the value-added models?

English Language Learner (ELL) Data Element Definition

Using the definitions and the codes given below, indicate the status of the student who has been identified as an English Language Learner (ELL) student. An ELL is one who:

- Was not born in the U.S. and whose native language is other than English; or
- Was born in the U.S. but who comes from a home in which a language other than English is most relied upon for communication; or
- Is an American Indian or Alaskan Native and comes from a home in which a language other than English has had a significant impact on his or her level of English language proficiency; and
- Who as a result of the above has sufficient difficulty speaking, reading, writing or understanding the English language to deny him or her the opportunity to learn successfully in classrooms in which the language of instruction is English.

English Language Learner (ELL) Data Element Codes

Code	Definition
LY	The student is classified as limited English proficient and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach.
LF	The student is being followed up for a two-year period after having exited from the ESOL program.
LP	The student is in the 3rd-12th grade, tested fully English proficient on an Aural/Oral Test and is Limited English Proficient pending the Reading and Writing assessment or the student is in K-12th grade, answered “yes” on the Home Language Survey question “Is a language other than English spoken in the Home?” and is pending aural/oral assessment.
LZ	The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program. This code also applies to John M. McKay Scholarship students who were formerly in an English Language Learners program.
ZZ	Not Applicable

English Language Learner Status

If a variable for English Language Learner status is used, we must:

- Determine whether the variable is dichotomous or categorical
- Determine if it should be a student-level, class-level, or school-level effect
- Define which values constitute an English Language Learner
 - Example from school grades: *ELL Status: ELL students are included in the school grading proficiency components when they have been in an English for Speakers of Other Languages (ESOL) program for more than two years prior to testing. If a student is ELL and does not meet the criteria set forth, the student is included only in the calculation of participation and learning gains components.*

Students with Disabilities Status

- Should Students with Disabilities Status be included as a variable in the value-added models?

Students with Disabilities Status Data Element Definition

Primary Exceptionality : A code to identify the primary exceptionality for any child, youth or adult postsecondary student enrolled in or eligible for enrollment in the public schools of a district who requires special instruction or related services to take full advantage of or respond to educational programs and opportunities because of a physical, mental, emotional, social or learning exceptionality. Primary indicates that exceptionality which most affects the student's ability to learn.

Students with Disabilities Status Data Element Definition

Other Exceptionality: A code to identify each exceptionality or related service beyond the primary exceptionality for any child or youth enrolled in or eligible for enrollment in the public schools of a district who requires special instruction or related services to take full advantage of or respond to educational programs and opportunities because of a physical, mental, emotional, social or learning exceptionality. A maximum of nine exceptionalities may be included.

Students with Disabilities

Data Element Exceptionalities Codes

Code	Exceptionality	Code	Exceptionality
C	Orthopedically Impaired	L	Gifted
D	Occupational Therapy	M	Hospital/Homebound
E	Physical Therapy	O	Dual-Sensory Impaired
F	Speech Impaired	P	Autism Spectrum Disorder
G	Language Impaired	S	Traumatic Brain Injured
H	Deaf or Hard of Hearing	T	Developmentally Delayed
I	Visually Impaired	U	Established Conditions
J	Emotional/Behavioral Disability	V	Other Health Impaired
K	Specific Learning Disability	W	Intellectual Disability
		Z	Not Applicable

Students with Disabilities

- If a variable for Students with Disabilities status is used, we must:
 - Determine whether the variable is dichotomous or categorical
 - Determine if it should be a student-level, class-level, or school-level variable
 - Define which values constitute a Student with Disabilities

Students with Disabilities

Definition example from school grades:

SWD Status: The electronic record for each student contains up to 20 possible SWD classifications, as well as the student's entry date into the SWD program. SWD students are included in the school grade calculations for proficiency in reading, math, writing, and science when their only exceptionality is gifted (L), hospital/homebound (M), speech impaired (F), or a combination of those three. Students with any other disability are not included in the proficiency components for the four subject areas noted above. Students must be enrolled in an SWD program prior to testing to be excluded from the school grading proficiency calculations. If a student SWD and does not meet the criteria set forth, the student is included only in the calculation of participation and learning gains components.

Attendance

- Should Attendance be included as a variable in the value-added models?

Attendance Definitions

- Full Academic Year (Survey 2 and 3)
- Daily attendance (Survey 5, August)
 - Database definition: A numeric value representing the total days the student is absent from a school or district during the 180-day school year. This is a calculated value using daily attendance.
- Course Enrollment

Attendance

If a variable for Attendance is used, we must:

- Select a definition of Attendance
- Determine whether the variable is dichotomous or categorical
- Determine if it should be a student-level, class-level, or school-level effect

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	May 2011?	Progress update
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	Reach consensus on recommendation for the final model to present to the Commissioner on June 1

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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