



DEPARTMENT OF EDUCATION

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LOUISIANA DEPARTMENT OF EDUCATION

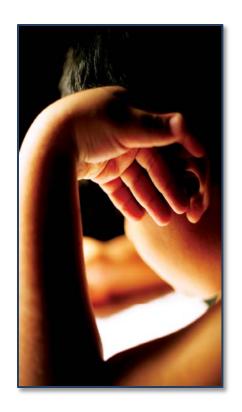
Key Decision Points:

Implementation of Act 54's Value Added Requirements

George Noell, Ph.D.

Outstanding Recommendations to be Made

- 1. Minimum students to include a teacher
 - a) What to do for teachers with insufficient students
- 2. Combining results across content areas
 - a) Value Added
 - b) Non-tested grades/subjects
- 3. Should poverty be included in the assessment



1. Minimum Students for a Value-Added Result

The common number of students is ten

- Tennessee
- New York City
- Washington, DC

What is the implication for teachers who end up with no students or too few?

How will their evaluation be completed?

Number of Teachers with Student Thresholds

2009-2010

Students	Mathematics Teachers	ELA Teachers
1	7013	7939
2	6741	7672
3	6608	7481
4	6479	7339
5	6398	7228
6	6304	7145
7	6229	7051
8	6160	6971
9	6087	6889
10	6005	6806
20	4897	4386

Correlation of scores across years

2008-2009 with 2009-2010

Students	Mathematics Teachers	ELA Teachers
1	.495	.389
5	.505	.404
10	.509	.406
20	.528	.425

2. Combining results across content areas

Policy Question

 How do we handle the situation in which a teacher has students in multiple content areas?



Setting the Framework for Multiple Content Teachers

- How should we incorporate and/or integrate results for teachers with results in multiple content areas?
- This will be exceedingly common in the elementary grades.
- This framework will set the stage for how we think about standard setting.

An Illustration of a Mixed Result

	Value Added Result	Percentile	Descriptor
English	-18	2	Serious Concern
Mathematics	+26	98	Fantastic
Science	-1	48	Typical
Social Studies	+1	53	Typical

Average Outcome: +2 positive, but typical

3. Should we ask to remove poverty

Reaching consensus

There are strong and contradictory feelings about whether to include poverty (free/reduced lunch) in value added assessments.



The Arguments

Is excluding free and reduced lunch fair to teachers?

They reflect real disadvantages that are beyond teachers' control.

• Is including free and reduced lunch fair to students?

Including poverty accepts lower expectations for teachers who have poor students and as a result it sets lower expectation for their students. It institutionalizes the poverty gap and is bad public policy.

Free/Reduced Lunch & Teacher Results

How big a change is a big change?

Approximate percentage of teacher scores:

- 75% within -/+10
- 95% within -/+20

Subject	Less than 1 Point	1-2 points	2+ points
ELA	91.7%	8.5%	0.2%
Mathematics	98.0%	1.8%	0.2%

Contrast Free Lunch with Disability

Free/Reduced Lunch

Subject	Less than 1 Point	1-2 points	2+ points
ELA	91.7%	8.5%	0.2%
Mathematics	98.0%	1.8%	0.2%

Disability

Subject	Less than 1 Point	1-2 points	2+ points
ELA	58.9%	28.4%	12.7%
Mathematics	70.5%	23.4%	6.1%

Moderated Discussion

Key Decision Points Dan Weisberg, Ph.D.



ACEE Recommendation RE: Minimum Students

1. Should there be a minimum number?

2. If so what number?

3. What should the process be for teachers who do not meet the minimum number threshold?

2. ACEE Recommendation RE: Multiple Value Added

1. Take the average?

2. Anchor to the weakest result?

3. Anchor to the strongest result?

4. A third alternative?

3. Student Poverty

1. Ask the legislature to remove it from the law

2. Leave the model as is for now.