



EDUCATION & LOCAL GOV'T IC
JANUARY 24, 2012
Exhibit 2

Education and Local Government In
62nd Montana Legislature

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TO: Education and Local Government Interim Committee
FROM: Dan Whyte, Legislative Attorney
RE: Student Achievement and Measuring Student Growth
DATE: January 24, 2012

During this interim, the Education and Local Government Interim Committee has been frequently discussing the Montana Pathway to Excellence program that was passed by the Legislature as part of Senate Bill No. 329. New § 20-7-104, MCA, requires the Superintendent of Public Instruction to develop a publicly available data system that displays an educational data profile for each school district. Section 20-7-104(7), MCA, requires the Superintendent to gather, maintain, and distribute longitudinal, actionable data in the following areas:

- (a) statewide student identifier;
- (b) student-level enrollment data, including average daily attendance;
- (c) student-level statewide assessment data;
- (d) information on untested students;
- (e) student-level graduation and dropout data;
- (f) ability to match student-level K-12 and higher education data;
- (g) a statewide data audit system;
- (h) a system to track student achievement with a direct teacher-to-student match to help track, report, and create opportunities for improved individual student performance;**
- (i) student-level course completion data, including transcripts, to assess career and college readiness; and
- (j) student-level ACT results, scholastic achievement test results, and advanced placement exam data.

As the Committee may remember from the November 17, 2011 presentation from the Data Quality Campaign, OPI is in the process of developing a system to accomplish the requirements of § 20-7-104(7), MCA, and that 7 of the 10 are being or have been developed by Montana. The missing elements are:

- (1) A teacher identifier system matching teachers to students (subsection (7)(h) above);

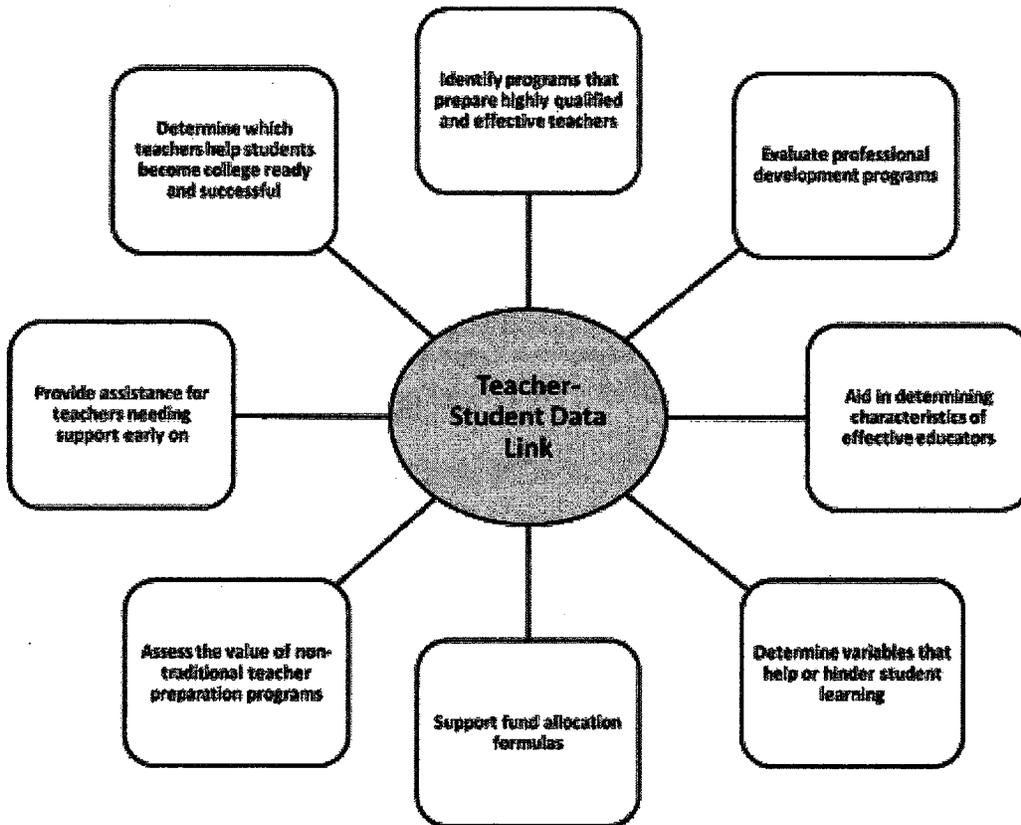
- (2) Student-level transcript information, including information on courses completed and grades earned (subsection (7)(i) above); and
- (3) Student-level college readiness scores (subsection (7)(j) above).

As you have heard from the Office of Public Instruction, they are working on the development of these three pieces also. One of the most difficult of the pieces to the data puzzle is tracking student achievement with a direct teacher-to-student match. There are several important issues related to this measurement of which the committee should be aware. These issues are discussed below.

DEFINING THE TEACHER-STUDENT LINK

An important piece of SJR 28 has been consideration of the potential of performance based pay formula for teachers based upon well-defined performance goals and objectives. Many states use performance and improvement on standardized tests to gauge teacher performance. A purpose of § 20-7-104(7), MCA, is to have a system with a direct teacher-to-student link that may be applicable to a performance based pay system.

Below is a chart from the Teacher-Student Data Link Project with some of the purposes of a robust teacher-student data link.



Examples of TSDL Uses

DEFINING TEACHER OF RECORD

The first step in creating the teacher-student match is to define who is the teacher of the student.

Generally, a Teacher of Record (TOR) is an "educator" who is responsible for a "specified proportion" of a student's "learning activities" that are within a "subject/course" and are aligned to "performance measures".

It is important to discuss the purposes for which the teacher-student data link (TSDL) and TOR definitions will be used. Several studies recommend establishing a separate definition to cover education professionals who have not been assigned the primary responsibility for a specified subject/course but who support and contribute to the learning of a student or group of students.

Additionally important is the selection of the words or phrases that will be used and creation of a TOR definition tailored to its purpose(s) for the teacher-student data link (TSDL).

Finally, the parties defining the TOR should consider the data elements required to support the TOR definition and whether these can be gathered in a cost-effective manner.

The TSDL and TOR definitions can be used for multiple purposes including to:

1. Support fund/resource allocation formulas;
2. Allow the identification of the primary teacher(s) assigned responsibility for a subject/course and track their contribution(s) to student achievement;
3. Identify other educators, such as reading specialists, who contribute to a student's learning and track their contribution to the student's achievement;
4. Plan and evaluate professional development tailored to student outcomes and specific academic standards, objectives, and pedagogy;
5. Have appropriate student outcome data within educator evaluation systems;
6. Examine teacher prep programs across colleges, universities, and other program providers using student outcome data;
7. Better evaluate instructional practices and programs and determine their effectiveness in increasing student achievement;
8. Support accountability models including ones based on longitudinal data that can link contributions to student outcomes to multiple teachers, programs, and schools over time;
9. Support pay-for-performance programs; and
10. Identify highly effective teachers who can serve as role models and coaches in collaborative support of other educators.

FURTHER CONSIDERATIONS FOR THE COMMITTEE

The provisions of 20-7-104(7), MCA, will affect districts financially. One of the questions that will have to be considered is whether the state also has a financial obligation for costs resulting from the system to track student achievement with a direct teacher-to-student match, including costs associated with implementation of the system, and consideration of the revenue necessary for training needs for personnel.

SOURCES

Teacher-Student Data Link Project, www.tdsl.org

Goe and Holdheide, *Measuring Teachers' Contributions to Student Learning Growth for Nontested Grades and Subjects*, National Comprehensive Center for Teacher Quality (March 2011).