

EIMAC Spring 2008 Meeting

EIMAC Roadmap Session: Teacher Student Data Connections

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The Louisiana Education Accountability System (LEADS) was first implemented in 2003 and was fully utilized across State in 2005. The system links students and teachers to their classes in order to monitor class size, comply with NCLB highly quality teacher reporting, and compile vocational education student counts. The Louisiana Department of Education works collaboratively with the higher education community to provide teacher performance feedback and enhance teacher preparation programs.

The LEADS system collects data twice a year. Personnel data collected includes: salary, demographics, Highly Qualified Teacher flag, job type, amount of time worked, and certification information. The student collection includes: demographics, exit reasons, attendance, homeless, and discipline data; special education data is collected separately. Curriculum and course information is collected in the October 1st enrollment collection; this limits the collection as it only collects class information at start of year.

Districts in Louisiana expressed concerned about the quality of new teachers. Louisiana identified four levels of teacher prep effectiveness

- Level 1: Effectiveness of Planning (Redesign of Teacher Preparation Programs)
- Level 2: Effectiveness of Implementation (NCATE – Comprehensive Assessment System)
- Level 3: Effectiveness of Impact (Teacher Preparation Accountability System)
- Level 4: Effectiveness of Growth in Student Learning (Value-Added Teacher Preparation Program Assessment)

The current study looks at students in grade 4-9 in science, math, social studies and their teachers. Using a value added model researchers can compare new teachers from specific teacher prep programs to the average new teachers and experienced teachers statewide. Teacher prep programs across the state were redesigned in 2003; the research as since shown that teachers from the pre-redesign programs perform far lower than the post-design programs.

Q&A

What are logistics of tracking student mobility? When do you decide that a teacher is accountable for a student?

- The data is collected in the October 1st enrollment count so whichever class the student is enrolled in is the “responsible” teacher. Louisiana would like to add an end of year data collection to capture any class changes throughout the year.

What is governance structure? How do you get the higher education community to trust the K-12 data?

- Louisiana has an excellent working relationship between researchers, the department of education, the board of regents, and the higher education community. Staff at the department of education works directly with the research team at Louisiana State University

to resolve all data concerns/questions. Also, data collection in general is improving in quality.

Will you close down teacher prep programs as a result of poor performance?

- Louisiana has found that some universities have dropped programs rather than go through the redesign requirements. When the teacher prep accountability system was implemented, three university programs went into corrective action. The largest impact of system is expected to be where candidates decide to enroll once they see what level a program is rated; lower rated programs may have trouble attracting new students. The state likely will not have to shut programs down because programs will need to improve to survive.

Are you tracking professional development programs since many are offered by the same universities?

- No, not at this time.

Did you look at whether or not the teacher candidates were prepared for college in the first place?

- Researchers looked at ACT scores and will go back and look at HS transcripts. During the redesign process, they found that they weren't providing new teachers with the curriculum that they needed in order to be effective teachers.

How were you able to get this started given the political climate?

- The Board of Regents started the conversation about how to increase teacher quality across the state. The Board set up a commission made up of state leaders (cabinet leaders, legislative leaders), K-12 representatives (teachers, principals), and university representatives (deans, presidents, and faculty). This led to a universal feeling of ownership; the recommendations that came out the commission really drove the changes.