

AERA Special Interest Group on School Indicators and Profiles

NEWSLETTER

March 2006

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Tidings from the Chair

By Barbara Clements, Chair

Please take part in the SIG through attending our sessions at AERA, sending a news item to our newsletter editor, submitting a paper for next year's conference, or volunteering as a paper reviewer. If you attend AERA, please attend our business meeting and introduce yourself. Enjoy San Francisco. We look forward to seeing you.

Due to scheduling conflicts, the **SIG business meeting time and location has changed** from that listed in the printed AERA conference program. The session is listed there for Monday evening, April 10. It will actually take place one day earlier, Sunday evening, April 9. Location appears below. The online program has the correct location and date.

Our San Francisco Line-up

By Arie van der Ploeg, Program Chair

Learning Point Associates

The SIP:SIG will sponsor three sessions in San Francisco. These include a wide-ranging panel of indicators papers on Sunday afternoon, April 9; the business meeting Sunday evening, April 9, featuring Peter Prowda leading an exploration of recent documents released by the National Forum on Education Statistics; and a colloquium on value-added applications for districts on Tuesday, April 11. Details, including locations, follow.

Perspectives on School Indicators: New Ones and New Uses

Sunday, April 9, 2:15-3:45pm

Moscone Center South, Mezzanine Level East, Room 236

Chair: Megh Thapa, Northwest Regional Educational Laboratory

Presentations:

“Science and Mathematics Indicators for Rural Classrooms,” Linda Crasco & Jason Kim, Systemic Research Inc.

“Identifying ‘High’ Native-American/Alaskan-Native Schools: The Implications for Research and Policy,” Catherine Di Martino, New York University; Catherine Trapani & Laura Goe, ETS.

“School Performance Feedback Systems in the United States and in the Netherlands: A Comparison,” Kim Schildkamp, University of Twente; Charles Teddlie, Louisiana State University; & Susan Aysenne, Louisiana Department of Education.

“The Impact of School Performance on Neighborhood Real-Estate Values: Parents Voting With Their Feet,” Motoaki Hara & Pete Goldschmidt, University of California—Los Angeles.

Discussant, Kevin Matter, Cherry Creek (CO) Schools.

School Indicators and Profiles SIG Business Meeting

Sunday, April 9, 6:15-8:15pm (Revised date)

Moscone Center West, Room 2024 (New location)

Chair: Barbara Clements, SIP:SIG chair, ESP Solutions Group

Presentation of "Guide to Education Indicators" from the National Forum on Education Statistics, led by Peter Prowda, Connecticut State Department of Education with open discussion by Rolf Blank, Council of Chief State School Officers; Mark Davison, University of Minnesota; and Arie van der Ploeg, Learning Point Associates.

Speaking Clearly About What "Value-Added" Is; Showing What "Value-Added" Reports

Tuesday, April 11, 12:25-1:55pm

Moscone Center South, Mezzanine Level West, Room 270.

Chair: Arie van der Ploeg, Learning Point Associates.

Abstract: School and district staff hear about 'value-added' approaches and growth models; many want to use them. However, what is meant by these terms is often vague. The first part of this symposium presents an approach to a simpler framing of key issues and a common language for discussing them. The second part of the symposium focuses on using graphical representations to display analytic results from typical 'value-added' analyses in education.

Presentations:

“Teaching and Learning, Data Models, and Statistical Analysis: Consilience in Modeling?” Arie van der Ploeg, Learning Point Associates.

“Varieties of ‘Value-Added’ Models and Their Warrants,” H. Gary Cook, Wisconsin Center for Education Research & Milwaukee Public Schools.
“Practical Considerations for Choosing an Accountability Model,” Pete Goldschmidt, University of California—Los Angeles.
“Graphical Approaches to Reporting Results of ‘Value-Added’ Analysis in Education,” Yeow Meng Thum, Michigan State University.
Discussant: Kevin Matter, Cherry Creek (CO) Schools.

The SIP:SIG expresses its appreciation to all its proposal reviewers. The willingness of Kevin Matter to serve twice as discussant is much appreciated. He was asked to serve as discussant only for one panel. However, through the mysteries of electronic conference assembly, he ended up being assigned twice. He good naturedly agreed to accept the doubled assignment. Thank you, Kevin.

SIP:SIG members who have been reading their AERA emails will be aware that AERA Council recently changed its conference session allocation procedures for SIGs. In past, SIG membership counts determined the number of sessions available to each SIG. In future, membership size will continue to matter but so will the number of paper and symposium proposals each SIG receives. The core implication of the new process is that SIGs that receive more proposals will receive more sessions. Looking forward to AERA 2007 in Chicago, talk to your colleagues and encourage them to submit their proposals to the SIP:SIG.

Don’t forget to check in occasionally at the SIP:SIG homepage, www.learningpt.org/sipsig/. This is a **revised URL**. Please add it to your bookmarks.

Inside the Beltway
By Rolf Blank, Director of Education Indicators
Council of Chief State School Officers (CCSSO)

Growth Models in State Accountability Systems

The Council of Chief State School Officers recently hosted a Seminar for State Education Leaders on Growth Models for School Accountability, and over 40 SEAs sent their accountability and assessment experts to participate. In February, a total of 20 states submitted proposals to US ED in response to the Secretary's initiative announced in November for Growth Model Pilot Projects for school and district accountability under NCLB. Papers and presentations from the Growth Models Seminar are available at the CCSSO webpage:

http://www.ccsso.org/projects/Accountability_Systems/Growth_Models/7674.cfm

Three new papers on Accountability Systems were developed and released by CCSSO through the ASR SCASS collaborative project, and all three are likely to be of interest to educators, evaluators, and researchers. The titles of the papers are:

Policymakers' Guide to Growth Models for School Accountability: How Do Accountability Models Differ? (2005)

<http://www.ccsso.org/content/pdfs/Growth%20Models%20Policymaker%20Guide%202005.pdf>

Validity Threats: Detection and Control Practices for State and Local Education Officials (2005)

<http://www.ccsso.org/content/pdfs/Validity%20Threats.2006.pdf>

Statewide Educational Accountability under the NCLB Act-A Report on 2005 Amendments to State Plans (2005)

<http://www.ccsso.org/content/pdfs/2005%20Statewide%20Educ%20Acct%20Under%20the%20NCLB%20Act%20-%20FINAL.pdf>

You can also access from CCSSO an updated version of a Growth Model "planning template" that was developed to assist states in decisions about growth models. The new version incorporates appropriate issues from the U.S. Department of Education's (ED's) peer review guidance, which was also distributed at the seminar.

Finally, CCSSO's webpage on growth models provides a number of other resource documents, including papers from the November 2005 University of Maryland conference and all presentations and notes from the Growth Models Seminar.
