

# Student Growth

Summary of consultations with several national vendors



# What we asked

- **Model Characteristics**

- What value-added model do you recommend?
- How flexible is the model for use when the assessment system changes from year to year?
- How does your model treat non-tested grades and subjects?
- Does your model use multiple years of data when they are available or are estimates based on a single year?
- How would you connect the estimates to the required categorization of teachers into three/four categorizations?
- If we have a model that allows districts to select their own assessments in off grades and subjects, can you produce a value added estimate on those assessments?
- How does your model account for measurement error in its estimates?

# What we asked

- **Logistics**
  - How do you deal with rostering?
  - Do you currently support any large-scale or state-based VAM estimation?
- **Reporting/Communication**
  - What kind of diagnostic reporting do you do?
  - How do you report results? How do you explain results to teachers and principals?
- **Cost**
  - Cost for services?
  - What are the different costs for each service?
- **Other**
  - What kind of legal defensibility does your system support?
  - What else should we know about your work?

# Summary

- All vendors were interested in analyzing the results from the pilot study to show their approach.
- All vendors were from experienced organizations, but the types of experience differs:
  - Some have a strong research orientation.
  - Some have a more applied delivery system
  - They have worked with different types and sizes of educational systems.
- The vendors have different models for the cost of delivery, e.g.:
  - Some have a per-student cost.
  - Others have a cost based on the set of services.



# Vendors Consulted

- AIR
- Pearson
- SAS
- Wisconsin VARC

