



DEPARTMENT OF EDUCATION

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Docket No.: ED-2013-ICCD-0126

Agency Information Collection Activities; Comment Request; Alternative Student Outcomes for Growth Measures Case Studies

AGENCY: Department of Education (ED), Institute of Education Sciences/National Center for Education Statistics (IES).

ACTION: Notice.

SUMMARY: In accordance with the Paperwork Reduction Act of 1995 (44 U.S.C. chapter 3501 *et seq.*), ED is proposing a new information collection.

DATES: Interested persons are invited to submit comments on or before [insert the 60th day after publication of this notice].

ADDRESSES: Comments submitted in response to this notice should be submitted electronically through the Federal eRulemaking Portal at <http://www.regulations.gov> by selecting Docket ID number ED-2013-ICCD-0126 or via postal mail, commercial delivery, or hand delivery. *Please note that comments submitted by fax or e-mail and those submitted after the comment period will not be accepted.* Written requests for information or comments submitted by postal mail or delivery should be addressed to the Acting Director of the Information Collection Clearance Division, U.S. Department of Education, 400 Maryland Avenue, SW, LBJ, Room 2E105, Washington, D.C. 20202-4537.

FOR FURTHER INFORMATION CONTACT: For questions related to collection activities or burden, please call Kathy Axt, 540-776-7742 or electronically mail ICDocketMgr@ed.gov. **Please do not send comments here.**

SUPPLEMENTARY INFORMATION: The Department of Education (ED), in accordance with the Paperwork Reduction Act of 1995 (PRA) (44 U.S.C. 3506(c)(2)(A)), provides the general public and Federal agencies with an opportunity to comment on proposed, revised, and continuing collections of information. This helps the Department assess the impact of its information collection requirements and minimize the public's reporting burden. It also helps the public understand the Department's information collection requirements and provide the requested data in the desired format. ED is soliciting comments on the proposed information collection request (ICR) that is described below. The Department of Education is especially interested in public comment addressing the following issues: (1) is this collection necessary to the proper functions of the Department; (2) will this information be processed and used in a timely manner; (3) is the estimate of burden accurate; (4) how might the Department enhance the quality, utility, and clarity of the information to be collected; and (5) how might the Department minimize the burden of this

Title of Collection: Alternative Student Outcomes for Growth Measures Case Studies

OMB Control Number: 1850-NEW

Type of Review: A new information collection.

Respondents / Affected Public: Individuals or households

Total Estimated Number of Annual Responses: 182

Total Estimated Number of Annual Burden Hours: 364

Abstract: This submission is a request for approval of data collection activities that will be used to support the Mid-Atlantic Regional Educational Laboratory (REL) Alternative Student Outcomes for Growth Measures Case Studies. The study is being funded by the Institute of Education Sciences (IES) U.S. Department of Education and is being implemented by ICF International and its subcontractor, Mathematica Policy Research. This submission requests approval to recruit districts for the study and conduct in person and telephone interviews with staff in participating districts.

This study aims to fill the gap in information available to districts and policymakers on measures of student growth that do not use state standardized tests via qualitative case studies of up to nine districts that are using alternative measures of student achievement growth in teacher performance ratings. The studies will address what alternative measures of student achievement growth in teacher performance ratings. The case studies will address what alternative outcome measures are used, how the alternative growth measures are implemented, challenges and obstacles in implementation, how the measures are being used. Where possible, the Department will examine the extent of differentiation produced by the measures--specifically, the distribution of teacher performance on the measures, as compared with the distribution of teacher performance on conventional value added measures that are based on state assessments. The Department will conduct semi-structured interviews with district administrators leading teacher evaluation or effectiveness efforts, teacher representatives (such as union leaders), teachers (including both classroom teachers and instructional coaches), and principals. The data collected will be summarized and analyzed using a case study approach.

Dated: September 23, 2013

Stephanie Valentine, Acting Director
Information Collection Clearance Division
Privacy, Information and Records Management Services
Office of Management

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