



# Getting Value Out of Value-Added

**REPORT OF A WORKSHOP**

NATIONAL RESEARCH COUNCIL *and* NATIONAL ACADEMY OF EDUCATION

# Getting Value Out Of Value Added Report Of A Workshop

**John L. Rury**



## **Getting Value Out Of Value Added Report Of A Workshop:**

*Getting Value Out of Value-Added* National Academy of Education, National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Value-Added Methodology for Instructional Improvement, Program Evaluation, and Educational Accountability, 2010-02-25 Value added methods refer to efforts to estimate the relative contributions of specific teachers schools or programs to student test performance In recent years these methods have attracted considerable attention because of their potential applicability for educational accountability teacher pay for performance systems school and teacher improvement program evaluation and research Value added methods involve complex statistical models applied to test data of varying quality Accordingly there are many technical challenges to ascertaining the degree to which the output of these models provides the desired estimates Despite a substantial amount of research over the last decade and a half overcoming these challenges has proven to be very difficult and many questions remain unanswered at a time when there is strong interest in implementing value added models in a variety of settings The National Research Council and the National Academy of Education held a workshop summarized in this volume to help identify areas of emerging consensus and areas of disagreement regarding appropriate uses of value added methods in an effort to provide research based guidance to policy makers who are facing decisions about whether to proceed in this direction

**Solving the Achievement Gap** Stuart S. Yeh, 2016-12-21 This book examines the cause of the student achievement gap suggesting that the prevailing emphasis on socioeconomic factors sociocultural influences and teacher quality is misplaced The cause of the achievement gap is not differences in parenting styles or the economic advantages of middle class parents or differences in the quality of teachers Instead schools present learning tasks and award grades in ways that inadvertently undermine the self efficacy engagement and effort of low performing students causing demoralization and exacerbating differences in achievement that are seen to exist as early as kindergarten This process systematically maintains and widens initial gaps in achievement that might otherwise be expected to disappear over the K 12 years Misdiagnosis of the nature of the achievement gap has led to misguided solutions The author draws upon a range of research studies to support this view and to offer recommendations for improvement div div

**The Oxford Handbook of Assessment Policy and Practice in Music Education, Volume 1** Timothy S. Brophy, 2019-01-02 In the music classroom instructors who hope to receive aid are required to provide data on their classroom programs Due to the lack of reliable valid large scale assessments of student achievement in music however music educators in schools that accept funds face a considerable challenge in finding a way to measure student learning in their classrooms From Australia to Taiwan to the Netherlands music teachers experience similar struggles in the quest for a definitive assessment resource that can be used by both music educators and researchers In this two volume Handbook contributors from across the globe come together to provide an authority on the assessment measurement and evaluation of student learning in music The Handbook s first

volume emphasizes international and theoretical perspectives on music education assessment in the major world regions This volume also looks at technical aspects of measurement in music and outlines situations where theoretical foundations can be applied to the development of tests in music The Handbook s second volume offers a series of practical and US focused approaches to music education assessment Chapters address assessment in different types of US classrooms how to assess specific skills or requirements and how assessment can be used in tertiary and music teacher education classrooms Together both volumes of The Oxford Handbook of Assessment in Music Education pave the way forward for music educators and researchers in the field      **Making Your Doctoral Research Project Ambitious** Nadia Siddiqui,Stephen

Gorard,2022-04-25 This book presents the doctoral dissertation process as not just a way of getting a qualification or even a method of learning how to do research better but as a substantial and significant piece of research in its own right The book will inspire current and prospective PhD scholars to take up ambitious and large scale study projects dedicating this most important time to a worthy piece of research This edited collection provides real and outstanding examples of multiple research design methodologies which will allow doctoral researchers to develop a wide set of research skills leading to the development of a high quality academic thesis from which peer reviewed research papers and books can emerge Each main chapter presents the summary of a doctoral thesis followed by focused aspects from the projects where the contributors highlight the development of a research design the process involved in executing the design and present selected findings with their implications Each chapter concludes with the researchers experiences of learning through this journey and the implications of the process for the development of the discipline and their own career Ideal reading for doctoral students and supervisors this book is a source of encouragement and motivation for new researchers seeking to challenge general perceptions in the social sciences that PhD or other doctoral research projects must be small scale rather trivial studies but can instead produce robust findings that have real world implications      *OECD Reviews of Evaluation and Assessment in*

*Education: Netherlands 2014* Nusche Deborah,Braun Henry,Halász Gábor,Santiago Paulo,2014-07-15 This review report for the Netherlands provides from an international perspective an independent analysis of major issues facing the Dutch evaluation and assessment framework in education current policy initiatives and possible future approaches      Postcards from the Schoolhouse: Practitioner Scholars Examine Contemporary Issues in Instructional Leadership Kimberly Kappler Hewitt,Elizabeth Hodge,Cherese Childers-McKee,Rhonda Schuhler,2013-01-01 There is a sense of urgency that surrounds the imperative to provide all children a quality education and instructional leaders have an ethical responsibility to meet this obligation This book explores the role of leadership as it relates to the elements of curriculum and instruction and examines contemporary global national state and local challenges facing educational leaders This book focuses on the intersection of research theory and practice      **Meeting the Challenges to Measurement in an Era of Accountability** Henry

Braun,2016-01-29 Under pressure and support from the federal government states have increasingly turned to indicators

based on student test scores to evaluate teachers and schools as well as students themselves The focus thus far has been on test scores in those subject areas where there is a sequence of consecutive tests such as in mathematics or English language arts with a focus on grades 4-8 Teachers in these subject areas however constitute less than thirty percent of the teacher workforce in a district Comparatively little has been written about the measurement of achievement in the other grades and subjects This volume seeks to remedy this imbalance by focusing on the assessment of student achievement in a broad range of grade levels and subject areas with particular attention to their use in the evaluation of teachers and schools in all It addresses traditional end of course tests as well as alternative measures such as portfolios exhibitions and student learning objectives In each case issues related to design and development psychometric considerations and validity challenges are covered from both a generic and a content specific perspective The NCME Applications of Educational Measurement and Assessment series includes edited volumes designed to inform research based applications of educational measurement and assessment Edited by leading experts these books are comprehensive and practical resources on the latest developments in the field The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license Getting Teacher Evaluation Right Linda Darling-Hammond, 2015-04-28 Teacher evaluation systems are being overhauled by states and districts across the United States And while intentions are admirable the result for many new systems is that good often excellent teachers are lost in the process In the end students are the losers In her new book Linda Darling Hammond makes a compelling case for a research based approach to teacher evaluation that supports collaborative models of teacher planning and learning She outlines the most current research informing evaluation of teaching practice that incorporates evidence of what teachers do and what their students learn In addition she examines the harmful consequences of using any single student test as a basis for evaluating individual teachers Finally Darling Hammond offers a vision of teacher evaluation as part of a teaching and learning system that supports continuous improvement both for individual teachers and for the profession as a whole **The Mismeasure of Education** Jim Horn, Denise Wilburn, 2013-07-01 With new student assessments and teacher evaluation schemes in the planning or early implementation phases this book takes a step back to examine the ideological and historical grounding potential benefits scholarly evidence and ethical basis for the new generation of test based accountability measures After providing the political and cultural contexts for the rise of the testing accountability movement in the 1960s that culminated almost forty years later in No Child Left Behind and Race to the Top this book then moves on to provide a policy history and social policy analysis of value added testing in Tennessee that is framed around questions of power relations winners and losers In examining the issues and exercise of power that are sustained in the long standing policy of standardized testing in schools this work provides a big picture perspective on assessment practices over time in the U S by examining the rise of value added assessment in Tennessee a fine grained and contemporary case is provided within that

larger context The last half of the book provides a detailed survey of the research based critiques of value added methodology while detailing an aggressive marketing campaign to make value added modeling VAM a central component of reform strategies following NCLB The last chapter and epilogue place the continuation of test based accountability practices within the context of an emerging pushback against privatization high stakes testing and other education reforms This book will be useful to a wide audience including teachers parents school leaders policymakers researchers and students of educational history policy and politics

**Improving Motor Carrier Safety Measurement** National Academies of Sciences, Engineering, and Medicine, Transportation Research Board, Division of Behavioral and Social Sciences and Education, Committee on National Statistics, Panel on the Review of the Compliance, Safety, and Accountability (CSA) Program of the Federal Motor Carrier Safety Administration, 2017-10-01 Every year roughly 100 000 fatal and injury crashes occur in the United States involving large trucks and buses The Federal Motor Carrier Safety Administration FMCSA in the U S Department of Transportation works to reduce crashes injuries and fatalities involving large trucks and buses FMCSA uses information that is collected on the frequency of approximately 900 different violations of safety regulations discovered during mainly roadside inspections to assess motor carriers compliance with Federal Motor Carrier Safety Regulations as well as to evaluate their compliance in comparison with their peers Through use of this information FMCSA s Safety Measurement System SMS identifies carriers to receive its available interventions in order to reduce the risk of crashes across all carriers Improving Motor Carrier Safety Measurement examines the effectiveness of the use of the percentile ranks produced by SMS for identifying high risk carriers and if not what alternatives might be preferred In addition this report evaluates the accuracy and sufficiency of the data used by SMS to assess whether other approaches to identifying unsafe carriers would identify high risk carriers more effectively and to reflect on how members of the public use the SMS and what effect making the SMS information public has had on reducing crashes

An Evaluation of the Public Schools of the District of Columbia National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee for the Five-Year (2009-2013) Summative Evaluation of the District of Columbia Public Schools, 2015-08-31 An Evaluation of the Public Schools of the District of Columbia is a comprehensive five year summative evaluation report for Phase Two of an initiative to evaluate the District of Columbia s public schools Consistent with the recommendations in the 2011 report A Plan for Evaluating the District of Columbia s Public Schools this new report describes changes in the public schools during the period from 2009 to 2013 An Evaluation of the Public Schools of the District of Columbia examines business practices human resources operations and human capital strategies academic plans and student achievement This report identifies what is working well seven years after legislation was enacted to give control of public schools to the mayor of the District of Columbia and which areas need additional attention

**Testwise** Nora Odendahl, 2011-01-16 Testwise Understanding Educational Assessment offers a 360 degree guided tour of its subject Both

volumes in this comprehensive two volume set explore different aspects of investigating what students have learned To set the scene Volume One highlights recurrent themes and the contemporary context With roots in both academic traditions and the natural sciences today s achievement testing reaches beyond the classroom to figure in policies aimed at educational reform and societal change How do the ways in which we assess learning reflect values in our culture What roles do citizens educators government officials and measurement professionals play Against this background Volume One then lays out the fundamental principles in assessment As the central chapters explain validity reliability fairness and the language of scores they illuminate key challenges and difficult tradeoffs associated with matters of technical quality In helping the reader understand current issues in testing and evaluate actual tests Testwise also puts assessment of learning in a new light It is a process of critical thinking reasoning from evidence and defining the goals of education

A Plan for Evaluating the District of Columbia's Public Schools National Research Council, Division of Behavioral and Social Sciences and Education, Committee on the Independent Evaluation of DC Public Schools, 2011-08-25 The District of Columbia DC has struggled for decades to improve its public education system In 2007 the DC government made a bold change in the way it governs public education with the goal of shaking up the system and bringing new energy to efforts to improve outcomes for students The Public Education Reform Amendment Act PERAA shifted control of the city s public schools from an elected school board to the mayor developed a new state department of education created the position of chancellor and made other significant management changes A Plan for Evaluating the District of Columbia s Public Schools offers a framework for evaluating the effects of PERAA on DC s public schools The book recommends an evaluation program that includes a systematic yearly public reporting of key data as well as in depth studies of high priority issues including quality of teachers principals and other personnel quality of classroom teaching and learning capacity to serve vulnerable children and youth promotion of family and community engagement and quality and equity of operations management and facilities As part of the evaluation program the Mayor s Office should produce an annual report to the city on the status of the public schools including an analysis of trends and all the underlying data A Plan for Evaluating the District of Columbia s Public Schools suggests that DC engage local universities philanthropic organizations and other institutions to develop and sustain an infrastructure for ongoing research and evaluation of its public schools Any effective evaluation program must be independent of school and city leaders and responsive to the needs of all stakeholders Additionally its research should meet the highest standards for technical quality

**An Age of Accountability** John L. Rury, 2023-10-13 An Age of Accountability highlights the role of test based accountability as a policy framework in American education Even after very clear disappointments no other policy framework has emerged to challenge its hegemony and many Americans continue to believe that accountability remains a vital necessity even if educators and policy scholars disagree

Handbook of Urban Educational Leadership Muhammad Khalifa, Noelle Witherspoon Arnold, PhD, associate professor, Educational Leadership and Policy Analysis, University of

Missouri-Columbia, Dr. Azadeh F. Osanloo, Cosette M. Grant, 2015-06-01 This authoritative handbook examines the community district and teacher leadership roles that affect urban schools. It will serve as a foundation for pedagogical and educational leadership practices that foster social justice equity and advocacy for those who have been traditionally and historically underserved in education. Student Growth Measures in Policy and Practice Kimberly Kappler Hewitt, Audrey Amrein-Beardsley, 2016-10-05 This book examines the intersection of policy and practice in the use of student growth measures (SGMs) for high stakes purposes as per such educator evaluation systems. The book also focuses on examinations of educators' perceptions of and reactions to the use of SGMs, ethical implications pertaining to the use of SGMs, contextual challenges when implementing SGMs, and legal implications of SGM use. The use of student test score data has been the cornerstone of the recent transfiguration of educator evaluation systems in forty-two states and the District of Columbia. Three leading voices on SGMs: Sean Corcoran, Henry Braun, and David Berliner also serve as section and concluding commentators. Strategic Management of Human Capital in Education Allan R. Odden, 2011-03 Strategic Management of Human Capital in Education offers a comprehensive and strategic approach to address what has become labeled as talent and human capital. Grounded in extensive research and examples of leading edge districts, this book shows how the entire human resource system in schools, from recruitment to selection, placement, induction, professional development, performance management, and evaluation, compensation, and career progression, can be reformed and restructured to boost teacher and principal effectiveness in ways that dramatically improve instructional practice and student learning. Strategic Management of Human Capital in Education guides educators towards putting more effective teachers, teacher leaders, and principals in the country's schools, especially in poverty-impacted urban and rural communities, equipping those teachers and principals with instructional and leadership expertise and rewarding and retaining those who are successful in attaining these objectives. Drawing from cases, experiences, and deliberations from a national task force, this book outlines a comprehensive framework for how to transform current human resource management practices into authentic strategic talent management systems in order to improve student achievement. **Educational Assessment in Latin America** Sue Swaffield, Sally Thomas, 2019-07-23 This collection presents educational assessment research from Latin America, adding to a relatively small but growing body of research considering educational assessment and evaluation issues in this large region. The predominance of Chile reflects its early, highly centralized education system and the fact that it adopted national testing before other Latin American countries. It was also an early participant in international assessment programmes. Other countries have followed the trend of implementing national testing and, to a lesser extent, participating in international surveys. The complementary development of technical expertise in quantitative research methods has enabled extensive analysis of the large data sets generated by these testing and assessment programmes. Taken together, the evidence reported provides a means not only of reviewing educational quality issues in Latin America but also of facilitating comparisons that



allow the context specificity of equivalent research conducted in western developed countries to be considered The chapters in this book were originally published as a special issue of Assessment in Education Principles Policy and Practice

**Standards and Accountability in Schools** Thomas J. Lasley, II, 2012-08-16 Education of America's school children always has been and always will be a hot button issue From what should be taught to how to pay for education to how to keep kids safe in schools impassioned debates emerge and mushroom both within the scholarly community and among the general public This volume in the point counterpoint Debating Issues in American Education reference series tackles the topic of standards and accountability in schools Fifteen to twenty chapters explore such varied issues as assessment of students of teachers basic skills testing high stakes exams NCLB and its legacy pay for performance standard vs alternative teacher certification and more Each chapter opens with an introductory essay by the volume editor followed by point counterpoint articles written and signed by invited experts and concludes with Further Readings and Resources thus providing readers with views on multiple sides of standards and accountability issues and pointing them toward more in depth resources for further exploration

**Learning Analytics in Education** David Niemi, Roy D. Pea, Bror Saxberg, Richard E. Clark, 2018-08-01 This book provides a comprehensive introduction by an extraordinary range of experts to the recent and rapidly developing field of learning analytics Some of the finest current thinkers about ways to interpret and benefit from the increasing amount of evidence from learners experiences have taken time to explain their methods describe examples and point out new underpinnings for the field Together they show how this new field has the potential to dramatically increase learner success through deeper understanding of the academic social emotional motivational identity and meta cognitive context each learner uniquely brings Learning analytics is much more than analyzing learning data it is about deeply understanding what learning activities work well for whom and when Learning Analytics in Education provides an essential framework as well as guidance and examples for a wide range of professionals interested in the future of learning If you are already involved in learning analytics or otherwise trying to use an increasing density of evidence to understand learners progress these leading thinkers in the field may give you new insights If you are engaged in teaching at any level or training future teachers faculty for this new increasingly technology enhanced learning world and want some sense of the potential opportunities and pitfalls of what technology can bring to your teaching and students these forward thinking leaders can spark your imagination If you are involved in research around uses of technology improving learning measurements better ways to use evidence to improve learning or in more deeply understanding human learning itself you will find additional ideas and insights from some of the best thinkers in the field here If you are involved in making administrative or policy decisions about learning you will find new ideas and dilemmas coming your way from inevitable changes in how we design and deliver instruction how we measure the outcomes and how we provide feedback to students teachers developers administrators and policy makers For all these players the trick will be to get the most out of all the new

developments to efficiently and effectively improve learning performance without getting distracted by shiny technologies that are disconnected from how human learning and development actually work

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