



Incentive Measures and Data Systems (Breakout Session)

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Objectives

- Brief review of morning session
- Other uses of value-added measures
- Other users of value-added measures
- Recommendations
- Next Steps
- Q and A

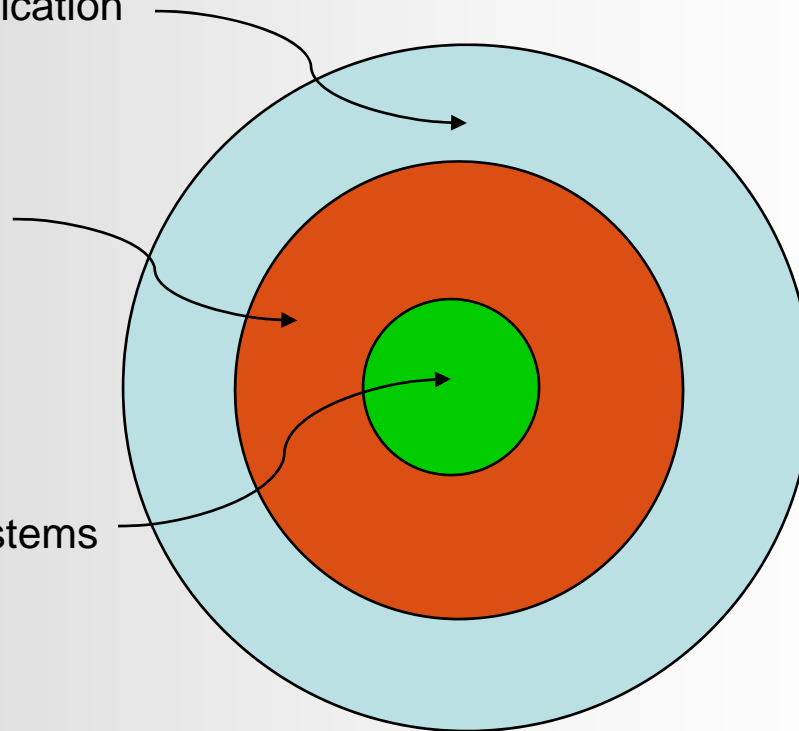


Who Are We and What do We Do?

Stakeholder Engagement & Communication
- Julia Koppich

Grant Criteria & Program Design,
Developing a District Award Program
- Vanderbilt

Performance Measures and Data Systems
- TSP, UT Dallas





Critical Characteristics of Teacher/School Performance Measures

- Fairness
 - Time student is in the school/classroom
 - Prior preparation
 - Student characteristics
- Transparency
 - Readily understood
- Accuracy → Credibility
- Capture educational impact



Credible Student Achievement Measures

- Teacher incentives make high stakes higher and more personal
- Sustainability depends upon credibility
- Criteria for credibility
 - Are measures self-reported?
 - Are instruments standardized across all teachers?
 - Are measures objective?
 - Do students have an equal stake in the exam across all schools/teachers?



Other Uses Value-Added Measures

- Target resources to improve teacher or campus effectiveness
- More accurately assess the impact of curriculum, programs, training and other school or classroom changes
- Form the basis for continuous improvement across the district
- See National School Boards Association Policy Research Brief in back of Section 6
- See TSP Research Brief “The Market for Teacher Quality” in back of Section 6



TSP Teacher Quality Study Findings (Based upon Teacher Value-added Measures)

- Teachers matter: most variation in gains in student achievement occurs at the teacher level within school, not between schools
- Early experience matters: teacher quality increases rapidly in the first year of teaching and levels off after 4-5 years
- Teacher quality is unrelated to advanced degree or certification
- Good teachers tend to be effective with all student ability levels
- Positive value to matching teachers and students by race



TSP Teacher Quality Study Findings (Based upon Teacher Value-added Measures)

- Urban schools serve as net suppliers of teachers to suburban schools
- Teachers who stay in the sample of urban schools tend to be as good or better than those who exit
 - Little evidence that districts that offer higher salaries and have better working conditions attract the higher quality teachers among those who depart the central city district
- However, a lower overall instructional quality in urban schools results from
 - higher teacher leaving rates, which leads to
 - higher proportion of replacement teachers with no experience



“Value added performance indicators give board members, central office administrators, principals, and teachers the opportunity to base critical decisions on measures that have greater precision and fewer flaws than average test scores and other traditional indicators of performance.”

“Trading rigor and accuracy for simplicity is an indefensible strategy – the stakes are simply too high.”

National School Boards Association
Policy Research Brief
January, 2003, vol. 3, Number 1



“A value-added assessment system can be a valuable tool for determining whether a school or system is making a difference in student learning, beyond family and community impact.

Instead of just comparing districts or schools on end-of-year test scores, value-added assessment would compare them on gains in achievement.

This comparison would help to statistically “level the playing field” among schools and districts with different populations of students by removing the substantial differences in student background.”

American Education Research Association
Research Points
Summer 2004, vol. 2, issue 2, p. 3



Users of Value Added Systems

- **Tennessee Value Added Assessment System**
 - Begun in 1992 by William Sanders
 - Now part one of the SAS offerings (EVAAS)
 - Offered in a service bureau environment
 - Value added based on test scores
- **Dallas ISD**
 - In place for more than a decade
 - Assigns computes school and classroom indices for a variety of tests; TAKS, ACT, SAT, End of Course (ACP)
- **Ohio**
- **North Carolina**



Recommendation

- Districts with the capability should use value added measures to more fairly and accurately compare schools or classrooms
- Districts without this capability should work toward that environment
 - Start DATE with simple measures or less complex value added estimates
 - Develop technical resources or partnerships
 - Improve data systems that accurately place each student in her classroom/content area



Next Steps

- District Action Item:
 - District Data Capacity Survey
 - ESC Action Item:
 - ESC Data Capacity Survey
 - TSP Action Items:
 - Develop road maps to value-added capability
 - Available by spring workshops
 - District Action Item: Based upon road map, determine technical implementation strategy
 - Data management system
 - Data analysis
- ← Part II Funds



Data Capacity Surveys

- Can you link students with teachers by grade and year?
- Can you link teachers across years?
- Can you link students across years?
- ESCs and data sharing/processing/analysis
- Intended student achievement measures for award system



Other Considerations

- What data is required to compute the SEI and CEI?
- Are the measures that form the basis for SEI and CEI accurate and valid?
- Is technical help and support available to prepare for value added calculations?
- Once the SEI and CEI are available, how do we use them?
- When does the capability have to be in place to use it for DATE?



Summary

- DATE requires identifying quantifiable measures of student gains or progress
- Value added provides a fairer measure, but requires data and analytic capacity
- Districts should work toward a value added environment using Part II funding
- DATE = vehicle to implement a powerful data management system that will satisfy evolving state reporting requirements
- Please complete the data survey so we can focus technical support where it will do the most good