

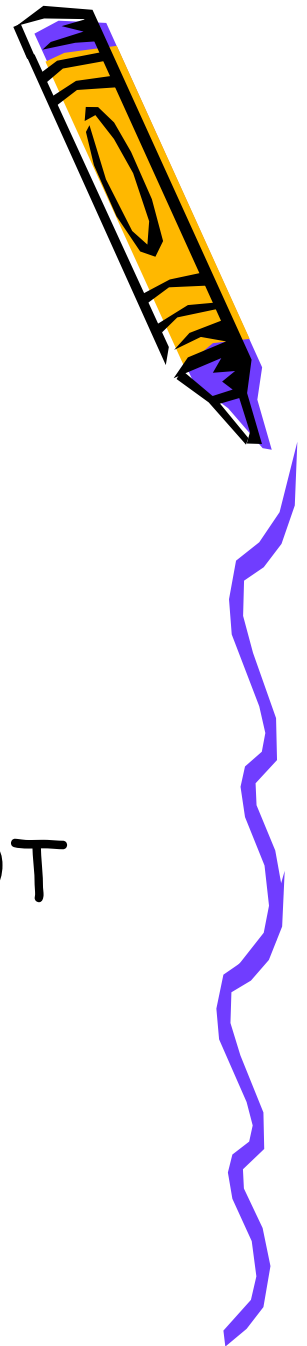


The Consequences of Implementing VAM vs. the Consequences of NOT Implementing VAM

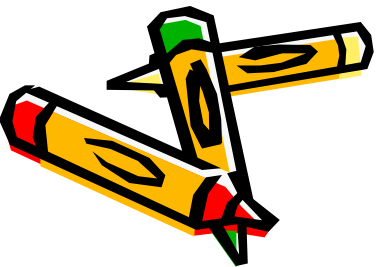
Adam Gamoran
University of Wisconsin-Madison



VAM in the Real World



- Question for this panel: What are the consequences of using value-added models?
- Question we need to answer first: What are the consequences of NOT using value-added models



VAM in the Real World



- These are not abstract questions
- Nor is this a mere academic exercise
- Right now, schools are being judged based on average test scores compared to an absolute standard
- Those judgments have real consequences



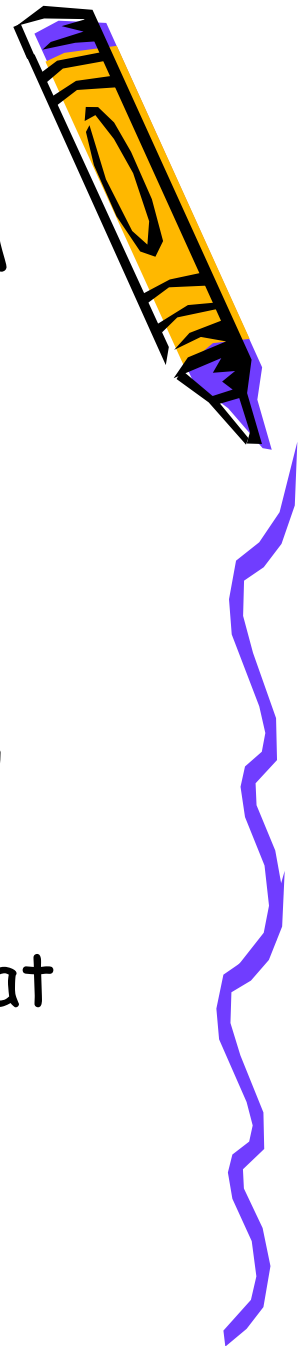
VAM in the Real World



- The use of value-added models should be compared to the system we have now
- And that system is really lousy
- Willms: "Measuring gains in achievement is considerably better than simple 'status' comparisons."



Consequences of NOT Using VAM



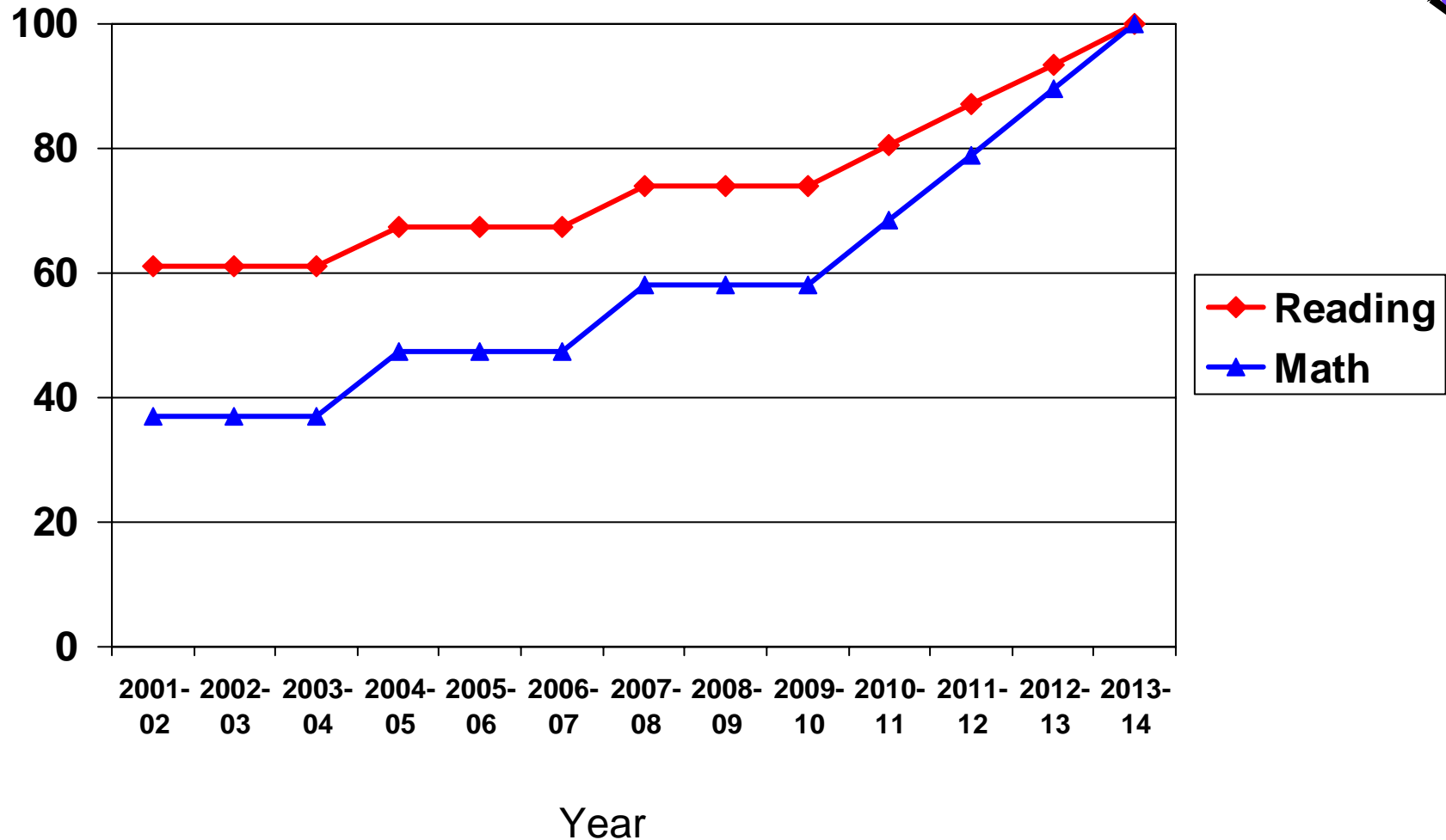
- Abandonment of test-based accountability
- Why?
 1. Status models mix up effective and ineffective schools
 2. Status models are a train wreck that will jump off the tracks in 2010



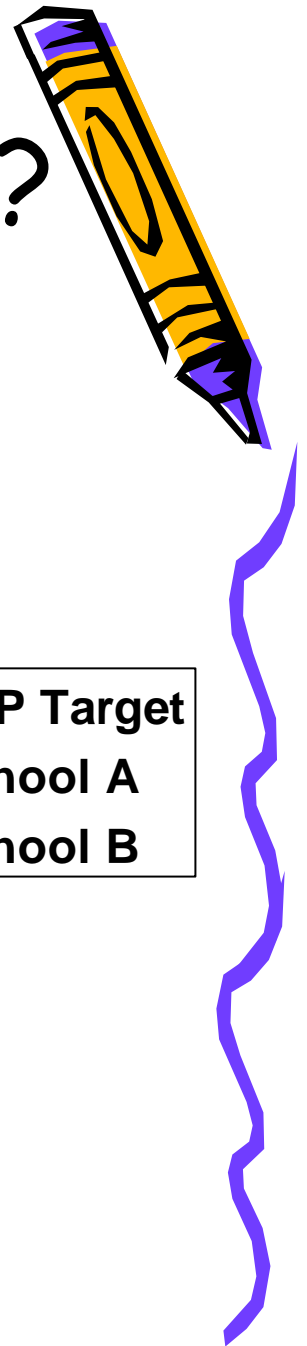
AYP in Wisconsin



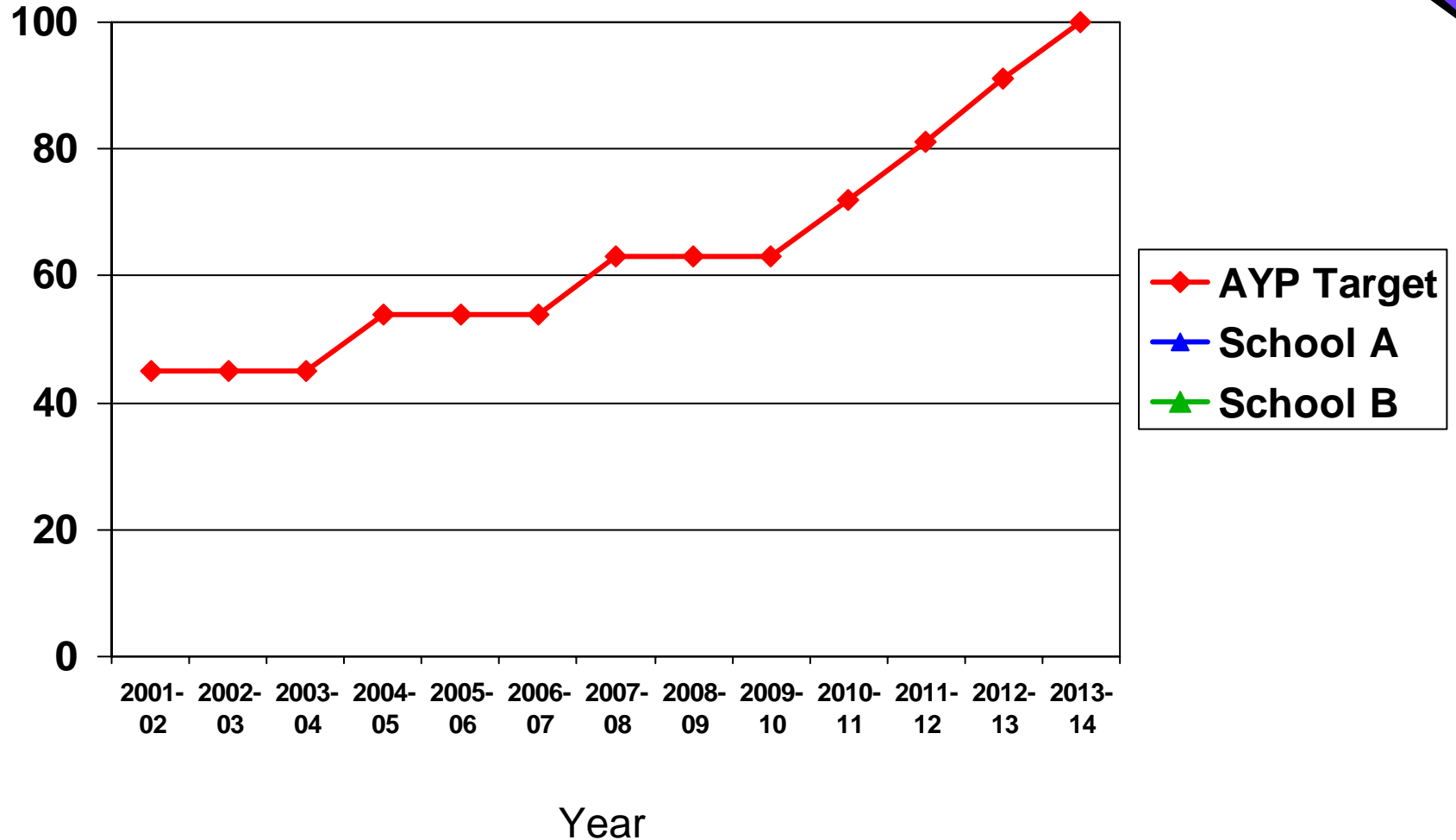
Percent Proficient



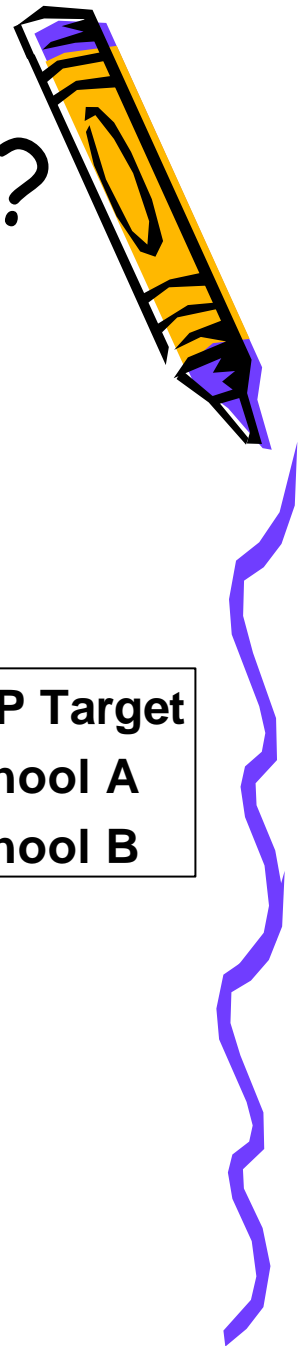
Which School is Effective?



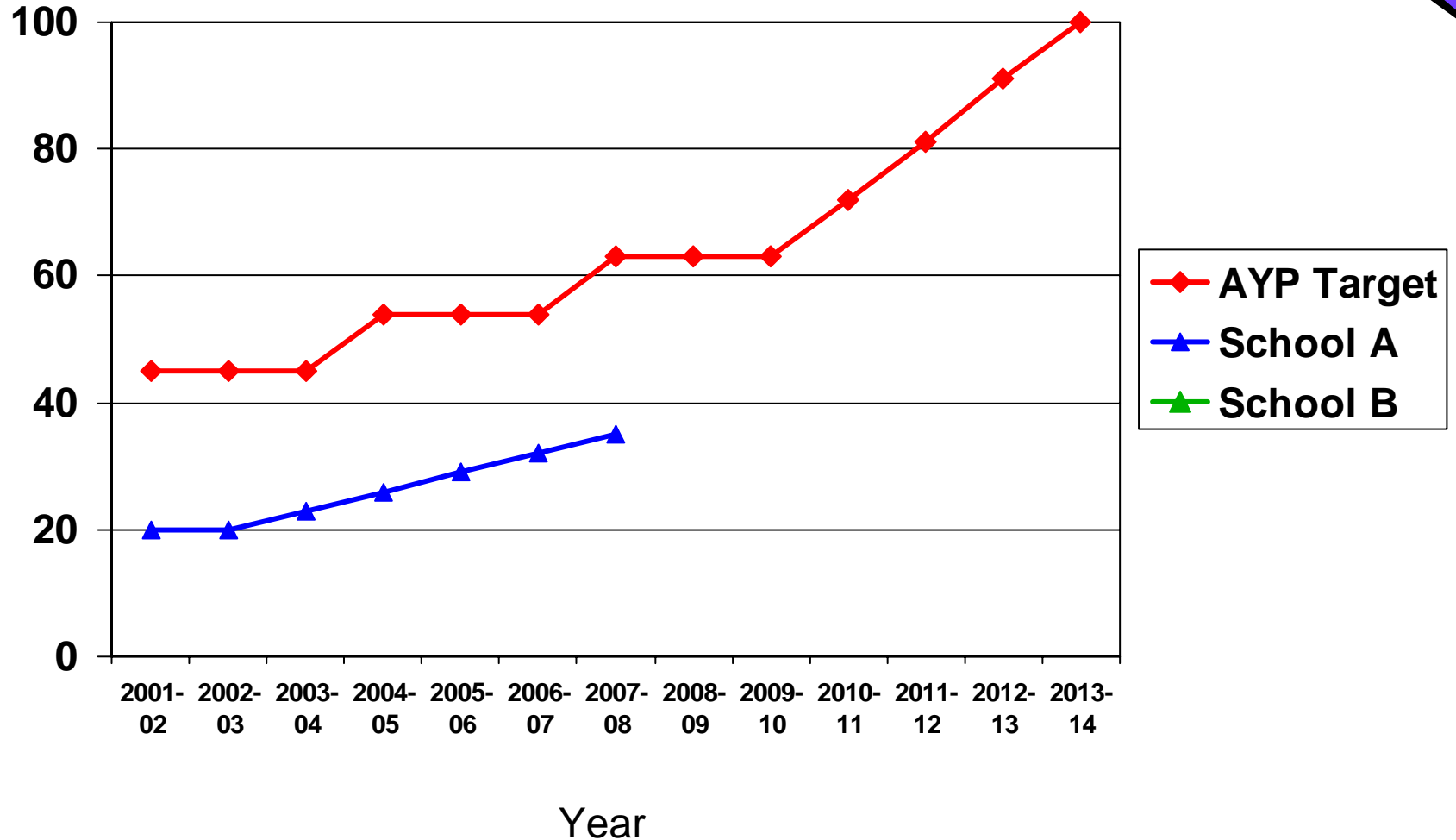
Percent Proficient



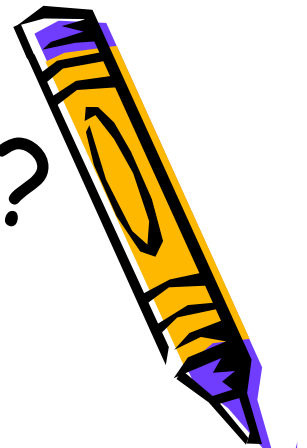
Which School is Effective?



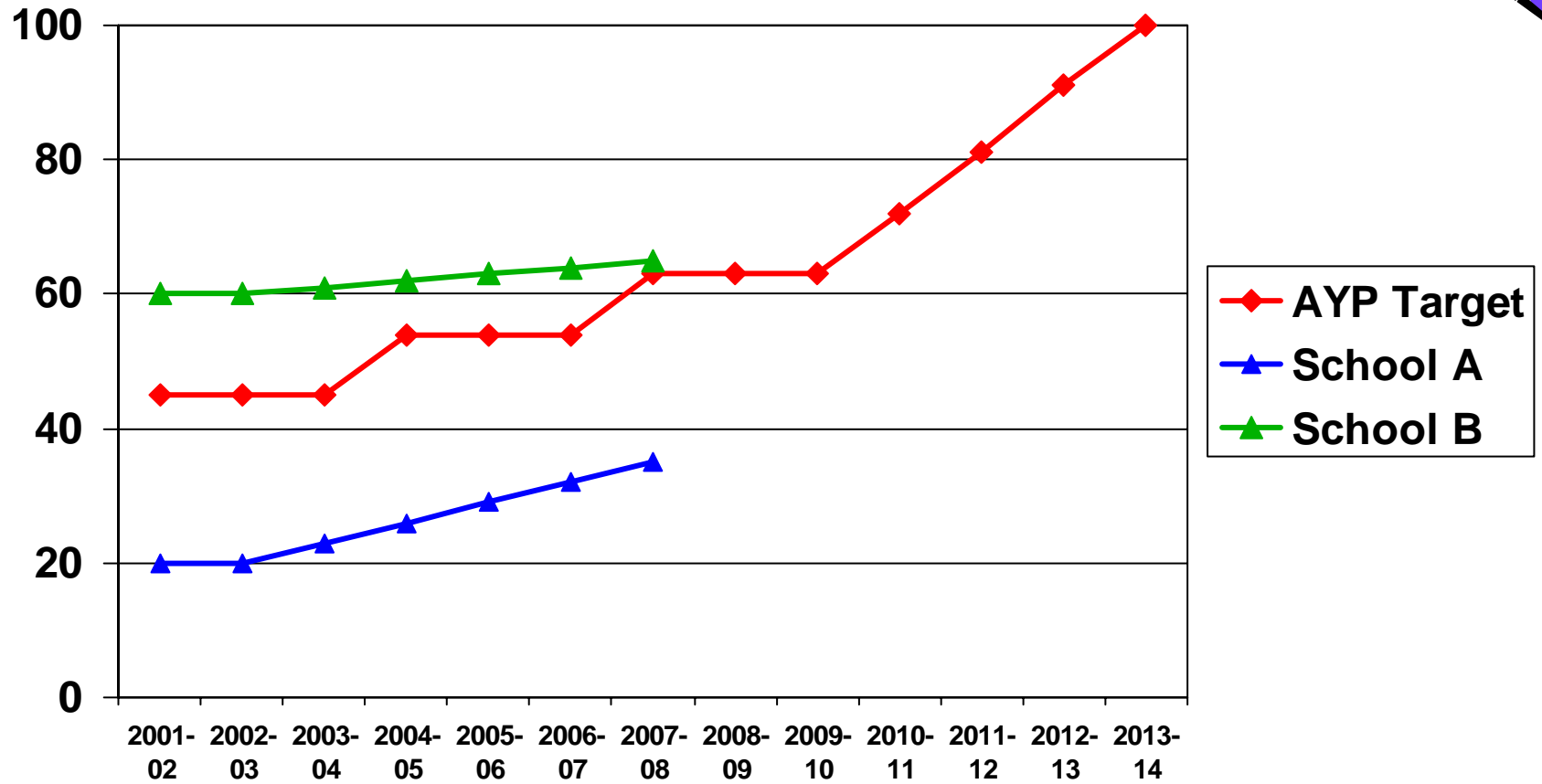
Percent Proficient



Which School is Effective?



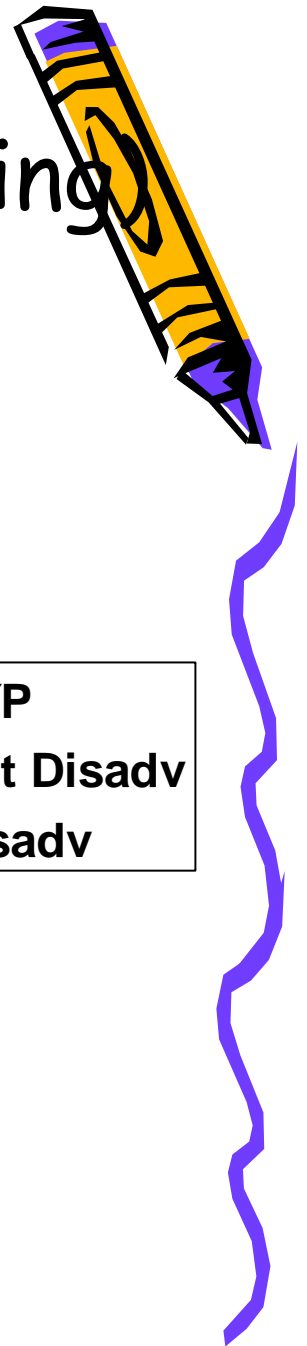
Percent Proficient



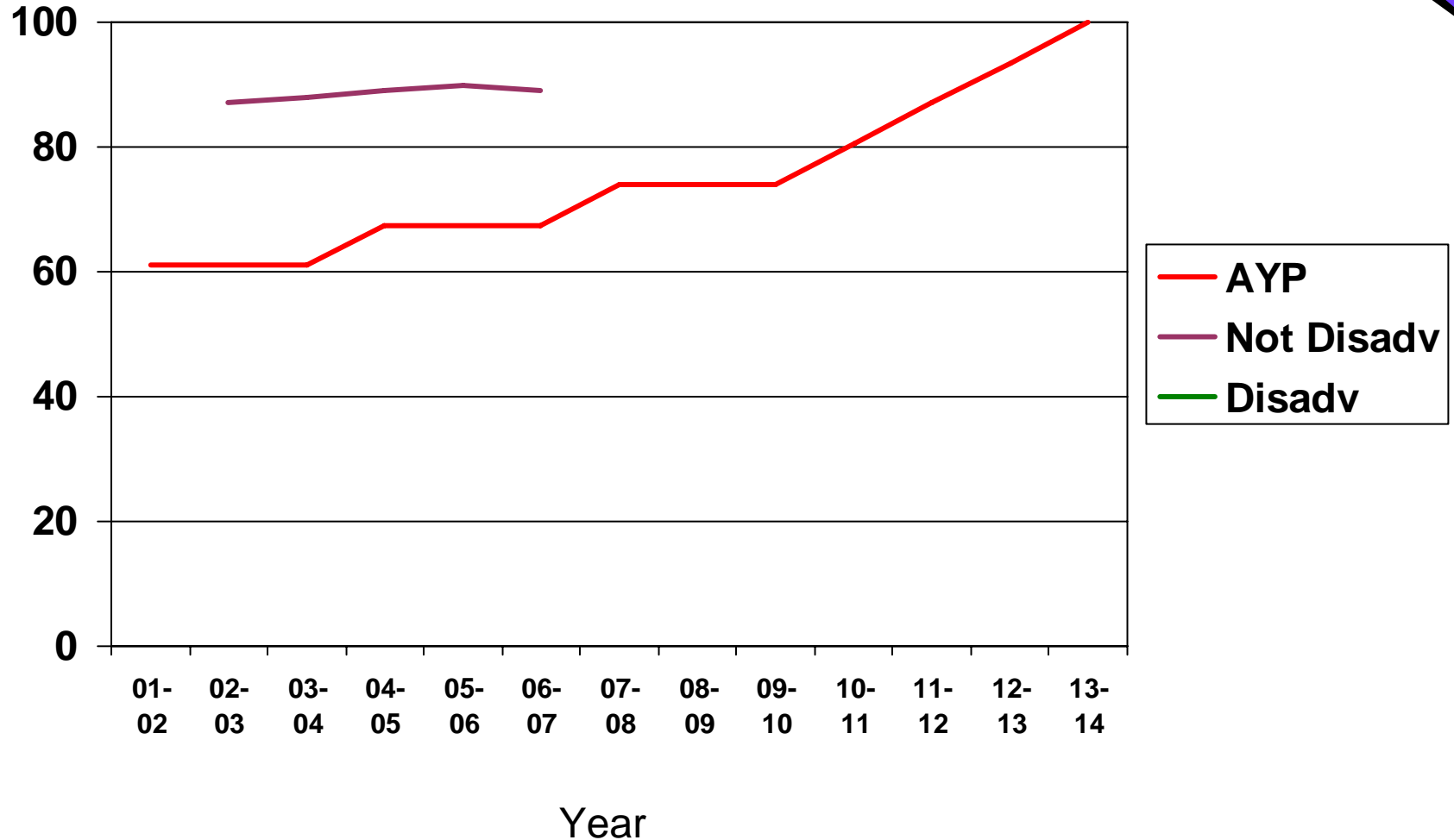
Year

Source: Modeled after R. Linn, "Accountability: Responsibility and reasonable expectations," *Educational Researcher* 33 (October 2003), p.11.

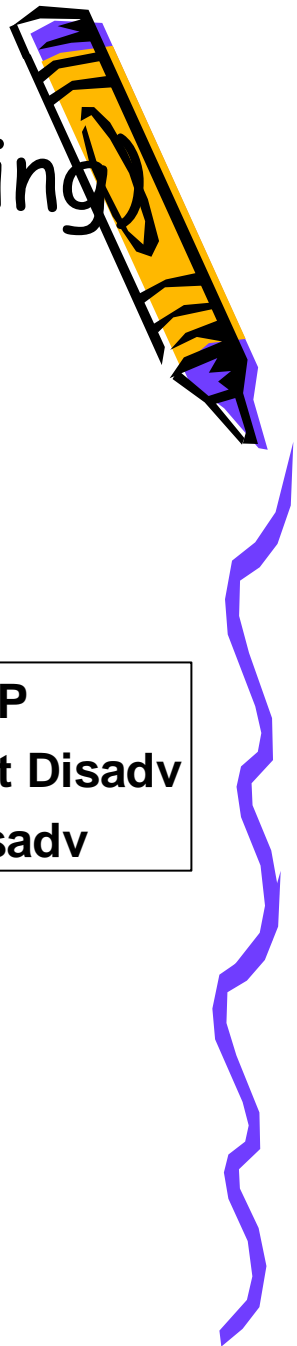
AYP in Wisconsin (Grade 4 Reading)



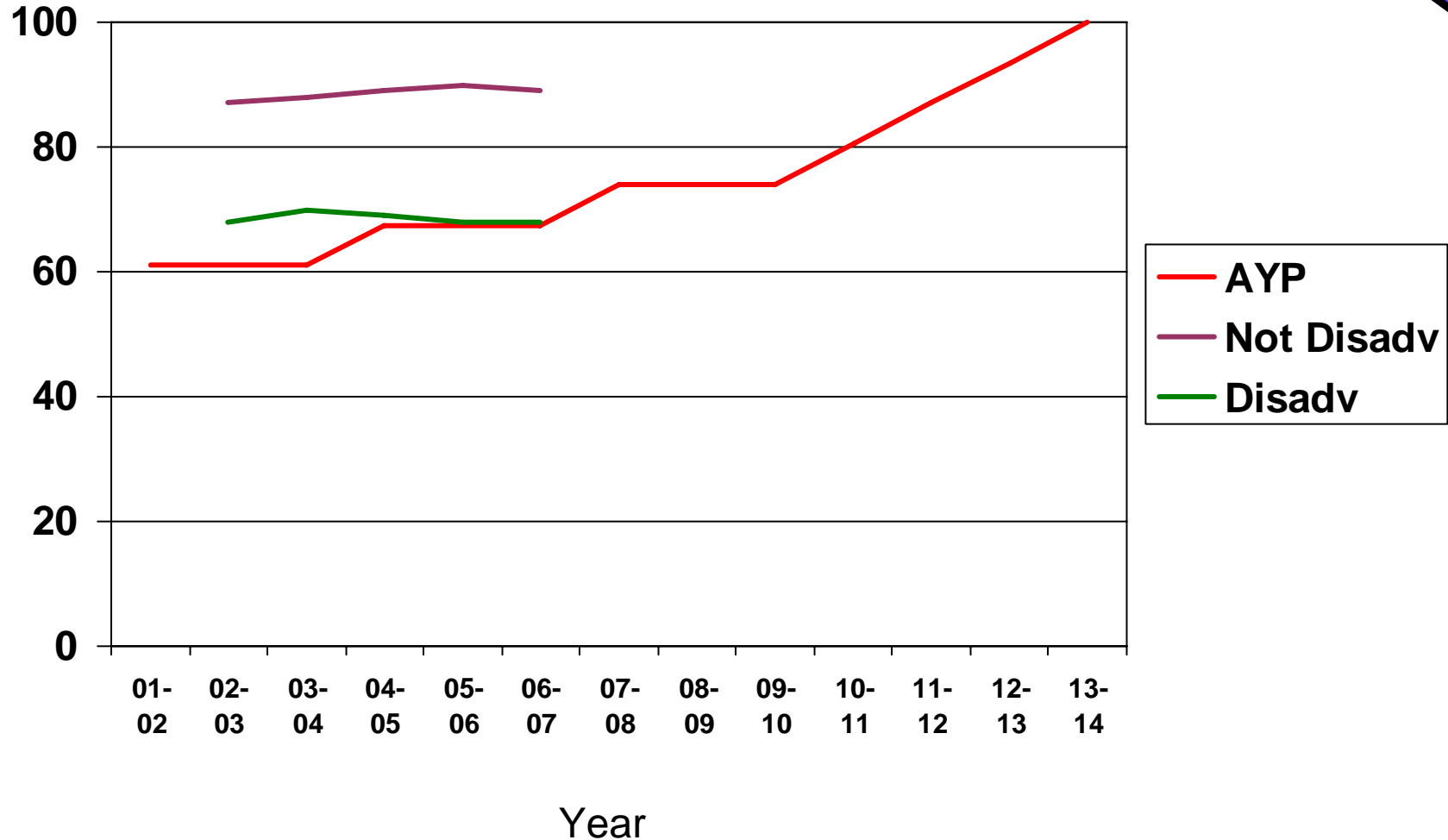
Percent Proficient



AYP in Wisconsin (Grade 4 Reading)



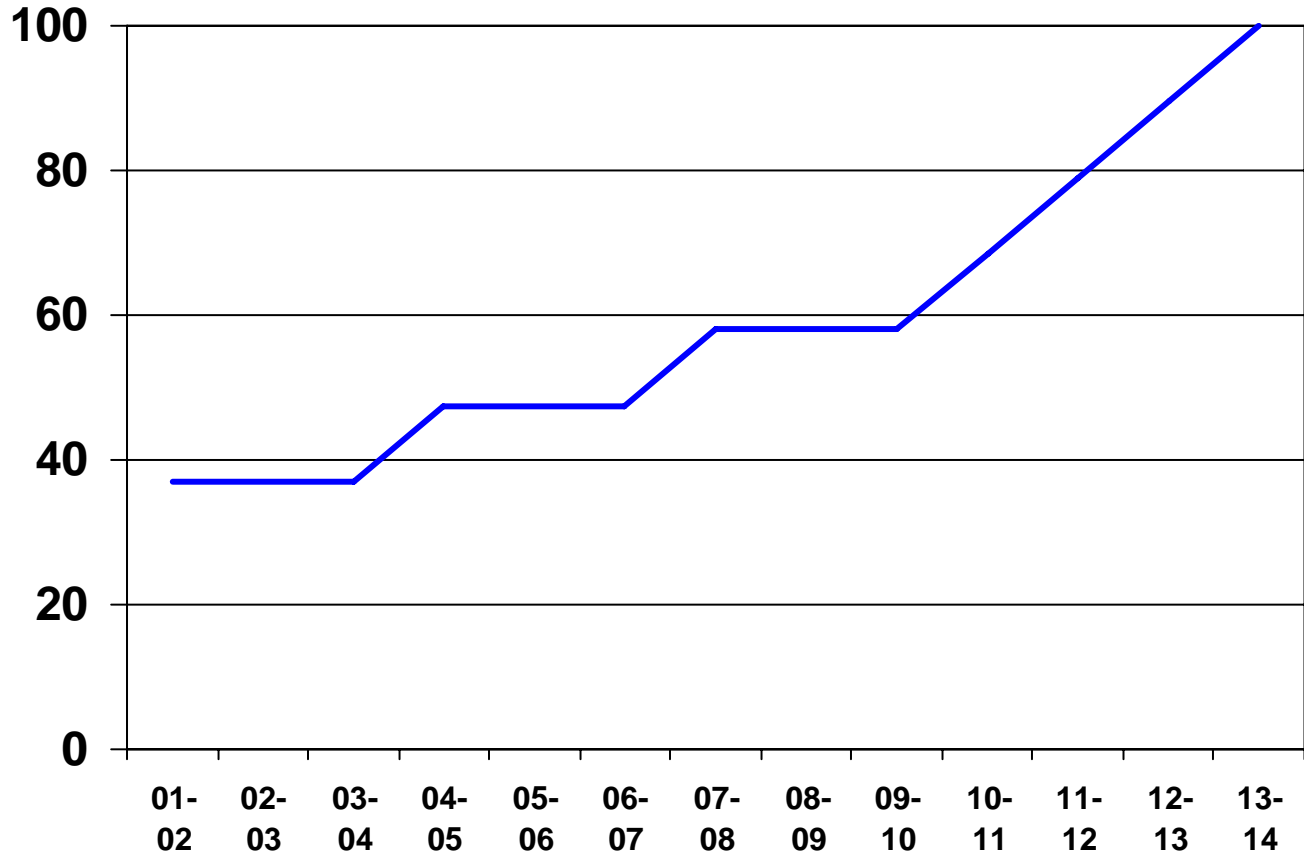
Percent Proficient



AYP in Wisconsin (Grade 4 Math)



Percent Proficient



- AYP
- Not Disadv
- Disadv

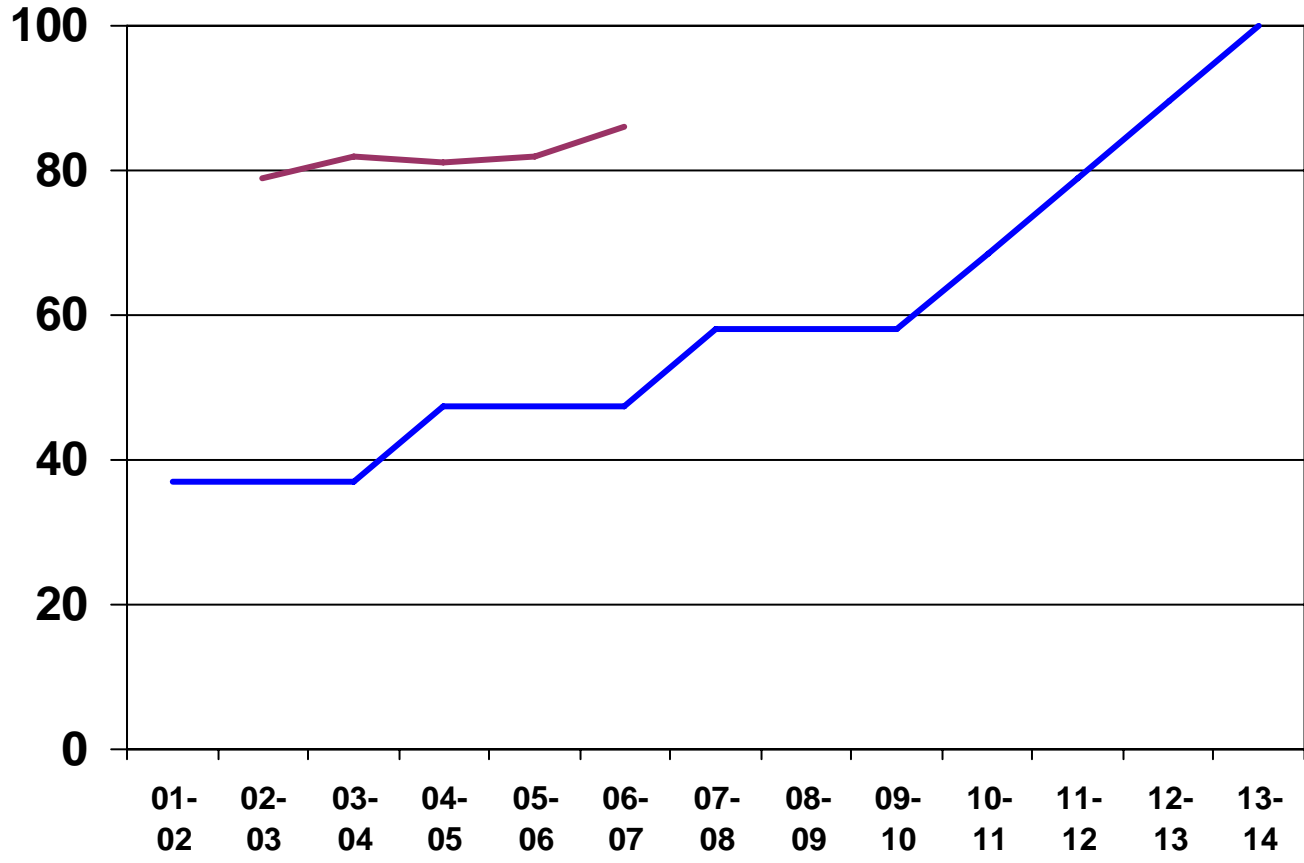
Year



AYP in Wisconsin (Grade 4 Math)



Percent Proficient



- AYP
- Not Disadv
- Disadv

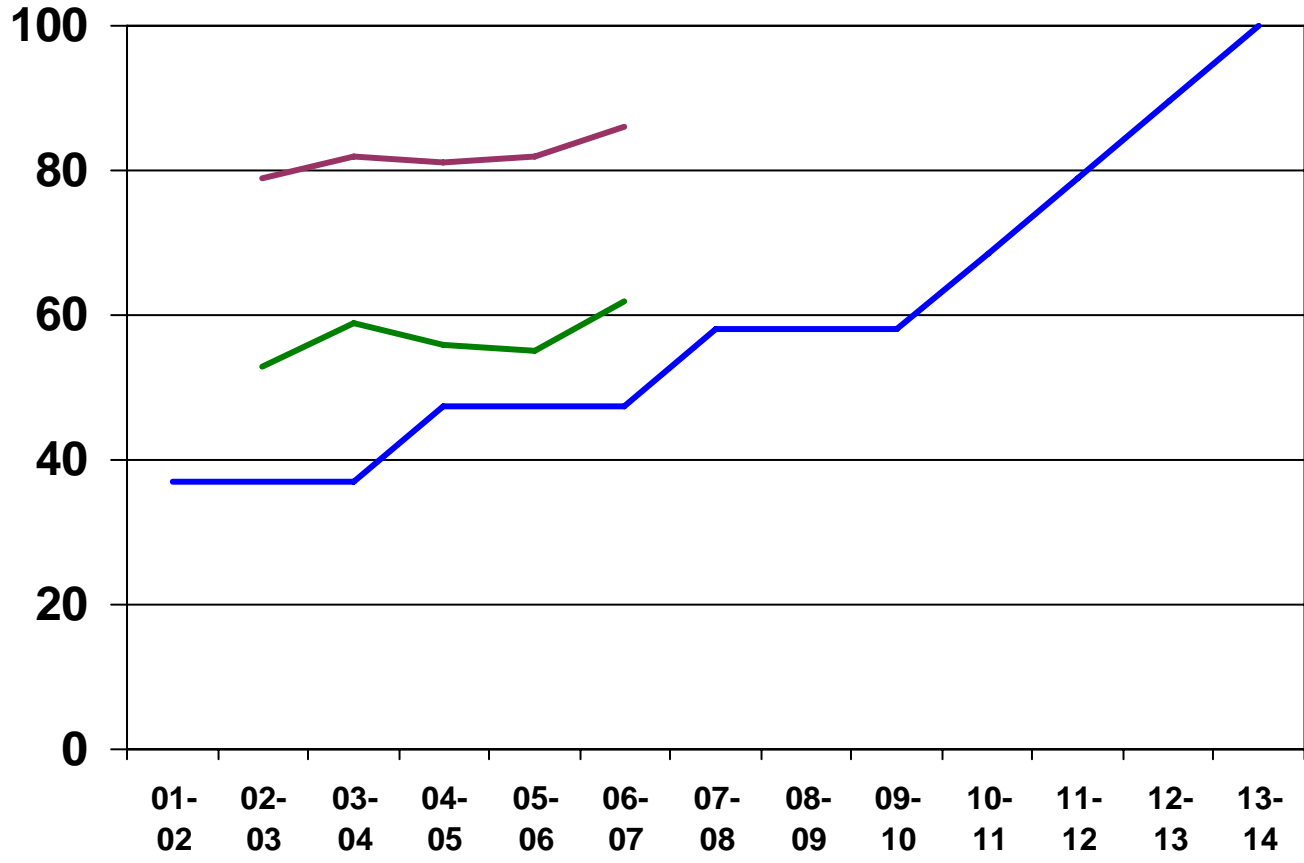
Year



AYP in Wisconsin (Grade 4 Math)



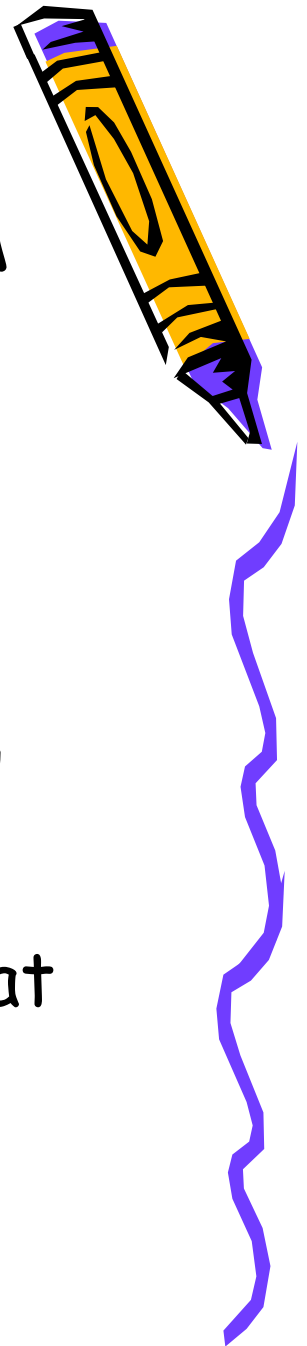
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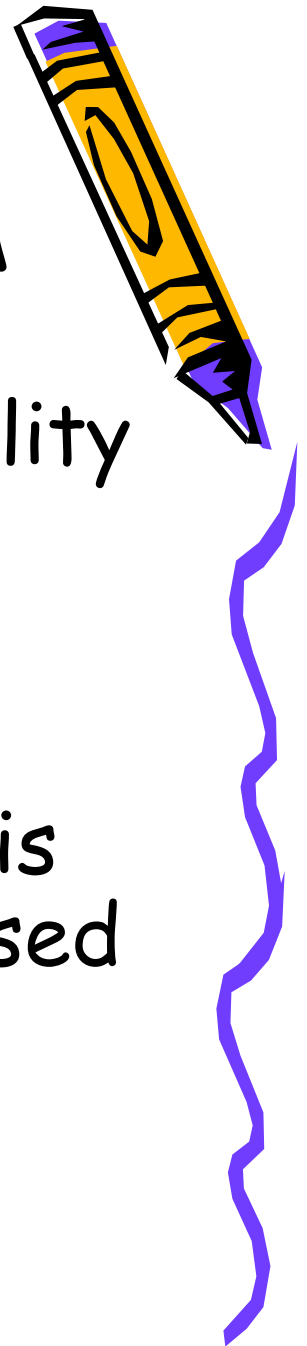
Consequences of NOT Using VAM



- Abandonment of test-based accountability
- Why?
 1. Status models mix up effective and ineffective schools
 2. Status models are a train wreck that will jump off the tracks in 2010



Consequences of NOT Using VAM



- Give up on test-based accountability
- Push the target date ahead and keep mixing up effective and ineffective schools
- Lower the test threshold, which is equivalent to abandoning test-based accountability



Consequences of NOT Using VAM

- All of these consequences are undesirable
 - Test-based accountability has given new incentives to teachers and principals to seek new methods to raise student achievement
 - As in health care, the professionals pay close attention to quality judgments



Consequences of Using VAM

- Introducing VAM will make it possible to preserve test-based accountability
- NOT the fake "growth models" approved by the U.S. Dept of Ed
- Real value-added models, that focus on school contributions to student growth



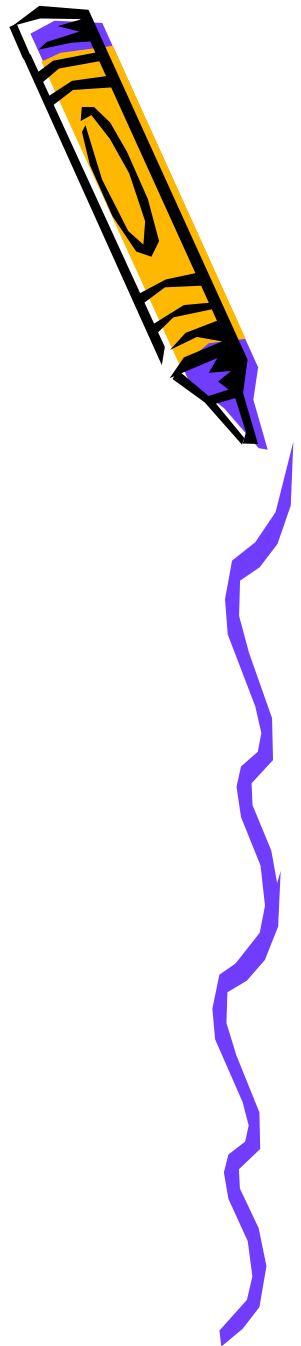
Consequences of Using VAM

- Introducing VAM to school accountability will have benefits **DESPITE THE PROBLEMS**
 - Problems are real: unreliability, uneven scaling, unobserved heterogeneity
 - Problems are already present in the current system
 - Problems of school value-added models are less consequential than the problems of the current system



VAM for Teacher Effects

- What about value-added models for teacher accountability?
 - Particularly for teacher incentives
 - Pay for performance
- Again, start by asking what are the consequences of NOT using VAM
- Answer is less clear-cut than for schools



VAM for Teacher Effects

- Current system
 - Teachers compensated based on certification, degrees, experience
 - Degrees contribute nothing to student achievement
 - Experience effects limited to the early career



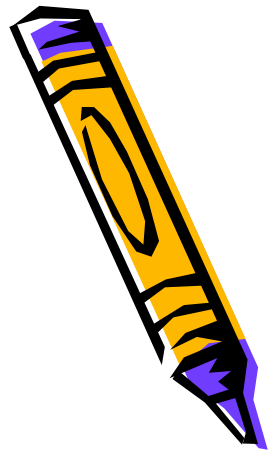
VAM for Teacher Effects

- Current system
 - Teachers compensated based on certification, degrees, experience
 - Reliance on teacher professionalism for incentives to improve
 - Might be appropriate if combined with school-level incentives and opportunities for professional development
 - Has not worked well so far



VAM for Teacher Effects

- Problems with current system
 - Incentives for all to remain (reward for experience)
 - Do we want all teachers to stay in their jobs?
 - Or do we want the best teachers to stay longer?
 - Incentives for all to move to schools with challenging populations
 - Again, we'd like to target incentives to the best teachers



VAM for Teacher Effects

- A value-added (pay for performance) system would likely result in short-term improvement
 - Many teachers would strive for extra compensation
- Long-term effects are less clear
 - If compensation rewards are little better than random, teachers will figure that out quickly



Conclusion: Consequences of VAM

- Should be clear why teacher VAM demands more caution than school VAM
 - Fewer students so less reliable
 - Comparison to current system
 - Teacher compensation is tolerable
 - School accountability is intolerable
- Move to school VAM now, experiment with teacher VAM

