

### WHAT IS VALUE-ADDED ANALYSIS?

Value-added analysis uses statistical methodology and individual student achievement data to measure academic gain or “value-added” for a group of students over a specific period of time. Value-added analysis provides a picture of how much education “value” was added during a specific time period.

Value-added scores (classroom achievement and school-wide achievement) are one of the factors utilized in the determination of the TAP™: The System for Teacher and Student Advancement (TAP) Performance-Based Compensation Awards received by teachers. Classroom value-added provides a valuable estimate of the teacher’s impact on student learning. School-wide value-added provides a valuable estimate of the school’s impact on student learning.



Louisiana TAP currently uses the SAS®EVAAS® Value-Added Model, developed by Dr. William Sanders in 1999. Recently, the State of Louisiana developed its own Value-Added Model, created in 2007 and similar in many ways to the model developed by Sanders. It is projected that TAP schools in Louisiana will transition to the use of the Louisiana value-added model during the 2012-13 school year for purposes of performance pay.

### ACADEMIC ATTAINMENT VS. ACADEMIC GROWTH

Traditional school accountability measures emphasize where a student is at the end of the school year (“attainment”). On the other hand, value-added measurement considers the amount a student is projected to grow compared with similar schools/students across the state and compares the actual academic growth against the projected growth. This comparison provides a gauge of the impact that a school or teacher had on student learning.

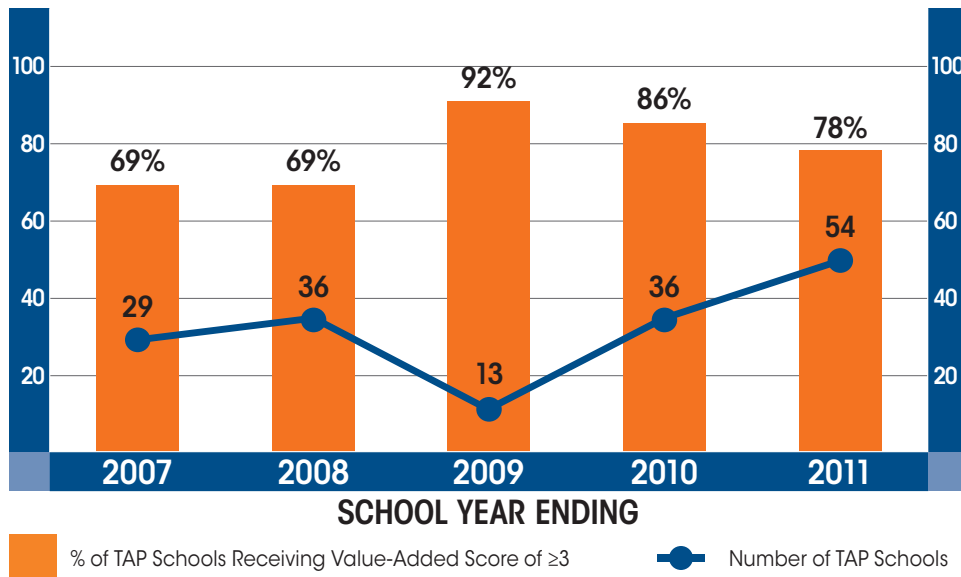
### BENEFITS OF USING VALUE-ADDED

- » Provides a measure for how much of an impact a school and individual teachers have on student achievement;
- » Allows teachers to analyze the data from their own students (by subgroups) to identify trends and make adjustments in their own instruction that will support the individual academic growth of their students, regardless of their ability level;
- » Informs schools of the instructional needs of teachers both at the individual and group levels, as well as helps to identify “promising practices” that are having a positive impact on student achievement; and
- » Allows districts to target professional development and resources designed to increase educator effectiveness.

## TAP DRIVES GROWTH

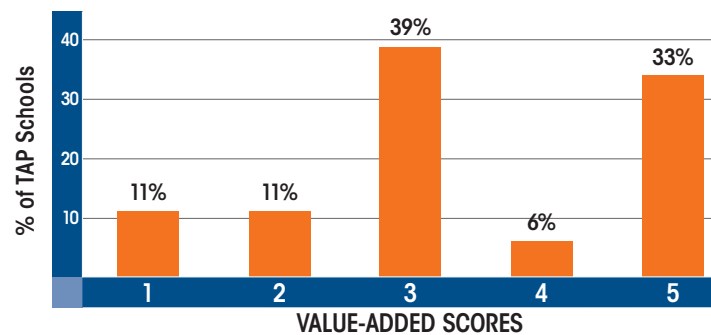
The TAP model has had great success in driving student achievement in Louisiana. The charts below provide a historical perspective, as well as, an in-depth look at the 2010-2011 school year relative to the school-wide value-added scores for Louisiana TAP schools.

### Louisiana TAP Schools Grow in Number and Student Achievement



### Louisiana TAP Schools; 2010-11 School-Wide Value-Added Scores

78% of schools received a value-added score of 3 or above.



Value-added score of 1 = significantly less than 1 year of academic growth

Value-added score of 2 = less than 1 year of academic growth

Value-added score of 3 = one year of academic growth

Value-added score of 4 = more than 1 year of academic growth

Value-added score of 5 = significantly more than 1 year of academic growth