

## Literature Review for Teacher Value-Added Reporting

Over the past two decades, there have been many studies, articles and commentary regarding value-added modeling. The list below includes some of the more relevant texts for PVAAS teacher value-added reports.

### Introduction to VAM, SAS and PVAAS Reporting

These papers provide general information about value-added modeling as well as more detailed information about the SAS EVAAS approach and PVAAS reporting available in the Commonwealth of Pennsylvania.

- **SAS:** [Comparisons among Various Educational Assessment Value-Added Models](#) is a short introduction to various value-added models, noting the advantages and disadvantages of each model.
- **SAS:** *The Value of Effective Teaching: Research and Policy Implications* summarizes key findings, research and milestones by the SAS EVAAS team over the past thirty years.



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- **SAS:** [Response to Criticisms of SAS® EVAAS®](#) briefly addresses several common concerns and misconceptions of SAS EVAAS value-added reports.
- **SAS:** *Misconceptions about PVAAS for Teachers* is a more in-depth review of common concerns and misconceptions of SAS EVAAS value-added reports, with particular emphasis on teacher reports.

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- **SAS:** *Adjusting for Student Characteristics in Value-Added Modeling* uses both theoretical and empirical PVAAS data to illustrate why some VAM do and other do not make adjustments for student characteristics.



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- **RAND Corporation:** RAND has published many papers that focus on the technical aspects of value-added modeling. Because these papers are so technical and often lengthy, SAS has provided a summary of RAND research over the years, which includes citations to the RAND papers themselves.



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- **The Washington Post:** [Seven Misconceptions About Value-Added Measures](#) was an interview of Doug Harris by columnist Jay Mathews. This article addresses common concerns in a non-technical way and it includes the personal opinions of both Dr. Harris and Mr. Mathews, which help bring context to the misconceptions.

### Importance of Value-Added Modeling and Effective Teaching

These papers focus on the importance of value-added modeling and effective teaching, and they assess value-added modeling in the context of other means of evaluation or assessment.

- **The Brookings Institute:** [Evaluating Teachers: The Important Role of Value-Added](#) was written by Steven Glazerman, Dan Goldhaber, Susanna Loeb, Stephen Raudenbush, Douglas Staiger and Grover Whitehurst. While acknowledging potential limitations of value-added modeling, they put these in context of other means of evaluation and address many common concerns.

- **Measures of Effective Teaching (MET) Project:** [Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Findings from the MET Project's Three-Year Study: Brief](#) was funded by the Bill and Melinda Gates Foundation and this policy brief represents the study's final conclusions, particularly in relation to randomized assignment and composite teacher measures.
- **National Bureau of Economic Research (NBER):** [The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood](#) was written by Raj Chetty, John N. Friedman and Jonah E. Rockoff. It assesses long-term outcomes related to effective teaching.

## Additional References for Value-Added Modeling

### Additional Technical Papers

These papers are all quite technical and go into great detail regarding value-added models and, in particular, the models used in PVAAS reporting.

- **SAS:** [SAS EVAAS Statistical Models](#) details the general statistical approaches to SAS EVAAS models that are provided to the Commonwealth of Pennsylvania through PVAAS.
- **SAS:** [Do Teacher Effect Estimates Persist When Teachers Move to Schools with Different Socioeconomic Environments?](#) focuses on whether teacher effects persist when teachers move to schools with different socioeconomic environments (Source: Prepared for Performance Incentives: Their Growing Impact on American K-12 Education in Nashville, Tennessee on February 29, 2008.)
- **SAS:** [Consequences of Persistence Assumptions in Value-Added Assessment Under Stratification](#) investigates the consequences of using such low-persistence models by contrasting a widely used value-added model that assumes complete persistence (the EVAAS layered model) with a non-persistence model.



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- **RAND Corporation:** See above summary.

### Knowledge Briefs

These papers are somewhat less technical than those listed above and often present the technical findings within the context of educational policy considerations.

- **National Center for Analysis of Longitudinal Data in Educational Research (CALDER):** CALDER publishes many reports on value-added reporting, such as [Portability of Teacher Effectiveness Across Schools](#), which finds similar conclusions as the SAS paper on teacher mobility (listed above).
- **Carnegie Knowledge Network (CKN):** CKN publishes many reports on value-added modeling, such as [Do Value-Added Models Level the Playing Field?](#); [How Stable are Value-Added Estimates across Years, Subjects, and Student Groups?](#); and [How Do Value-Added Indicators Compare to Other Measures of Teacher Effectiveness?](#)
- **Council of Chief State Schools Office (CCSSO):** CCSSO provided a fairly non-technical introduction to a variety of value-added and growth models in its [A Practitioner's Guide to Growth Models](#).

### Policy Papers

- **Education Week:** [Doug Harris Crunches Critics in Value-Added Smackdown](#) is a blog entry by Rick Harris and it illustrates the passionate rhetoric used by both supporters and opponents of value-added modeling.
- **WestEd:** [Options for Incorporating Student Academic Growth as One Measure of the Effectiveness of Teachers in Tested Grades and Subjects: A Report to the North Carolina Department of Public Instruction](#) was prepared for the North Carolina Department of Public Instruction to assist in the selection of a statewide value-added model. As a result of its research, WestEd recommended SAS EVAAS models for their statistical advantages as well as policy considerations.