

## **Pay for Performance: Value-Added Measure**

### Design Team Goals

- After discussing our personal concerns and relaying questions from our colleagues, many of us are left feeling somewhat overwhelmed by the breadth of material our design team has to cover. We are moving slowly through the process, trying to make sure that every solution we reach has considered each staff member and every possible circumstance. The goal of our design team is to understand the current value-added measure being implemented, so we are able to develop a product that does accurately and equitably measure teacher effectiveness throughout our school system.
- We have categorized the concerns brought to our meetings into seven questions that we plan to discuss further and pose solutions for as the work of our team continues.

### Current Questions and Concerns

1. How can we improve the district's current value-added model and build upon other current programs and initiatives? For example, TIF-LEAP
2. What rules should we use to establish the teacher of record for a particular student in a particular subject? How can we take into account co-teaching, flexible grouping, and other forms of student-teacher matching?
3. Should we include team or grade level and school-level value-added data? For whom?
  - One suggestion brought to the group combines individual, grade level and school-wide value-added data for general education, elementary school teachers.

4. How will all teachers be assessed fairly? For example, CTE teachers, teacher in subjects without current assessments, and those teaching new or a variety of courses
5. How will the value-added formula identify controls and uncontrollable factors? What additional factors should be considered? For example, environmental factors, resources, classifications, identifications, teacher and course dosage
6. How will student achievement levels and growth be accurately measured? For example, utilizing valid, developmentally appropriate pre- and post-assessments, assuring accurate predictions, dealing with missing data and parent responses to instruction, such as tutors.
7. What are the potential problems with using the value-added measure in teacher evaluation? How can we minimize those problems? What are potential opportunities? How can we maximize them?

### Strategy and Progress

- To unravel these in depth questions, our design team meets each Thursday from 5:00-6:30 PM at the Professional Development Center. Throughout the week, we read various materials and texts about Pay for Performance and value-added measures being used in other systems. We collaborate with each other to discussed possible changes, additional questions, and concerns about the value-added measure. We communicate with staff members at the various schools we represent about their understanding and opinions about the current value-added measures and their suggestions of possible changes to the formula. Our group maintains wiki to organize notes and minutes from each meeting, as well as to communicate with absentee members. We meet as a whole, but have two working small groups for discussion: one comprised of Elementary educators and a second of Middle and High school teachers. We are trying to tackle these challenges as effectively and efficiently as possible.