



December 28, 2010

**TO:** Board of Education

**APPENDIX MMM-7-4**  
**January 31, 2011**

**FROM:** Daniel A. Nerad, Superintendent

**RE:** Value Added Presentation

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## **I. Introduction**

**A. Title/topic** – Value Added

**B. Presenter/contact person** –  
Tim Potter  
WCER Staff

**C. Background information** –

Value added is the use of statistical technique to identify the effects of schooling on measured student performance. The value added model uses what data are available about students--past test scores and student demographics in particular--to control for prior student knowledge, home and community environment, and other relevant factors to better measure the effects of schools on student achievement. In practice, value added focuses on student improvement on an assessment from one year to the next.

**D. BOE action requested** – Information only.

## **II. Summary of Current Information**

**A. Provide summary** –

This report presents value-added results for Madison Metropolitan School District (MMSD) for the two-year period between November 2007 to November 2009, measuring student improvement on the November test administrations of the Wisconsin Knowledge and Concepts Examination (WKCE) in grades three through eight. Also presented are results for the two-year period between November 2005 to November 2007, as well as the two-year period between November 2006 and November 2008. This allows for some context from the past, presenting value added over time as a two-year moving average.

Some of the details of the value-added system have changed in 2010. The two most substantial changes are the inclusion of differential-effects value-added results (for five subgroups: students with disabilities, English language learners, black students, Hispanic students, and low-income students) and the addition to the set of control variables of full-academic-year (FAY) attendance which accounts for mobility among students.

**B. Recommendations and/or alternative recommendation(s) – N/A**

**C. Link to supporting detail – N/A**

### **III. Implications**

**A. Budget –**

There can be a plan to target schools with additional resources to make the gains needed for increased growth.

**B. Strategic Plan –**

This data provides information needed as we work toward implementing K-12 alignment in the district. When looking at the School Value Added Charts there are two ways we can use this data to make improvements: When a school's value added is positive and *statistically significant*: it is likely that students at the school grew more quickly than the district average, to an extent that is unlikely to be attributable to randomness or chance and therefore, we will work with these schools to determine what the contributing factors are that we can apply to other schools. Similarly, when value added is negative and *statistically significant*: it is likely that students at the school grew more slowly than the district average, to an extent that it is unlikely to be attributable to chance and we will therefore support these schools for improvement.

**C. Equity Plan –**

Schools can be aligned more equitably if we use the information from this and other data within the district.

**D. Implications for other aspects of the organization –**

### **IV. Supporting Documentation**

**A. Continuing a Value-Added Model with the Madison Metropolitan School District**

**B. Value Added Power point**