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Implementation and Effects; Background on Pennsylvania's VAA System; History of PVAAS; PVAAS Reports; PVAAS Statistical Methodology for the Pilot Program; Organization of This Report; Chapter Two - Methods and Data; Details on Matching; Matching Methods for Cohort 1; Matching Methods for Cohort 2; Matching Results for Cohort 1; Matching Results for Cohort 2; The Pennsylvania System of School Assessment (PSSA); Methods for Estimating the Effects of PVAAS on PSSA Scores SurveysChapter Three - Effects of PVAAS on Student Achievement; Summary; Chapter Four - Superintendents' Responses to PVAAS; Actions and Opinions in PVAAS and Comparison Districts; Responses to PVAAS Among Participating Districts; Summary; Chapter Five - Principals' Responses to PVAAS; Actions and Opinions in PVAAS and Comparison Districts; Responses to PVAAS Among Principals from Participating Districts; Summary; Chapter Six - Teachers' Responses to PVAAS; Actions and Opinions of Teachers in PVAAS and Comparison Districts; Responses to PVAAS Among Engaged Teachers; Summary Chapter Seven - Summary and ImplicationsImplications for Understanding Educators' Use of VAA Data; Study Limitations; Conclusion; Appendix - Matching Results Summary Tables and Figures; References

Sommario/riassunto

The No Child Left Behind Act of 2001 places a strong emphasis on the use of student achievement test scores to measure school performance, and, throughout the United States, school and district education reform efforts are increasingly focusing on the use of student achievement data to make decisions about curriculum and instruction. To encourage and facilitate data-driven decisionmaking, many states and districts have begun providing staff with information from value-added assessment (VAA) systems-collections of complex statistical techniques that use multiple years of test-score data to try
