

Value-Added Indicators

- Differ from traditional attainment indicators such as an average test score or percent proficient.
- Are based on longitudinal as opposed to cross-sectional student data.
- Are designed to capture the contribution of schools to growth in student achievement. The purpose is to statistically isolate the contribution of schools and programs to growth in student achievement at a given grade level from all other sources of student achievement growth.
- Are derived from a statistical model that includes, to the extent possible, all of the non-school factors that contribute to growth in student achievement.
 - Prior student achievement.
 - Demographic characteristics: gender, race/ethnicity, and income status (participant in free or reduced-price lunch).
 - Mobility: changed schools between the pretest and posttest periods.
- The end result: a value-added indicator captures differences in educational productivity among schools.
- Can be used to evaluate the effectiveness of programs and policies (what works?).