

## Dallas Independent School District Value-Added Model Summary Information

**Grades and Major Measures Included:** The Dallas ISD value-added model measures grades 1-2 using the Iowa Tests of Basic Skills and Logramos, grades 3-11 using the TAKS, and grades 7-12 using Assessments of Course Performance which are district end-of-course tests. There are other student and school level measures, but these receive the most weight. See [https://portal.dallasisd.org/mydata/docs/SEI/SEI20062007/SchoolPerformanceAwardsManual\\_200607.pdf](https://portal.dallasisd.org/mydata/docs/SEI/SEI20062007/SchoolPerformanceAwardsManual_200607.pdf) for all measures and system details.

**Model Characteristics:** The Dallas ISD VA model uses a two-phase multilevel Hierarchical Linear Model (also termed in the literature as a mixed linear model) to measure the contribution of schools and teachers to student achievement. The model uses one year of prior test information to predict current outcomes and uses student level variables (ethnicity, language proficiency, income, gender) to assure that measures are not correlated to these factors which are outside the control of the school or teacher. The district has extensive research showing the lack of bias in the model relative to these measures.

**Uses for the Model:** The district currently uses the model for the following programs and purposes:

- *Identification of highly effective teachers and schools for incentive awards.* The VA model is used as the basis for school wide awards and the basis for individual teacher awards as part of the \$22 million US Dept. of Education Teacher Incentive Fund grant program. School results are used as a component of principal incentive awards under the TIF program as well.
- *Identification of teachers and principals for high-needs incentive bonuses.* As part of the TIF grant, the VA results are used as part of the criteria in determining which teachers and principals receive bonuses for moving to high-needs campuses.
- *Selection of coaches and master teachers and selection of staff development programs.* The VA model is used as part of the criteria in the selection process for academic coaches and master teachers. The model is also used with many teachers to select the level and extent of district required staff development.
- *Identification of teachers for reconstitution under TEC Section §39.1324.* The district uses teacher level passing rates on the TAKS in combination with VA model measures to determine which teachers should be reconstituted under Section §39.1324 which requires reconstitution after two years of academically unsuccessful school performance.
- *Conducting research on school and teacher effectiveness.* The VA model has been used to determine characteristics of effective and ineffective schools and teachers for the past decade. It has been used in the identification of aspects of:
  - the longitudinal effects of teachers on student achievement,
  - characteristics of effective and ineffective teachers,
  - characteristics of effective and ineffective schools and principals.
  - the relationship between school expenditures and student achievement,
  - the relationship between teacher characteristics (e.g. certification, length of service, etc.) and student achievement.

**Potential Uses for the Model:** The model has shown potential for determining:

- The relationship between teacher grading patterns, student achievement, and the identification of students likely to graduate or drop out.
- Which teachers should be granted permanent contracts after an initial probationary period.
- Determining which students currently not passing TAKS are on a trajectory to pass in a specified time period. This use would be the basis of incorporating the VA model into an alternative measure in the accountability system. If schools were making sufficient progress with non-passing students and showed no slippage with passing students, they could be granted a conditional acceptable status under an alternative accountability model.