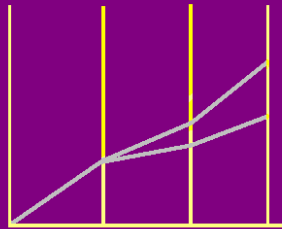


Value Added Models
In Education:
Theory and Applications



Robert Lissitz

Value Added Models in Education: Theory and Applications

Edited by
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JAM Press is pleased to announce the new book, *Value-Added Models in Education: Theory and Applications*, is now available. The book is available in soft cover (\$39, ISBN 0-9755351-5-3) and hard cover (\$49, ISBN 0-9755351-4-5). Postage and handling are additional. Information on ordering the book is found on the reverse of this announcement. Information is

also available at the *Journal of Applied Measurement* web site (www.jampress.org). Please go to the JAM Press Books page on the web site and scroll down to the new books section.

This book is based on the very well received Conference of the same name held on the University of Maryland Campus on October 21 and 22, 2004. The ten presentations have all been revised for the book, and most of the chapters include the questions and answers from the conference. The editor tried to select authors who could represent a variety of experiences with Value Added Modeling (VAM). These included theoretical developments such as modeling the effects of test linking on growth analysis, what it means to do VAM applications in a valid way, what has been learned about VAM from applications in local school systems and from analyses of national and state data sets, and the application of VAM to important questions in education policy. These chapters are at the cutting edge of what we know about theory and about application in VAM. The titles and authors of the ten chapters are as follows:

- *Carol Schatz, Clare Von Secker, and Theresa Alban, Montgomery County Public Schools, Balancing Accountability and Improvement: Introducing Value-Added Models to a Large School System*
- *Henry Braun, Educational Testing Service, Value-added Modeling: What Does Due Diligence Require?*
- *Steven Ponisciak and Anthony Bryk, Consortium on Chicago School Research, Value-Added Analysis of the Chicago Public Schools: An Application of Hierarchical Models*
- *Harold Doran, and Jon Cohen, American Institutes for Research, The Confounding Effect of Linking Bias on Gains Estimated from Value-Added Models*
- *Daniel McCaffrey, J.R. Lockwood, Louis T. Mariano, and Claude Setodji, The Rand Corporation, Challenges for Value-Added Assessment of Teacher Effects*
- *William Schmidt and Richard T. Houang, Michigan State University and Curtis C. McKnight, University of Oklahoma, Value-Added Research: Right Idea but Wrong Solution?*

- *Joe Stevens, University of New Mexico, The Study of School Effectiveness as a Problem in Research Design*
- *George Cunningham, University of Louisville and John Stone, East Tennessee State University, Value-Added Assessment of Teacher Quality as an Alternative to the National Board for Professional Teaching Standards: What Recent Studies Say?*
- *William Webster, retired from the Dallas Independent School District, The Dallas School-Level Accountability Model: The Marriage of Status and Value-Added Approaches*
- *Dale Ballou, Vanderbilt University, Value-Added Assessment: Lessons from Tennessee*

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