

Post-ESSA VAM Scholar Survey Online Supplement A

Final List of 115 Articles Authored by the 145 Scholars Listed in Supplement B

1. Aaronson, D., Barrow, L., & Sander, W. (2007). Teachers and student achievement in the Chicago public high schools. *Journal of Labor Economics*, 25(1), 95-135. [doi:10.1086/508733](https://doi.org/10.1086/508733)
2. American Educational Research Association (AERA) Council. (2015). AERA statement on use of value-added models (VAM) for the evaluation of educators and educator preparation programs. *Educational Researcher*, 44(8), 448-452. [doi:10.3102/0013189X15618385](https://doi.org/10.3102/0013189X15618385)
3. Amrein-Beardsley, A. (2008). Methodological concerns about the Education Value-Added Assessment System. *Educational Researcher*, 37(2), 65-75. [doi:10.2307/30137966](https://doi.org/10.2307/30137966)
4. Andrabi, T., Das, J., Khwaja, A. I., & Zajonc, T. (2011). Do value-added estimates add value? Accounting for learning dynamics. *American Economic Journal: Applied Economics*, 3(3), 29-54. [doi:10.2139/ssrn.1523300](https://doi.org/10.2139/ssrn.1523300)
5. Ballou, D. (2004). Rejoinder. *Journal of Educational and Behavioral Statistics*, 29(1), 131-134. [doi:10.3102/10769986029001131](https://doi.org/10.3102/10769986029001131)
6. Ballou, D. (2009). Test scaling and value-added measurement. *Education Finance and Policy*, 4(4), 351-383. [doi:10.1162/edfp.2009.4.4.351](https://doi.org/10.1162/edfp.2009.4.4.351)
7. Ballou, D., Sanders, W., & Wright, P. (2004). Controlling for student background in value-added assessment of teachers. *Journal of Educational and Behavioral Statistics*, 29(1), 37-65. [doi:10.2307/3701306](https://doi.org/10.2307/3701306)
8. Ballou, D., & Springer, M. G. (2015). Using student test scores to measure teacher performance: Some problems in the design and implementation of evaluation systems. *Educational Researcher*, 44(2), 77-86. [doi:10.3102/0013189x15574904](https://doi.org/10.3102/0013189x15574904)
9. Berliner, D. C. (2014). Exogenous variables and value-added assessments: A fatal flaw. *Teachers College Record*, 116(1).
10. Blazar, D., Litke, E., & Barmore, J. (2016). What does it mean to be ranked a “high” or “low” value-added teacher? Observing differences in instructional quality across districts. *American Educational Research Journal*, 53(2), 324-359. [doi:10.3102/0002831216630407](https://doi.org/10.3102/0002831216630407)
11. Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2011). Teacher layoffs: An empirical illustration of seniority versus measures of effectiveness. *Education Finance and Policy*, 6(3), 439-454. [doi:10.1162/edfp_a_00041](https://doi.org/10.1162/edfp_a_00041)
12. Braun, H. (2015). The value in value added depends on the ecology. *Educational Researcher*, 44(2), 127-131. [doi:10.3102/0013189x15576341](https://doi.org/10.3102/0013189x15576341)
13. Briggs, D. C., & Domingue, B. (2013). The gains from vertical scaling. *Journal of Educational and Behavioral Statistics*, 38(6), 551-576. [doi:10.2307/41999411](https://doi.org/10.2307/41999411)
14. Buzick, H. M., & Laitusis, C. C. (2010). Using growth for accountability: Measurement challenges for students with disabilities and recommendations for research. *Educational Researcher*, 39(7), 537-544. [doi:10.2307/40963354](https://doi.org/10.2307/40963354)
15. Carter, R. L. (2004). Rejoinder. *Journal of Educational and Behavioral Statistics*, 29(1), 135-137. [doi:10.3102/10769986029001135](https://doi.org/10.3102/10769986029001135)

16. Casey, L. M. (2013). The will to quantify: The “bottom line” in the market model of education reform. *Teachers College Record*, 115(9).
17. Castellano, K. E., & Ho, A. D. (2015). Practical differences among aggregate-level conditional status metrics: From median student growth percentiles to value-added models. *Journal of Educational and Behavioral Statistics*, 40(1), 35-68.
[doi:10.3102/1076998614548485](https://doi.org/10.3102/1076998614548485)
18. Castellano, K. E., Rabe-Hesketh, S., & Skrondal, A. (2014). Composition, context, and endogeneity in school and teacher comparisons. *Journal of Educational and Behavioral Statistics*, 39(5), 333-367. [doi:10.3102/1076998614547576](https://doi.org/10.3102/1076998614547576)
19. Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014a). Measuring the impacts of teachers I: Evaluating bias in teacher value-added estimates. *American Economic Review*, 104(9), 2593-2632. [doi:10.1257/aer.104.9.2593](https://doi.org/10.1257/aer.104.9.2593)
20. Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014b). Measuring the impacts of teachers II: Teacher value-added and student outcomes in adulthood. *American Economic Review*, 104(9), 2633-2679. [doi:10.1257/aer.104.9.2633](https://doi.org/10.1257/aer.104.9.2633)
21. Chetty, R., Friedman, J. N., & Rockoff, J. E. (2016). Using lagged outcomes to evaluate bias in value-added models. *American Economic Review*, 106(5), 393-399.
[doi:10.1257/aer.p20161081](https://doi.org/10.1257/aer.p20161081)
22. Collins, C., & Amrein-Beardsley, A. (2014). Putting growth and value-added models on the map: A national overview. *Teachers College Record*, 116(1).
23. Condie, S., Lefgren, L., & Sims, D. (2014). Teacher heterogeneity, value-added and education policy. *Economics of Education Review*, 40, 76-92.
[doi:10.1016/j.econedurev.2013.11.009](https://doi.org/10.1016/j.econedurev.2013.11.009)
24. Corcoran, S., & Goldhaber, D. (2013). Value added and its uses: Where you stand depends on where you sit. *Education Finance and Policy*, 8(3), 418-434. [doi:10.1162/edfp_a_00104](https://doi.org/10.1162/edfp_a_00104)
25. Darling-Hammond, L. (2015). Can value added add value to teacher evaluation? *Educational Researcher*, 44(2), 132-137. [doi:10.3102/0013189x15575346](https://doi.org/10.3102/0013189x15575346)
26. Dieterle, S., Guarino, C. M., Reckase, M. D., & Wooldridge, J. M. (2015). How do principals assign students to teachers? Finding evidence in administrative data and the implications for value added. *Journal of Policy Analysis & Management*, 34(1), 32-58.
[doi:10.1002/pam.21781](https://doi.org/10.1002/pam.21781)
27. Everson, K. C., Feinauer, E., & Sudweeks, R. R. (2013). Rethinking teacher evaluation: A conversation about statistical inferences and value-added models. *Harvard Educational Review*, 83(2), 349-370. [doi:10.17763/haer.83.2.m32hk8q851u752h0](https://doi.org/10.17763/haer.83.2.m32hk8q851u752h0)
28. Fox, L. (2016). Playing to teachers' strengths: Using multiple measures of teacher effectiveness to improve teacher assignments. *Education Finance and Policy*, 11(1), 70-96.
[doi:10.1162/edfp_a_00176](https://doi.org/10.1162/edfp_a_00176)
29. Gabriel, R., & Lester, J. N. (2013). The romance quest of education reform: A discourse analysis of the Los Angeles Times reports on value-added measurement teacher effectiveness. *Teachers College Record*, 115(12).

30. Goldhaber, D. (2015). Exploring the potential of value-added performance measures to affect the quality of the teacher workforce. *Educational Researcher*, 44(2), 87-95. [doi:10.3102/0013189x15574905](https://doi.org/10.3102/0013189x15574905)
31. Goldhaber, D., & Chaplin, D. D. (2015). Assessing the “Rothstein Falsification Test”: Does it really show teacher value-added models are biased? *Journal of Research on Educational Effectiveness*, 8(1), 8-34. [doi:10.1080/19345747.2014.978059](https://doi.org/10.1080/19345747.2014.978059)
32. Goldhaber, D., Cowan, J., & Walch, J. (2013). Is a good elementary teacher always good? Assessing teacher performance estimates across subjects. *Economics of Education Review*, 36, 216-228. [doi:10.1016/j.econedurev.2013.06.010](https://doi.org/10.1016/j.econedurev.2013.06.010)
33. Goldhaber, D., Goldschmidt, P., & Tseng, F. (2013). Teacher value-added at the high-school level: Different models, different answers? *Educational Evaluation and Policy Analysis*, 35(2), 220-236. [doi:10.3102/0162373712466938](https://doi.org/10.3102/0162373712466938)
34. Goldhaber, D., & Hansen, M. (2010). Using performance on the job to inform teacher tenure decisions. *The American Economic Review*, 100(2), 250-255. [doi:10.2307/27804999](https://doi.org/10.2307/27804999)
35. Goldhaber, D., & Hansen, M. (2013). Is it just a bad class? assessing the long-term stability of estimated teacher performance. *Economica*, 80(319), 589-612. [doi:10.1111/ecca.12002](https://doi.org/10.1111/ecca.12002)
36. Good, T. L. (2014). What do we know about how teachers influence student performance on standardized tests: And why do we know so little about other student outcomes? *Teachers College Record*, 116(1), 1-22.
37. Grossman, P., Cohen, J., Ronfeldt, M., & Brown, L. (2014). The test matters: The relationship between classroom observation scores and teacher value added on multiple types of assessment. *Educational Researcher*, 43(6), 293-303. [doi:10.3102/0013189x14544542](https://doi.org/10.3102/0013189x14544542)
38. Guarino, C. M., Maxfield, M., Reckase, M. D., Thompson, P. N., & Wooldridge, J. M. (2015). An evaluation of empirical Bayes's estimation of value-added teacher performance measures. *Journal of Educational and Behavioral Statistics*, 40(2), 190-222. [doi:10.3102/1076998615574771](https://doi.org/10.3102/1076998615574771)
39. Guarino, C. M., Reckase, M. D., Stacy, B. W., & Wooldridge, J. M. (2015). Evaluating specification tests in the context of value-added estimation. *Journal of Research on Educational Effectiveness*, 8(1), 35-59. [doi:10.1080/19345747.2014.981905](https://doi.org/10.1080/19345747.2014.981905)
40. Guarino, C. M., Reckase, M. D., & Wooldridge, J. M. (2015). Can value-added measures of teacher performance be trusted? *Education Finance and Policy*, 10(1), 117-156. [doi:10.1162/edfp_a_00153](https://doi.org/10.1162/edfp_a_00153)
41. Hanushek, E. A., & Rivkin, S. G. (2010). Generalizations about using value-added measures of teacher quality. *American Economic Review*, 100(2), 267-271. [doi:10.1257/aer.100.2.267](https://doi.org/10.1257/aer.100.2.267)
42. Harris, D. N. (2009). Teacher value-added: Don't end the search before it starts. *Journal of Policy Analysis & Management*, 28(4), 693-699. [doi:10.1002/pam.20464](https://doi.org/10.1002/pam.20464)
43. Harris, D. N., & Herrington, C. D. (2015). Editors' introduction: The use of teacher value-added measures in schools: New evidence, unanswered questions, and future prospects. *Educational Researcher*, 44(2), 71-76. [doi:10.3102/0013189x15576142](https://doi.org/10.3102/0013189x15576142)

44. Harris, D. N., Ingle, W. K., & Rutledge, S. A. (2014). How teacher evaluation methods matter for accountability: A comparative analysis of teacher effectiveness ratings by principals and teacher value-added measures. *American Educational Research Journal*, 51(1), 73-112. [doi:10.3102/0002831213517130](https://doi.org/10.3102/0002831213517130)
45. Harris, D. N., & Sass, T. R. (2011). Teacher training, teacher quality and student achievement. *Journal of Public Economics*, 95(7-8), 798-812. [doi:10.1037/e722772011-001](https://doi.org/10.1037/e722772011-001)
46. Harris, D. N., & Sass, T. R. (2014). Skills, productivity and the evaluation of teacher performance. *Economics of Education Review*, 40, 183-204. [doi:10.1016/j.econedurev.2014.03.002](https://doi.org/10.1016/j.econedurev.2014.03.002)
47. Hill, H. C. (2009). Evaluating value-added models: A validity argument approach. *Journal of Policy Analysis & Management*, 28(4), 700-709. [doi:10.1002/pam.20463](https://doi.org/10.1002/pam.20463)
48. Hill, H. C., Kapitula, L., & Umland, K. (2011). A validity argument approach to evaluating teacher value-added scores. *American Educational Research Journal*, 48(3), 794-831. [doi:10.2307/27975308](https://doi.org/10.2307/27975308)
49. Horoi, I., & Ost, B. (2015). Disruptive peers and the estimation of teacher value added. *Economics of Education Review*, 49, 180-192. [doi:10.1016/j.econedurev.2015.10.002](https://doi.org/10.1016/j.econedurev.2015.10.002)
50. Isenberg, E., Teh, B., & Walsh, E. (2015). Elementary school data issues for value-added models: Implications for research. *Journal of Research on Educational Effectiveness*, 8(1), 120-129. [Doi:10.1080/19345747.2014.974231](https://doi.org/10.1080/19345747.2014.974231)
51. Isenberg, E., & Walsh, E. (2015). Accounting for co-teaching: A guide for policymakers and developers of value-added models. *Journal of Research on Educational Effectiveness*, 8(1), 112-119. [doi:10.1080/19345747.2014.974232](https://doi.org/10.1080/19345747.2014.974232)
52. Ishii, J., & Rivkin, S. G. (2009). Impediments to the estimation of teacher value added. *Education Finance and Policy*, 4(4), 520-536. [doi:10.1162/edfp.2009.4.4.520](https://doi.org/10.1162/edfp.2009.4.4.520)
53. Jackson, C. K. (2009). Student demographics, teacher sorting, and teacher quality: Evidence from the end of school desegregation. *Journal of Labor Economics*, 27(2), 213-256. [doi:10.1086/599334](https://doi.org/10.1086/599334)
54. Jackson, C. K. (2013). Match quality, worker productivity, and worker mobility: Direct evidence from teachers. *Review of Economics & Statistics*, 95(4), 1096-1116. [doi:10.1162/rest_a_00339](https://doi.org/10.1162/rest_a_00339)
55. Jackson, C. K. (2014). Teacher quality at the high school level: The importance of accounting for tracks. *Journal of Labor Economics*, 32(4), 645-684. [doi:10.3386/w17722](https://doi.org/10.3386/w17722)
56. Jacob, B. A., & Lefgren, L. (2008). Can principals identify effective teachers? evidence on subjective performance evaluation in education. *Journal of Labor Economics*, 26(1), 101-136. [doi:10.1086/522974](https://doi.org/10.1086/522974)
57. Jacob, B. A., Lefgren, L., & Sims, D. P. (2010). The persistence of teacher-induced learning. *Journal of Human Resources*, 45(4), 915-943. [doi:10.3368/jhr.45.4.915](https://doi.org/10.3368/jhr.45.4.915)
58. Johnson, M. T., Lipscomb, S., & Gill, B. (2015). Sensitivity of teacher value-added estimates to student and peer control variables. *Journal of Research on Educational Effectiveness*, 8(1), 60-83. [doi:10.1080/19345747.2014.967898](https://doi.org/10.1080/19345747.2014.967898)

59. Jones, N. D., Buzick, H. M., & Turkan, S. (2013). Including students with disabilities and english learners in measures of educator effectiveness. *Educational Researcher*, 42(4), 234-241. [doi:10.2307/23462369](https://doi.org/10.2307/23462369)
60. Kane, T. J., Rockoff, J. E., & Staiger, D. O. (2008). What does certification tell us about teacher effectiveness? Evidence from New York City. *Economics of Education Review*, 27(6), 615-631. [doi:10.1016/j.econedurev.2007.05.005](https://doi.org/10.1016/j.econedurev.2007.05.005)
61. Kane, T. J., & Staiger, D. O. (2002). The promise and pitfalls of using imprecise school accountability measures. *The Journal of Economic Perspectives*, 16(4), 91-114. [doi:10.2307/3216916](https://doi.org/10.2307/3216916)
62. Kane, T. J., Taylor, E. S., Tyler, J. H., & Wooten, A. L. (2011). Identifying effective classroom practices using student achievement data. *Journal of Human Resources*, 46(3), 587-613. [doi:10.3368/jhr.46.3.587](https://doi.org/10.3368/jhr.46.3.587)
63. Karl, A. T., Yang, Y., & Lohr, S. L. (2013). A correlated random effects model for nonignorable missing data in value-added assessment of teacher effects. *Journal of Educational and Behavioral Statistics*, 38(6), 577-603. [doi:10.3102/1076998613494819](https://doi.org/10.3102/1076998613494819)
64. Kennedy, M. M. (2010). Attribution error and the quest for teacher quality. *Educational Researcher*, 39(8), 591-598. [doi:10.3102/0013189x10390804](https://doi.org/10.3102/0013189x10390804)
65. Kinsler, J. (2012a). Assessing Rothstein's critique of teacher value-added models. *Quantitative Economics*, 3(2), 333-362. [doi:10.3982/qe132](https://doi.org/10.3982/qe132)
66. Kinsler, J. (2012b). Beyond levels and growth: Estimating teacher value-added and its persistence. *Journal of Human Resources*, 47(3), 722-753. [doi:10.1353/jhr.2012.0023](https://doi.org/10.1353/jhr.2012.0023)
67. Kinsler, J. (2016). Teacher complementarities in test score production: Evidence from primary school. *Journal of Labor Economics*, 34(1), 29-61. [doi:0.1086/682331](https://doi.org/10.1086/682331)
68. Klees, S. J. (2016). VAMs are never “accurate, reliable, and valid.” *Educational Researcher*, 45(4), 267. [doi:10.3102/0013189x16651081](https://doi.org/10.3102/0013189x16651081)
69. Koedel, C. (2008). Teacher quality and dropout outcomes in a large, urban school district. *Journal of Urban Economics*, 64(3), 560-572. [doi:10.1016/j.jue.2008.06.004](https://doi.org/10.1016/j.jue.2008.06.004)
70. Koedel, C. (2009). An empirical analysis of teacher spillover effects in secondary school. *Economics of Education Review*, 28(6), 682-692. [doi:10.2139/ssrn.1260999](https://doi.org/10.2139/ssrn.1260999)
71. Koedel, C., & Betts, J. (2010). Value added to what? How a ceiling in the testing instrument influences value-added estimation. *Education Finance and Policy*, 5(1), 54-81. [doi:10.1162/edfp.2009.5.1.5104](https://doi.org/10.1162/edfp.2009.5.1.5104)
72. Koedel, C., & Betts, J. R. (2011). Does student sorting invalidate value-added models of teacher effectiveness? An extended analysis of the Rothstein critique. *Education Finance and Policy*, 6(1), 18-42. [doi:10.1162/edfp_a_00027](https://doi.org/10.1162/edfp_a_00027)
73. Koedel, C., Mihaly, K., & Rockoff, J. E. (2015). Value-added modeling: A review. *Economics of Education Review*, 47, 180-195. [doi:10.1016/j.econedurev.2015.01.006](https://doi.org/10.1016/j.econedurev.2015.01.006)
74. Konstantopoulos, S. (2014). Teacher effects, value-added models, and accountability. *Teachers College Record*, 116(1).

75. Kupermintz, H. (2003). Teacher effects and teacher effectiveness: A validity investigation of the tennessee value added assessment system. *Educational Evaluation and Policy Analysis*, 25(3), 287-298. [doi:10.2307/3699496](https://doi.org/10.2307/3699496)
76. Lavigne, A. L. (2014). Exploring the intended and unintended consequences of high-stakes teacher evaluation on schools, teachers, and students. *Teachers College Record*, 116(1).
77. Lee, J., & Fish, R. M. (2010). International and interstate gaps in value-added math achievement: Multilevel Instrumental variable analysis of age effect and grade effect. *American Journal of Education*, 117(1), 109-137. [doi:10.1086/656348](https://doi.org/10.1086/656348)
78. Lefgren, L., & Sims, D. (2012). Using subject test scores efficiently to predict teacher value-added. *Educational Evaluation and Policy Analysis*, 34(1), 109-121. [doi:10.3102/0162373711422377](https://doi.org/10.3102/0162373711422377)
79. Lockwood, J. R., Louis, T. A., & McCaffrey, D. F. (2002). Uncertainty in rank estimation: Implications for value-added modeling accountability systems. *Journal of Educational and Behavioral Statistics*, 27(3), 255-270. [doi:10.3102/10769986027003255](https://doi.org/10.3102/10769986027003255)
80. Lockwood, J. R., & McCaffrey, D. F. (2009). Exploring student-teacher interactions in longitudinal achievement data. *Education Finance and Policy*, 4(4), 439-467. [doi:10.1162/edfp.2009.4.4.439](https://doi.org/10.1162/edfp.2009.4.4.439)
81. Lockwood, J. R., & McCaffrey, D. F. (2014). Correcting for test score measurement error in ANCOVA models for estimating treatment effects. *Journal of Educational and Behavioral Statistics*, 39(1), 22-52. [doi:10.3102/1076998613509405](https://doi.org/10.3102/1076998613509405)
82. Lockwood, J. R., McCaffrey, D. F., Hamilton, L. S., Stecher, B., Le, V.-N., & Martinez, J. F. (2007). The sensitivity of value-added teacher effect estimates to different mathematics achievement measures. *Journal of Educational Measurement*, 44(1), 47-67. [doi:10.2307/20461842](https://doi.org/10.2307/20461842)
83. Lockwood, J. R., McCaffrey, D. F., Mariano, L. T., & Setodji, C. (2007). Bayesian methods for scalable multivariate value-added assessment. *Journal of Educational and Behavioral Statistics*, 32(2), 125-150. [doi:10.2307/20172075](https://doi.org/10.2307/20172075)
84. Loeb, S., Soland, J., & Fox, L. (2014). Is a good teacher a good teacher for all? Comparing value-added of teachers with their English learners and non-English learners. *Educational Evaluation and Policy Analysis*, 36(4), 457-475. [doi:10.3102/0162373714527788](https://doi.org/10.3102/0162373714527788)
85. Mariano, L. T., McCaffrey, D. F., & Lockwood, J. R. (2010). A model for teacher effects from longitudinal data without assuming vertical scaling. *Journal of Educational and Behavioral Statistics*, 35(3), 253-279. [doi:10.3102/1076998609346967](https://doi.org/10.3102/1076998609346967)
86. Martineau, J. A. (2006). Distorting value added: The use of longitudinal, vertically scaled student achievement data for growth-based, value-added accountability. *Journal of Educational and Behavioral Statistics*, 31(1), 35-62. [doi:10.2307/3701287](https://doi.org/10.2307/3701287)
87. McCaffrey, D. F., Lockwood, J. R., Koretz, D., Louis, T. A., & Hamilton, L. (2004a). Let's see more empirical studies on value-added modeling of teacher effects: A reply to Raudenbush, Rubin, Stuart and Zanutto, and Reckase. *Journal of Educational and Behavioral Statistics*, 29(1), 139-144. [doi:10.3102/10769986029001139](https://doi.org/10.3102/10769986029001139)

88. McCaffrey, D. F., Lockwood, J. R., Koretz, D., Louis, T. A., & Hamilton, L. (2004b). Models for value-added modeling of teacher effects. *Journal of Educational and Behavioral Statistics*, 29(1), 67-101. [doi:10.2307/3701307](https://doi.org/10.2307/3701307)
89. McCaffrey, D. F., Sass, T. R., Lockwood, J. R., & Mihaly, K. (2009). The intertemporal variability of teacher effect estimates. *Education Finance and Policy*, 4(4), 572-606. [doi:10.1162/edfp.2009.4.4.572](https://doi.org/10.1162/edfp.2009.4.4.572)
90. Moore Johnson, S. (2015). Will VAMs reinforce the walls of the egg-crate school? *Educational Researcher*, 44(2), 117-126. [doi:10.3102/0013189x15573351](https://doi.org/10.3102/0013189x15573351)
91. Nye, B., Konstantopoulos, S., & Hedges, L. V. (2004). How large are teacher effects? *Educational Evaluation and Policy Analysis*, 26(3), 237-257. [doi:10.2307/3699577](https://doi.org/10.2307/3699577)
92. Palardy, G. J. (2010). The multilevel crossed random effects growth model for estimating teacher and school effects: Issues and extensions. *Educational and Psychological Measurement*, 70(3), 401-419. [doi:10.1177/0013164409355693](https://doi.org/10.1177/0013164409355693)
93. Papay, J. P. (2011). Different tests, different answers: The stability of teacher value-added estimates across outcome measures. *American Educational Research Journal*, 48(1), 163-193. [doi:10.3102/0002831210362589](https://doi.org/10.3102/0002831210362589)
94. Papay, J. P. (2012). Refocusing the debate: Assessing the purposes and tools of teacher evaluation. *Harvard Educational Review*, 82(1), 123-141. [doi:10.17763/haer.82.1.v40p0833345w6384](https://doi.org/10.17763/haer.82.1.v40p0833345w6384)
95. Paufler, N. A., & Amrein-Beardsley, A. (2014). The random assignment of students into elementary classrooms: Implications for value-added analyses and interpretations. *American Educational Research Journal*, 51(2), 328-362. [doi:10.3102/0002831213508299](https://doi.org/10.3102/0002831213508299)
96. Polikoff, M. S. (2015). The stability of observational and student survey measures of teaching effectiveness. *American Journal of Education*, 121(2), 183-212. [doi:10.1086/679390](https://doi.org/10.1086/679390)
97. Polikoff, M. S., & Porter, A. C. (2014). Instructional alignment as a measure of teaching quality. *Educational Evaluation and Policy Analysis*, 36(4), 399-416. [doi:10.3102/0162373714531851](https://doi.org/10.3102/0162373714531851)
98. Raudenbush, S. W. (2004). What are value-added models estimating and what does this imply for statistical practice? *Journal of Educational and Behavioral Statistics*, 29(1), 121-129. [doi:10.3102/10769986029001121](https://doi.org/10.3102/10769986029001121)
99. Raudenbush, S. W. (2015). Value added: A case study in the mismatch between education research and policy. *Educational Researcher*, 44(2), 138-141. [doi:10.3102/0013189x15575345](https://doi.org/10.3102/0013189x15575345)
100. Reardon, S. F., & Raudenbush, S. W. (2009). Assumptions of value-added models for estimating school effects. *Education Finance and Policy*, 4(4), 492-519. [doi:10.1162/edfp.2009.4.4.492](https://doi.org/10.1162/edfp.2009.4.4.492)
101. Reckase, M. D. (2004). The real world is more complicated than we would like. *Journal of Educational and Behavioral Statistics*, 29(1), 117-120. [doi:10.3102/10769986029001117](https://doi.org/10.3102/10769986029001117)
102. Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417-458. [doi:10.2307/3598793](https://doi.org/10.2307/3598793)

103. Rockoff, J. E., & Speroni, C. (2010). Subjective and objective evaluations of teacher effectiveness. *The American Economic Review*, 100(2), 261-266. [doi:10.2307/27805001](https://doi.org/10.2307/27805001)
104. Rothstein, J. (2009). Student sorting and bias in value-added estimation: Selection on observables and unobservables. *Education Finance and Policy*, 4(4), 537-571. [doi:10.3386/w14666](https://doi.org/10.3386/w14666)
105. Rothstein, J. (2010). Teacher quality in educational production: Tracking, decay, and student achievement. *The Quarterly Journal of Economics*, 125(1), 175-214. [doi:10.2307/40506280](https://doi.org/10.2307/40506280)
106. Rowan, B., Correnti, R., & Miller, R. J. (2002). What large-scale, survey research tells us about teacher effects on student achievement: Insights from the “Prospects” study of elementary schools. *Teachers College Record*, 104(8), 1525-1567.
107. Rubin, D. B., Stuart, E. A., & Zanutto, E. L. (2004). A potential outcomes view of value-added assessment in education. *Journal of Educational and Behavioral Statistics*, 29(1), 103-116. [doi:10.2307/3701308](https://doi.org/10.2307/3701308)
108. Sass, T. R., Semykina, A., & Harris, D. N. (2014). Value-added models and the measurement of teacher productivity. *Economics of Education Review*, 38, 9-23. [doi:10.1016/j.econedurev.2013.10.003](https://doi.org/10.1016/j.econedurev.2013.10.003)
109. Schochet, P. Z., & Chiang, H. S. (2013). What are error rates for classifying teacher and school performance using value-added models? *Journal of Educational and Behavioral Statistics*, 38(2), 142-171. [doi:10.2307/41999418](https://doi.org/10.2307/41999418)
110. Shepard, L. A. (2013). Validity for what purpose? *Teachers College Record*, 115(9).
111. Steiner, D. (2013). Trusting our judgment: measurement and accountability for educational outcomes. *Teachers College Record*, 115(9).
112. Winters, M. A., & Cowen, J. M. (2013). Who would stay, who would be dismissed? An empirical consideration of value-added teacher retention policies. *Educational Researcher*, 42(6), 330-337. [doi:10.3102/0013189x13496145](https://doi.org/10.3102/0013189x13496145)
113. Winters, M. A., Dixon, B. L., & Greene, J. P. (2012). Observed characteristics and teacher quality: Impacts of sample selection on a value added model. *Economics of Education Review*, 31(1), 19-32. [doi:10.1016/j.econedurev.2011.07.014](https://doi.org/10.1016/j.econedurev.2011.07.014)
114. Yeh, S. S. (2013). A reanalysis of the effects of teacher replacement using value-added modeling. *Teachers College Record*, 115(12).
115. Zamarro, G., Engberg, J., Saavedra, J. E., & Steele, J. (2015). Disentangling disadvantage: Can we distinguish good teaching from classroom composition? *Journal of Research on Educational Effectiveness*, 8(1), 84-111. [doi:10.2139/ssrn.2378528](https://doi.org/10.2139/ssrn.2378528)