



District
Management
Group

MANAGER'S TOOLKIT

Does Your District Take an Achievement Value Analysis Approach?

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DMC MANAGER'S TOOLKIT

Does your district take an Achievement Value Analysis approach?

To improve student achievement in a systemic, scalable, and sustainable way, DMC proposes that an Achievement Value Analysis (AVA) approach be adopted. The AVA approach assesses the amount of academic achievement realized relative to the cost, while measuring achievement at a highly granular level based on student segmentation by educational need. This approach will allow the most successful and cost-effective interventions to be identified and targeted to students who will benefit most; these interventions can then be refined and replicated. Students will benefit, and the impact of every dollar spent can be maximized.

RATE YOUR PERFORMANCE

If your total score is:

Over 23	➔	Congratulations! You are taking an AVA approach!
Between 16 and 23	➔	You are well on your way to taking an AVA approach.
Between 10 and 15	➔	With a little more push, you can be embracing an AVA approach.
Below 10	➔	You may need to enhance your understanding of the AVA approach.

Does your district take an AVA approach? In thinking back on your most recent budget cycle, ask yourself the following questions and check the answers that are most relevant:

	SIGNIFICANTLY	SOMEWHAT	A LITTLE	NOT AT ALL
1 Did a review of state or formative test scores lead to funding new efforts to raise achievement?				
2 Did a review of state or formative test scores lead to the termination of specific programs or strategies?				
3 As you began the budget planning cycle, did you have data about program effectiveness at the table?				
4 Did you know the total cost of the most important district initiatives (such as the total cost of reading instruction)?				
5 Did you know the per-pupil cost of important district initiatives (such as the cost per struggling reader to receive Tier 2 intervention)?				
6 When evaluating program effectiveness, did the district segment students in ways that go beyond NCLB classifications of race, lunch status, ELL, and special education (such as struggles with comprehension, or disconnected from school)?				
7 Do new efforts and strategies have program effectiveness measures and systems in place so that next year the program benefits can be accurately assessed?				
TOTAL NUMBER OF CHECKS	Multiply the total number of checks in this column by 4	Multiply the total number of checks in this column by 3	Multiply the total number of checks in this column by 2	Multiply the total number of checks in this column by 1
SCORE BY CATEGORY				
TOTAL SCORE	Sum of the four boxes above			