SAMPLE 2014-2015 VALUE-ADDED TEACHER REPORT

Pilot—Not used for teacher or administrator evaluations.

OKLAHOMA STATE DEPARTMENT OF EDUCATION
TEACHER *and* LEADER EFFECTIVENESS (TLE)

Name: Stephen Thompson ID: 33445632

Campus: PEABODY ELEM. District: PEABODY

Value-Added Measure

Overall Value Added	UNIQUE STUDENT COUNT	STUDENT EQUIVALENT	TLE COMPONENT SCORE
Overall Value Added	20	37.2	3.1

Unique Student Count (overall)
The number of students overall. Each student is only counted once even if taught in multiple subjects.

Student Equivalent (overall)
The sum of students' dosages overall.

Value Added TLE Component Score
A teacher's overall value added (above) given by the TLE component score is a weighted average of the teachers' subject-specific component scores (below), where the weight is the number of student equivalents for the subject.

Value Added Math (4-8)	UNIQUE STUDENT COUNT	STUDENT EQUIVALENT	AVERAGE ACTUAL SCORE	AVERAGE TYPICAL-PEER SCORE	VALUE-ADDED RESULT	TLE COMPONENT SCORE
Value Added Math (4-8)	20	18.6	739.7	735.5	4.2	3.2

Unique Student Count (subject-specific)
The number of students in a subject.
Student Equivalent (subject-specific)
The sum of students' dosages in a subject.

Average Actual Score The average of the actual scores a teacher's students received on the state assessment taken at the end of the course.

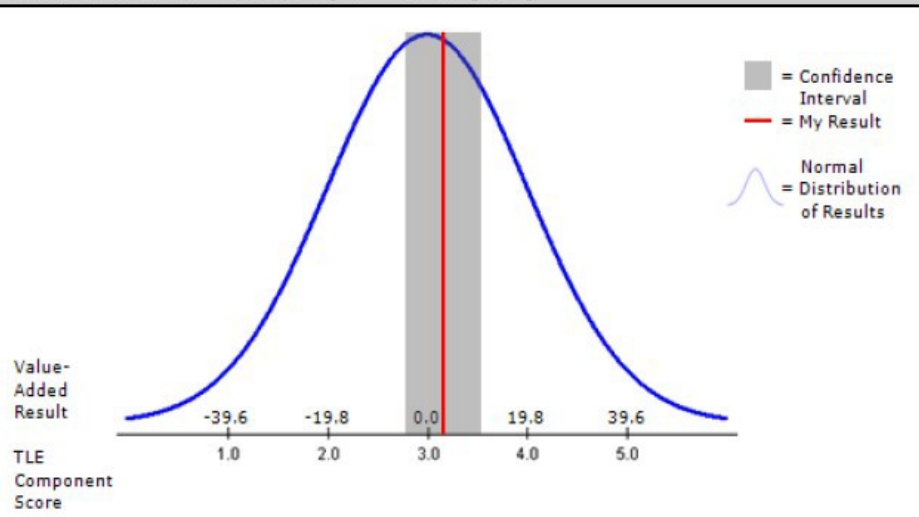
Average Typical-Peer Score
The average of the scores achieved by the "typical peers" of a teacher's students throughout the state. These peers are similar based on scores earned on multiple prior assessments and other background characteristics.

Value-Added Result
The difference between the average actual scores a teacher's students earned and the average scores achieved by their typical peers throughout the state.

Relative Performance Graph
This graph shows how a teacher's value-added result and corresponding TLE component score compares to the performance of all Oklahoma teachers who received value-added results in this content area.

Confidence Interval
Value-added results are measured with some uncertainty. The confidence interval is the "margin of error" for the value-added result and indicates that the value-added result is likely to fall in the shaded range with 80 percent confidence.

Relative Performance Graph - Math (4-8)



Accuracy of student roster subject assignments may depend on whether you and/or your district chose to participate in roster verification in Spring 2014. The value added results in this report are based on the roster and assignment as listed.

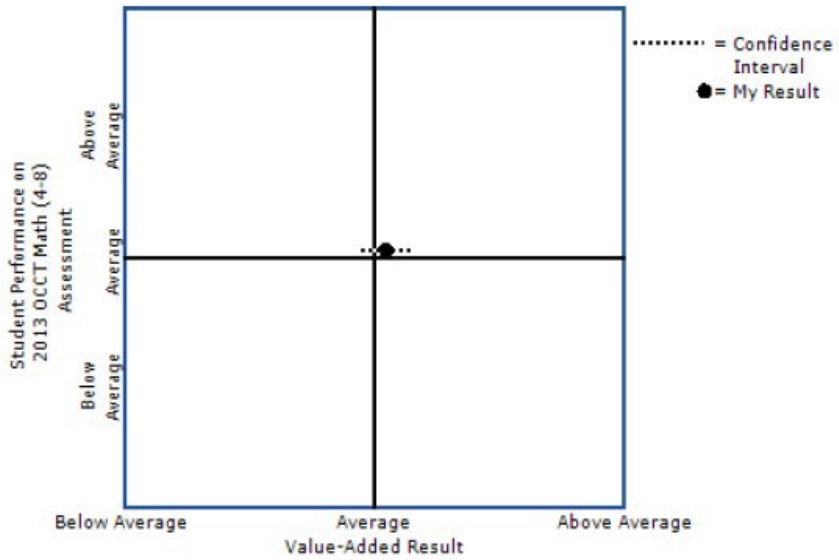
Student Performance vs. Teacher Value-Added Result

This graph shows a teacher's value-added result and the performance of that teacher's students relative to the statewide average on the state assessment. With value-added measures, teachers can be identified as high performers regardless of their students' achievement levels.

Confidence Interval

The confidence interval is the "margin of error" for a value-added result and indicates that the value-added result is likely to fall in the shaded range with 80 percent confidence. A smaller confidence interval means the value-added result is a more precise measure of teacher effectiveness. In general, a result based on a larger number of students will have a smaller confidence interval.

SAMPLE Student Performance vs. Teacher Value-Added Result Comparison Graph - Math (4-8)



% of Year

The portion of the year the student was enrolled in the course a teacher taught in this subject from September through April.

% of Instruction

The percentage of responsibility for instruction a teacher was assigned for the student during the period he or she was enrolled in the course from September through April.

Dosage

The amount of instructional time a teacher spent with a student. This is equal to the percent of instructional time multiplied by the percent of the year with a teacher. Dosage is used to weight students in the value-added calculation.

Student Roster

The roster includes students who contribute to a teacher's value-added result for the subject. Students who are not eligible to be included in the value-added model are excluded from this list. For example, students must have valid pre-test and post-test scores to be included. The roster is based on data from roster verification, when available.

PARTIAL Student Roster - Math (4-8)

STUDENT	% of Year	x	% of Instruction	=	Dosage
JOE BARKLEY	100%		100%		100%
SUSIE SMITH	50%		100%		50%
JIMMY JONES	100%		100%		100%

Please note: Student roster has been truncated to save space on sample report only

Note: All percentages have been rounded to the nearest ten percentage points for display on this report. For example, an instruc=onal percentage of 75 percent was rounded to 80 percent. For accuracy, all calcula=ons related to value---------added results were done using unrounded numbers.

Prior Achievement

Based on student test scores from the prior grade and year. For grades 4 through 8 math, Algebra I, Geometry, or Algebra II, this is another mathematics assessment. For grades 4 through 8 reading, or English III, this is another reading/ELA assessment.

Value Added By Sub-Groups - Math (4-8)

Prior Achievement	Unique Student Count	Student Equivalent	Value-Added Result
Advanced	5	***	***
Proficient	10	9.2	Average
Limited Knowledge	3	***	***
Unsatisfactory	2	***	***

Additional Groups	Unique Student Count	Student Equivalent	Value-Added Result
ELL	4	***	***
Not ELL	16	14.4	Average
IEP	4	***	***
Not IEP	16	14.4	Average

***

Indicates that there is insufficient data to yield a result for this metric.

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SAMPLE Value Added Reading(4-8)	UNIQUE STUDENT COUNT	STUDENT EQUIVALENT	AVERAGE ACTUAL SCORE	AVERAGE TYPICAL-PEER SCORE	VALUE-ADDED RESULT	TLE COMPONENT SCORE
Value Added Reading (4-8)	20	18.6	720.5	721.8	-1.3	2.9

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The number of students in a subject.
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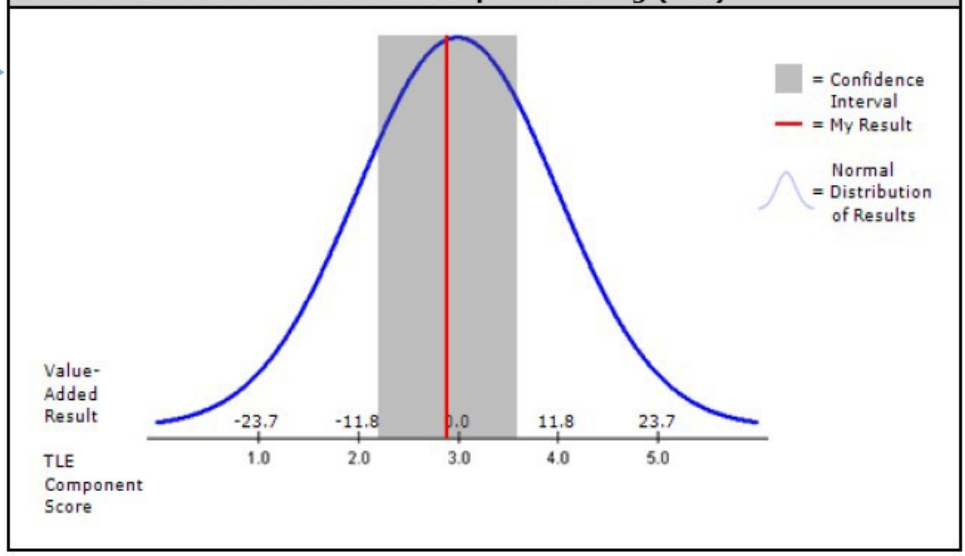

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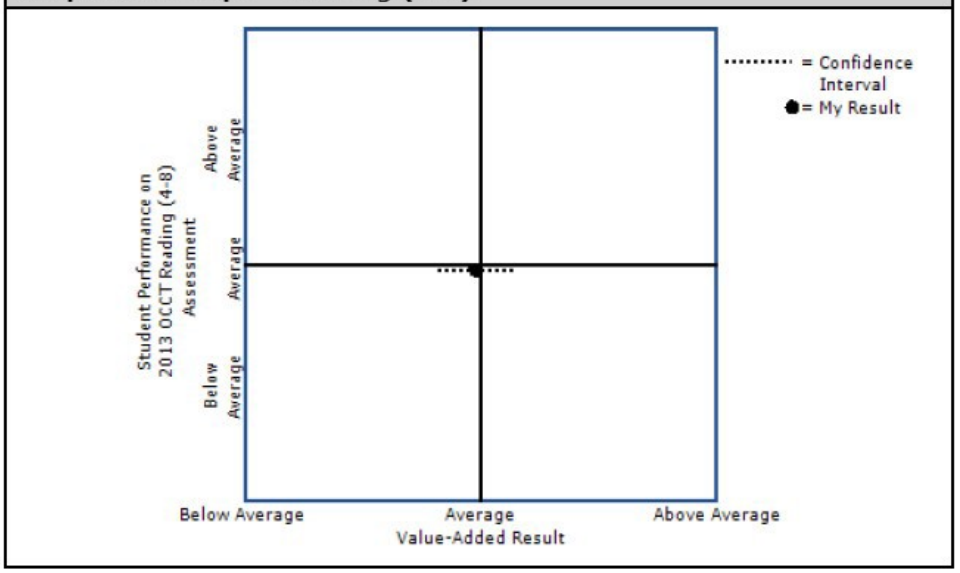

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For more information, visit the TLE page of the OSDE website (http://ok.gov/sde/tle) and view the videos explaining the teacher and administrator value-added results reports or contact the OSDE Service Desk.

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