Sample Teacher Value-Added Results Report

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

Name: Stephen Thompson   **ID:** 33445632   **Campus:** Peabody Elem.   **District:** Peabody

SAMPLE Overall Value Added	UNIQUE STUDENT COUNT	STUDENT EQUIVALENT				TLE COMPONENT SCORE
Overall Value Added	36	72				3.6

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.

SAMPLE Reading Value Added	UNIQUE STUDENT COUNT	STUDENT EQUIVALENT	AVERAGE ACTUAL SCORE	AVERAGE TYPICAL-PEER SCORE	VALUE-ADDED RESULT	TLE COMPONENT SCORE
Reading Value Added	36	36	650	644	+6	3.5

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.
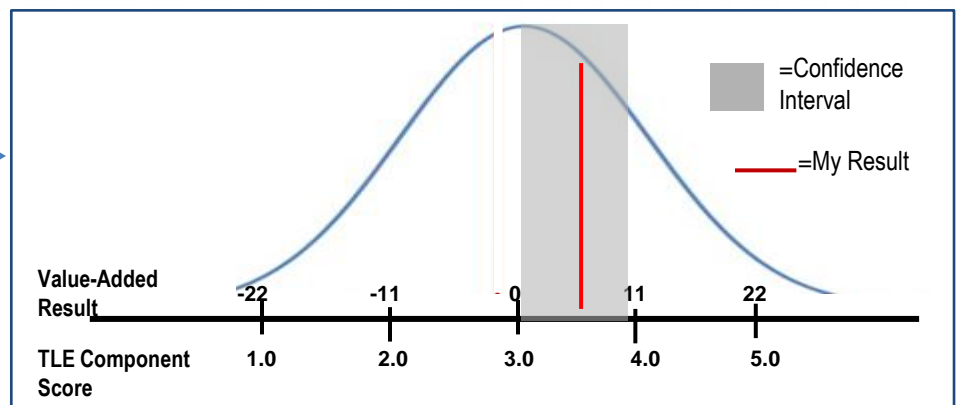
SAMPLE Relative Performance Graph- Reading

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.

Legend:
= Confidence Interval
= My Result

Value-Added Result	-22	-11	0	11	22
TLE Component Score	1.0	2.0	3.0	4.0	5.0

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Name: Stephen Thompson   **ID:** 33445632   **Campus:** Peabody Elem.   **District:** Peabody

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- Reading
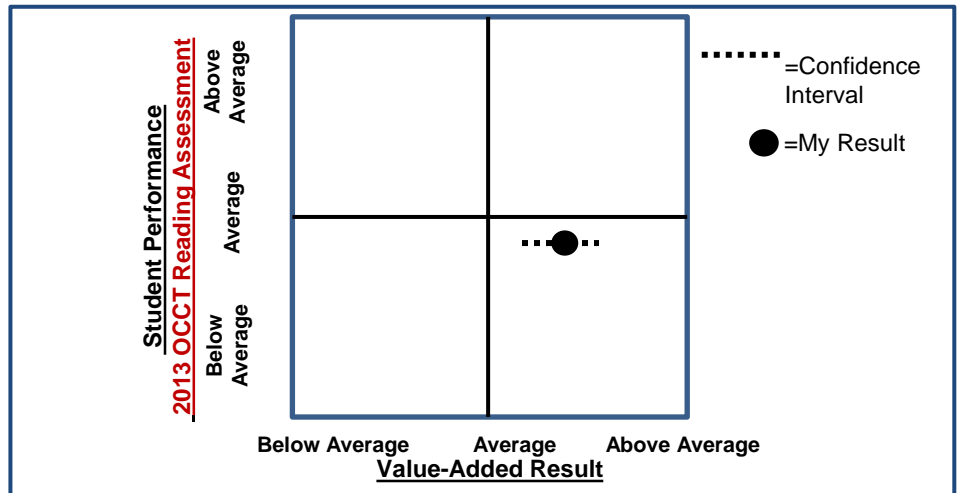
% of Year
The portion of the year the student was enrolled in the course a teacher taught in this subject.

% 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.

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.

Student Roster- Reading

STUDENT	% of Year	x	% of Instruction	=	Dosage
Joe Barkley	100%		100%		100%
Susie Smith	50%		100%		50%
Jimmy Jones	100%		100%		100%

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.

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

Value Added by Sub Groups- Reading

Prior Achievement	Unique Student Count	Student Equivalent	Value-Added Result
Advanced	7	7	Below Average
Proficient	8	8	Average
Limited Knowledge	17	17	Above Average
Unsatisfactory	***	***	***

Additional Groups	Unique Student Count	Student Equivalent	Value Added Result
ELL	11	11	Above Average
Special Education	***	***	***

Sample Teacher Value-Added Results Report

Name: Stephen Thompson   ID: 33445632   Campus: Peabody Elem.   District: Peabody

SAMPLE Math Value Added	UNIQUE STUDENT COUNT	STUDENT EQUIVALENT	AVERAGE TYPICAL-PEER SCORE	AVERAGE ACTUAL SCORE	VALUE-ADDED RESULT	TLE COMPONENT SCORE
Math Value Added	36	36	633	643	+10	3.7

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 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.

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.

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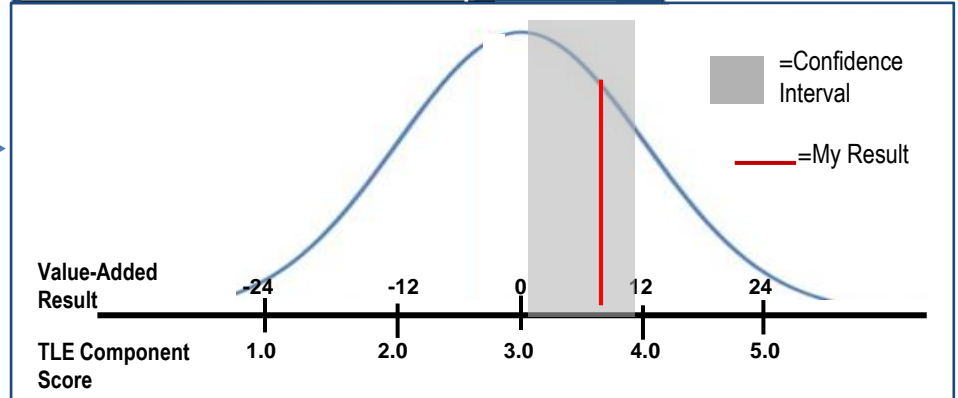
Relative Performance Graph
This graph shows how a teacher's value-added result and corresponding TLE component score compares to the performance of all Oklahoma teachers who received value-added results in this content area.

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SAMPLE Relative Performance Graph- Math

= Confidence Interval

= My Result

Value-Added Result	-24	-12	0	12	24
TLE Component Score	1.0	2.0	3.0	4.0	5.0

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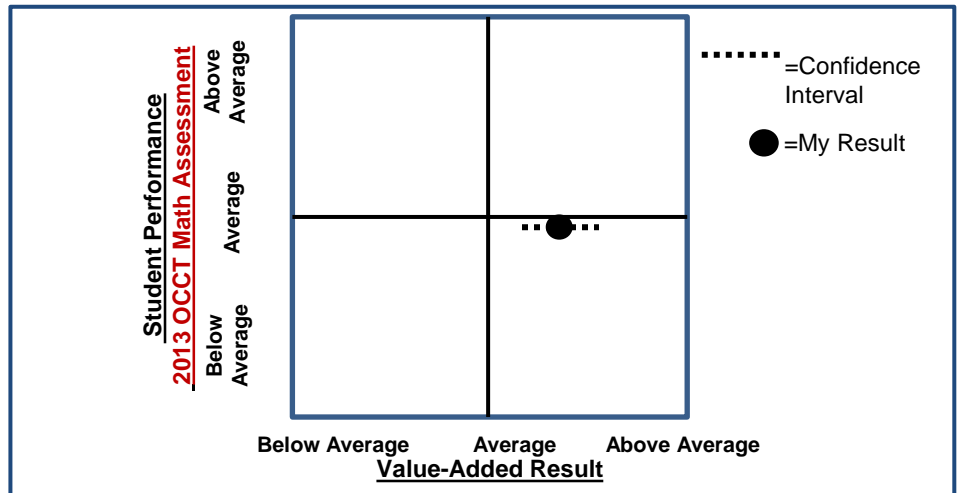
Student Performance vs. Teacher Value-Added Result

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

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 within the range of the dashed line with 80 percent confidence.

SAMPLE Student Performance vs. Teacher Value-Added Result Comparison Graph- Math

Legend: ······· =Confidence Interval   ● =My Result

Y-axis: Student Performance — 2013 OCCT Math Assessment (Above Average / Average / Below Average)

X-axis: Value-Added Result (Below Average / Average / Above Average)

% 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.

% of Year
The portion of the year the student was enrolled in the course a teacher taught in this subject.

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.

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Student Roster- Math

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Joe Barkley	100%		100%		100%
Susie Smith	50%		100%		50%
Jimmy Jones	100%		100%		100%

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

Prior Achievement	Unique Student Count	Student Equivalent	Value-Added Result
Advanced	7	7	Average
Proficient	9	9	Average
Limited Knowledge	15	15	Above Average
Unsatisfactory	***	***	***
Additional Groups	**Unique Student Count**	**Student Equivalent**	**Value-Added Result**
ELL	7	7	Above Average
Special Education	***	***	***

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