

# Sample Teacher Value-Added Results Report

Name: Stephen Thompson

ID: 33445632

Subject

Grade: 4

Campus: Peabody Elem.

District: Peabody UDS

## SAMPLE Overall Value Added

UNIQUE STUDENT COUNT  
STUDENT EQUIVALENT

TLE COMPONENT SCORE

Overall Value Added for Current Evaluation

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 for Current Evaluation

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.

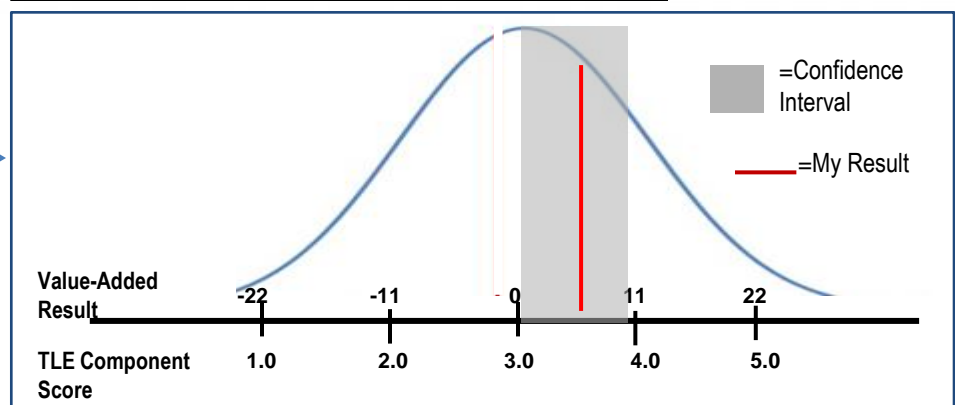
### Relative Performance Graph

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.

### SAMPLE Relative Performance Graph- Reading



# 2014 Value-Added Teacher Report

Name: Stephen Thompson

ID: 33445632

Subject

Grade: 4

Campus: Peabody Elem.

District: Peabody UDS

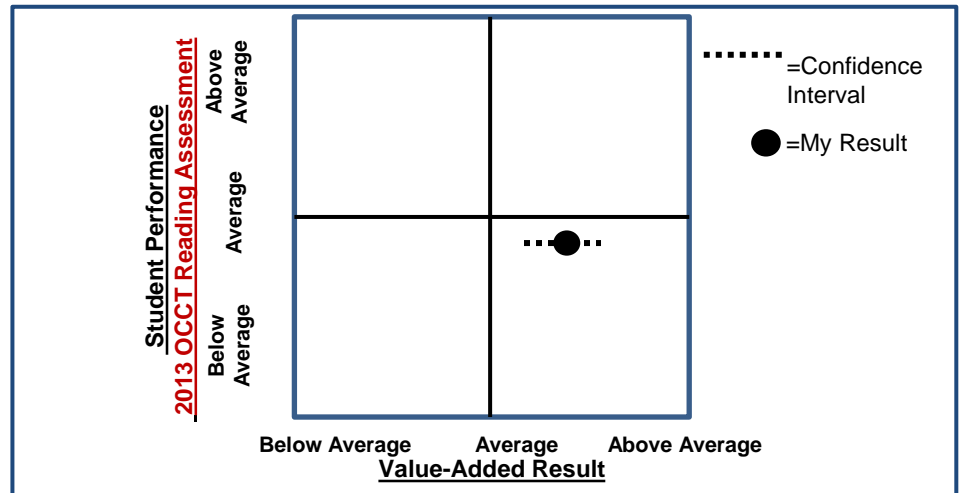
## Student Performance vs. Teacher Value-Added Result

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



### 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.

### % 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.

### 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     | Dosage | % of Year | % of Instruction |
|-------------|--------|-----------|------------------|
| Joe Barkley | 100%   | 100%      | 100%             |
| Susie Smith | 50%    | 50%       | 100%             |
| 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- Reading

| Prior Achievement | Unique Student Count | Student Equivalent | Value-Added Result |
|-------------------|----------------------|--------------------|--------------------|
| Advanced          | 6                    | 6                  | Above Average      |
| Proficient        | 15                   | 15                 | Average            |
| Limited Knowledge | 9                    | 9                  | Below Average      |
| Unsatisfactory    | 6                    | 6                  | Average            |
| Additional Groups | Unique Student Count | Student Equivalent | Value Added Result |
| ELL               | 11                   | 11                 | Above Average      |
| Special Education | ***                  | ***                | ***                |

\*\*\*

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

# 2014 Value-Added Teacher Report

Name: Stephen Thompson

ID: 33445632

Subject

Grade: 4

Campus: Peabody Elem.

District: Peabody UDS

## 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 for Current Evaluation

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.

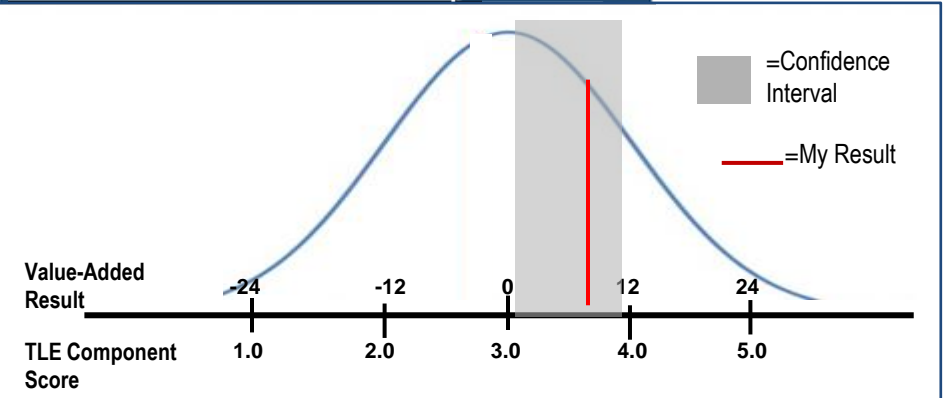
### Relative Performance Graph

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.

### 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.

## SAMPLE Relative Performance Graph- Math



# 2014 Value-Added Teacher Report

Name: Stephen Thompson

ID: 33445632

Subject

Grade: 4

Campus: Peabody Elem.

District: Peabody UDS

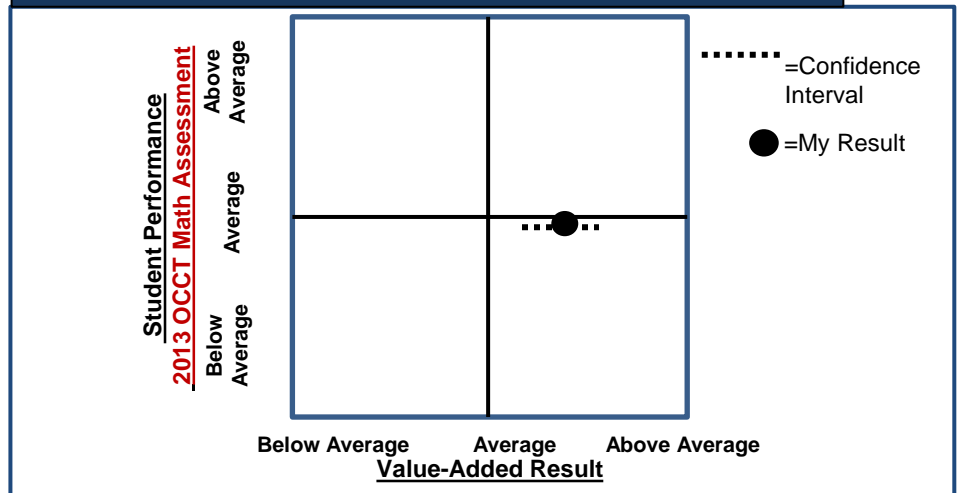
## Progress vs. Proficiency Graph

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.

### 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 Progress vs. Proficiency Comparison Graph- Math



## 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..

## % 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.

## 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- Math

| STUDENT     | Dosage | % of Year | % of Instruction |
|-------------|--------|-----------|------------------|
| Joe Barkley | 100%   | 100%      | 100%             |
| Susie Smith | 50%    | 50%       | 100%             |
| 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          | 8                    | 8                  | Above Average      |
| Proficient        | 13                   | 13                 | Average            |
| Limited Knowledge | 9                    | 9                  | Below Average      |
| Unsatisfactory    | 6                    | 6                  | Average            |
| Additional Groups |                      |                    |                    |
|                   | Unique Student Count | Student Equivalent | Value Added Result |
| ELL               | 11                   | 11                 | Above Average      |
| Special Education | ***                  | ***                | Average            |

\*\*\*

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