

Report Date: MARCH 2016

Instructional Year: 2014-15

Name: JOHN DOE

ID: 999999

Campus: ADAMS ES

District: FLETCHER

## Value-Added Measure

Overall Value Added	UNIQUE STUDENT COUNT	STUDENT EQUIVALENT	TLE COMPONENT SCORE
All Applicable Subjects and Grades	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). This is a weighted average of the teachers' subject-specific component scores (below), where the weight is the number of student equivalents for the subject. For both scores, the value-added result is translated to the 1.0 to 5.0 scale used in the TLE scale.

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 during the 2014-15 school year.

### 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.

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 subject area.

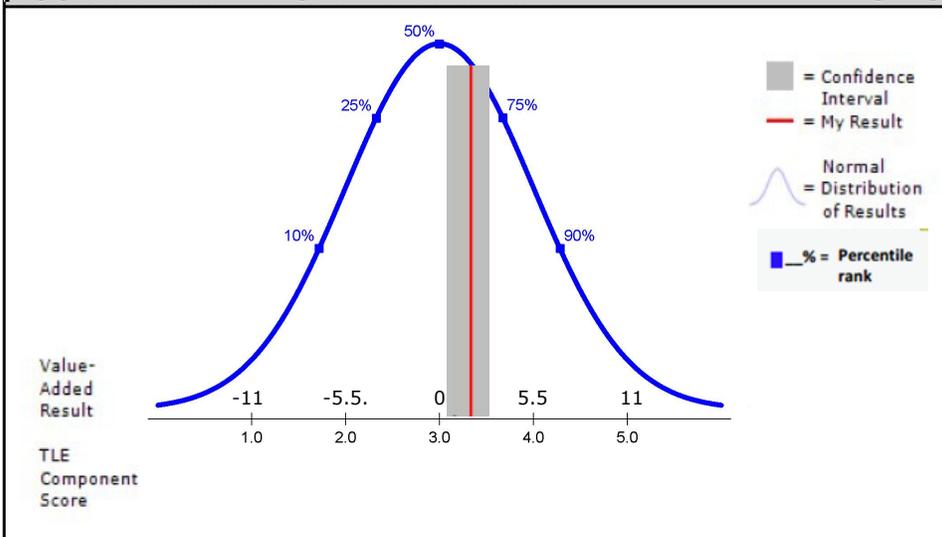
### Confidence Interval

The confidence interval, sometimes called the "margin of error", indicates that the value-added result is likely to fall in the shaded range with 80 percent confidence.

### Percentile Rank

The percentile rank demonstrates that a teacher's value-added score, represented by the red "my result" line, is higher than x percent of teachers in that subject statewide.

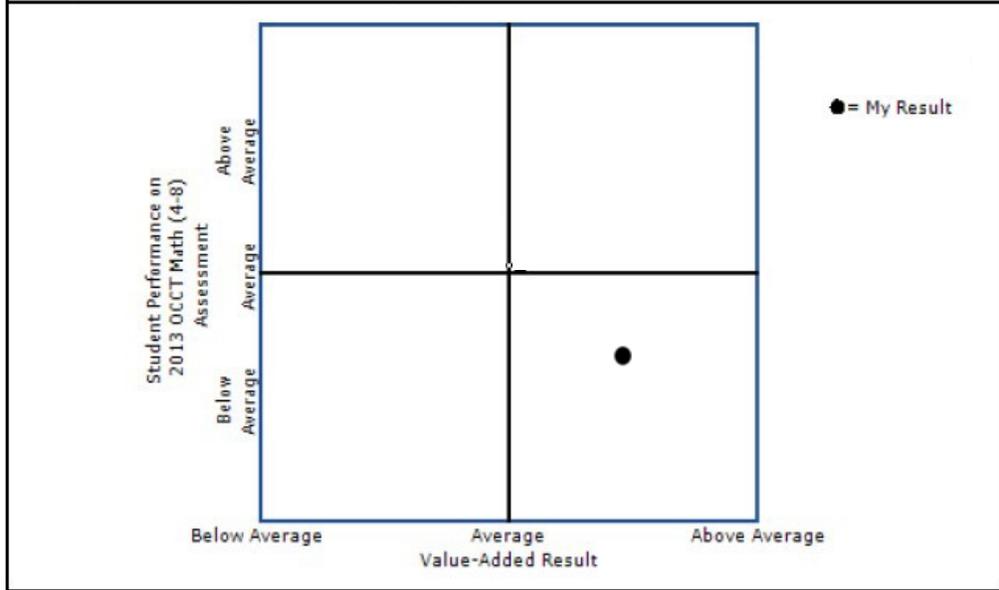
## My performance compared to other Oklahoma teachers - Math (4-8)



### 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.

### 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

Dosage is calculated based on roster verification data from spring 2015 or from information about students' enrollment in the school when roster verification data was not complete.

### 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.

### Student Roster - Math (4-8)

This roster has been truncated to save space. A minimum of 10 students is required to yield a value-added result

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

Note: The dosage of students contributing to your value-added results is calculated based on roster verification data from spring 2015, or from information about students' enrollment in the school when roster verification data was not complete

### 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

**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/English assessment.

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Indicates that there were too few students in this subgroup to report a result. Subgroup value-added results are only reported for groups of 7 or more students.

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

**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.

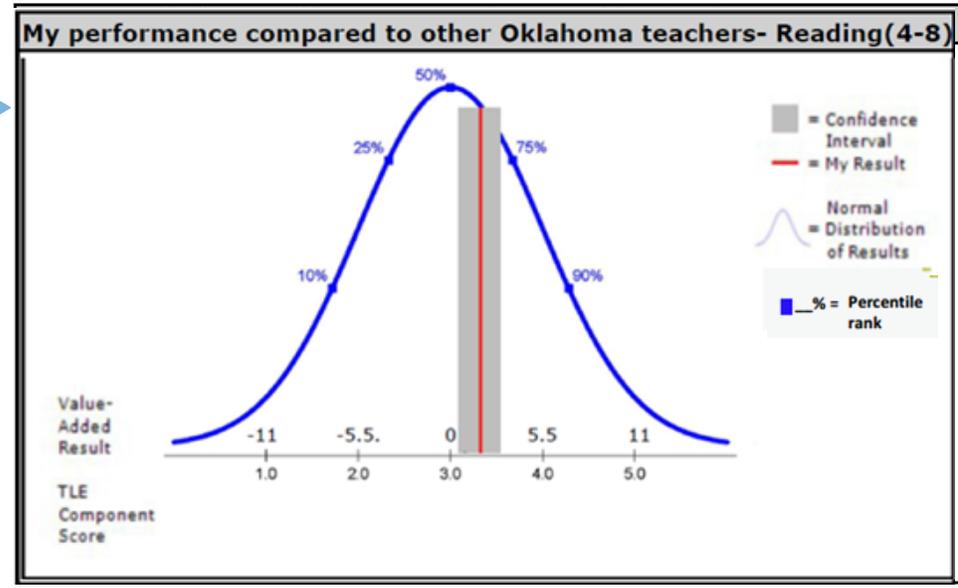
This graph shows how a teacher's value-added result and corresponding TLE component score compares to the performance of all Oklahoma teachers who received value-added results in this subject area.

**Confidence Interval**

The confidence interval, sometimes called the "margin of error", indicates that the value-added result is likely to fall in the shaded range with 80 percent confidence.

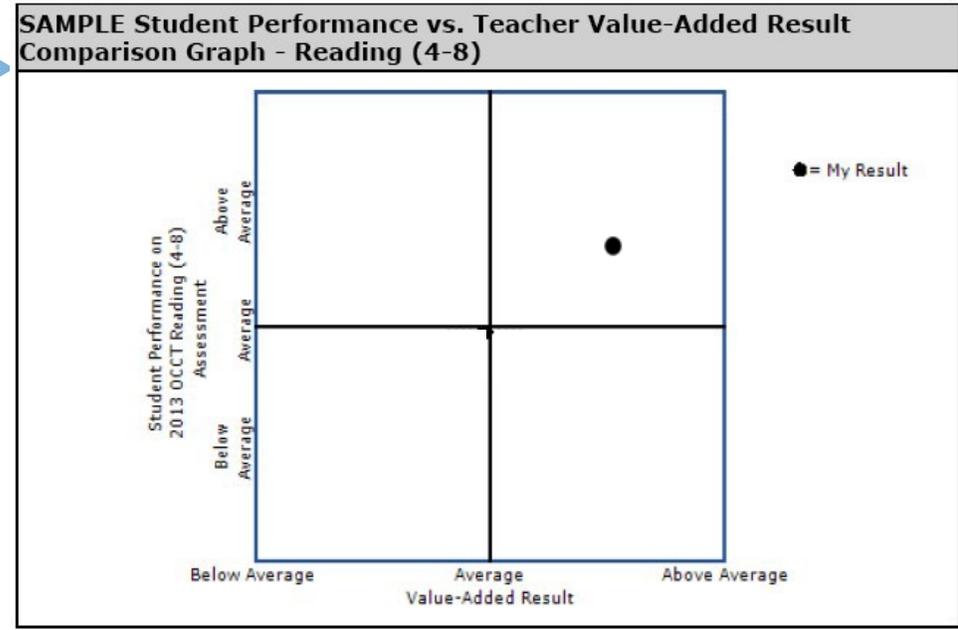
**Percentile Rank**

The percentile rank demonstrates that a teacher's value-added score, represented by the red "my result" line, is higher than x percent of teachers in that subject statewide.



**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.



**% 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**  
Dosage is calculated based on roster verification data from spring 2015 or from information about students' enrollment in the school when roster verification data was not complete.

**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.

<b>Student Roster - Reading (4-8)</b>			
<b>STUDENT</b>	<b>% of Year</b>	<b>x</b>	<b>% of Instruction = Dosage</b>
JOE BARKLEY	100%		100%
SUSIE SMITH	50%		50%
JIMMY JONES	100%		100%

Note: The dosage of students contributing to your value-added results is calculated based on roster verification data from spring 2015, or from information about students' enrollment in the school when roster verification data was not complete

**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/English assessment.

<b>Value Added By Sub-Groups - Reading (4-8)</b>			
<b>Prior Achievement</b>	<b>Unique Student Count</b>	<b>Student Equivalent</b>	<b>Value-Added Result</b>
Advanced	0	***	***
Proficient	14	13.1	Average
Limited Knowledge	4	***	***
Unsatisfactory	2	***	***
<b>Additional Groups</b>	<b>Unique Student Count</b>	<b>Student Equivalent</b>	<b>Value-Added Result</b>
ELL	4	***	***
Not ELL	16	14.4	Average
IEP	4	***	***
Not IEP	16	14.4	Average

**\*\*\***  
Indicates that there were too few students in this subgroup to report a result. Subgroup value-added results are only reported for groups of 7 or more students.

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 Customer Service Desk at (405) 521-3301.