

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.

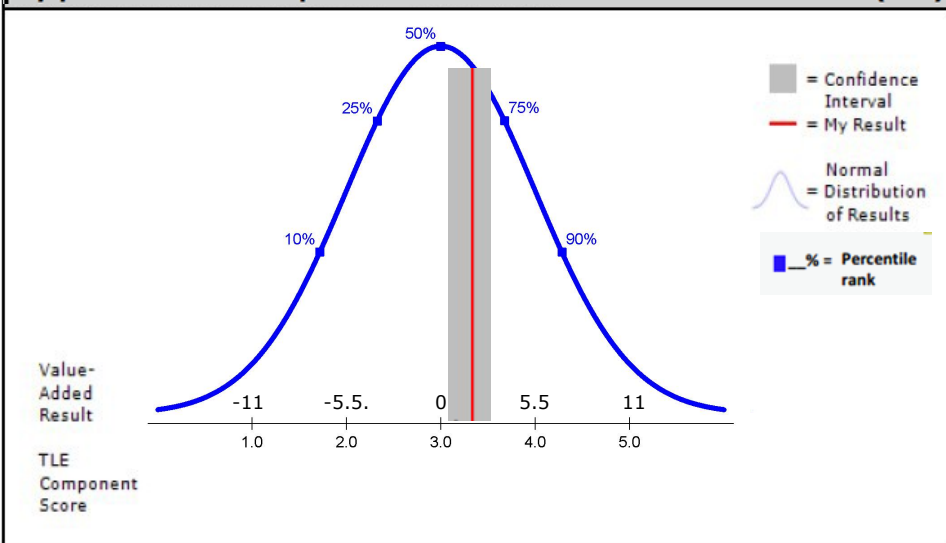
Confidence Interval

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.

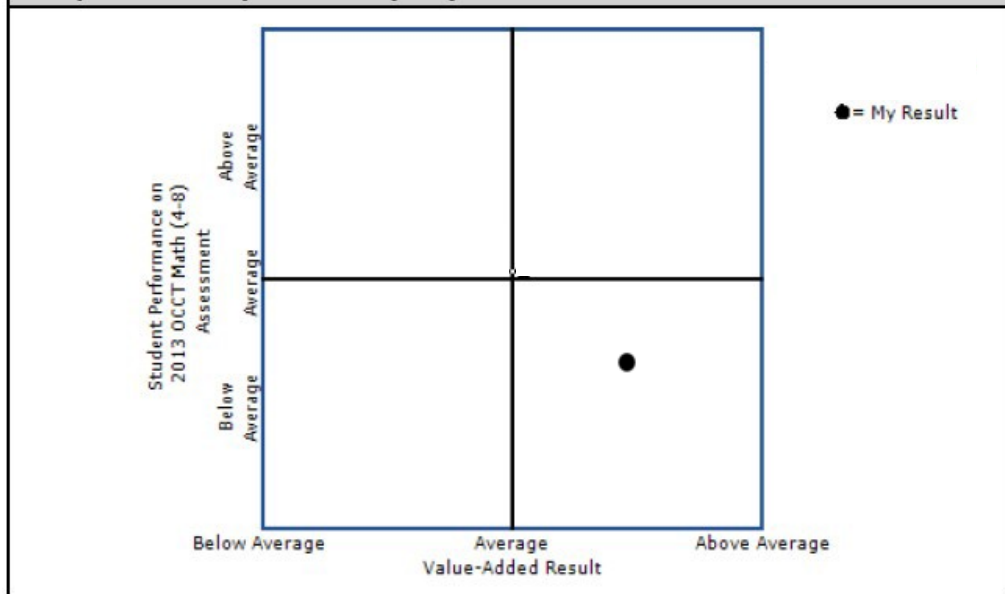
My performance compared to other Oklahoma teachers - Math (4-8)



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.

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.

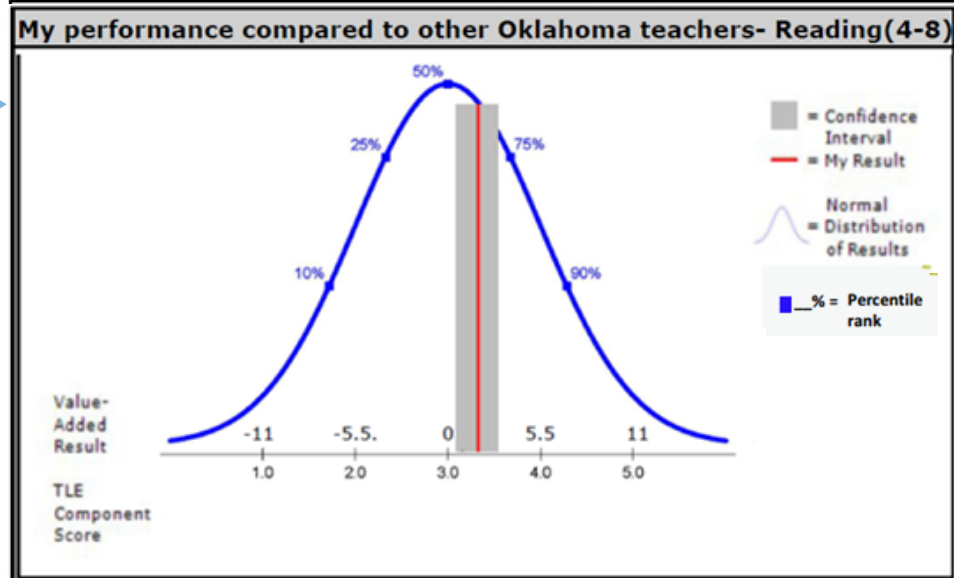
This graph shows how a teacher's value-added result and corresponding TLE component score compares to the performance of all Oklahoma teachers who received value-added results in this subject area.

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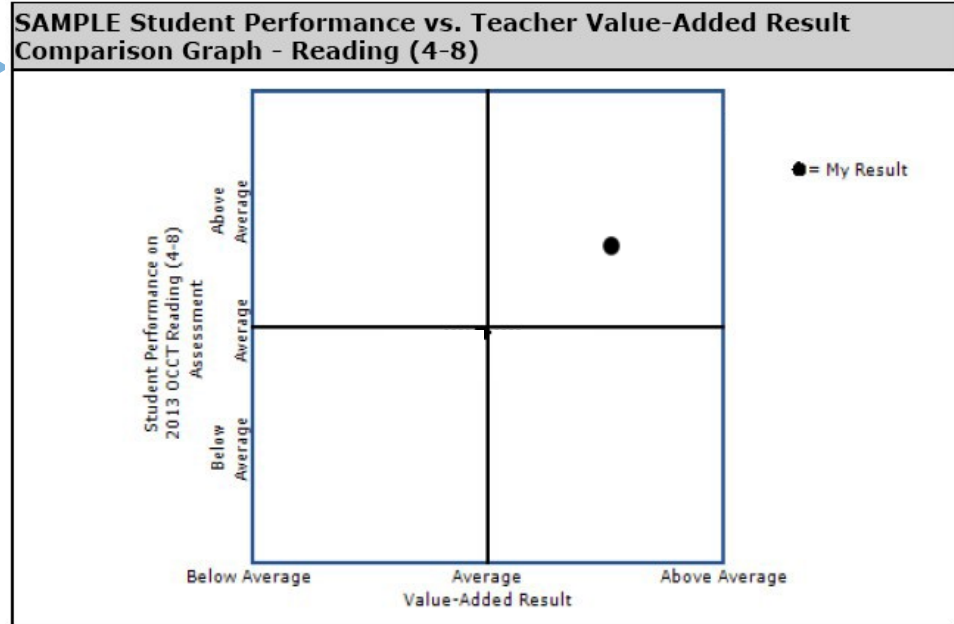
Percentile Rank

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

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% of Instruction

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Dosage

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Student Roster - Reading (4-8)

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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 - Reading (4-8)

Prior Achievement	Unique Student Count	Student Equivalent	Value-Added Result
Advanced	0	***	***
Proficient	14	13.1	Average
Limited Knowledge	4	***	***
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

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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 Customer Service Desk at (405) 521-3301.