SAMPLE Overall Value Added

<table>
<thead>
<tr>
<th>UNIQUE STUDENT COUNT</th>
<th>STUDENT EQUIVALENT</th>
<th>TLE COMPONENT SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Value Added for Current Evaluation</td>
<td>36</td>
<td>72</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>UNIQUE STUDENT COUNT</th>
<th>STUDENT EQUIVALENT</th>
<th>AVERAGE ACTUAL SCORE</th>
<th>AVERAGE TYPICAL-PEER SCORE</th>
<th>VALUE-ADDED RESULT</th>
<th>TLE COMPONENT SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Value Added for Current Evaluation</td>
<td>36</td>
<td>36</td>
<td>650</td>
<td>644</td>
<td>+6</td>
</tr>
</tbody>
</table>

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.
**2014 Value-Added Teacher Report**

**Name:** Stephen Thompson  
**ID:** 33445632  
**Subject:** Grade: 4  
**Campus:** Peabody Elem.  
**District:** Peabody UDS

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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**

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.

**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.

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**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**

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>Dosage</th>
<th>% of Year</th>
<th>% of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joe Barkley</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Susie Smith</td>
<td>50%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>Jimmy Jones</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

---

**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.

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**Value Added by Sub Groups - Reading**

<table>
<thead>
<tr>
<th>Prior Achievement</th>
<th>Unique Student Count</th>
<th>Student Equivalent</th>
<th>Value-Added Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>6</td>
<td>6</td>
<td>Above Average</td>
</tr>
<tr>
<td>Proficient</td>
<td>15</td>
<td>15</td>
<td>Average</td>
</tr>
<tr>
<td>Limited Knowledge</td>
<td>9</td>
<td>9</td>
<td>Below Average</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>6</td>
<td>6</td>
<td>Average</td>
</tr>
</tbody>
</table>

**Additional Groups**

<table>
<thead>
<tr>
<th>Group</th>
<th>Unique Student Count</th>
<th>Student Equivalent</th>
<th>Value-Added Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL</td>
<td>11</td>
<td>11</td>
<td>Above Average</td>
</tr>
<tr>
<td>Special Ed</td>
<td>***</td>
<td>***</td>
<td>***</td>
</tr>
</tbody>
</table>

*** Indicates that there is insufficient data to yield a result for this metric.
### 2014 Value-Added Teacher Report

**Name:** Stephen Thompson  
**ID:** 33445632  
**Grade:** 4  
**Campus:** Peabody Elem.  
**District:** Peabody UDS

### Math Value Added

<table>
<thead>
<tr>
<th>UNIQUE STUDENT COUNT</th>
<th>STUDENT EQUIVALENT</th>
<th>AVERAGE TYPICAL-PEER SCORE</th>
<th>AVERAGE ACTUAL SCORE</th>
<th>VALUE-ADDED RESULT</th>
<th>TLE COMPONENT SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>36</td>
<td>633</td>
<td>643</td>
<td>+10</td>
<td>3.7</td>
</tr>
</tbody>
</table>

**Math Value Added for Current Evaluation**

- **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 - Math

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.
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.

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.

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

<table>
<thead>
<tr>
<th>Prior Achievement</th>
<th>Unique Student Count</th>
<th>Student Equivalent</th>
<th>Value-Added Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>8</td>
<td>8</td>
<td>Above Average</td>
</tr>
<tr>
<td>Proficient</td>
<td>13</td>
<td>13</td>
<td>Average</td>
</tr>
<tr>
<td>Limited Knowledge</td>
<td>9</td>
<td>9</td>
<td>Below Average</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>6</td>
<td>6</td>
<td>Average</td>
</tr>
</tbody>
</table>

Additional Groups

<table>
<thead>
<tr>
<th></th>
<th>Unique Student Count</th>
<th>Student Equivalent</th>
<th>Value-Added Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL</td>
<td>11</td>
<td>11</td>
<td>Above Average</td>
</tr>
<tr>
<td>Special Education</td>
<td>**</td>
<td>**</td>
<td>Average</td>
</tr>
</tbody>
</table>

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