

## 2011-2012 Value-Added School Summary Report (Fall 2011 WKCE to Fall 2012 WKCE Growth)

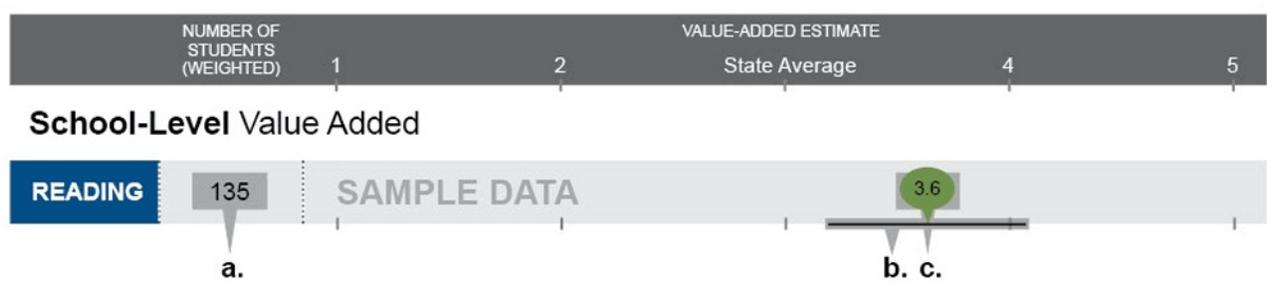
This report provides you with a summary of your Value-Added(VA) data. Value-Added estimates measure the impact of teachers and schools on student academic growth. Because student progress varies by grade, prior performance and demographics, the Value-Added estimate controls for these factors (see back page for a list). The result is an estimate that measures the difference between the growth of students in your school and the growth of similar students across the state. For more information about the Value-Added Research Center (VARC) please visit:

[http://oea.dpi.wi.gov/oea\\_growth](http://oea.dpi.wi.gov/oea_growth)

### Report Contents

- ▶ **Page 1** - How to Read the Value-Added Tables
- ▶ **Page 2** - Your School's Value-Added Results (Overall and by Grade)
- ▶ **Page 3-4** - Your School's Value-Added Results for Student Groups
- ▶ **Page 5-7** - Scatter Plots: A Comparison of Value-Added to Attainment
- ▶ **Page 8-9** - About the Value-Added Reports

## How to Read the Value-Added Tables



**a. Number of Students:** This is the number of students included in the calculation. It is weighted by the amount of time students were enrolled in the school during the previous school year.

**b. Confidence Interval Range:** The line under the bubble is the statistical confidence interval for that estimate. We are 95% confident that the Value-Added estimate falls within the confidence interval.

**c. Value-Added Estimate:** On each line, the red, yellow, gray, green, or blue bubble includes the school's standardized Value-Added estimate. **The state average for students with similar characteristics is three.** Please see the back page for information on the standardized Value-Added scale.

-  **Blue** - Far Above State Average VA: VA Estimate is significantly more than 4.
-  **Green** - Above State Average VA: VA Estimate is significantly above the State Average (3).
-  **Gray** - Within the range of State Average VA: VA Estimate is not significantly different from the State Average (3).
-  **Yellow** - Below State Average VA: VA Estimate is significantly below the State Average (3).
-  **Red** - Far Below State Average VA: VA Estimate is significantly less than 2.

**Important Note:** When looking at VA estimates, it is important to consider the confidence interval around the estimate. While the VA estimate is the best approximation of your VA, it is possible that your VA could fall anywhere along the line of the confidence interval, with the probability diminishing as you move further from the VA estimate.

## 2011-2012 School Value-Added Results

The tables below include the school-level and grade-level standardized Value-Added results for your school. Results are provided both for the past academic year and for the average of up to the last three years. See the cover page of this report for tips on how to read these tables.

	Past Academic Year 2011-2012					Up To 3 Year Average				
	NUMBER OF STUDENTS (WEIGHTED) 1	VALUE-ADDED ESTIMATES			5	NUMBER OF STUDENTS (WEIGHTED) 1	VALUE-ADDED ESTIMATES			5
		2	STATE AVERAGE	4			2	STATE AVERAGE	4	
<b>School-Level Value-Added</b>										
<b>READING</b>	524.5		3.0		5	1593.1	2.3			5
<b>MATH</b>	524.5		3.3		5	1593.1		3.3		5
<b>READING Grade-Level Value-Added</b>										
<b>Grade 3</b>	114.3		2.9		5	379.7	2.6			5
<b>Grade 4</b>	130.8		3.4		5	410.8	2.4			5
<b>Grade 5</b>	126.5		2.7		5	406.6		3.1		5
<b>Grade 6</b>	152.9		3.0		5	396.1	2.4			5
<b>MATH Grade-Level Value-Added</b>										
<b>Grade 3</b>	114.3		2.8		5	379.7		3.2		5
<b>Grade 4</b>	130.8		3.4		5	410.8		3.3		5
<b>Grade 5</b>	126.5			3.9	5	406.6			3.5	5
<b>Grade 6</b>	152.9		2.8		5	396.1	2.7			5

## 2011-2012 School Value-Added Results for Student Groups

The tables below include the school-level standardized Value-Added results for student groups in your school. Results are provided both for the past academic year and for an average of up to the last 3 years.

By Disability status: Results are based on disability status of students.

By Economic status: Results are based on free and reduced-price lunch eligibility of students.

By Gender: Results are based on gender of students.

By English proficiency: Results are based on Limited English Proficiency (LEP) status of students.

	Past Academic Year 2011-2012				Up-To-3-Year Average				
	NUMBER OF STUDENTS (WEIGHTED) 1	2	STATE AVERAGE 4	5	NUMBER OF STUDENTS (WEIGHTED) 1	2	STATE AVERAGE 4	5	
<b>READING By Disability</b>									
With Disabilities	59.9				5.2	**			Insufficient Data
Without Disabilities	464.5		2.7		**				Insufficient Data
<b>READING By Economic Status</b>									
Econ Disadv	190.3		2.8		**				Insufficient Data
Not Econ Disadv	334.1		3.0		**				Insufficient Data
<b>READING By Gender</b>									
Male	284.2		3.1		**				Insufficient Data
Female	240.3		2.9		**				Insufficient Data
<b>READING By English Proficiency</b>									
LEP	10.1			3.8	**				Insufficient Data
English Proficient	514.4		3.0		**				Insufficient Data

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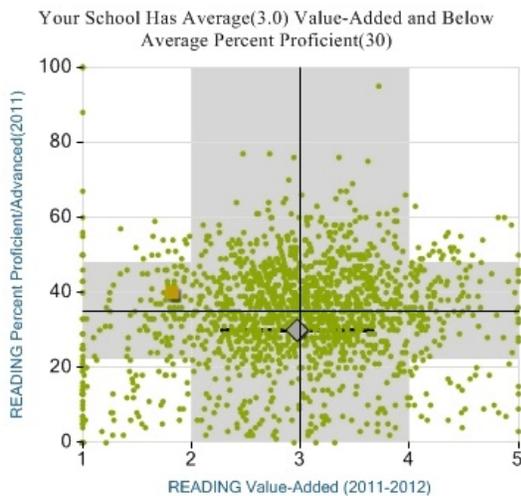
By English proficiency: Results are based on Limited English Proficiency (LEP) status of students.

	Past Academic Year 2011-2012				Up-To-3-Year Average				
	NUMBER OF STUDENTS (WEIGHTED) 1	2	STATE AVERAGE 4	5	NUMBER OF STUDENTS (WEIGHTED) 1	2	STATE AVERAGE 4	5	
<b>MATH By Disability</b>									
With Disabilities	59.9		3.2		**				Insufficient Data
Without Disabilities	464.5		3.3		**				Insufficient Data
<b>MATH By Economic Status</b>									
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Male	284.2		3.3		**				Insufficient Data
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<b>MATH By English Proficiency</b>									
LEP	10.1			4.3	**				Insufficient Data
English Proficient	514.4		3.3		**				Insufficient Data

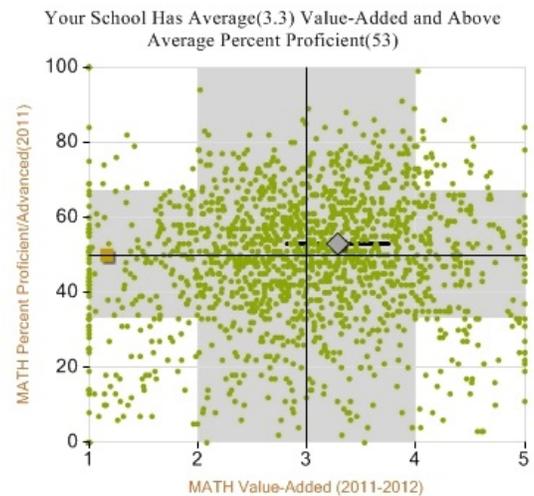
## Scatter Plots: A Comparison of Value-Added to Attainment

The charts below compare your school's student growth (Value-Added) in reading and mathematics to student attainment (percentage of students who meet or exceed the Wisconsin Knowledge Concepts Examination (WKCE) standards). Value-Added scores are read along the bottom, and percentage Proficient/Advanced are read along the left-hand side.

### READING



### MATH

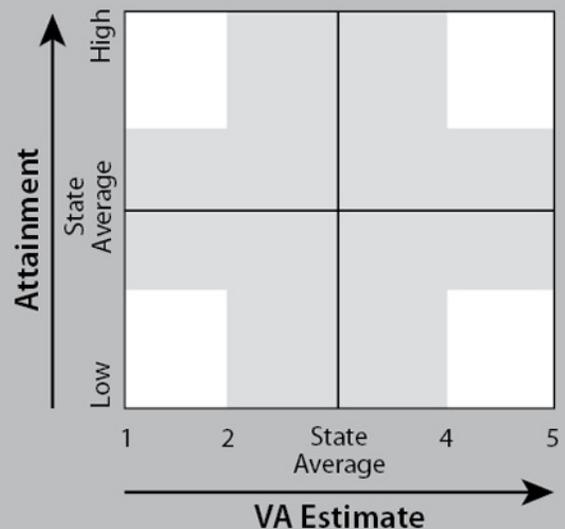


### How to Read the Scatter Plots

- ◆◆◆◆ The colored diamond represents your school.
- The yellow squares represent schools in your district.
- The green circles represent schools elsewhere in the state.

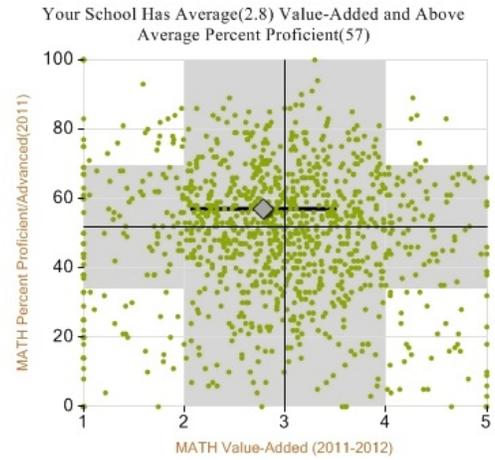
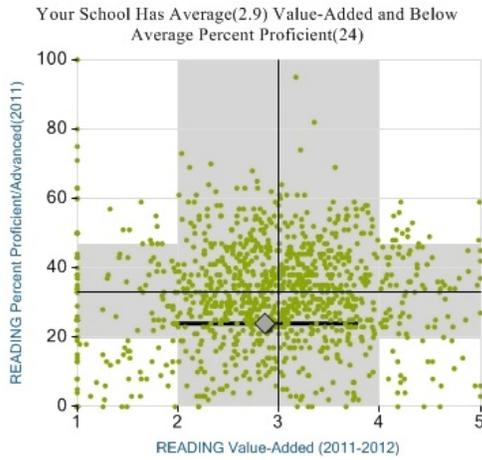
Schools are plotted based on student growth (Value Added) and student attainment (percentage of students who meet or exceed the state test proficiency standards). Value-Added estimates are color coded as explained on Page 1.

**Note:** In the scatter plots above, the percentage of students who meet or exceed state standards is based on 2011 data. The purpose is to show the school's "starting position" for attainment.

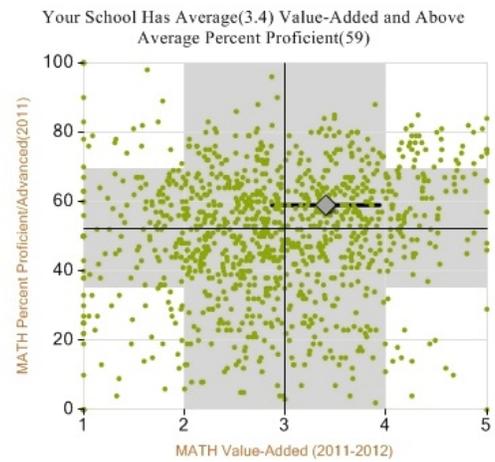
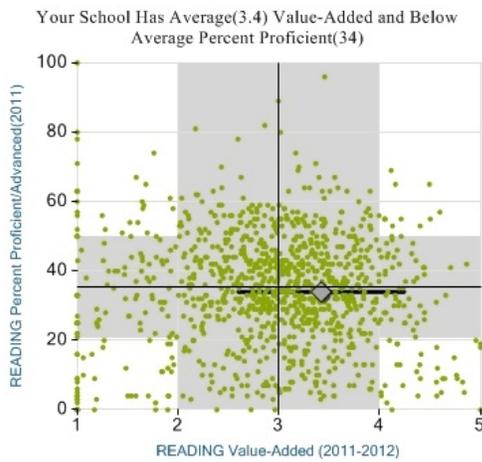


## Scatter Plots: A Comparison of Value-Added to Attainment

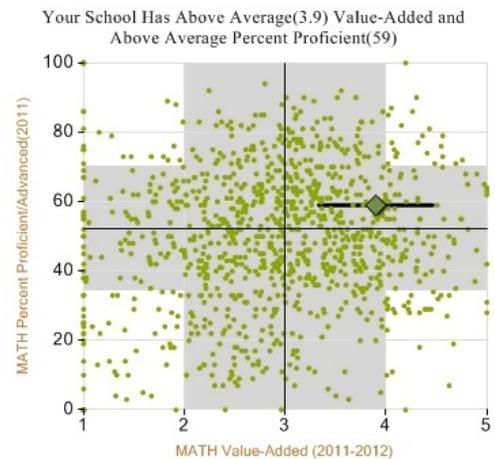
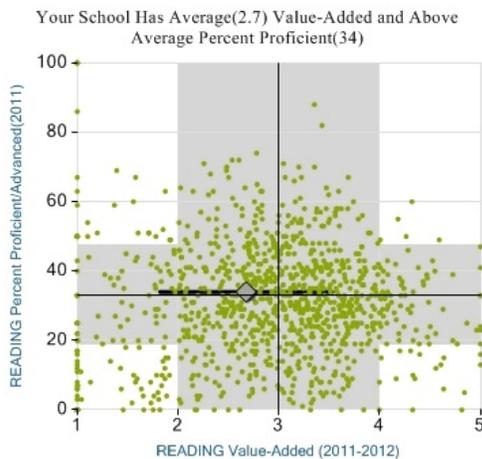
GRADE  
3



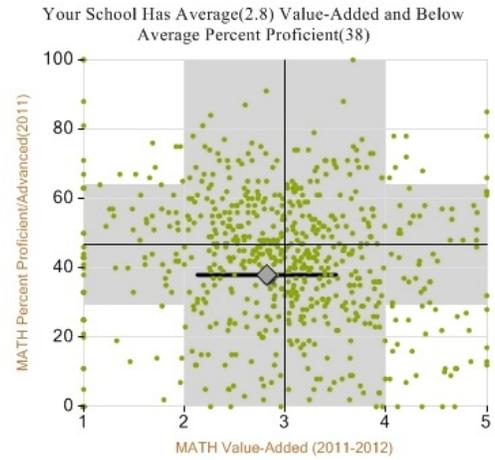
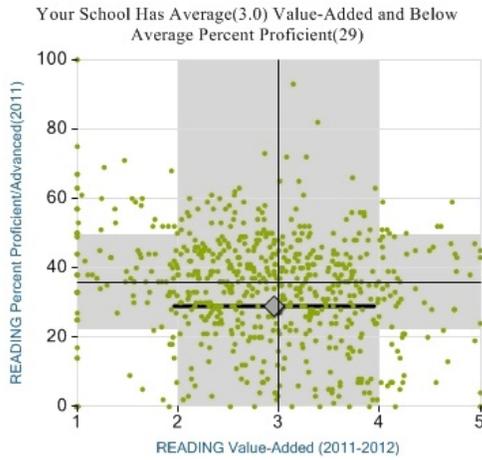
GRADE  
4



GRADE  
5



## Scatter Plots: A Comparison of Value-Added to Attainment



## About the Value-Added Reports

The state-of-the-art in growth measurement continues to evolve at a rapid pace. The Value-Added Research Center (VARC) at the University of Wisconsin-Madison is developing assessment tools and reporting mechanisms that teachers, schools and districts can use to measure effectiveness and improve performance. We are constantly improving our statistical models to keep pace with national research. Some things to consider:

- ▶ **Standardized Value-Added Estimates.** Standardization is used when two or more estimates need to be compared, but are on different scales. Standardizing places all estimates on the same scale. In the Value-Added model, standardization is important because achieving one Wisconsin Knowledge Concepts Examination (WKCE) scale score point of growth is more difficult in some grades than others. Standardization improves the ability to compare Value-Added estimates across grades. Some things to know about the standardized Value-Added estimates:
  - ▶ The scale ranges from approximately 0 to 6.
  - ▶ A estimate of 3 is the state average.
  - ▶ Most estimates fall between 2 and 4.
  - ▶ Almost all estimates fall between 1 and 5.
  - ▶ Only about 1% of schools have a estimate less than 0 or more than 6.
  
- ▶ **Number of Students(Weighted)** The Value-Added model takes the amount of time a student was enrolled in a school into account. For example, if a student moved from one school to another during the school year, that move is accounted for and the appropriate proportion of growth would be attributed to the each school attended by the student.
  
- ▶ **Differences Between Specific Groups of Students** Readers may want to compare two student subgroups. For example, let's say you see the following on your report:



In this case, it is not necessarily true that students in the "With Disabilities" grouping grew more than students in the "Without Disabilities" grouping. Instead the table above indicates that your "With Disabilities" students grew more, on average, than similar "With Disabilities" students from across the state. Your "Without Disabilities" students grew, on average, about the same as similar "Without Disabilities" students from across the state.

## About the Value-Added Reports

### ► List of Control Variables Used in the Value-Added Model

1. Prior Year Score (reading and math)
2. Gender
3. Economic Status
4. Race/Ethnicity
5. Disability (by severity level)
6. English Proficiency (by category level)
7. Section 504
8. Mobility

### ► Insufficient Data or NA

Results may not be provided for the following reasons:

- A grade level or subject was not taught during the given time period
- Too few students in a particular category to calculate a result
- No statewide differential effects between student groups