



VALUE-ADDED ANALYSIS—INFORMING INSTRUCTION, IMPROVING TEACHER EFFECTIVENESS AND INCREASING OPPORTUNITIES FOR STUDENT SUCCESS

Transforming the Tulsa Public Schools' (TPS) education system demands that every school has a principal who is empowered with the skills, knowledge and information to lead effectively, and every classroom has an effective and caring teacher. At TPS, we know, and the research tells us, that having an effective teacher in every classroom is the most important school-based factor to escalate student academic achievement. As part of TPS's 2010–2015 Strategic Plan's Teacher and Leader Effectiveness Initiative, the district has selected a growth measure—value-added analysis—to help increase opportunities for student success.

What is value-added analysis?

Value-added reporting is a statistical analysis that measures the impact our schools and teachers have on student achievement from year to year, separate and apart from other factors that influence student success. Using this growth metric, TPS teachers and schools can begin interpreting the impact of their curriculum, instruction, programs and practices on student achievement. As no single measure tells “the whole story,” value-added data, although robust, will be used in combination with other data sources.

What is the value of value-added analysis?

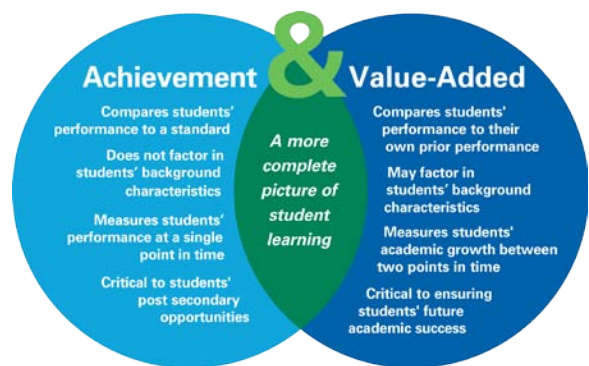
Value-added information allows educators to better identify what is working well and areas for improvement to help students. To gain an overall snapshot of performance, TPS will measure the academic growth and achievement of students from year-to-year. Value-added data provides important diagnostic information not previously available with traditional achievement reporting and allows educators to assess the impact their programs and practices have on student learning.

While the metric is not perfect or a magic bullet, value-added analysis provides crucial information that districts have never had before. With value-added analysis, TPS will be able to:

- Measure educators' influence on the academic growth rates of students;
- Target instruction on students' needs to provide educators feedback on what's working and areas of focus;
- Determine where curriculum and instruction is having the greatest impact on student learning;
- Inform instruction; and
- Understand and evaluate the effectiveness of programs.

Achievement & Value-Added: How Are They Different?

Value-added analysis and achievement data are related, but different in important ways. Each measure has its own focus. Achievement scores simply reflect students' performance on state tests at a single point in time. Value-added analysis measures achievement growth over a period of time. Achievement scores are important for understanding how students are performing relative to a standard, but value-added analysis provides truer measures of whether schools and educators' practices are improving student



learning because it also controls for the initial achievement levels of students as they begin the school year and other important factors that contribute to students' test results.

What is TPS' approach to value-added analysis and who are the district's partners?

Propelled by its goal of increasing educator effectiveness, the TPS Board of Education and Superintendent Dr. Keith Ballard initiated extensive research and thorough investigation into the selection of a value-added provider in early 2010. These efforts resulted in the district's partnership with the Value-Added Research Center (VARC), housed at the University of Wisconsin-Madison. VARC has more than 20 years of experience and has worked with leading districts, including Milwaukee Public School System, Chicago Public Schools, Los Angeles Unified School District, and school districts in Atlanta, Hillsborough County (Florida), Madison, Milwaukee, Minneapolis, New York City, as well as with the states of Minnesota, North Dakota, South Dakota, and Wisconsin. VARC has worked collaboratively with TPS to design the district's value-added model and produce value-added estimates.

TPS is also partnering with Battelle for Kids, a national not-for-profit organization specializing in the use of value-added information to inform educational improvement. With support from Battelle for Kids, TPS is training educators to harness value-added information for improvement and take action to solve challenges and leverage strengths.

As a TPS educator, how will value-added impact me?

TPS is currently using value-added analysis to measure the effectiveness of our practices and programs, identify and respond to our strengths and challenges, and improve student achievement. In the future, pursuant to state law, TPS also plans to use this value-added data as one of the components of teachers' and principals' evaluations.



In summary...

Tulsa Public Schools is committed to preparing students to graduate on time, college- and career-ready. Through stakeholder engagement, professional learning and development, and regular communications, TPS is supporting a system of effective teachers focused on high performance and accountability for academic success.

No single measure tells the "whole story," but value-added information sheds light on a critical part of the story. That is, the degree to which educators are maximizing academic growth for the students they serve.

Everyone plays a role. In addition to teachers, TPS will be engaging the entire school community—students, principals, guidance counselors, superintendents, school board members, community members, business leaders, legislators, higher education leaders and others—to help them understand why measuring both growth and achievement is so important to provide the best and most relevant educational experience possible for all students.