Introduction to Value-Added/Achievement Scatter Plots

2010-2011 School Year and 3-Year Average (2009-2011)

In the past, the primary method of communicating a school's performance was student achievement data, a measurement of student knowledge at a single point in time and how well that performance compares against a standard. Achievement data alone, however, does not reflect the effectiveness of a school. Growth measures like value-added provide a more complete and accurate picture of a school's impact on student achievement over a school year. It isolates the effectiveness of the school and its teachers by combining achievement and growth information with other data sources to statistically control for factors outside of educators’ influence such as students' starting points, whether they are English language learners, their disability status, etc.

The District rolled out its value-added reporting in the fall of 2011, including background information about how value-added works and detailed reports regarding each school’s value added estimates. This information is still available at the TPS Student Progress Portal. Value-added reporting is a project of the District's Teacher and Leader Effectiveness initiative made possible by community donor funds and the Bill and Melinda Gates Foundation. At present, Tulsa Public Schools is the only district in the state reporting such information. In 2013-2014, other districts in the state will be required to calculate and report value-added data.

Both student achievement and value-added measures are important performance indicators. In the following pages, Tulsa Public Schools is reporting schools’ achievement and value-added data on the same graph for the past school year (2010-2011) as well as their average performance for the past three years (2009-2011). This information is available with regard to elementary, middle and high
schools and reflects data from all courses and subjects tested by the state. The scatter plots are not a “sorting” or “ranking” of schools. Identifying schools’ achievement and value added data in the same graphic allows for identification of effective practices and leveraging those practices across the district. Schools and teachers will use the information to create action plans, timelines and strategies to improve student achievement.

Finally, please note that all of the data reported in these graphics reflect value-added estimates and student achievement data from schools prior to any changes made as a result of Project Schoolhouse. As indicated on the graphs, many of the schools have been closed or restructured.

How to Read the Value–Added Scatter Plots

These scatter plots represent the Value-Added (student academic growth) and Attainment (percent proficient and advanced students) in Tulsa Public Schools. The subject and time span are listed below each scatter plot.

Along the x-axis (horizontal direction) is each school’s Value-Added estimate. Students to the right of “District Average” are growing faster than predicted. Students to the left of “District Average” are still gaining knowledge, but at a rate slower than predicted. Along the y-axis (vertical direction) is each school’s attainment. Attainment is measured by the percentage of students who scored in the proficient or advanced level on the prior year’s test. The purpose of using last year’s test is to facilitate comparisons of schools based on similar student populations.

Bubble size represents the number of students included in the Value-Added estimate for each school site. The more students there are in calculation, the tighter the confidence intervals around the Value-Added estimate. Representative confidence interval sizes are displayed in the upper right of each scatter plot. Especially in the case of small schools, keep these 95% confidence intervals in mind when interpreting the scatter plots.
Elementary Schools (2010-2011)
### Key to Elementary Schools’ Value-Added/Achievement Scatter Plots

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Algebra I Value Added (2010−2011)
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Biology I Value Added (2010−2011)

- Washington
- Edison
- East Central
- Hale
- Memorial
- Central
- Webster
- Rogers (not Rogers College HS)
- McLain

District Average

Percent Proficient on Proir Exam

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District Average

Percent Proficient on Prior Exam

Washington

Edison

Memorial

Central

East Central

Rogers (not Rogers College HS)

McLain
Elementary Schools (3 Year Average)
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English II Value Added (3 Year Average)

Percent Proficient on Prior Exam

District Average

Washington

Edison

Memorial

East Central

Hale

Webster

Rogers

(not Rogers College HS)

Central

McLain

District Average

English II Value Added (3 Year Average)
English III Value Added (3 Year Average)

Percent Proficient on Prior Exam

Washington

Edison

Memorial

East Central

Hale

Central

McLain

Webster

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