

## Learning Instructions

1. **Getting Started:** The table of contents page serves as your guide to the course content and an indicator of lessons you have reviewed or completed. To start reviewing a page, click the **"Begin"** link next to the page. Once you have accessed a page's content, you can always revisit the content by clicking **"Revisit."**
2. **Navigating the Course:** Upon reading the first page of the course's units, you can access the next page of the content by clicking the **"Next"** button. If you need to re-read a unit's content, you can click the **"Previous"** button to return to the previous page. Or, you can return to the course syllabus to select the unit you wish to re-read. Repeat these steps until you have finished the course.
3. **Taking the Posttest:** At the end of the course, you will be given a posttest. Answer each question and click **"Submit, I'm Done."** You will immediately see your test results and each question's correct answer. To receive credit for a course, you must answer at least 7 of the 10 questions correctly. If you don't pass the first time, review the course content again and re-attempt the posttest. If you start the posttest, but cannot complete it during a session, click **"Save and Return Later"** at the bottom of the page.
4. **Completing the Application & Knowledge Activities:** Each course includes five extended response questions that allow for reflection and help you consider how you will apply this learning to your work. Your administrators can review responses to these questions and provide feedback as well. After you have entered your responses, click **"Submit, I'm Done."** Once you submit your answers, you will no longer be able to edit them. If you wish to save your work, but cannot complete it during a session, click **"Save & Return Later"** at the bottom of the page.
5. **Deciding to Withdraw from a Course:** If you select a course that you decide you do not want to take, click **"Withdraw"** under the **"Action"** column.
6. **Resuming a Course:** If you start taking a course, but do not complete it in your current session, you can continue the course when you return to the portal to access Learn. Simply click on **"Resume Course"** under the **"Action"** column when you return.
7. **Completing a Course:** Once you have completed a course and passed the posttest, the course will appear at the bottom of the screen under **"My Completed Courses."** Click **"Print Certificate"** under the **"Action"** column to receive a personalized document confirming that you have completed this course. If you wish to review the content of a completed course, click **"Review."**
8. **Accessing Your Transcript:** Click **"View Transcript"** link at the top right corner of the screen to review a list of courses you have completed, including the Course Completed Date, Course Name and Course Code.
9. **Ending Your Session:** Be sure to click **"Log Out"** at the bottom of the page when you are finished using the portal.

## Learning Description & Objectives

### Learning Description

In this course, you will learn how to access and interpret school value-added reports. This course includes visual representations of copyrighted EVAAS® Web reporting software from SAS Institute Inc. for instructional purposes.

### Learning Objectives

1. Navigate through a School Value-Added Report using the predicted mean approach
2. Learn about the contents of a predicted mean approach School Value-Added Report.
3. View sample School Value-Added Reports to interpret data about school effectiveness in each subject area.

## Pretest

Before you begin a course, you must take the pretest. The pretest will help you gauge your current knowledge of the course content and preview what you will learn. Upon completing the pretest, click **"Submit, I'm Done"** at the bottom. Then, you will see your test results and the correct answers for each question. Click **"Next"** to enter the course content. If you start the pretest, but cannot complete it during a session, click **"Save & Return Later"** at the bottom of the page.

### Question 1

What information will you find in the "School Effect" column? Required

- ☐ a. The expected outcome for the average student included in the analysis.
- ✓ ☒ b. The approximate difference between the mean student score and mean predicted score.
- ☐ c. The average student test score for those students who are included in the analysis.
- ☐ d. The number of individual student profiles that could be produced.

### Question 2

To say with 95 percent certainty that the school effect departs significantly from what was expected, what would the school effect have to be for the fourth graders in 2005?

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2005 Battelle for Kids School Report for

School 0 in District 0

OAT Reading

Test	Grade	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Reading	3	2004	31	415.1	44	415.1	44	0.0	3.01	NDD	<a href="#">TerraNova</a>
		2005	23	408.2	41	408.9	43	-0.5	3.36	NDD	<a href="#">TerraNova</a>
	4	2005	35	418.1	48	412.7	41	4.3	2.65	NDD	<a href="#">TerraNova</a>
		5	2005	48	421.3	49	413.0	40	7.0	2.25	Above

To view detailed reports, click on underlined numbers or words.

Required

- ✓ ☒ a. 5.3.
- ☐ b. 3.01.
- ☐ c. 4.3.
- ☐ d. 2.65.

### Question 3

Which of the following statements is NOT true about the school effect calculation? Required

- ☐ a. Reliability factors will tend to make the school effect more conservative by pulling it slightly toward zero.
- ☐ b. The school effect is the approximate difference between the mean student score and the mean predicted score.
- ✓ ☒ c. A school effect with a relatively large standard error is more precise than one with a smaller standard error.
- ☐ d. All of the above statements are false.

### Question 4

What was the average observed score for the 23 third grade students who were included in the following analysis in 2005?

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2005 Battelle for Kids School Report for School 0 in District 0 OAT Reading											
Test	Grade	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Reading	3	2004	31	415.1	44	415.1	44	0.0	3.01	NDD	<a href="#">TerraNova</a>
		2005	23	408.2	41	408.9	43	<u>-0.5</u>	3.36	NDD	<a href="#">TerraNova</a>
	4	2005	35	418.1	48	412.7	41	<u>4.3</u>	2.65	NDD	<a href="#">TerraNova</a>
		2005	48	421.3	49	413.0	40	<u>7.0</u>	2.25	Above	<a href="#">TerraNova</a>

To view detailed reports, click on underlined numbers or words.

Required

- ☐ a. 408.9.  
☐ b. 421.3.  
☐ c. 415.1.  
☒ d. 408.2.

#### Question 5

Anytime a school effect is close to zero, what "School vs Testing Pool Avg" rating is that group likely to receive? Required

- ☐ a. AEP.  
☐ b. Below.  
☒ c. NDD.  
☐ d. Above.

#### Question 6

What might you say about your school's progress rates in social studies after seeing the following report?

<div> <div>BattelleforKids</div> <div> <a href="#">Home</a> <a href="#">Search</a> <a href="#">Contact Us</a> <a href="#">Help</a> <a href="#">Admin</a> <a href="#">User Settings</a> <a href="#">Logout</a> </div> </div> <div> <a href="#">Back</a> <a href="#">Print</a> <a href="#">Reports</a> <a href="#">Districts</a> <a href="#">Schools</a> <a href="#">Tests</a> <a href="#">Subjects</a> </div>											
2005 Battelle for Kids School Report for School 5 in District 0 OPT Social Studies											
Test	Grade	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Social Studies	4	2003	58	225.5	45	217.3	32	7.5	2.09	Above	<a href="#">TerraNova</a>
		2004	43	223.3	55	217.7	41	5.0	2.12	Above	<a href="#">TerraNova</a>
		2005	35	225.7	52	221.6	45	<u>3.7</u>	2.74	NDD	<a href="#">TerraNova</a>
	6	2003	56	216.5	46	200.9	27	13.4	1.94	Above	<a href="#">TerraNova</a>
		2004	48	223.2	68	200.6	41	19.8	2.22	Above	<a href="#">TerraNova</a>
		2005	62	224.4	62	211.0	47	<u>12.0</u>	2.15	Above	<a href="#">TerraNova</a>

To view detailed reports, click on underlined numbers or words.

Required

- ☒ a. In general, the school's performance has been pretty strong.  
☐ b. The school's performance has been average.  
☐ c. In general, the school's performance has been weak compared to other schools.  
☐ d. The fourth grade is producing much better results than the sixth grade.

#### Question 7

Which group of fourth grade students seems to have come to the fourth grade performing at a much higher level in science than in the other years?

2005 Battelle for Kids School Report for  
School 5 in District 0  
OPT Science

Test	Grade	Year	N	Mean Student Score	Mean Score %ile	Mean Pred Score	Pred. Score %ile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Science	4	2003	59	228.6	53	207.0	29	19.8	3.04	Above	<a href="#">TerraNova</a>
		2004	43	226.2	51	217.8	43	7.7	3.33	Above	<a href="#">TerraNova</a>
		2005	34	237.9	72	207.7	44	<u>27.9</u>	3.91	Above	<a href="#">TerraNova</a>
	6	2003	56	208.9	43	197.2	27	10.6	2.00	Above	<a href="#">TerraNova</a>
		2004	48	223.0	73	196.9	43	23.1	2.15	Above	<a href="#">TerraNova</a>
		2005	62	220.9	69	201.6	46	<u>18.3</u>	2.12	Above	<a href="#">TerraNova</a>

To view detailed reports, click on underlined numbers or words.

Required

- ☐ a. The 2003 fourth grade students.
- ☒ b. The 2004 fourth grade students.
- ☐ c. The 2005 fourth grade students.
- ☐ d. Both b and c.
- ☐ e. All of the groups were performing equally.

Question 8

Why might your mean student scores be fairly stable while the mean score percentile fluctuates?

Required

- ☐ a. Your students may have come into the year a little more prepared than in the past.
- ☒ b. The fluctuation in percentile rankings is likely due to changes in the testing pool.
- ☐ c. The difference is likely due to inconsistencies in student test data.
- ☐ d. Both a and b.
- ☐ e. None of the above.

Question 9

What does the "Effect Standard Error" reflect on a school value-added report?

Required

- ☐ a. The difference between the mean student score and mean predicted score.
- ☐ b. How much growth your school made with a specific group of students.
- ☒ c. The measure of uncertainty associated with the school effect.
- ☐ d. None of the above.

Question 10

What does it mean if a school effect is negative?

Required

- ☐ a. Students did not perform as well as expected.
- ☐ b. A group's mean predicted score was higher than its mean student score.
- ☐ c. The group did not grow from one year to the next.
- ☒ d. Both a and b.
- ☐ e. None of the above.

## Unit 1: Accessing School Value-Added Reports

In this course, you will examine the most fundamental of the value-added reports—the school value-added report—using the predicted mean approach.

Your school's value-added reports may be generated through the mean gain approach. If that is the case, you will need to take course OH116, *Interpreting Mean Gain Approach School Value-Added Reports*. In that course, you will review reports produced using the mean gain approach.

Let's begin at the home page. If you choose "School-Value Added" from the "Reports" drop-down menu, the following guide appears that allows you to select a particular school in your district.

*Note: If you have permission to see only one school's results, you will be taken directly to that school's value-added results.*

Select from the following,  
then click OK:

District: Sample District

Schools: School 0

OK

School 0

School 1

School 2

School 3

School 4

## Unit 1: Accessing School Value-Added Reports

Click on the right side of this menu to see a list of schools from our sample district—Schools 0 through 4. Let’s begin by looking at value-added information from School 0.

Select “School 0” and click “Okay.” The following School Value-Added Report appears for School 0 in District 0.

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2005 Battelle for Kids School Report for

School 0 in District 0

OAT Reading

Test	Grade	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Reading	3	2004	31	415.1	44	415.1	44	0.0	3.01	NDD	<a href="#">TerraNova</a>
		2005	23	408.2	41	408.9	43	-0.5	3.36	NDD	<a href="#">TerraNova</a>
	4	2005	35	418.1	48	412.7	41	4.3	2.65	NDD	<a href="#">TerraNova</a>
	5	2005	48	421.3	49	413.0	40	7.0	2.25	Above	<a href="#">TerraNova</a>

To view detailed reports, click on underlined numbers or words.

—

## Unit 2: Navigating and Interpreting the School Value-Added Report

The School Value-Added Report for School 0 in District 0 includes information from third, fourth, and fifth grades—and, in the third grade, information representing two different cohorts of students, 2004 and 2005 third grade students, is included.

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2005 Battelle for Kids School Report for  
School 0 in District 0  
OAT Reading

Test	Grade	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Reading	3	2004	31	415.1	44	415.1	44	0.0	3.01	NDD	<a href="#">TerraNova</a>
		2005	23	408.2	41	408.9	43	<u>-0.5</u>	3.36	NDD	<a href="#">TerraNova</a>
	4	2005	35	418.1	48	412.7	41	<u>4.3</u>	2.65	NDD	<a href="#">TerraNova</a>
	5	2005	48	421.3	49	413.0	40	<u>7.0</u>	2.25	Above	<a href="#">TerraNova</a>

To view detailed reports, click on underlined numbers or words.

Let's look at some of this table's columns to make sure you understand the information displayed.

- N.** The "N" column shows the number of individual student profiles that could be produced. This number reflects the number of student records that could be linked from one year to the next. In 2005, 48 students' fifth grade results could be linked to their fourth grade results.
- Mean Student Score.** The mean student score is the average student test score for those students who are included in the analysis. The mean student score of 421.3 for the fifth graders in 2005 is, in fact, the *average observed score* for the 48 students who are included in the analysis.
- Mean Predicted Score.** The mean predicted score indicates the expected outcome for the average student included in the analysis. In this case, the 48 fifth graders in 2005 were expected to score an average of 413.0. It's important to understand that the mean predicted score is the *average of the predicted scores* for all 48 students in the fifth grade analysis. Each student's predicted score is produced from his or her unique testing history and from the relationships that exist between all past and present tests. These relationships are determined from the results of all students who have taken those tests.



## Unit 2: Navigating and Interpreting the School Value-Added Report

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### 2005 Battelle for Kids School Report for School 0 in District 0 OAT Reading

Test	Grade	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Reading	3	2004	31	415.1	44	415.1	44	0.0	3.01	NDD	<a href="#">TerraNova</a>
		2005	23	408.2	41	408.9	43	<u>-0.5</u>	3.36	NDD	<a href="#">TerraNova</a>
	4	2005	35	418.1	48	412.7	41	<u>4.3</u>	2.65	NDD	<a href="#">TerraNova</a>
		2005	48	421.3	49	413.0	40	<u>7.0</u>	2.25	Above	<a href="#">TerraNova</a>

To view detailed reports, click on underlined numbers or words.

- **School Effect.** The difference between the mean student score (actual performance) and the mean predicted score (expected performance) appears in the “School Effect” column. The scores are often very different. In this particular school, the average fifth grade score was significantly higher than the average expected score for those students.
  - The average predicted score for the 48 students in the fifth grade was 413.0.
  - The observed mean score for this group was 421.3.

The school effect—positive 7.0 for fifth graders in 2005—indicates that the average reading score for fifth grade students in this school was seven points higher than expected.

You’ll notice that this number is almost the same as the difference between the mean student score (421.3) and the mean predicted score (413.0). The score differs slightly because some statistical reliability factors are included in the calculation.

These reliability factors tend to make the school effect more conservative by pulling it slightly toward zero, the mean of the comparison pool. Thus, the school effect calculation is a conservative estimate of the school’s impact on student learning. Notice that the school effect for the other grade levels represented in this report is not nearly as large.

As you look at the school effects represented in this report, you must ask a statistical question: Are these effects large enough to conclude with confidence that they are the result of more than just random error?

To judge a school effect’s statistical significance, go to the “Effect Standard Error” column.

## Unit 2: Navigating and Interpreting the School Value-Added Report

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2005 Battelle for Kids School Report for  
School 0 in District 0  
OAT Reading

Test	Grade	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Reading	3	2004	31	415.1	44	415.1	44	0.0	3.01	NDD	<a href="#">TerraNova</a>
		2005	23	408.2	41	408.9	43	<u>-0.5</u>	3.36	NDD	<a href="#">TerraNova</a>
	4	2005	35	418.1	48	412.7	41	<u>4.3</u>	2.65	NDD	<a href="#">TerraNova</a>
	5	2005	48	421.3	49	413.0	40	<u>7.0</u>	2.25	Above	<a href="#">TerraNova</a>

To view detailed reports, click on underlined numbers or words.

- **Effect Standard Error.** The effect standard error for the fifth graders in 2005 was 2.25. Standard error, in this case, is a measure of the uncertainty associated with the estimate of school effect. A school effect with a relatively small standard error is more precise than one with a larger standard error.
  - In this case, standard error is a calculation of how consistently individual students in this group scored above or below where they were predicted to score. To be statistically significant at a 95 percent confidence level, the school effect must be at least two times the standard error.
  - For the 2005 fifth grade students, the school effect must be larger than 4.5—two times the standard error of 2.25—to say with 95 percent certainty that the school effect is significantly different than what was expected.
  - Because the school effect is 7.0, we can say with greater than 95 percent certainty that this group performed significantly above expectation.
- **Testing Pool.** Select the “Testing Pool” link to receive a list of the districts with whom you’re being compared. This sample district is being compared to more than 10 districts as shown in the following list. Your testing pool is comprised of the school districts who give the same end-of-the-year assessments that your district provides.

District 1

District 2

District 3

District 4

District 5

District 6

District 7

District 8

District 9

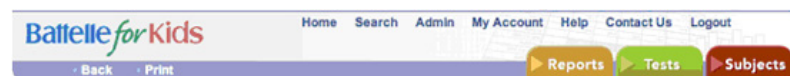
District 10

## Unit 3: Understanding the School Value-Added Report: Fourth Grade Math Analysis

To deepen your understanding of the predicted mean approach school value-added report, let's reenter the simulation that you began in course SR114, *Interpreting Value-Added Summary Reports*. In this simulation, you are part of a fourth grade team examining your value-added reports to set some school improvement goals. In this simulation, your value-added results will be addressed as if you are part of that fourth grade team.

### The Simulation (Continued)

Let's begin with your Value-Added Summary Report.



### 2005 Value Added Summary Report for School District 0 Mathematics

School Name		4	5	6	7	8
<a href="#">School 1</a>	2005	-0.6	1.1	--	--	--
<a href="#">School 2</a>	2005	--	--	-5.7	5.6	-1.6
<a href="#">School 3</a>	2005	1.8	1.3	--	--	--
<a href="#">School 4</a>	2005	--	--	-10.5	2.9	-2.9
<a href="#">School 5</a>	2005	3.7	-5.1	--	--	--
<a href="#">School 6</a>	2005	-1.4	0.3	--	--	--
<a href="#">School 7</a>	2005	2.4	1.5	--	--	--
<a href="#">School 8</a>	2005	4.9	2.2	--	--	--

Progress significantly Above the average school in the testing pool.  
 Progress Not Detectably Different from the average school in the testing pool.  
 Progress significantly Below the average school in the testing pool.  
 -- The school does not have data for this test and subject in the most recent year.

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To get from your summary report to the school value-added report, open the "Reports" menu and choose "School Value-Added." Or, click on the live link for School 5 (blue underlined text) to go directly to your fourth grade School Value-Added Report for math—which you'll see in the following report.

## Unit 3: Understanding the School Value-Added Report: Fourth Grade Math Analysis

Battelle for Kids

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### 2005 Battelle for Kids School Report for School 5 in District 0 OPT Math

Test	Grade	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Math	4	2003	59	222.0	44	210.4	30	10.6	2.16	Above	<a href="#">TerraNova</a>
		2004	43	222.1	41	222.5	43	-0.3	2.68	NDD	<a href="#">TerraNova</a>
		2005	35	224.1	50	219.7	44	<u>3.7</u>	2.97	NDD	<a href="#">TerraNova</a>
	6	2003	56	201.4	44	187.5	27	12.1	2.15	Above	<a href="#">TerraNova</a>
		2004	48	218.3	64	200.5	44	18.3	2.50	Above	<a href="#">TerraNova</a>
		2005	62	209.8	53	201.2	43	<u>8.1</u>	2.55	Above	<a href="#">TerraNova</a>

To view detailed reports, click on underlined numbers or words.

From the header, you can see this is the OPT Math report for School 5. The numbers in the columns represent the following information:

- **Test and Grade.** Results for math in grades 4 and 6.
- **Year.** Data is available from three cohort groups in the fourth grade and three cohort groups from the sixth grade. For fourth grade, data are available from your 2003 cohort, your 2004 cohort, and your 2005 cohort of students.
- **N.** In 2005, the data from 35 students could be connected with their prior year's data. In 2004, the data from 43 students could be connected to data from the prior year.
  - This group may not include the same number of students who were in the fourth grade each year, but it represents the group for whom you could connect one year's data with the next.
  - However, the population in this school appears to have dropped over the last several years. You'll want to pay attention to these numbers on the other reports to see if they remain consistent across subject areas.
- **Mean Student Score.** In 2005, the 35 fourth grade students' average score represented in your analysis was 224.1. Similarly, the average score for the 43 students in 2004 was 222.1. In 2003, 59 students averaged 222.0.
  - In these data, your average score has been relatively stable over the last three years.

## Unit 3: Understanding the School Value-Added Report: Fourth Grade Math Analysis

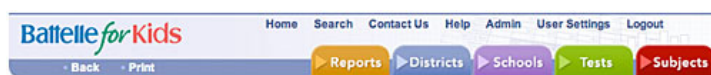
- **Mean Score Percentile.** Looking specifically at the results in 2005, your average score of 224.1 was at the 50th percentile of the comparison pool.
  - Notice that over the last two years, even though your mean student score has been relatively stable, the percentile ranking of the average score has varied significantly. This variation is likely due to changes in the comparison pool. As the comparison pool stabilizes, less variation of this kind should occur.

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2005 Battelle for Kids School Report for School 5 in District 0 OPT Math											
Test	Grade	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Math	4	2003	59	222.0	44	210.4	30	10.6	2.16	Above	<a href="#">TerraNova</a>
		2004	43	222.1	41	222.5	43	-0.3	2.68	NDD	<a href="#">TerraNova</a>
		2005	35	224.1	50	219.7	44	<u>3.7</u>	2.97	NDD	<a href="#">TerraNova</a>
	6	2003	56	201.4	44	187.5	27	12.1	2.15	Above	<a href="#">TerraNova</a>
		2004	48	218.3	64	200.5	44	16.3	2.50	Above	<a href="#">TerraNova</a>
		2005	62	209.8	53	201.2	43	<u>8.1</u>	2.55	Above	<a href="#">TerraNova</a>

To view detailed reports, click on underlined numbers or words.

- **Mean Predicted Score.** In 2005, the average predicted score for the 35 students in that cohort group was 219.7.
  - You can see that these predicted scores have been relatively stable over the last two years. However, a large disparity occurred in 2003. This change means that the 59 students in the 2003 cohort came into the fourth grade with significantly less preparation than the students from the last two years.
- **Predicted Score Percentile.** In 2005, a mean predicted score of 219.7 would have placed that student at the 44th percentile.
  - Notice again that the students' predicted score percentiles have been pretty stable over the last two years, but also was considerably lower in 2003. This difference is a reflection of the much lower mean predicted score in 2003.

## Unit 3: Understanding the School Value-Added Report: Fourth Grade Math Analysis



### 2005 Battelle for Kids School Report for School 5 in District 0 OPT Math

Test	Grade	Year	N	Mean Student Score	Mean Score %ile	Mean Pred Score	Pred. Score %ile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Math	4	2003	59	222.0	44	210.4	30	10.6	2.16	Above	<a href="#">TerraNova</a>
		2004	43	222.1	41	222.5	43	-0.3	2.68	NDD	<a href="#">TerraNova</a>
		2005	35	224.1	50	219.7	44	<u>3.7</u>	2.97	NDD	<a href="#">TerraNova</a>
	6	2003	56	201.4	44	187.5	27	12.1	2.15	Above	<a href="#">TerraNova</a>
		2004	48	218.3	64	200.5	44	16.3	2.50	Above	<a href="#">TerraNova</a>
		2005	62	209.8	53	201.2	43	<u>8.1</u>	2.55	Above	<a href="#">TerraNova</a>

To view detailed reports, click on underlined numbers or words.

- **School Effect.** Any time the school effect is close to zero, as occurred in 2004, your school receives a rating of **NDD**, which you see in the “School vs. Testing Pool Avg” column. A rating of NDD means that your students’ growth was **Not Detectably Different** from the growth of an average school in the testing pool.


- School effect is the primary value-added calculation on the school value-added report. *Remember:*

**School Effect »**

**Mean Student (Observed)–Mean Predicted (Baseline)**

- This calculation shows how your students performed, on average, when compared to where they were predicted to perform.
- **Effect Standard Error.** The standard error associated with the 2005 data is 2.97. Because the 2005 fourth grade school effect of 3.7 is not more than double the standard error of 2.97, you can’t say with 95 percent confidence that this group performed significantly better than expected.
  - Looking at your 2005 group again, you would have needed a school effect of at least 5.94—twice the standard error of 2.97—to have received an **Above** rating. If the school effect had been larger than 5.94, but in the negative direction, a **Below** rating would have been earned for that year. But, because your school effect of 3.7 is within the range from negative 5.94 to positive 5.94, you received a rating of **NDD**.
  - In each of the last two years, your school effect was within the range of expected performance. But, in 2003, the school effect of 10.6 was more than double the standard error of 2.16. In 2003, your performance was deemed **Above** expectation.

## Unit 3: Understanding the School Value-Added Report: Fourth Grade Math Analysis



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### 2005 Battelle for Kids School Report for School 5 in District 0 OPT Math

Test	Grade	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Math	4	2003	59	222.0	44	210.4	30	10.6	2.16	Above	<a href="#">TerraNova</a>
		2004	43	222.1	41	222.5	43	-0.3	2.68	NDD	<a href="#">TerraNova</a>
		2005	35	224.1	50	219.7	44	<u>3.7</u>	2.97	NDD	<a href="#">TerraNova</a>
	6	2003	56	201.4	44	187.5	27	12.1	2.15	Above	<a href="#">TerraNova</a>
		2004	48	218.3	64	200.5	44	16.3	2.50	Above	<a href="#">TerraNova</a>
		2005	62	209.8	53	201.2	43	<u>8.1</u>	2.55	Above	<a href="#">TerraNova</a>

To view detailed reports, click on underlined numbers or words.

- Testing Pool.** By selecting "Testing Pool" in 2005, you can see a list of 28 school districts in your pool or comparison group. If you went back to the prior year, you would see that 24 districts were in the pool in that year.
  - If one or more of the four districts added from 2004 to 2005 was very large, or one or more of these districts was dominated by students who tended to cluster at one end of the achievement spectrum, you might want to be cautious about comparing the school effect calculation from one year to the next.
  - If, on the other hand, all you did from one year to the next was add three relatively average size districts with a typical range of student achievement, you would have little risk in comparing the school effect from one year to the next.

## Unit 4: Fourth Grade Reading Analysis

Now, let's review reading.

Open the "Subjects" menu and choose "Reading" to see the fourth grade School Value-Added Report for reading. Let's look for meaningful patterns.

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2005 Battelle for Kids School Report for  
School 5 in District 0  
OPT Reading

Test	Grade	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Reading	4	2003	24	222.4	60	207.2	24	11.4	2.29	Above	<a href="#">TerraNova</a>
		2004	43	226.1	55	220.9	43	4.3	1.90	Above	<a href="#">TerraNova</a>
	6	2003	56	240.4	57	216.2	29	21.6	2.44	Above	<a href="#">TerraNova</a>
		2004	48	233.6	60	219.4	42	11.6	2.35	Above	<a href="#">TerraNova</a>
		2005	62	242.1	60	230.9	45	<u>10.5</u>	2.75	Above	<a href="#">TerraNova</a>

To view detailed reports, click on underlined numbers or words.

The first finding to notice is that no fourth grade value-added information is available for 2005 because your state began using a new reading test last spring.

To get to 2005 information, go to the "Tests" menu and select "OAT," the new reading test. But first, look at your results for 2003 and 2004.

One finding immediately visible is that your "N" for 2003 is very different from your "N" in 2004. In 2004, 43 students were included in the analysis; in 2003, only 24 students were included. Therefore, either your school grew significantly in population in 2004, or many students were left out of the analysis in 2003.

In this case, a simple explanation is available for this data inconsistency. In 2003, your state gave the reading test in both the fall and spring. Students who scored at the advanced level in the fall did not have to take the test again in the spring.



## Unit 4: Fourth Grade Reading Analysis

Because value-added analysis measures growth from the spring of one year to the spring of the next year, and because students who scored at the advanced level in 2003 did not take the test in the spring, these advanced students were excluded from the analysis in 2003.

The following year, 2004, all students were retested in the spring to overcome this problem. Thus, the students represented in the 2003 analysis should be only those students who were below the advanced level in the fall administration of the test.

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2005 Battelle for Kids School Report for School 5 in District 0 OPT Reading											
Test	Grade	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Reading	4	2003	24	222.4	60	207.2	24	11.4	2.29	Above	<a href="#">TerraNova</a>
		2004	43	226.1	55	220.9	43	4.3	1.90	Above	<a href="#">TerraNova</a>
	6	2003	56	240.4	57	216.2	29	21.6	2.44	Above	<a href="#">TerraNova</a>
		2004	48	233.6	60	219.4	42	11.6	2.35	Above	<a href="#">TerraNova</a>
		2005	62	242.1	60	230.9	45	<u>10.5</u>	2.75	Above	<a href="#">TerraNova</a>

To view detailed reports, click on underlined numbers or words.

As you continue to quickly scan this report, notice a couple of important details. First, you see in the “Mean Predicted Score” column that the predicted score for 2003 was much lower than it was in 2004. This column provides further evidence that only part of your population, the lower-achieving part, was included in the 2003 analysis.

This difference in population didn’t seem to have a huge impact on your mean student score. Each year your students significantly outperformed their predicated scores. But, in 2003, this difference is much more pronounced.

Nevertheless, your school effect for both 2003 and 2004 was more than double the associated standard error. For both years, you had an **Above** rating.

## Unit 4: Fourth Grade Reading Analysis

Now, take a look at the most recent report for reading.

To access that report, go to the “Tests” menu at the top of the page, and choose “OAT.”

This value-added report references your performance on the OAT Reading test your students took last spring.

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2005 Battelle for Kids School Report for School 5 in District 0 OAT Reading											
Test	Grade	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Reading	3	2004	31	415.1	44	415.1	44	0.0	3.01	NDD	<a href="#">TerraNova</a>
		2005	23	408.2	41	408.9	43	<u>-0.5</u>	3.36	NDD	<a href="#">TerraNova</a>
	4	2005	35	418.1	48	412.7	41	<u>4.3</u>	2.65	NDD	<a href="#">TerraNova</a>
	5	2005	48	421.3	49	413.0	40	<u>7.0</u>	2.25	Above	<a href="#">TerraNova</a>

To view detailed reports, click on underlined numbers or words.

Clearly, this test is very different. Both the mean student scores and the mean predicted scores are in the range of 400 rather than in the 200s.

Also, notice that third grade results are associated with the last two years, but only one year of results is available for fourth and fifth grades. This information makes sense considering how this test was rolled out.

# Unit 4: Fourth Grade Reading Analysis

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2005 Battelle for Kids School Report for  
School 5 in District 0  
OAT Reading

Test	Grade	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Reading	3	2004	31	415.1	44	415.1	44	0.0	3.01	NDD	<a href="#">TerraNova</a>
		2005	23	408.2	41	408.9	43	<u>-0.5</u>	3.36	NDD	<a href="#">TerraNova</a>
	4	2005	35	418.1	48	412.7	41	<u>4.3</u>	2.65	NDD	<a href="#">TerraNova</a>
	5	2005	48	421.3	49	413.0	40	<u>7.0</u>	2.25	Above	<a href="#">TerraNova</a>

To view detailed reports, click on underlined numbers or words.

You can see that 35 students from last spring were included in the analysis. The mean predicted score for this group was 412.7, and the mean student score was 418.1. Thus, the students outperformed their predicted score.

However, the school effect of 4.3 was not quite large enough to move your school out of the **NDD** range. If the school effect had been 5.3 or larger—double the standard error of 2.65—then you would have received an **Above** designation. Last year, your students performed at least at the expected level and in general, somewhat higher.

## Unit 5: Fourth Grade Science Analysis

Let's move on to science. The science test your students took last year was the OPT. Open the "Tests" menu, and choose "OPT." But, the system will default you back to the OPT math report.

You need to open the "Subject" menu and click on "Science" to see the following School Value-Added Report for science.

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2005 Battelle for Kids School Report for  
School 5 in District 0  
OPT Science

Test	Grade	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Science	4	2003	59	228.6	53	207.0	29	19.8	3.04	Above	<a href="#">TerraNova</a>
		2004	43	226.2	51	217.8	43	7.7	3.33	Above	<a href="#">TerraNova</a>
		2005	34	237.9	72	207.7	44	<u>27.9</u>	3.91	Above	<a href="#">TerraNova</a>
	6	2003	56	208.9	43	197.2	27	10.6	2.00	Above	<a href="#">TerraNova</a>
		2004	48	223.0	73	196.9	43	23.1	2.15	Above	<a href="#">TerraNova</a>
		2005	62	220.9	69	201.6	46	<u>18.3</u>	2.12	Above	<a href="#">TerraNova</a>

To view detailed reports, click on underlined numbers or words.

Again, three years of data are represented. Notice that your population has changed from 59 students in 2003 down to 34 students in 2005. The same trend occurred in your other reports—reflecting a true drop in student population rather than some problem associated with connecting your students' test scores from one year to the next.

## Unit 5: Fourth Grade Science Analysis

Looking at the “Mean Student Score” column, over the last three years, the scores remained relatively consistent in 2003 and 2004 and then jumped in 2005.

- Average test score in 2003 = 228.6.
- Average test score in 2004 = 226.2.
- Average test score in 2005 = 237.9.

While your student numbers are dropping, the students' scores on the science test have jumped.

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2005 Battelle for Kids School Report for School 5 in District 0 OPT Science											
Test	Grade	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Science	4	2003	59	228.6	53	207.0	29	19.8	3.04	Above	<a href="#">TerraNova</a>
		2004	43	226.2	51	217.8	43	7.7	3.33	Above	<a href="#">TerraNova</a>
		2005	34	237.9	72	207.7	44	<u>27.9</u>	3.91	Above	<a href="#">TerraNova</a>
	6	2003	56	208.9	43	197.2	27	10.6	2.00	Above	<a href="#">TerraNova</a>
		2004	48	223.0	73	196.9	43	23.1	2.15	Above	<a href="#">TerraNova</a>
		2005	62	220.9	69	201.6	46	<u>18.3</u>	2.12	Above	<a href="#">TerraNova</a>

To view detailed reports, click on underlined numbers or words.

Looking at the “Mean Predicted Score” column, an interesting phenomenon is occurring. Your mean predicted scores were almost identical in 2003 and 2005—about 207. Your mean predicted score was ten points higher in 2004. These scores mean that your students came to the fourth grade similarly prepared in 2003 and 2005. However, the 2004 cohort came to you performing at a much higher level.

## Unit 5: Fourth Grade Science Analysis

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2005 Battelle for Kids School Report for School 5 in District 0 OPT Science											
Test	Grade	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Science	4	2003	59	228.6	53	207.0	29	19.8	3.04	Above	<a href="#">TerraNova</a>
		2004	43	226.2	51	217.8	43	7.7	3.33	Above	<a href="#">TerraNova</a>
		2005	34	237.9	72	207.7	44	<u>27.9</u>	3.91	Above	<a href="#">TerraNova</a>
	6	2003	56	208.9	43	197.2	27	10.6	2.00	Above	<a href="#">TerraNova</a>
		2004	48	223.0	73	196.9	43	23.1	2.15	Above	<a href="#">TerraNova</a>
		2005	62	220.9	69	201.6	46	<u>18.3</u>	2.12	Above	<a href="#">TerraNova</a>

To view detailed reports, click on underlined numbers or words.

By reviewing the “School Effect” and “Standard Error” columns, you can see how these data are represented in terms of the value-added calculation.

Over all three years, you had positive school effects large enough to give an **Above** designation. In each case, the school effect was more than double its associated standard error. In 2003 and 2005, your school effects were very large in comparison to their associated standard errors.

In terms of a trend, you see very positive and encouraging signs in science. These students have generally performed well above expectation.

You do need to ask, however, why you apparently produced less growth with the group of students who entered the fourth grade at the highest achievement level.

You could be better at working with average science students than with advanced students. Perhaps you simply did not recognize your students' high academic levels in 2004 and adjust your curriculum accordingly. Whatever the case, your science results are very strong.

## Unit 6: Fourth Grade Social Studies Analysis

Let's review the last subject area—social studies. Open the “Subjects” menu, and choose “Social Studies” to see the following report.

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2005 Battelle for Kids School Report for School 5 in District 0 OPT Social Studies											
Test	Grade	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Social Studies	4	2003	58	225.5	45	217.3	32	7.5	2.09	Above	<a href="#">TerraNova</a>
		2004	43	223.3	55	217.7	41	5.0	2.12	Above	<a href="#">TerraNova</a>
		2005	35	225.7	52	221.6	45	<u>3.7</u>	2.74	NDD	<a href="#">TerraNova</a>
	6	2003	56	216.5	46	200.9	27	13.4	1.94	Above	<a href="#">TerraNova</a>
		2004	48	223.2	68	200.6	41	19.8	2.22	Above	<a href="#">TerraNova</a>
		2005	62	224.4	62	211.0	47	<u>12.0</u>	2.15	Above	<a href="#">TerraNova</a>

To view detailed reports, click on underlined numbers or words.

The number of students included in the analysis is very similar to the numbers you just saw in science.

Your mean student scores over the last three years—225.5, 223.3, 225.7—are very stable. Your mean score percentile over the last three years has varied. Your average score has moved from the 45th to the 55th to the 52nd percentile. Because the mean scores were fairly consistent, this fluctuation in percentile rankings is likely due to changes in the pool.

The predicted scores for your students over those three years are again fairly stable. Your predicted score was around 217 in 2003 and 2004, and it jumped to about 221 in 2005. It appears that your students came to you a little more prepared in social studies in 2005.

## Unit 6: Fourth Grade Social Studies Analysis

Moving to the “School Effect” column, you can see positive, relatively stable school effects. Your school effects in 2003 and 2004 were large enough in comparison to their associated standard errors that you received an **Above** designation in both of those years. In 2005, your school effect was still positive, but not quite large enough to again give you an **Above** rating.

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2005 Battelle for Kids School Report for School 5 in District 0 OPT Social Studies											
Test	Grade	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Social Studies	4	2003	58	225.5	45	217.3	32	7.5	2.09	Above	<a href="#">TerraNova</a>
		2004	43	223.3	55	217.7	41	5.0	2.12	Above	<a href="#">TerraNova</a>
		2005	35	225.7	52	221.6	45	<u>3.7</u>	2.74	NDD	<a href="#">TerraNova</a>
	6	2003	56	216.5	46	200.9	27	13.4	1.94	Above	<a href="#">TerraNova</a>
		2004	48	223.2	68	200.6	41	19.8	2.22	Above	<a href="#">TerraNova</a>
		2005	62	224.4	62	211.0	47	<u>12.0</u>	2.15	Above	<a href="#">TerraNova</a>

To view detailed reports, click on underlined numbers or words.

In general, your performance in social studies over the last three years has been strong. But, as your population has declined and your students' preparation level rose, growth was not quite as strong in 2005. You will want to continue to discuss why this result might have occurred.



## Unit 7: References

The information in this course also is available in the "How to Navigate & Interpret Value-Added Reports" presentation and in the Quick Start Guide contained in Module IV of Battelle for Kids' value-added toolkit.

## Posttest

The following posttest will help you gauge your understanding of the objectives and content addressed in this course. Please answer each question and click **"Submit, I'm Done."** If you start the posttest, but cannot complete it during a session, click **"Save & Return Later"** at the bottom of the page.

To receive credit for this course, you must answer at least 7 of the 10 questions correctly. Upon submitting your answers, you will immediately see your test results and each question's correct answer. If you don't pass the first time, review the course content and attempt the test again. These questions are randomly selected from a larger pool to increase comprehension when you take the test more than once.

### Question 1

What does the "Effect Standard Error" reflect on a school value-added report? Required

- ☐ a. The difference between the mean student score and mean predicted score.
- ☐ b. How much growth your school made with a specific group of students.
- ☒ c. The measure of uncertainty associated with the school effect.
- ☐ d. None of the above.

### Question 2

What might you say about your school's progress rates in social studies after seeing the following report?

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2005 Battelle for Kids School Report for

School 5 in District 0

OPT Social Studies

Test	Grade	Year	N	Mean Student Score	Mean Score %ile	Mean Pred Score	Pred. Score %ile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Social Studies	4	2003	58	225.5	45	217.3	32	7.5	2.09	Above	TerraNova
		2004	43	223.3	55	217.7	41	5.0	2.12	Above	TerraNova
		2005	35	225.7	52	221.6	45	3.7	2.74	NDD	TerraNova
	6	2003	56	216.5	46	200.9	27	13.4	1.94	Above	TerraNova
		2004	48	223.2	68	200.6	41	19.6	2.22	Above	TerraNova
		2005	62	224.4	62	211.0	47	12.0	2.15	Above	TerraNova

To view detailed reports, click on underlined numbers or words.

Required

- ☒ a. In general, the school's performance has been pretty strong.
- ☐ b. The school's performance has been average.
- ☐ c. In general, the school's performance has been weak compared to other schools.
- ☐ d. The fourth grade is producing much better results than the sixth grade.

### Question 3

In 2005, how many fourth grade student records could be connected to their third grade records?

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2005 Battelle for Kids School Report for  
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OAT Reading

Test	Grade	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Reading	3	2004	31	415.1	44	415.1	44	0.0	3.01	NDD	<a href="#">TerraNova</a>
		2005	23	408.2	41	408.9	43	-0.5	3.36	NDD	<a href="#">TerraNova</a>
	4	2005	35	418.1	48	412.7	41	4.3	2.65	NDD	<a href="#">TerraNova</a>
		2005	48	421.3	49	413.0	40	7.0	2.25	Above	<a href="#">TerraNova</a>

To view detailed reports, click on underlined numbers or words.

Required

- ☒ a. 35 students.
- ☐ b. 48 students.
- ☐ c. 43 students.
- ☐ d. 40 students.

#### Question 4

What information will you find in the “School Effect” column? Required

- ☐ a. The expected outcome for the average student included in the analysis.
- ☒ b. The approximate difference between the mean student score and mean predicted score.
- ☐ c. The average student test score for those students who are included in the analysis.
- ☐ d. The number of individual student profiles that could be produced.

#### Question 5

Which group of fourth grade students seems to have come to the fourth grade performing at a much higher level in science than in the other years?



#### 2005 Battelle for Kids School Report for School 5 in District 0 OPT Science

Test	Grade	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Science	4	2003	59	228.6	53	207.0	29	19.8	3.04	Above	<a href="#">TerraNova</a>
		2004	43	226.2	51	217.8	43	7.7	3.33	Above	<a href="#">TerraNova</a>
		2005	34	237.9	72	207.7	44	<u>27.9</u>	3.91	Above	<a href="#">TerraNova</a>
	6	2003	56	208.9	43	197.2	27	10.6	2.00	Above	<a href="#">TerraNova</a>
		2004	48	223.0	73	196.9	43	23.1	2.15	Above	<a href="#">TerraNova</a>
		2005	62	220.9	69	201.6	46	<u>18.3</u>	2.12	Above	<a href="#">TerraNova</a>

To view detailed reports, click on underlined numbers or words.

Required

- ☐ a. The 2003 fourth grade students.
- ☒ b. The 2004 fourth grade students.
- ☐ c. The 2005 fourth grade students.
- ☐ d. Both b and c.
- ☐ e. All of the groups were performing equally.

#### Question 6

Which column on the school value-added report will help you judge a school effect's statistical significance? Required

- ☒ a. Effect Standard Error.
- ☐ b. Testing Pool.
- ☐ c. Mean Student Score.
- ☐ d. Predicted Score Percentile.

#### Question 7

What is the primary value-added calculation on the school value-added report? Required

- ☐ a. Effect Standard Error.
- ☐ b. Mean Student Score.
- ☐ c. Mean Predicted Score.
- ☒ d. School Effect.

#### Question 8

Anytime a school effect is close to zero, what “School vs Testing Pool Avg” rating is that group likely to receive? Required

- ☐ a. AEP.
- ☐ b. Below.
- ☐

- ✓ ☐ c. NDD.  
☐ d. Above.

Question 9

On average, fourth grade students in 2004 were expected to score in what percentile compared to the other schools in the testing pool?

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2005 Battelle for Kids School Report for

School 5 in District 0

OPT Social Studies

Test	Grade	Year	N	Mean Student Score	Mean Score %ile	Mean Pred Score	Pred. Score %ile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Social Studies	4	2003	58	225.5	45	217.3	32	7.5	2.09	Above	TerraNova
		2004	43	223.3	55	217.7	41	5.0	2.12	Above	TerraNova
		2005	35	225.7	52	221.6	45	3.7	2.74	NDD	TerraNova
	6	2003	56	216.5	46	200.9	27	13.4	1.94	Above	TerraNova
		2004	48	223.2	68	200.6	41	19.8	2.22	Above	TerraNova
		2005	62	224.4	62	211.0	47	12.0	2.15	Above	TerraNova

To view detailed reports, click on underlined numbers or words.

Required

- ☐ a. In the 47th percentile.  
☐ b. In the 45th percentile.  
☐ c. In the 55th percentile.  
 ✓ ☒ d. In the 41st percentile.

Question 10

Which of the following statements is NOT true about the school effect calculation? Required

- ☐ a. Reliability factors will tend to make the school effect more conservative by pulling it slightly toward zero.  
☐ b. The school effect is the approximate difference between the mean student score and the mean predicted score.  
 ✓ ☒ c. A school effect with a relatively large standard error is more precise than one with a smaller standard error.  
☐ d. All of the above statements are false.

## Application & Knowledge

**NOTE:** Please read all directions carefully before proceeding to ensure that your responses are properly saved.

The following extended-response questions will allow you to reflect on course content and consider how you will apply this learning to your work.

Type your response into the space provided. Space for responding is unlimited. Please contact your administrator if you are unsure about how long your responses should be. If you want to save your work, but are not yet ready to submit your responses, click “**Save & Return Later.**”

Once ready to submit your final responses, click “**Submit, I’m Done.**” You will no longer be able to edit your answers.

Your administrators may choose to review responses to these questions and provide feedback as part of your learning experience.

### Activity 1

Reflect on the following questions relative to this course’s content.

Why does this particular value-added approach include reliability factors that push the school effect slightly toward zero? In other words, what does a conservative estimate of school effect guard against?

Two subject areas within a grade level both have school effects of 4. 5. Why might one of these school effects be labeled NDD and the other labeled Above? Required

### Activity 2

Respond to the following scenario and related question based on knowledge gained from this course.

Your sixth grade team just finished examining its school value-added reports for all four subject areas. In math and reading, your results are labeled NDD. In science, you are gaining Below expected results, and in social studies you are gaining Above expected results. How might you use your social studies results to think about improvement in science? Required

### Activity 3

What additional information do you gain by looking at school value-added reports that wasn’t available in the value-added summary report? Required

### Activity 4

Because the school value-added report provides information on average students’ growth, what do you have to be careful about as you interpret your results? Required

**Activity 5**

**Outline your plans to receive more training and gather further resources or materials for understanding and using the information you have learned about school value-added reports.** Required