

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

If you’re looking for your fourth grade science diagnostic summary report, which other report may appear first after you select the diagnostic summary for science? Required

- a. The fifth grade science diagnostic summary.
- b. The third grade science diagnostic summary.
- c. The fifth grade reading diagnostic summary.
- d. The fourth grade reading diagnostic summary.

Question 2

What important piece of information is not available in a performance diagnostic summary report? Required

- a. The group means associated with the standard errors.
- b. The number of students in each proficiency category.
- c. The group means from previous years.
- d. The standard errors associated with the group means.

Question 3

How can you access a diagnostic summary report? Required

- a. From a link in the value-added summary report.
- b. From the “Search” pull-down menu.
- c. From a link in the school value-added report.
- d. From the “Reports” pull-down menu.

Question 4

In this course, how are the performance diagnostic summary reports broken down? Required

- a. Into five proficiency categories.
- b. Into four proficiency categories.
- c. Into five quintile groups.
- d. Into four quintile groups.

Question 5

The diagnostic summary and performance diagnostic summary reports look at which level of value-added information? Required

- a. Individual student-level information.
- b. Aggregated school-level information for one school in a district.
- c. Subject and grade-level information for different schools across a district.
- d. Both a and b.
- e. None of the above.

Question 6

What is the purpose of a performance diagnostic summary report? Required

- a. To summarize the diagnostic reports across the district.

- b. To summarize the school value-added reports across the district.
- c. To summarize the school performance diagnostic reports across the district.
- d. None of the above.

Question 7

Which of the following is a unique feature of the diagnostic summary report? Required

- a. It allows you to compare data from different schools in a district.
- b. It allows you to see how a school is doing with its low-achieving students.
- c. It allows you to rank order a district's schools in terms of progress in one of the quintile groups.
- d. Both a and b.
- e. None of the above.

Question 8

In this diagnostic summary report, 2005 information is available for which of the following schools in the district?

School Name	Observed minus Predicted Score by Predicted Score Quintile				
	1 (Lowest)	2	3 (Middle)	4	5 (Highest)
Sort by	Prev 2005	Prev 2005	Prev 2005	Prev 2005	Prev 2005
School 0					
2005 Mean	29.6 (5)	12.1 (15)	6.9 (12)	-4.3 (8)	2.3 (8)
Previous Year(s)					
School 1					
2005 Mean	(1)	(2)	2.9 (6)	-2.9 (13)	1.5 (17)
Previous Year(s)					
School 2					
2005 Mean	(2)	(3)	-0.6 (7)	-0.3 (6)	-2.0 (5)
Previous Year(s)					
School 3					
2005 Mean	(2)	-14.6 (5)	(3)	(3)	0.4 (7)
Previous Year(s)					

Required

- a. School 0.
- b. Schools 1 and 2.
- c. School 3.
- d. Both b and c.
- e. All of the above.

Question 9

Most of the students in this district have been placed in which state proficiency category in 2005?

School Name	Observed minus Predicted Score by Predicted Proficiency Group				
	Limited	Basic	Proficient	Accelerated	Advanced
Sort by	Prev 2005	Prev 2005	Prev 2005	Prev 2005	Prev 2005
School 0					
2005 Mean	(1)	20.6 (10)	4.2 (35)	(2)	
Previous Year(s)					
School 1					
2005 Mean	(1)		-1.5 (26)	-1.4 (9)	(3)
Previous Year(s)					
School 2					
2005 Mean	(1)	(3)	0.2 (16)	(3)	
Previous Year(s)					
School 3					
2005 Mean	(1)	(2)	-6.3 (11)	0.9 (5)	(1)
Previous Year(s)					

Required

- a. Limited category.
- b. Basic category.
- c. Proficient category.
- d. Accelerated category.

Question 10

How is School 0 doing with its 2005 students in the bottom three quintiles?

Observed minus Predicted Score by Predicted Score Quintile					
School Name	1 (Lowest)	2	3 (Middle)	4	5 (Highest)
Sort by	Prev 2005	Prev 2005	Prev 2005	Prev 2005	Prev 2005
School 0					
2005 Mean	29.6 (5)	12.1 (15)	6.9 (12)	-4.3 (8)	2.3 (8)
Previous Year(s)					
School 1					
2005 Mean	(1)	(2)	2.9 (6)	-2.9 (13)	1.5 (17)
Previous Year(s)					
School 2					
2005 Mean	(2)	(3)	-0.6 (7)	-0.3 (6)	-2.0 (5)
Previous Year(s)					
School 3					
2005 Mean	(2)	-14.6 (5)	(3)	(3)	0.4 (7)
Previous Year(s)					

Required

- a. Very well.
- b. Average.
- c. Below average.
- d. That information is not available on this report.

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 Diagnostic Summary Reports. These reports compare the gains produced by each school relative to their students' prior achievement levels. This course includes visual representations of copyrighted EVAAS® Web reporting software from SAS Institute Inc. for instructional purposes.

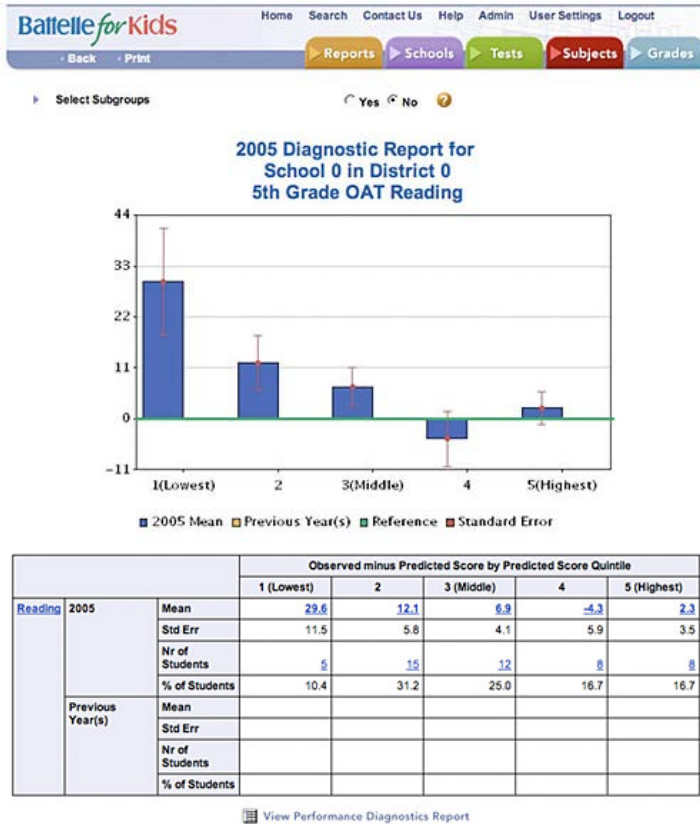
Learning Objectives

1. Learn how to navigate to and analyze the Diagnostic Summary Report
2. Differentiate between the Diagnostic and Performance Diagnostic Reports.
3. Discover Diagnostic Summary Reports' advantages and disadvantages

Unit 1: Accessing the Diagnostic Summary Report

In this course, you will explore the diagnostic summary and the performance diagnostic summary—the last two reports that look across the schools in a district.

Let's first navigate to the diagnostic summary report from the fifth grade Reading Diagnostic Report for School 0 in District 0 that you examined in course SR117, *Interpreting School Diagnostic Reports (Part 1)*.



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

If this was your school's fifth grade Reading Diagnostic Report, you might ask, "How does my school's fifth grade reading report compare to that of other schools in the district?"

The easiest way to answer this question is to review District 0's Diagnostic Summary Report.

Unit 1: Accessing the Diagnostic Summary Report

To access the Diagnostic Summary Report, go to the “Reports” pull-down menu and click on “Diagnostic Summary.”

The screenshot shows the Battelle for Kids website interface. At the top, there is a navigation bar with links for Home, Search, Contact Us, Help, Admin, User Settings, and Logout. Below this is a secondary menu with buttons for Back, Print, Reports, Tests, Subjects, and Grades. The main heading reads: "2005 Diagnostic Summary Report for District 0 3rd Grade OAT Reading".

Mean (Nr of Students) For each subgroup, you will see the Mean, followed by the Number of Students in parentheses.

		Observed minus Predicted Score by Predicted Score Quintile				
School Name		1 (Lowest)	2	3 (Middle)	4	5 (Highest)
Sort by		Prev 2005	Prev 2005	Prev 2005	Prev 2005	Prev 2005
School 0						
2005 Mean		(2)	6.1 (8)	-10.4 (7)	0.2 (5)	(1)
Previous Year(s)		-9.2 (5)	(3)	3.7 (13)	-1.2 (7)	(3)
School 1						
2005 Mean				-16.7 (5)	-8.8 (10)	-3.1 (13)
Previous Year(s)			(3)	-5.9 (7)	-6.6 (12)	-16.2 (9)
School 2						
2005 Mean				(2)	(4)	-16.0 (11)
Previous Year(s)		(2)	(1)	(1)	(2)	-13.5 (9)
School 3						
2005 Mean			(2)	(4)	(4)	(2)
Previous Year(s)		(2)	(2)	-1.0 (7)	27.2 (5)	(3)

Notice that when you navigated to the Diagnostic Summary Report, you were taken to the third grade Reading Diagnostic Summary instead of the fifth grade summary report. The system defaults to the lowest grade-level diagnostic summary report for the test you are examining.

If you go to the “Grades” pull-down menu, you are given the option to select a Diagnostic Summary Report for 3rd, 4th, 5th, or 8th grades—all of the grade levels in this school district in which an OAT summary report is available.

The screenshot shows a pull-down menu with four options: "3rd grade", "4th grade", "5th grade", and "8th grade". The "3rd grade" option is currently selected and highlighted in blue.

From the “Grades” pull-down menu, select “5th grade.”

Unit 2: Navigating and Interpreting the Diagnostic Summary Report

You should now see the fifth grade OAT Reading Diagnostic Summary Report. This report is directly related to the fifth grade Reading Diagnostic Report that you examined at the beginning of this course. The difference is that this report provides a district-wide “summary” of the fifth grade Reading Diagnostic Reports.

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Back Print Reports Tests Subjects Grades

2005 Diagnostic Summary Report for District 0 5th Grade OAT Reading

Mean (Nr of Students) For each subgroup, you will see the Mean, followed by the Number of Students in parentheses.

School Name	Observed minus Predicted Score by Predicted Score Quintile				
	1 (Lowest)	2	3 (Middle)	4	5 (Highest)
Sort by	Prev 2005	Prev 2005	Prev 2005	Prev 2005	Prev 2005
School 0					
2005 Mean	29.6 (5)	12.1 (15)	6.9 (12)	-4.3 (8)	2.3 (8)
Previous Year(s)					
School 1					
2005 Mean	(1)	(2)	2.9 (6)	-2.9 (13)	1.5 (17)
Previous Year(s)					
School 2					
2005 Mean	(2)	(3)	-0.6 (7)	-0.3 (6)	-2.0 (9)
Previous Year(s)					
School 3					
2005 Mean	(2)	-14.6 (5)	(3)	(3)	0.4 (7)
Previous Year(s)					

[View Performance Diagnostics Summary](#)

In this report, you see diagnostic information for School 0 and for the other three elementary schools in this district.

As is the case with all summary reports, this report provides useful comparative information, but it also has an important liability.

In the “2005 Mean” row, you see two pieces of information—the “Mean” growth for each subgroup of students and, in parentheses, the numbers of students in each quintile group.

Unit 2: Navigating and Interpreting the Diagnostic Summary Report

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Back Print Reports Tests Subjects Grades

2005 Diagnostic Summary Report for District 0 5th Grade OAT Reading

Mean (Nr of Students) For each subgroup, you will see the Mean, followed by the Number of Students in parentheses.

School Name	Observed minus Predicted Score by Predicted Score Quintile				
	1 (Lowest)	2	3 (Middle)	4	5 (Highest)
Sort by	Prev 2005	Prev 2005	Prev 2005	Prev 2005	Prev 2005
School 0					
2005 Mean	29.6 (5)	12.1 (15)	6.9 (12)	-4.3 (8)	2.3 (8)
Previous Year(s)					
School 1					
2005 Mean	(1)	(2)	2.9 (6)	-2.9 (13)	1.5 (17)
Previous Year(s)					
School 2					
2005 Mean	(2)	(3)	-0.6 (7)	-0.3 (6)	-2.0 (5)
Previous Year(s)					
School 3					
2005 Mean	(2)	-14.6 (5)	(3)	(3)	0.4 (7)
Previous Year(s)					

[View Performance Diagnostics Summary](#)

However, because of space restrictions, you don't see the standard errors associated with each of the quintile means. Without these standard errors, it is difficult to make sound judgments about the uncertainty associated with each of the means.

To get these standard errors, you must go back to the appropriate school diagnostic report.

Given this particular "gap" in a summary report, you still can gather important comparative information. Looking across the entire report, you will notice several interesting differences between School 0 and the other schools in the district.

For example, School 0 has a higher number of students in the first three quintiles than the other schools. School 0 might serve a different population than other schools in the district, or the fifth grade group in School 0 could have an unusual mix of students relative to the typical population for that school.

At any rate, School 0 is doing well with these students.

Unit 2: Navigating and Interpreting the Diagnostic Summary Report

Another important feature of the diagnostic summary report is that it allows you to rank order a district's schools in terms of progress in one of the quintile groups.

If you want to determine which school is producing the most growth with high-achieving students, simply click on the "2005" column header in the fifth quintile. This feature produces a reordered list of schools in terms of the schools' progress with fifth quintile students.

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Back Print Reports Tests Subjects Grades

2005 Diagnostic Summary Report for District 0 5th Grade OAT Reading

Mean (Nr of Students) For each subgroup, you will see the Mean, followed by the Number of Students in parentheses.

School Name	Observed minus Predicted Score by Predicted Score Quintile				
	1 (Lowest)	2	3 (Middle)	4	5 (Highest)
Sort by	Prev 2005	Prev 2005	Prev 2005	Prev 2005	Prev 2005
School 0					
2005 Mean	29.6 (5)	12.1 (15)	6.9 (12)	-4.3 (8)	2.3 (8)
Previous Year(s)					
School 1					
2005 Mean	(1)	(2)	2.9 (6)	-2.9 (13)	1.5 (17)
Previous Year(s)					
School 2					
2005 Mean	(2)	(3)	-0.6 (7)	-0.3 (6)	-2.0 (5)
Previous Year(s)					
School 3					
2005 Mean	(2)	-14.6 (5)	(3)	(3)	0.4 (7)
Previous Year(s)					

[View Performance Diagnostics Summary](#)

Notice that none of the schools in this district are doing exceptionally well with students in the top two quintiles. This suggests the possibility of some kind of systemic issue relative to the reading performance of high-achieving fifth grade students.

Unit 2: Navigating and Interpreting the Diagnostic Summary Report

For example, the district's reading curriculum could be biased toward low-achieving students, teachers may have been instructed to pay more attention to low-achieving students, and so on. This report is a great place to uncover such systemic issues.

If you remember from course SR119, *Interpreting Performance Diagnostic Reports*, an alternative form of diagnostic report exists that is similar to the diagnostic report. The performance diagnostic report is exactly like the school diagnostic report with the exception of how it places students into subgroups.

In the performance diagnostic report, students are placed in subgroups by their likely ranking in the state accountability system. As you might expect, the performance diagnostic summary summarizes a district's performance diagnostic reports.

Unit 3: Understanding the Performance Diagnostic Summary

At the bottom of District 0's Diagnostic Summary Report is a live link labeled, "View Performance Diagnostic Summary." Click on this link to see District 0's Performance Diagnostic Summary.

The screenshot shows the Battelle for Kids website interface. At the top, there is a navigation menu with links for Home, Search, Contact Us, Help, Admin, User Settings, and Logout. Below this is a secondary menu with buttons for Back, Print, Reports, Tests, Subjects, and Grades. The main heading of the page reads: "2005 Performance Diagnostic Summary Report for District 0 5th Grade OAT Reading".

Mean (Nr of Students) For each subgroup, you will see the Mean, followed by the Number of Students in parentheses.

School Name	Observed minus Predicted Score by Predicted Proficiency Group				
	Limited	Basic	Proficient	Accelerated	Advanced
	Prev 2005	Prev 2005	Prev 2005	Prev 2005	Prev 2005
School 0					
2005 Mean	(1)	20.6 (10)	4.2 (35)	(2)	
Previous Year(s)					
School 1					
2005 Mean	(1)		-1.5 (26)	-1.4 (9)	(3)
Previous Year(s)					
School 2					
2005 Mean	(1)	(3)	0.2 (16)	(3)	
Previous Year(s)					
School 3					
2005 Mean	(1)	(2)	-6.3 (11)	0.9 (5)	(1)
Previous Year(s)					

Notice that this summary report provides information on the same student cohort represented in the Diagnostic Summary Report for fifth grade OAT Reading.

But, instead of seeing the information organized by quintile groups, the information is broken down relative to the state proficiency categories. Again, this report simply summarizes the performance diagnostic reports across the school district.

Notice that this report has the same liability as the diagnostic summary report, because it does not display the standard errors associated with the 2005 student means.

Unit 4: 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

Which of the following is a unique feature of the diagnostic summary report? Required

- a. It allows you to compare data from different schools in a district.
- b. It allows you to see how a school is doing with its low-achieving students.
- c. It allows you to rank order a district's schools in terms of progress in one of the quintile groups.
- d. Both a and b.
- e. None of the above.

Question 2

Most of the students in this district have been placed in which state proficiency category in 2005?

School Name	Observed minus Predicted Score by Predicted Proficiency Group				
	Limited	Basic	Proficient	Accelerated	Advanced
Sort by	Prev 2005	Prev 2005	Prev 2005	Prev 2005	Prev 2005
School 0					
2005 Mean	(1)	20.6 (10)	4.2 (35)	(2)	
Previous Year(s)					
School 1					
2005 Mean	(1)		-1.5 (26)	-1.4 (9)	(3)
Previous Year(s)					
School 2					
2005 Mean	(1)	(3)	0.2 (16)	(3)	
Previous Year(s)					
School 3					
2005 Mean	(1)	(2)	-6.3 (11)	0.9 (5)	(1)
Previous Year(s)					

Required

- a. Limited category.
- b. Basic category.
- c. Proficient category.
- d. Accelerated category.

Question 3

What question might send a grade-level team to a diagnostic summary report? Required

- a. How does our school's third grade school diagnostic report compare to that of other schools in the district?
- b. How does our district's value-added summary report compare to other districts' reports?
- c. How does our school's value-added report compare to similar reports in other districts?
- d. All of the above.

Question 4

How is School 0 doing with its 2005 students in the bottom three quintiles?

School Name	Observed minus Predicted Score by Predicted Score Quintile				
	1 (Lowest)	2	3 (Middle)	4	5 (Highest)
Sort by	Prev 2005	Prev 2005	Prev 2005	Prev 2005	Prev 2005
School 0					
2005 Mean	29.6 (5)	12.1 (15)	6.9 (12)	-4.3 (8)	2.3 (8)
Previous Year(s)					
School 1					
2005 Mean	(1)	(2)	2.9 (6)	-2.9 (13)	1.5 (17)
Previous Year(s)					
School 2					
2005 Mean	(2)	(3)	-0.6 (7)	-0.3 (6)	-2.0 (5)
Previous Year(s)					
School 3					
2005 Mean	(2)	-14.6 (5)	(3)	(3)	0.4 (7)
Previous Year(s)					

Required

- a. Very well.
- b. Average.
- c. Below average.
- d. That information is not available on this report.

Question 5

How can you access a diagnostic summary report? Required

- a. From a link in the value-added summary report.
- b. From the "Search" pull-down menu.
- c. From a link in the school value-added report.
- d. From the "Reports" pull-down menu.

Question 6

Without having standard error information, how would you say School 1 is doing with its middle-achieving students?

School Name	Observed minus Predicted Score by Predicted Proficiency Group				
	Limited	Basic	Proficient	Accelerated	Advanced
Sort by	Prev 2005	Prev 2005	Prev 2005	Prev 2005	Prev 2005
School 0					
2005 Mean	(1)	20.6 (10)	4.2 (35)	(2)	
Previous Year(s)					
School 1					
2005 Mean	(1)		-1.5 (26)	-1.4 (9)	(3)
Previous Year(s)					
School 2					
2005 Mean	(1)	(3)	0.2 (16)	(3)	
Previous Year(s)					
School 3					
2005 Mean	(1)	(2)	-6.3 (11)	0.9 (5)	(1)
Previous Year(s)					

Required

- a. Exceptionally well.
- b. About average.
- c. Significantly below average.
- d. This information is not available on the performance diagnostic summary.

Question 7

What is the purpose of a performance diagnostic summary report? Required

- a. To summarize the diagnostic reports across the district.
- b. To summarize the school value-added reports across the district.
- c. To summarize the school performance diagnostic reports across the district.
- d. None of the above.

Question 8

How is the performance diagnostic summary report different from the diagnostic summary report? Required

- a. Standard error information is included in the performance diagnostic summary.
- b. Information is broken down by state proficiency categories rather than quintiles.
- c. Group means are not included in the performance diagnostic summary.
- d. The reports are not similar at all.

Question 9

What information do you lose in a diagnostic summary report that is available in a school diagnostic report? Required

- a. The number of students in each quintile.
- b. The standard error associated with each of the quintile's means.
- c. The mean associated with each quintile group.
- d. No information is lost in the diagnostic summary report.

Question 10

What is the easiest way to get to a performance diagnostic summary report from a diagnostic summary report? Required

- a. Click on the "School Name" column header in any quintile.
- b. Click on the "2005" column header in any quintile.
- c. Click on the "Subjects" pull-down menu and choose "Perf Diagnostic Summary."
- d. Click on the "View Performance Diagnostic Summary" link at the bottom of the report.

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.

What is the benefit of reviewing the two summary reports discussed in this course?

What information do you lose when you examine a summary report as opposed to examining each of the individual diagnostic reports?

Required

Activity 2

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

The superintendent is convening her monthly district principals' meeting. She plans on using the value-added summary report and diagnostic summary report as the primary vehicles for discussion. What questions could the superintendent craft from these reports to begin a district-wide discussion about school improvement? Required

Activity 3

Why would a user choose to view the performance diagnostic summary instead of the diagnostic summary? Under what circumstances would this report have more meaning? Required

Activity 4

Which types of school districts would find the most value in these two summary reports? Required

Activity 5

Outline your plans to receive more training and gather further resources or materials for understanding and using value-added analysis. Required