



## MODULE IV ACTIVITY DESCRIPTION

### ANATOMY OF VALUE-ADDED REPORTS

Following are the instructions to conduct the Anatomy of Value-Added Reports Activity:

- Distribute **Anatomy of Value-Added Reports**.
- Tell participants that this activity has been designed to deepen their understanding of the School Value-Added Report, the School Diagnostic Report and the Individual Student Report.
- Talk the group through the School-Value Added Report.
  - Refer to page 1 of the activity.
  - Explain the School Value-Added Report's intent: to produce an aggregated calculation of the overall impact the school is having on students in each grade level and subject area.
  - Walk participants through the report:
    - Mean scores on the bottom of the table
    - How mean scores are used to calculate the gain scores on the top of the table.
    - Color-coding with the legend below the table.
  - Emphasize the "Key Factors of Reports" at the bottom of the page.
- Instruct participants to work on the "Do It Yourself" example on page 2.
- Go over the results of the activity.
- Move on to the School Diagnostic Report.
  - Refer to page 3 of the activity.
  - Explain the Diagnostic Report's intent: to examine the growth of subgroups in comparison to other students across the state in the same subgroups.
    - Students placed in quintile subgroups based on their prior year score.
  - Walk participants through the Diagnostic Report:
    - Mean scores represented in the table and in the blue bars in the graph.

- Standard error represented in the table and red whisker bars in the graph.
    - With the Diagnostic Reports we use a one standard error unit for a measure of significance.
  - Green line in graph represents the level of expected growth for each subgroup.
    - Emphasize the “Key Factors of Reports” at the bottom of the page.
- Instruct participants to work on the “Do It Yourself” example on page 4.
- Review the results of the activity.
- Following lunch move on to the Individual Student Report.
  - Refer to page 5 of the activity.
  - Explain the Individual Student Report’s intent: to examine the growth of individual students and cohorts of students over time.
  - Walk participants through the Diagnostic Report:
    - Red Data Points represent the individual student.
      - Error inherent in any individual measurement.
      - Comparison groups could be different, but in the case of the state reporting this should not be an issue. The comparison group is the rest of the state.
    - Blue data points represent the average student in the district in the same cohort group as the individual student.
      - If the student has changed school districts over time, the average student will represent different cohort groups in different districts.
    - Red data points represent the average student at the school level in the same cohort group as the individual student.
      - If the student has changed schools over time, the average student will represent different cohort groups in different schools.
  - Emphasize the “Key Factors of Reports” at the bottom of the page.
- Instruct participants to work on the “Do It Yourself” example on page 6.
- Talk about student projections.
  - Projections can be done to future tests.
  - These projections for individual students are more reliable than their individual data points because these projections represent the attainment of similar students who have similar achievement histories.