



MODULE IV ACTIVITY

SCAVENGER HUNT EXPLORING VALUE-ADDED REPORTING

The Value-Added Scavenger Hunt is an activity designed to guide the participants through an exploration of the various value-added reports.

Access

1. Which Web page is used to provide access to the reporting system?
2. How would you change your access password?
3. Who in a district is ultimately responsible for assigning Web access to the value-added system?
4. Who would assign Web access to the value-added systems to teachers within a building?

Navigation

1. On the Web reporting home page, how do you gain access to the different kinds of reports available on the Web site?
2. What type of information is contained on the system's "Help" pages?
3. Describe at least two ways to access a school's value-added report.
4. What do blue underlined words or numbers indicate?
5. Describe at least two different paths to take to access individual student reports.
6. What is the best way to return to a report you just left?
7. What menus would you use to view every school value-added report for a single school?
8. Describe one way to produce a list of all the fourth-grade math students in a particular school?

9. What information can you find through the “School Search” feature?
10. Find two different ways to compare the performance of two of your district’s elementary schools.
11. What are the benefits of creating Custom Reports?
12. Name at least two reports that can be used to provide information about the progress of NCLB subgroups?

Interpretation

1. What path could you suggest you take to analyze the value-added information in a particular school?
2. In terms of school improvement, what are the benefits of viewing district-level reports (Value-Added Summary, Diagnostic Summary, Performance Diagnostic Summary)?
3. What information is missed if you only look at district level reporting?
4. Why is the “N” in a particular school’s value-added report not always the same as the number of students in that grade level?
5. How does one judge whether the school value-added calculation (school effect) is statistically significant?
6. What does an “Above” rating mean in a school value-added report?
7. What information does a diagnostic report provide that is useful for school improvement?
8. How is the standard error or the range of possible true means represented on the School Diagnostic Report graph?
9. What factors impact the magnitude of the standard error in a diagnostic report?
10. What do the three different color lines mean on an individual student report?
11. How can two different students in the same grade level in the same school have different green lines in their individual student reports?
12. In an individual student report you have access to “student projections.” What do these projections mean?
13. In the School Search, how is a school’s Cumulative Gain Index calculated?