

# How to Read the Value-Added Charts

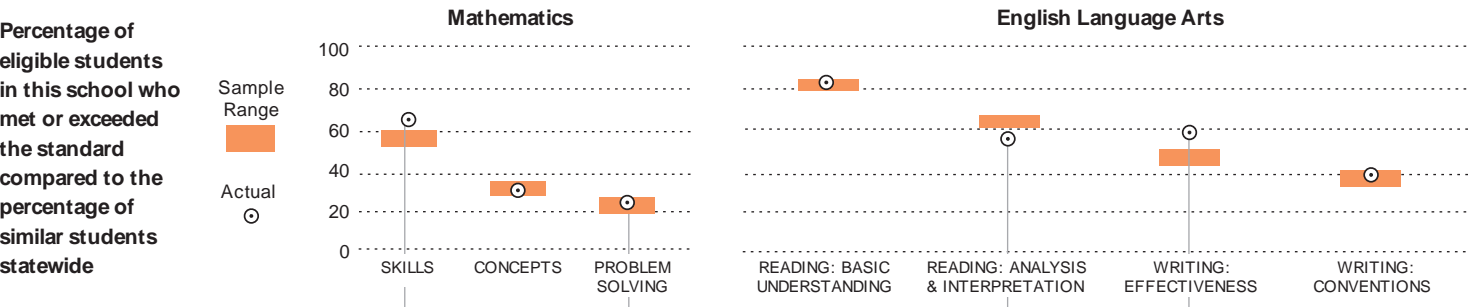
## Information Works' Field #2 . . .

The top portion of the chart below shows a version of Field 2 from each school's Information Works! report. Field 2 shows the relationship between the actual performance of students in this school -- expressed as the percentage of students who met or exceeded the standard on the state tests -- to the statistically generated performance range of similar students statewide. The bull's eye indicates the actual performance, and the shaded area shows the sample range.

## . . . becomes an entry on the Value-Added lists.

The lower portion of the chart illustrates how the value-added list is drawn from the relationships between statistically generated and actual performance found in Field 2. An **orange** number indicates that the school's students performed better than their counterparts statewide (wherever the bull's eye is above the shaded area on Field 2). The **italic black** number indicates that the school's students performed worse than similar students statewide (wherever the bull's eye is below the shaded area). 'Regular type' indicates that the school's students performed the same as similar students statewide (wherever the bull's eye falls within the shaded area).

## Your school's Field 2 Information Works! chart:



## Your school's listing in the Value-Added chart:

School Name & District

Example School, RI District

Mathematics: Skills

64%

All numbers are expressed as the percentage of students who met or exceeded the standard.

**Orange %** shows that the percentage is **more than** the proportion of similar students statewide.

Mathematics: Problem Solving

23%

Regular type % shows that the percentage is the same as the proportion of similar students statewide.

ELA Reading: Analysis & Interpretation

55%

**Italic black %** shows that the percentage is **less than** the proportion of similar students statewide.

ELA Writing: Effectiveness

58%

## Modeling Rhode Island Schools

Because Rhode Island is such a small state, the entire body of students enrolled in public schools serves as a context from which the test and grade-specific ranges were derived. (In 2001, this was 157,347 students.) Thus, groups of students within a school are compared with similar groups of students statewide; schools themselves are not sorted for comparisons. The computer-generated ranges will change depending on the test because, for example, a writing assessment is more strongly affected by language minority status than a math test. The model uses one year of assessment data.

## How Schools are Assigned to Cohorts in the Value-Added Charts

	Subtest	Subtest	Subtest	Subtest
Cohort 1: Set of schools performing at <b>above average</b> level in all of the reported subtests.	<b>Above</b>	<b>Above</b>	<b>Above</b>	<b>Above</b>
Cohort 2: Set of schools performing at <b>above average</b> level in three of the reported subtests and at the average in one subtest.	<b>Above</b>	<b>Above</b>	<b>Above</b>	Within
Cohort 3: Set of schools performing at <b>above average</b> level in three of the reported subtests and <b>below average</b> in one subtest.	<b>Above</b>	<b>Above</b>	<b>Above</b>	<b>Below</b>
Cohort 4: Set of schools performing at <b>above average</b> level in two of the reported subtests and at the average in two subtests.	<b>Above</b>	<b>Above</b>	Within	Within
Cohort 5: Set of schools performing at <b>above average</b> level in two of the reported subtests, at the average in one subtest, and <b>below average</b> in one subtest.	<b>Above</b>	<b>Above</b>	Within	<b>Below</b>
Cohort 6: Set of schools performing at <b>above average</b> level in two of the reported subtests and <b>below average</b> in two subtests.	<b>Above</b>	<b>Above</b>	<b>Below</b>	<b>Below</b>
Cohort 7: Set of schools performing at <b>above average</b> level in one of the reported subtests and at the average in three subtests.	<b>Above</b>	Within	Within	Within
Cohort 8: Set of schools performing at <b>above average</b> level in one of the reported subtests, at the average in two subtests, and <b>below average</b> in one subtest.	<b>Above</b>	Within	Within	<b>Below</b>
Cohort 9: Set of schools performing at <b>above average</b> level in one of the reported subtests, at the average in one subtest, and <b>below average</b> in two subtests.	<b>Above</b>	Within	<b>Below</b>	<b>Below</b>
Cohort 10: Set of schools performing at <b>above average</b> level in one of the reported subtests, and <b>below average</b> in three subtests.	<b>Above</b>	<b>Below</b>	<b>Below</b>	<b>Below</b>
Cohort 11: Set of schools performing at the average level in all of the reported subtests.	Within	Within	Within	Within
Cohort 12: Set of schools performing at the average level in three of the reported subtests, and <b>below average</b> in one subtest.	Within	Within	Within	<b>Below</b>
Cohort 13: Set of schools performing at the average level in two of the reported subtests, and <b>below average</b> in two subtests.	Within	Within	<b>Below</b>	<b>Below</b>
Cohort 14: Set of schools performing at the average level in one of the reported subtests, and <b>below average</b> in three subtests.	Within	<b>Below</b>	<b>Below</b>	<b>Below</b>
Cohort 15: Set of schools performing <b>below average</b> in all of the reported subtests.	<b>Below</b>	<b>Below</b>	<b>Below</b>	<b>Below</b>

**Please note:**

Schools are merely alphabetized within each cohort. Within each band, all the schools' performance are statistically the same. Not all charts need to use all 15 cohort arrangements.