



## Value-Added Summary Growth Data Provided by Arkansas DESE for CAEP R4.1

### Description:

The Value-Added Summary Growth Data is provided by the Arkansas Department of Elementary and Secondary Education (DESE) for each academic year in which the WTEP has at least five completers teaching in a content area. The attached summary report represents **three cycles of data and provides strong evidence that WTEP completers effectively contribute to student growth.** Note the report is titled “WBC” because the institution was Williams Baptist College at the time. The institution has since had a name change to Williams Baptist University.

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[Three Cycles of State Data 2016-2019](#)

### Explanation of Data:

As shown on the three cycles of data, one challenge for the WTEP in obtaining data for CAEP Standard R4.1 is the low number of completers in each content area. The data linked above and found on page 3 shows that for the three cycles of data, WBU did not have the required N of 5 completers teaching in a content area to obtain data in two of the three cycles of data. However, in 2016-2017, **the WTEP obtained data for one content area, Science, in which the WTEP had five completers.** While the data are limited, they represent strong completer effectiveness in the data that was obtained from DESE.

### Analysis of WTEP Science Completer Data

**The value-added score in 2016-2017 for the WTEP completers teaching Science was 94.36%.** As explained in the “Explanation of Value Added Scores,” on page 2 linked above, **the higher the value-added score above 80%, the greater the magnitude with which students of our completers exceeded the growth expectation.** The WTEP completers teaching Science had a VAS significantly greater than 80%, which represents higher than average student growth.

### Comparison of WTEP Science Completer Data to State Average VAS

The value-added score for completers from all providers in Arkansas who were teaching Science in 2016-2017 (linked above, p.4) was 81.74%. **The growth in student learning of WTEP completers teaching Science was significantly higher than the state average at 12.62% higher growth than completers from other EPPs in the state.**

## WTEP Completer Value-Added Summary Growth Report for 2016 through 2019

As shown below on the summary report, the WTEP obtained data from the state department in only one content area, Science, in only one academic year, 2016-2017, due to an N below 5 in every content area reviewed in other cycles of data.



### WBC EDUCATION PREPARATION PROVIDER GROWTH REPORT

#### Contents of Report:

This report provides a summary of the value-added growth scores for the Educator Preparation Provider for three years of Completer Cohorts. Tables and charts are provided for review of the value-added growth scores of students associated with Completers in each Cohort.

- Overview of Value-Added Growth Scores
- Summary Table of Growth Scores by Completer Cohort
- Trend Charts of Average Value-Added Scores by Completer Cohort
- Confidence bands around the mean scores are included to aid interpretation of change over time
- Charts of Distribution of Teachers' Average Value-Added Scores by Subject/Year

### Overview of Value-Added Growth Scores (VAS)

A simple value-added model is used to assess student growth relative to the student's individual score history and the student's expectation of growth (predicted score). This model is often called a residual gain model. It reflects the difference between observed achievement and expected (predicted) achievement for each student. A student value-added score of 0 indicates the student met expected growth in achievement.

Teacher and Education Preparation Provider (EPP) VAS are the mean of student growth in each subject: English language arts (ELA), math, and science (if available). An Overall VAS is obtained using a weighted mean of all available subjects. The Arkansas Department of Education transforms mean VAS to ease interpretation of the score. A score of 80 equals the value-added score of 0. A standard deviation of 35 is used to spread the scores around 80 so that school mean scores will typically range from 65 to 95. This formula was used in the Arkansas School Ratings starting 2015.

$$\text{Transformed Mean VAS} = (\text{Mean VAS} \times 35) + 80.00$$

Mean teacher growth scores typically range from 60 to 100 with most scores falling between 70 and 90. Averaging over higher levels of aggregation results in less variation among the Mean VAS and the values must be interpreted in this narrower range. Confidence intervals are provided to assist interpretation in the detailed sections of this report.

#### VAS: Making Meaning from the Scores

- Transformed score = 80 On average, your completers' students met expected growth.
- **Transformed score greater than 80** On average, your completers' students are exceeding expected growth. **The higher the score above 80, the greater the magnitude with which students of your completers exceeded their growth expectation.**
- Transformed scores less than 80 On average, students of your completers are not meeting expected growth in achievement. The lower the score below 80, the greater the degree to which students, on average, failed to meet expected growth.

\*A detailed description of the value-added growth scores used by the Arkansas Department of Education can be found in the Appendix of the Rules Governing the Public School Rating System on Annual School Performance Reports and the School Recognition Program.

## Value-Added Growth Summary Scores for the WTEP 2016-2019



### Summary Table for WBC Growth Scores by Completer Cohort

#### Questions for Reviewing the Table

- Each Completer Cohort is a different group of teachers. Completer Cohorts may differ in number of teachers in the cohort over time.
- Review the number of teachers in each Completer Cohort. The larger the number of teachers, the more stable the mean VAS will be.
- Review the Mean VAS for each Completer Cohort across subjects and over time. Note the trends (over time) for each cohort and any patterns (across subjects) within or across a cohort.

#### WBC - 2016 Completer Cohort (Year 1 = 2016-17)

	2016-17		2017-18		2018-19	
	VAS	N	VAS	N	VAS	N
ELA	N < 5	2	N < 5	2	N < 5	2
MATH	N < 5	4	N < 5	3	N < 5	3
SCIENCE	94.36	5	N < 5	3	N < 5	2
			2016-17	2017-18	2018-19	
NUMBER OF COMPLETERS WITH GROWTH DATA			6	5	4	
PERCENT OF COMPLETERS WITH GROWTH DATA			42.86	35.71	28.57	

#### WBC - 2017 Completer Cohort (Year 1 = 2017-18)

	2017-18		2018-19		2019-20	
	VAS	N	VAS	N	VAS	N
ELA		0	N < 5	3		
MATH		0	N < 5	2		
SCIENCE		0	N < 5	3		
			2017-18	2018-19	2019-20	
NUMBER OF COMPLETERS WITH GROWTH DATA			1	4		
PERCENT OF COMPLETERS WITH GROWTH DATA			5.56	22.22		

#### WBC - 2018 Completer Cohort (Year 1 = 2018-19)

	2018-19		2019-20		2020-21	
	VAS	N	VAS	N	VAS	N
ELA		0				
MATH		0				
SCIENCE		0				
			2018-19	2019-20	2020-21	
NUMBER OF COMPLETERS WITH GROWTH DATA						
PERCENT OF COMPLETERS WITH GROWTH DATA			0			

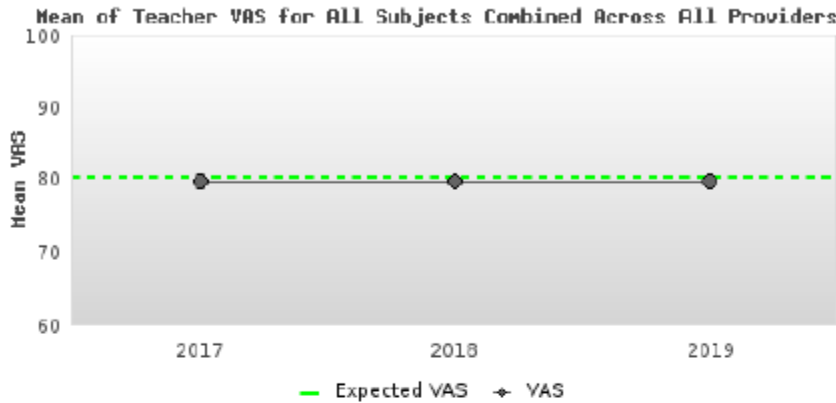
*N: Total number of teachers*

**NOTE:** Each cohort starts out as same group of teachers. Changes in N are due to changes in the subjects - for which a teacher has students assigned and/or attrition of teacher(s) from a cohort.

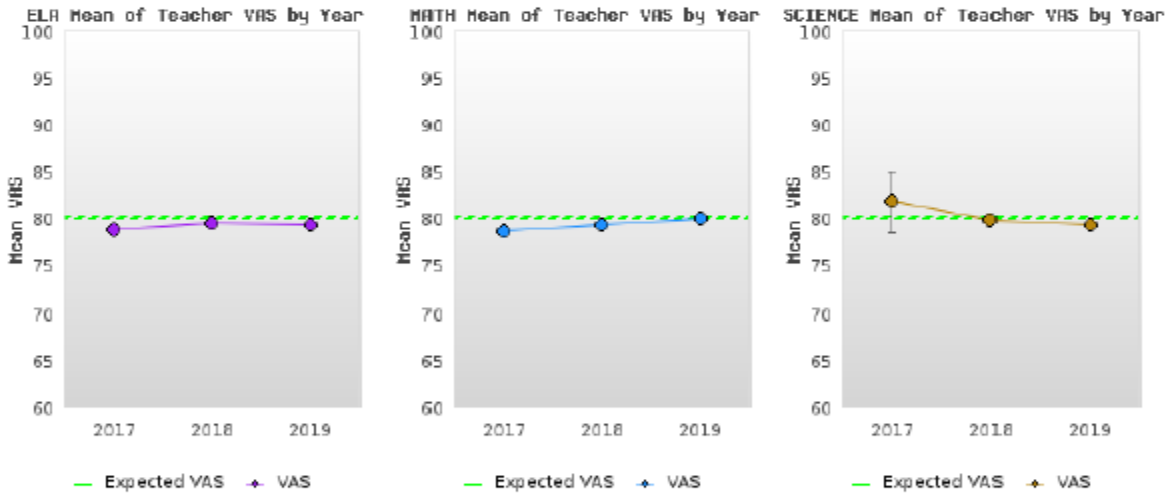
## Value-Added Growth Summary Scores for All Providers in the State of Arkansas



### Average Value-Added Growth Scores (VAS) by All Providers For 2016 Completers



### Average Value-Added Growth Scores (VAS) by All Providers & Subject For 2016 Completers



### Average Value-Added Growth Scores (VAS) With Confidence Band by All Providers

	2016-17			2017-18			2018-19		
	VAS	Confidence Band	N	VAS	Confidence Band	N	VAS	Confidence Band	N
ELA VAS	78.84	78.39 - 79.29	635	79.43	79.03 - 79.83	607	79.29	78.87 - 79.71	556
Math VAS	78.66	78.14 - 79.18	646	79.28	78.82 - 79.74	642	79.91	79.46 - 80.36	583
Science VAS	81.74	78.52 - 84.96	236	79.83	79.45 - 80.22	218	79.34	78.86 - 79.83	219

N: Total number of teachers

NOTE: These charts are included to provide each Education Preparation Provider with the average across all providers for reference when reviewing individual EPP scores.