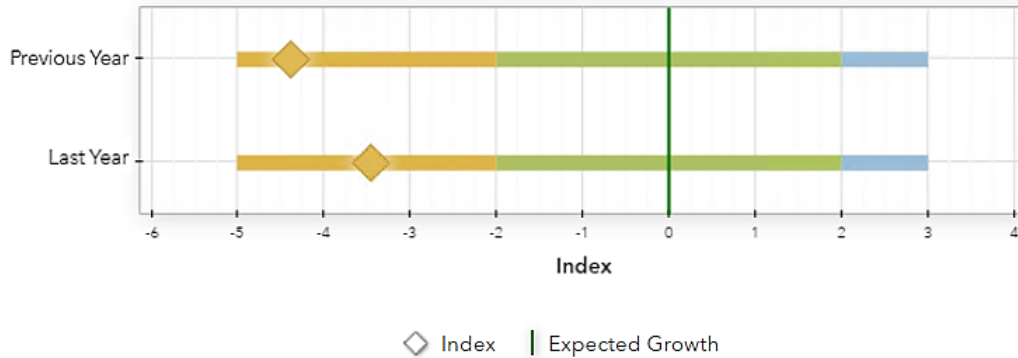


## Eileen Wright (data from EVAAS and other sources)

**Report:** Teacher Value-Added      **Test:** Ohio's State Tests (4-8)  
**School:** LAB Middle School      **Subject:** Mathematics  
**District:** Alright Public Schools      **Type:** Tested  
**Teacher:** EILEEN WRIGHT      **Grade:** 6th-Grade



Teacher Growth Measures and Standard Errors

Year	Growth Measure	Standard Error	Index	Level
Prev Yr	-6.5	1.5	-4.38	Yellow
Last Yr	-5.5	1.6	-3.45	Yellow

## Additional Teacher Data from Last Year (other sources)

**Years of Experience:** 2

**Areas of Certification:** Elementary K-6

**Teacher Absences:** 8% (16 days)

**Discipline Referrals Last Year:** 26

### Walkthrough & Observation Summary Information:

Focus Strategies	Quarter 1 Wth	Quarter 2 Wth	Quarter 3 Obs	Quarter 4 Obs
Differentiate for high achieving students	No	No	No	Yes(-)
Utilize learning maps for math concepts	Yes(-)	Yes(-)	No	Yes(+)
Implement PBIS Plan to support classroom discipline	No	Yes(-)	Yes(-)	Yes(-)

Wth Walkthrough Yes(+) Strategy was observed (and fidelity in practice was evident)

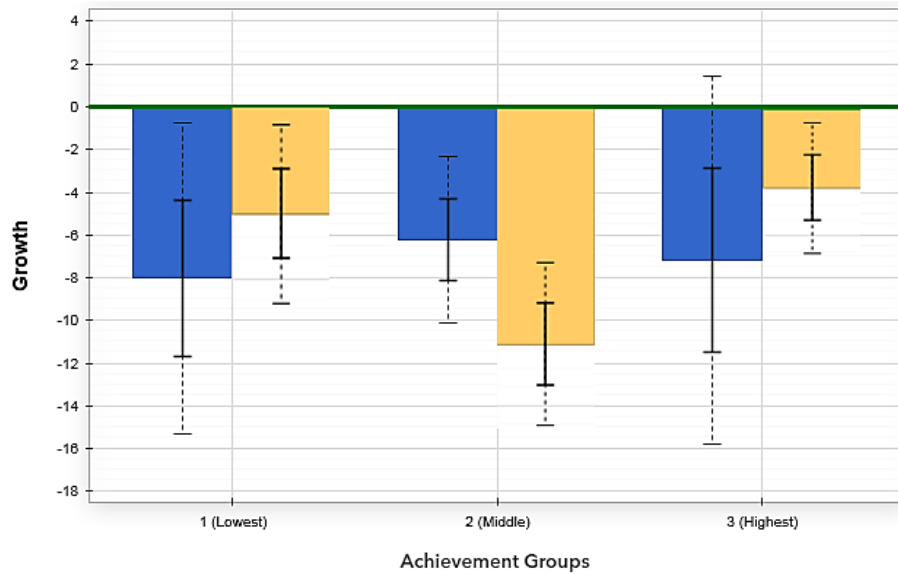
Obs Observation Yes(-) Strategy was observed (but with inconsistent practice)

No Strategy was *not* observed

### ➤ Summary of Walkthroughs and Observations:

Noticeable efforts to attempt focus strategies, but follow-through and fidelity in practice is not evident. Struggles with classroom management.

**Report:** Teacher Value-Added      **Test:** Ohio's State Tests (4-8)  
**School:** LAB Middle School      **Subject:** Mathematics  
**District:** Alright Public Schools      **Type:** Tested  
**Teacher:** EILEEN WRIGHT      **Grade:** 6th-Grade



■ Last Year   
 ■ Previous Year   
 - - - Two Standard Errors   
 — One Standard Error   
 — Expected Growth

Chart Orientation:

Show:

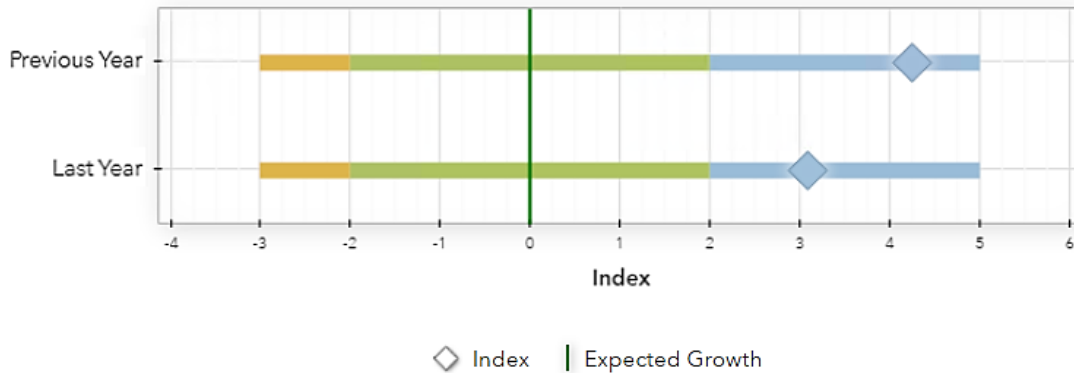
Vertical ▼

Bar Chart ▼

		Achievement Groups		
		1 (Lowest)	2 (Middle)	3 (Highest)
<b>Growth Standard</b>		0.0	0.0	0.0
<b>Last Year</b>	<u>Growth</u>	-8.0	-6.2	-7.1
	<u>Standard Error</u>	3.6	1.9	4.3
	<u>Number of Students</u>	30	26	26
	<u>Percentage of Students</u>	36.6	31.7	31.7
<b>Previous Year</b>	<u>Growth</u>	-5.0	-11.3	-4.0
	<u>Standard Error</u>	0.9	0.9	0.8
	<u>Number of Students</u>	48	46	34
	<u>Percentage of Students</u>	27.5	41.3	31.2

## Saul Wellingood (data from EVAAS and other sources)

**Report:** Teacher Value-Added      **Test:** Ohio's State Tests (4-8)  
**School:** LAB Middle School      **Subject:** Mathematics  
**District:** Alright Public Schools      **Type:** Tested  
**Teacher:** SAUL WELLINGOOD      **Grade:** 6th-Grade



Teacher Growth Measures and Standard Errors

Year	Growth Measure	Standard Error	Index	Level
Prev Yr	6.8	1.6	4.24	Light Blue
Last Yr	5.0	1.6	3.09	Light Blue

### Additional Teacher Data from Last Year (other sources)

Years of Experience: 13

Areas of Certification: Mid Grades Math 6–8 & Gifted K–12

Teacher Absences: 4% (8 days)

Discipline Referrals Last Year: 2

#### Walkthrough & Observation Summary Information:

Focus Strategies	Quarter 1 Wth	Quarter 2 Wth	Quarter 3 Obs	Quarter 4 Obs
Differentiate for high achieving students	Yes (-)	Yes (-)	Yes (-)	Yes(-)
Utilize learning maps for math concepts	Yes(+)	Yes(+)	Yes (+)	Yes(+)

Wth Walkthrough      Yes(+)      Strategy was observed (and fidelity in practice was evident)

Obs Observation      Yes(-)      Strategy was observed (but with inconsistent practice)

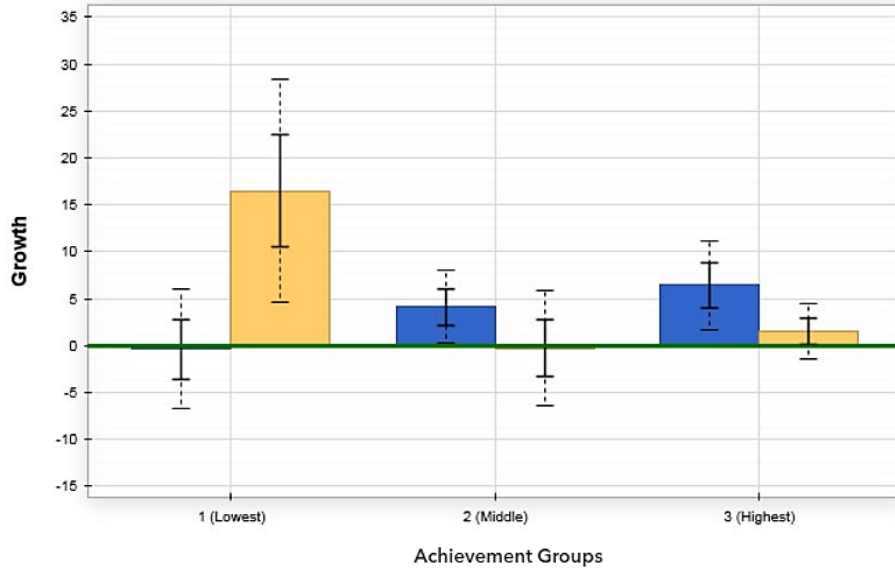
No      Strategy was *not* observed

#### ➤ Summary of Walkthroughs and Observations:

Inconsistent differentiation for high achieving students, but instead strong support for struggling learners. Sixth Grade School Improvement Representative, Basketball Coach.

**Report:** Teacher Value-Added  
**School:** LAB Middle School  
**District:** Alright Public Schools  
**Teacher:** SAUL WELLINGOOD

**Test:** Ohio's State Tests (4-8)  
**Subject:** Mathematics  
**Type:** Tested  
**Grade:** 6th-Grade



■ Last Year   
 ■ Previous Year   
 - - - Two Standard Errors   
 — One Standard Error   
 — Expected Growth

Chart Orientation:

Show:

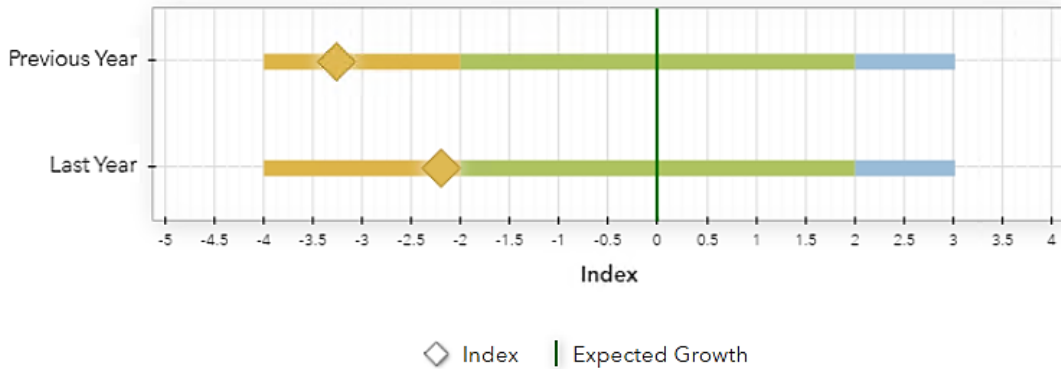
Vertical

Bar Chart

		Achievement Groups		
		1 (Lowest)	2 (Middle)	3 (Highest)
<b>Growth Standard</b>		0.0	0.0	0.0
<b>Last Year</b>	<b>Growth</b>	-0.4	4.1	6.4
	<b>Standard Error</b>	3.2	1.9	2.4
	<b>Number of Students</b>	22	33	24
	<b>Percentage of Students</b>	27.8	41.8	30.4
<b>Previous Year</b>	<b>Growth</b>	16.5	-0.3	1.5
	<b>Standard Error</b>	6.0	3.0	1.5
	<b>Number of Students</b>	33	40	46
	<b>Percentage of Students</b>	27.8	33.6	38.6

## Lauren Order (data from EVAAS and other sources)

**Report:** Teacher Value-Added      **Test:** Ohio's State Tests (4-8)  
**School:** LAB Middle School      **Subject:** Mathematics  
**District:** Alright Public Schools      **Type:** Tested  
**Teacher:** LAUREN ORDER      **Grade:** 6th-Grade



Teacher Growth Measures and Standard Errors

Year	Growth Measure	Standard Error	Index	Level
Prev Yr	-4.6	1.4	-3.26	Yellow
Last Yr	-2.8	1.3	-2.20	Yellow

### Additional Teacher Data from Last Year (other sources)

**Years of Experience:** 2      **Areas of Certification:** Mathematics 6-12 & Spec. Edu. K-12  
**Teacher Absences:** 10% (20 days)      **Discipline Referrals Last Year:** 49

#### Walkthrough & Observation Summary Information:

Focus Strategies	Quarter 1 Wth	Quarter 2 Wth	Quarter 3 Obs	Quarter 4 Obs
Differentiate for high achieving students	No	Yes (-)	No	Yes(-)
Utilize learning maps for math concepts	No	No	No	No

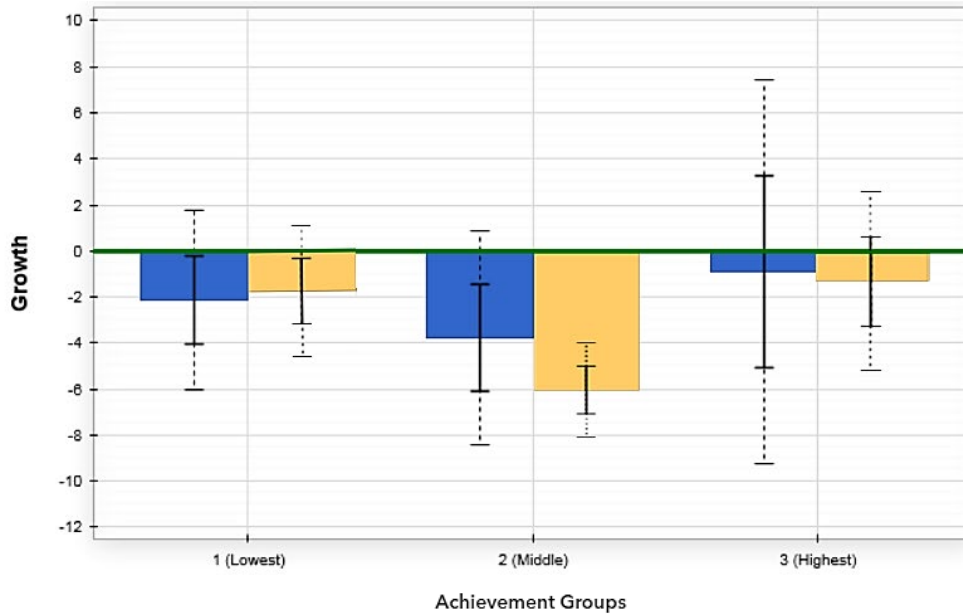
Wth Walkthrough      Yes(+) Strategy was observed (and fidelity in practice was evident)  
 Obs Observation      Yes(-) Strategy was observed (but with inconsistent practice)  
                                  No      Strategy was *not* observed

➤ **Summary of Walkthroughs and Observations:**

Inconsistent instructional planning and delivery alongside continued absences are cause for concern. Checking to see if Lauren attended learning maps training or if she missed the PD all together. The admin team saw more of her kids than she did. Need to work on discipline strategies.

**Report:** Teacher Value-Added  
**School:** LAB Middle School  
**District:** Alright Public Schools  
**Teacher:** LAUREN ORDER

**Test:** Ohio's State Tests (4-8)  
**Subject:** Mathematics  
**Type:** Tested  
**Grade:** 6th-Grade



■ Last Year   
 ■ Previous Year   
 - - - Two Standard Errors   
 — One Standard Error   
 — Expected Growth

Chart Orientation:

Vertical ▼

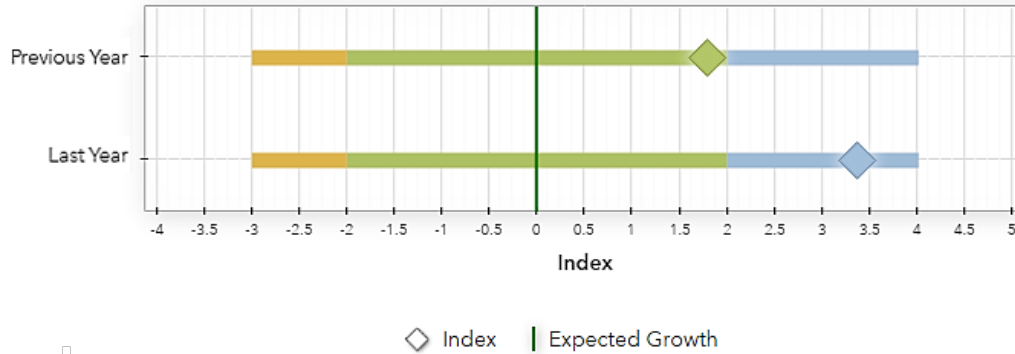
Show:

Bar Chart ▼

		Achievement Groups		
		1 (Lowest)	2 (Middle)	3 (Highest)
<b>Growth Standard</b>		0.0	0.0	0.0
<b>Last Year</b>	<b>Growth</b>	-2.1	-3.8	-0.9
	<b>Standard Error</b>	1.9	2.3	4.2
	<b>Number of Students</b>	30	32	20
	<b>Percentage of Students</b>	37.5	39.1	25.0
<b>Previous Year</b>	<b>Growth</b>	-1.9	-6.0	-1.0
	<b>Standard Error</b>	1.5	1.9	2.0
	<b>Number of Students</b>	57	45	27
	<b>Percentage of Students</b>	44.1	34.9	21.0

## Max Stout (data from EVAAS and other sources)

**Report:** Teacher Value-Added      **Test:** Ohio's State Tests (4-8)  
**School:** LAB Middle School      **Subject:** Mathematics  
**District:** Alright Public Schools      **Type:** Tested  
**Teacher:** MAX STOUT      **Grade:** 7th Grade



Teacher Growth Measures and Standard Errors

Year	Growth Measure	Standard Error	Index	Level
Prev Yr	2.9	1.6	1.80	Green
Last Yr	4.1	1.2	3.38	Light Blue

### Additional Teacher Data from Last Year (other sources)

**Years of Experience:** 8

**Areas of Certification:** Mid Grades Math 6-8

**Teacher Absences:** 3% (6 days)

**Discipline Referrals Last Year:** 1

### Walkthrough & Observation Summary Information:

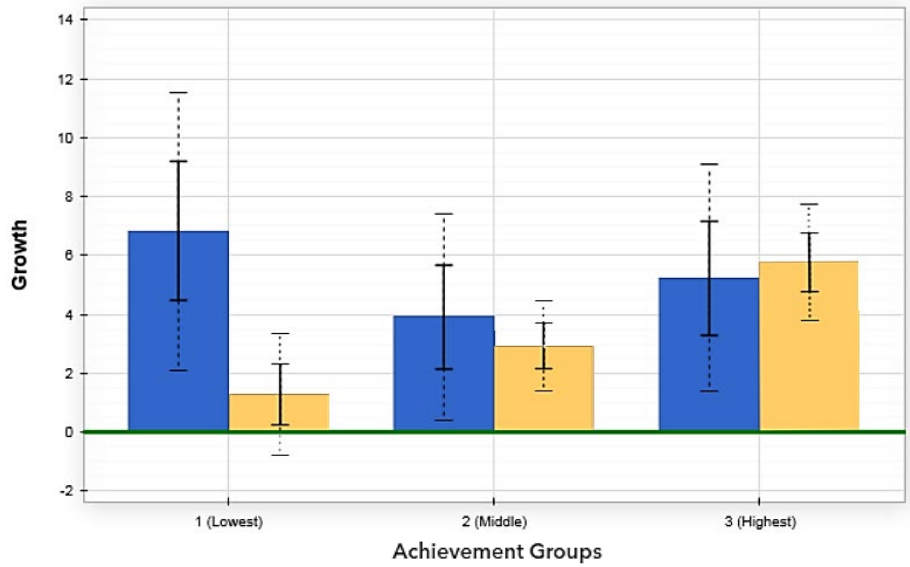
Focus Strategies	Quarter 1 Wth	Quarter 2 Wth	Quarter 3 Obs	Quarter 4 Obs
Differentiate for high achieving students	Yes (+)	Yes (+)	Yes (+)	Yes (+)
Utilize learning maps for math concepts	No	Yes (-)	Yes (+)	Yes (+)

Wth Walkthrough      Yes(+)      Strategy was observed (and fidelity in practice was evident)  
 Obs Observation      Yes(-)      Strategy was observed (but with inconsistent practice)  
                                  No      Strategy was *not* observed

#### ➤ Summary of Walkthroughs and Observations:

High quality math teacher, great team leader, and winning season football coach. Great year. Once he started using the learning maps, excellence in implementation. Model classroom for next year. Math Department Chair, County Science Fair Sponsor, Wrestling Coach.

**Report:** Teacher Value-Added      **Test:** Ohio's State Tests (4-8)  
**School:** LAB Middle School      **Subject:** Mathematics  
**District:** Alright Public Schools      **Type:** Tested  
**Teacher:** MAX STOUT      **Grade:** 7th-Grade



■ Last Year   
 ■ Previous Year   
 - - - Two Standard Errors   
 — One Standard Error   
 — Expected Growth

Chart Orientation:

Show:

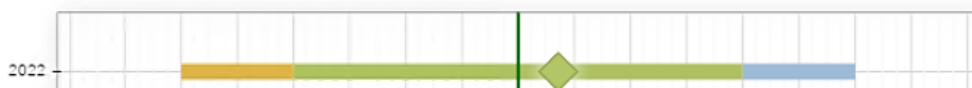
Vertical ▼

Bar Chart ▼

		Achievement Groups		
		1 (Lowest)	2 (Middle)	3 (Highest)
Growth Standard		0.0	0.0	0.0
Last Year	Growth	6.8	3.9	5.2
	Standard Error	2.4	1.8	1.9
	Number of Students	19	23	35
	Percentage of Students	24.7	29.9	45.4
Previous Year	Growth	1.3	2.5	5.9
	Standard Error	0.6	1.2	1.5
	Number of Students	42	39	40
	Percentage of Students	34.7	32.3	33.0

## Frieda Wales (data from EVAAS and other sources)

**Report:** Teacher Value-Added      **Test:** Ohio's State Tests (4-8)  
**School:** LAB Middle School      **Subject:** Mathematics  
**District:** Alright Public Schools      **Type:** Tested  
**Teacher:** FRIEDA WALES      **Grade:** 7th-Grade





### Additional Teacher Data from Last Year (other sources)

Years of Experience: 1

Areas of Certification: Mathematics 6-12

Teacher Absences: 2% (4 days)

Discipline Referrals Last Year: 9

#### Walkthrough & Observation Summary Information:

Focus Strategies	Quarter 1 Wth	Quarter 2 Wth	Quarter 3 Obs	Quarter 4 Obs
Differentiate for high achieving students	Yes (-)	Yes (-)	Yes (+)	Yes (+)
Utilize learning maps for math concepts	Yes (-)	Yes (-)	Yes (-)	Yes (+)

Wth Walkthrough Yes(+) Strategy was observed (and fidelity in practice was evident)  
 Obs Observation Yes(-) Strategy was observed (but with inconsistent practice)  
 No Strategy was *not* observed

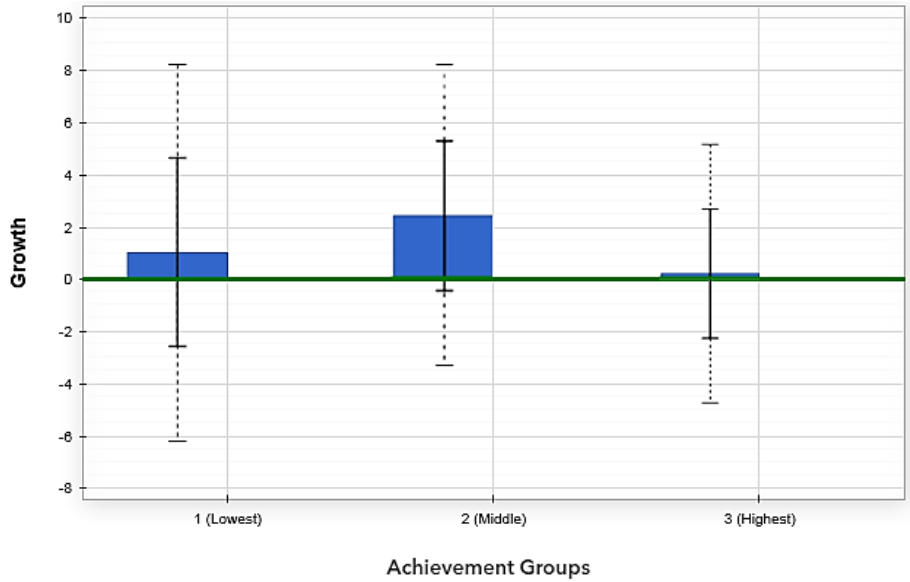
➤ **Summary of Walkthroughs and Observations:**

Great first year. Note to self: hire more TFA teachers in the future. Frieda worked to implement both schoolwide strategies and improved as the year progressed. Afterschool sponsor for Math-Tastic Super Bowl Club for academically gifted students.

---

**Report:** Teacher Value-Added  
**School:** LAB Middle School  
**District:** Alright Public Schools  
**Teacher:** FRIEDA WALES

**Test:** Ohio's State Tests (4-8)  
**Subject:** Mathematics  
**Type:** Tested  
**Grade:** 7th-Grade



■ Last Year   
 ■ Previous Year   
 - - - Two Standard Errors   
 — One Standard Error   
 — Expected Growth

Chart Orientation:

Vertical ▼

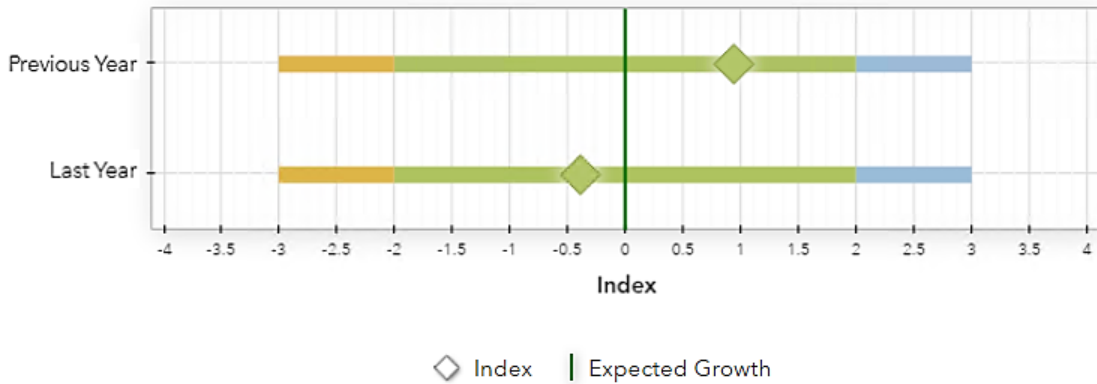
Show:

Bar Chart ▼

		Achievement Groups		
		1 (Lowest)	2 (Middle)	3 (Highest)
<b>Growth Standard</b>		0.0	0.0	0.0
<b>Last Year</b>	<u>Growth</u>	1.1	2.5	0.1
	<u>Standard Error</u>	3.6	4.6	3.3
	<u>Number of Students</u>	28	31	19
	<u>Percentage of Students</u>	36.0	39.7	24.3
<b>Previous Year</b>	<u>Growth</u>			
	<u>Standard Error</u>			
	<u>Number of Students</u>			
	<u>Percentage of Students</u>	0.0	0.0	0.0

## Lois Bidder (data from EVAAS and other sources)

**Report:** Teacher Value-Added      **Test:** Ohio's State Tests (4-8)  
**School:** LAB Middle School      **Subject:** Mathematics  
**District:** Alright Public Schools      **Type:** Tested  
**Teacher:** LOIS BIDDER      **Grade:** 7th-Grade



Teacher Growth Measures and Standard Errors

Year	Growth Measure	Standard Error	Index	Level
Prev Yr	2.3	2.5	0.94	Green
Last Yr	-0.7	1.7	-0.39	Green

### Additional Teacher Data from Last Year (other sources)

**Years of Experience:** 14      **Areas of Certification:** Mid Grades Math 6–8  
**Teacher Absences:** 0% (0 days)      **Discipline Referrals Last Year:** 0

### Walkthrough & Observation Summary Information:

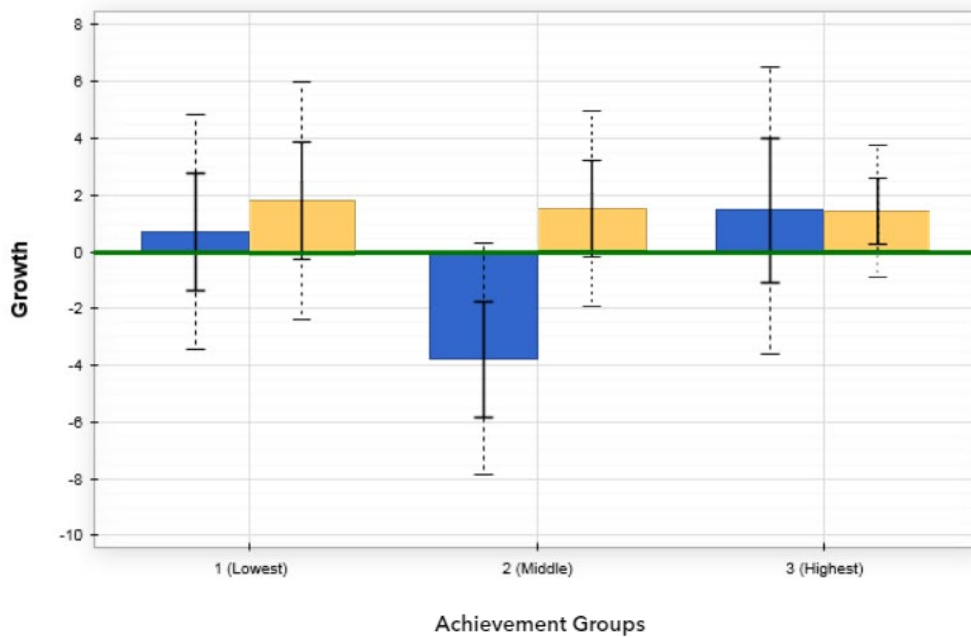
Focus Strategies	Quarter 1 Wth	Quarter 2 Wth	Quarter 3 Obs	Quarter 4 Obs
Differentiate for high achieving students	Yes (-)	Yes (-)	Yes (-)	No
Utilize learning maps for math concepts	Yes (+)	Yes (+)	No	No

Wth Walkthrough      Yes (+) Strategy was observed (and fidelity in practice was evident)  
 Obs Observation      Yes(-) Strategy was observed (but with inconsistent practice)  
                                  No Strategy was *not* observed

#### ➤ Summary of Walkthroughs and Observations:

Grade level Chair, Cheerleading Coach, Math Department Co-Chair, School Improvement Team Asst. Chair, PTA Teacher Representative, Student Council Sponsor, Afterschool tutor, Softball coach. Lois has asked for more responsibility next year as she is interested in school leadership. What a team player!

**Report:** Teacher Value-Added      **Test:** Ohio's State Tests (4-8)  
**School:** LAB Middle School      **Subject:** Mathematics  
**District:** Alright Public Schools      **Type:** Tested  
**Teacher:** LOIS BIDDER      **Grade:** 7th-Grade



■ Last Year 
 ■ Previous Year 
  Two Standard Errors 
  One Standard Error 
 — Expected Growth

Chart Orientation:

Show:

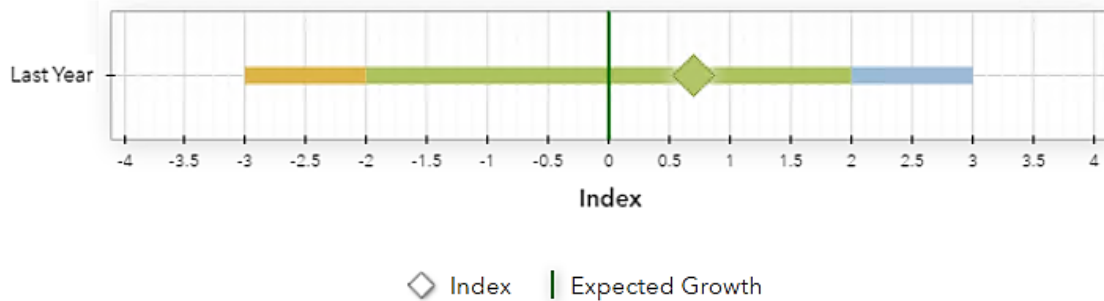
Vertical ▼

Bar Chart ▼

		Achievement Groups		
		1 (Lowest)	2 (Middle)	3 (Highest)
<b>Growth Standard</b>		0.0	0.0	0.0
<b>Last Year</b>	<u>Growth</u>	0.7	-3.8	1.5
	<u>Standard Error</u>	2.1	2.0	2.5
	<u>Number of Students</u>	25	25	26
	<u>Percentage of Students</u>	32.9	32.9	34.2
<b>Previous Year</b>	<u>Growth</u>	1.9	1.5	1.5
	<u>Standard Error</u>	2.0	1.9	0.7
	<u>Number of Students</u>	40	35	30
	<u>Percentage of Students</u>	36.4	33.3	30.3

## Luke Warm (data from EVAAS and other sources)

**Report:** Teacher Value-Added      **Test:** Ohio's State Tests (4-8)  
**School:** LAB Middle School      **Subject:** Mathematics  
**District:** Alright Public Schools      **Type:** Tested  
**Teacher:** LUKE WARM      **Grade:** 7th-Grade



Teacher Growth Measures and Standard Errors

Year	Growth Measure	Standard Error	Index	Level
Last Yr	2.0	2.8	0.70	Green

### Additional Teacher Data from Last Year (other sources)

**Years of Experience:** 1      **Areas of Certification:** Mid Grades Math 6-8  
**Teacher Absences:** 5% (10 days)      **Discipline Referrals Last Year:** 3

#### Walkthrough & Observation Summary Information:

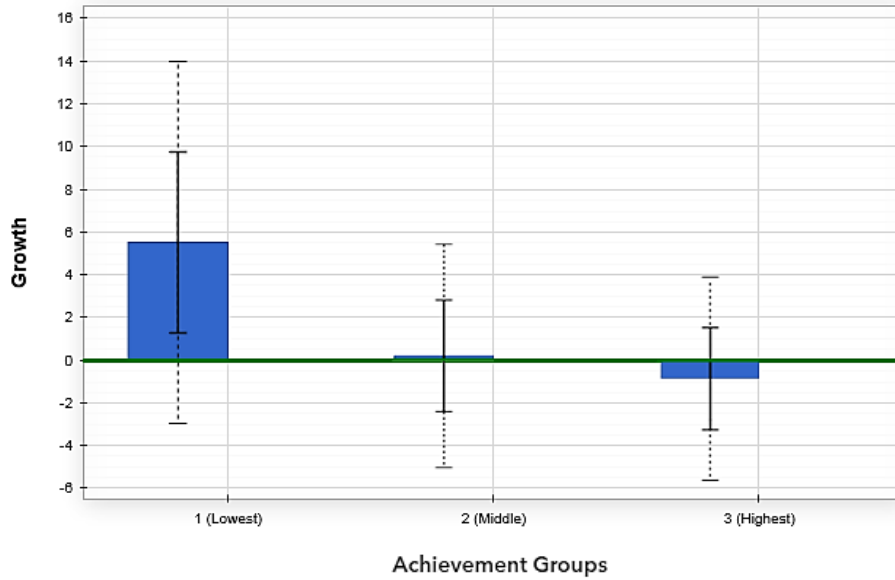
Focus Strategies	Quarter 1 Wth	Quarter 2 Wth	Quarter 3 Obs	Quarter 4 Obs
Differentiate for high achieving students	No	No	No	No
Utilize learning maps for math concepts	Yes (+)	Yes (+)	Yes (+)	Yes (+)

Wth Walkthrough      Yes(+)      Strategy was observed (and fidelity in practice was evident)  
 Obs Observation      Yes(-)      Strategy was observed (but with inconsistent practice)  
                                  No      Strategy was *not* observed

➤ **Summary of Walkthroughs and Observations:**

Seems to be a one trick pony. I worked and worked on differentiation, but he only seemed to be able to differentiate for lowest achieving students even though our school focus is on high achieving students. Need to pair him up with another teacher who knows how to teach our student clientele. Luke enjoys teaching using learning maps and does a great job. President of the First Year Teacher's Network in the district and did a great job with that organization.

**Report:** Teacher Value-Added      **Test:** Ohio's State Tests (4-8)  
**School:** LAB Middle School      **Subject:** Mathematics  
**District:** Alright Public Schools      **Type:** Tested  
**Teacher:** LUKE WARM      **Grade:** 7th-Grade



■ Last Year   
 ■ Previous Year   
 - - - Two Standard Errors   
 — One Standard Error   
 — Expected Growth

Chart Orientation:

Show:

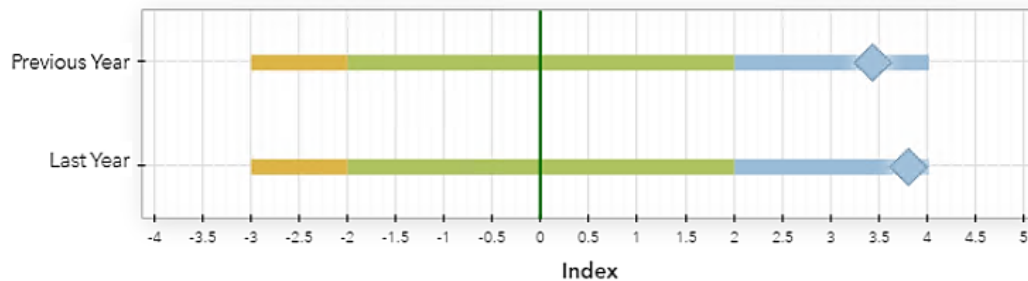
Vertical ▼

Bar Chart ▼

		Achievement Groups		
		1 (Lowest)	2 (Middle)	3 (Highest)
Growth Standard		0.0	0.0	0.0
Last Year	Growth	5.5	0.2	-1.7
	Standard Error	4.2	4.9	4.7
	Number of Students	29	27	21
	Percentage of Students	37.7	35.0	27.3
Previous Year	Growth			
	Standard Error			
	Number of Students			
	Percentage of Students	0.0	0.0	0.0

## Bob Anweave (data from EVAAS and other sources)

**Report:** Teacher Value-Added      **Test:** Ohio's State Tests (4-8)  
**School:** LAB Middle School      **Subject:** Mathematics  
**District:** Alright Public Schools      **Type:** Tested  
**Teacher:** BOB ANWEAVE      **Grade:** 8th-Grade



Teacher Growth Measures and Standard Errors

Year	Growth Measure	Standard Error	Index	Level
Prev Yr	4.0	1.2	3.44	Light Blue
Last Yr	5.3	1.4	3.81	Light Blue

### Additional Teacher Data from Last Year (other sources)

**Years of Experience:** 21

**Areas of Certification:** Mathematics 6-12 & Gifted K-12

**Teacher Absences:** 1% (2 days)

**Discipline Referrals Last Year:** 0

#### Walkthrough & Observation Summary Information:

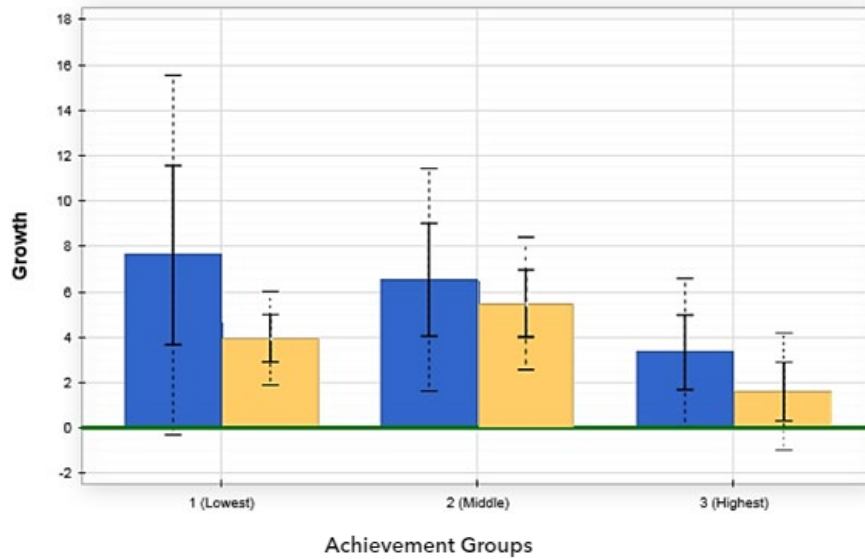
Focus Strategies	Quarter 1 Wth	Quarter 2 Wth	Quarter 3 Obs	Quarter 4 Obs
Differentiate for high achieving students	No	Yes (+)	Yes (+)	Yes (+)
Utilize learning maps for math concepts	Yes (+)	Yes (+)	Yes (+)	Yes (+)

Wth Walkthrough      Yes(+) Strategy was observed (and fidelity in practice was evident)  
 Obs Observation      Yes(-) Strategy was observed (but with inconsistent practice)  
                                  No      Strategy was *not* observed

#### ➤ Summary of Walkthroughs and Observations:

Bob is the model teacher in our building for all things best practice. He fulfills the role of continuous teacher learner and leader. Implemented schoolwide instructional strategies without pause. I just wish I could figure out how to get him to participate in school functions and culture more. He keeps to himself.

**Report:** Teacher Value-Added      **Test:** Ohio's State Tests (4-8)  
**School:** LAB Middle School      **Subject:** Mathematics  
**District:** Alright Public Schools      **Type:** Tested  
**Teacher:** BOB ANWEAVE      **Grade:** 8th-Grade



■ Last Year    ■ Previous Year    ⋯ Two Standard Errors    — One Standard Error    — Expected Growth

Chart Orientation:

Vertical ▼

Show:

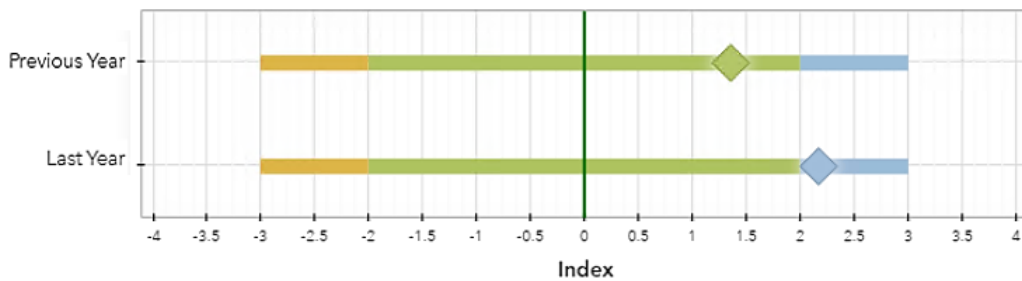
Bar Chart ▼

		Achievement Groups		
		1 (Lowest)	2 (Middle)	3 (Highest)
<b>Growth Standard</b>		0.0	0.0	0.0
<b>Last Year</b>	<u>Growth</u>	7.6	6.5	3.4
	<u>Standard Error</u>	4.0	2.5	1.6
	<u>Number of Students</u>	42	21	15
	<u>Percentage of Students</u>	53.8	27.0	19.2
<b>Previous Year</b>	<u>Growth</u>	4.0	5.9	1.8
	<u>Standard Error</u>	1.5	1.4	0.9
	<u>Number of Students</u>	86	47	35
	<u>Percentage of Students</u>	51.1	28.0	20.9



## Miles Tugo (data from EVAAS and other sources)

**Report:** Teacher Value-Added      **Test:** Ohio's State Tests (4-8)  
**School:** LAB Middle School      **Subject:** Mathematics  
**District:** Alright Public Schools      **Type:** Tested  
**Teacher:** MILES TUGO      **Grade:** 8th-Grade



◇ Index | Expected Growth

Teacher Growth Measures and Standard Errors

Year	Growth Measure	Standard Error	Index	Level
Prev Yr	1.7	1.2	1.35	Green
Last Yr	2.7	1.2	2.17	Light Blue

### Additional Teacher Data from Last Year (other sources)

**Years of Experience:** 5

**Areas of Certification:** Mid Grades Math 6-8

**Teacher Absences:** 2% (4 days)

**Discipline Referrals Last Year:** 32

### Walkthrough & Observation Summary Information:

Focus Strategies	Quarter 1 Wth	Quarter 2 Wth	Quarter 3 Obs	Quarter 4 Obs
Differentiate for high achieving students	Yes (+)	Yes (+)	Yes (+)	Yes (+)
Utilize learning maps for math concepts	Yes (+)	Yes (-)	Yes (-)	Yes (+)

Wth Walkthrough Yes(+) Strategy was observed (and fidelity in practice was evident)

Obs Observation Yes(-) Strategy was observed (but with inconsistent practice)

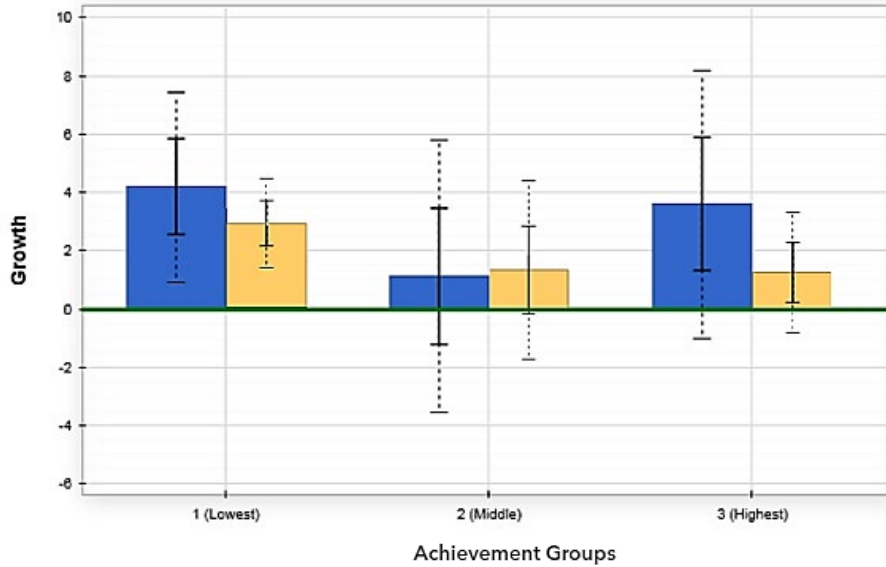
No Strategy was *not* observed

#### ➤ Summary of Walkthroughs and Observations:

Miles is very consistent and claims he works well with Bob although I've never actually seen it. I'd like him to get a better handle on discipline issues. He does a great job team teaching with the special education and ESL teachers. He's a great co-teacher. Chairman of School Improvement Team.

**Report:** Teacher Value-Added  
**School:** LAB Middle School  
**District:** Alright Public Schools  
**Teacher:** MILES TUGO

**Test:** Ohio's State Tests (4-8)  
**Subject:** Mathematics  
**Type:** Tested  
**Grade:** 8th-Grade



■ Last Year   
 ■ Previous Year   
 - - - Two Standard Errors   
 — One Standard Error   
 — Expected Growth

Chart Orientation:

Show:

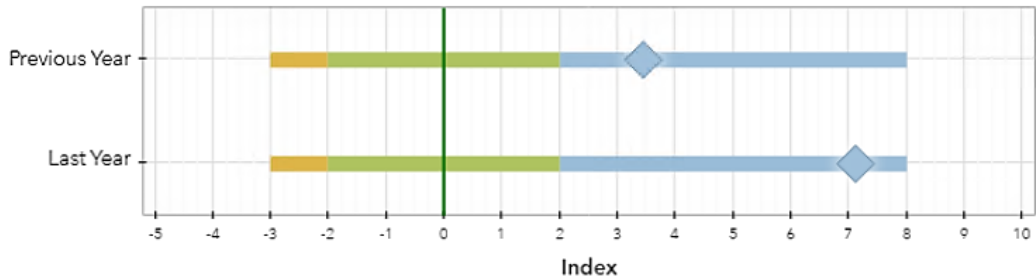
Vertical ▼

Bar Chart ▼

		Achievement Groups		
		1 (Lowest)	2 (Middle)	3 (Highest)
<b>Growth Standard</b>		0.0	0.0	0.0
<b>Last Year</b>	<u>Growth</u>	4.2	1.1	3.6
	<u>Standard Error</u>	1.6	2.3	2.3
	<u>Number of Students</u>	38	18	26
	<u>Percentage of Students</u>	46.3	22.0	31.7
<b>Previous Year</b>	<u>Growth</u>	3.0	1.5	1.7
	<u>Standard Error</u>	1.0	1.0	0.8
	<u>Number of Students</u>	69	47	53
	<u>Percentage of Students</u>	40.8	27.8	31.4

**Imma DeWinner (data from EVAAS and other sources)**

**Report:** Teacher Value-Added      **Test:** Ohio's State Tests (4-8)  
**School:** LAB Middle School      **Subject:** Mathematics  
**District:** Alright Public Schools      **Type:** Tested  
**Teacher:** IMMA DeWINNER      **Grade:** 8th-Grade



◇ Index | Expected Growth

Teacher Growth Measures and Standard Errors

Year	Growth Measure	Standard Error	Index	Level
Prev Yr	4.9	1.4	3.45	Light Blue
Last Yr	8.2	1.1	7.12	Light Blue

### Additional Teacher Data from Last Year (other sources)

**Years of Experience:** 17

**Areas of Certification:** Mathematics 6-12 & Gifted K-12

**Teacher Absences:** 0% (0 days)

**Discipline Referrals Last Year:** 1

### Walkthrough & Observation Summary Information:

Focus Strategies	Quarter 1 Wth	Quarter 2 Wth	Quarter 3 Obs	Quarter 4 Obs
Differentiate for high achieving students	Yes (+)	Yes (+)	Yes (+)	Yes (+)
Utilize learning maps for math concepts	Yes (+)	Yes (+)	Yes (+)	Yes (+)

Wth Walkthrough Yes(+) Strategy was observed (and fidelity in practice was evident)

Obs Observation Yes(-) Strategy was observed (but with inconsistent practice)

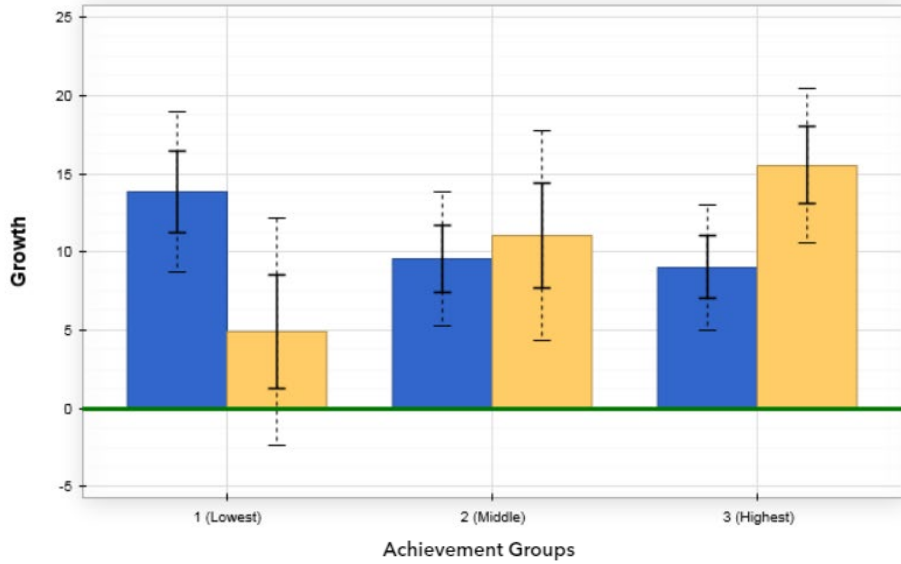
No Strategy was *not* observed

➤ **Summary of Walkthroughs and Observations:**

Imma is a great math teacher. I can give her any students and she just teaches her heart out. She implemented our schoolwide strategies without hesitation and continually provided feedback to the instructional coaches on how the strategies might be improved.

**Report:** Teacher Value-Added  
**School:** LAB Middle School  
**District:** Alright Public Schools  
**Teacher:** IMMA DeWINNER

**Test:** Ohio's State Tests (4-8)  
**Subject:** Mathematics  
**Type:** Tested  
**Grade:** 8th-Grade



■ Last Year   
 ■ Previous Year   
 - - - Two Standard Errors   
 — One Standard Error   
 — Expected Growth

Chart Orientation:

Show:

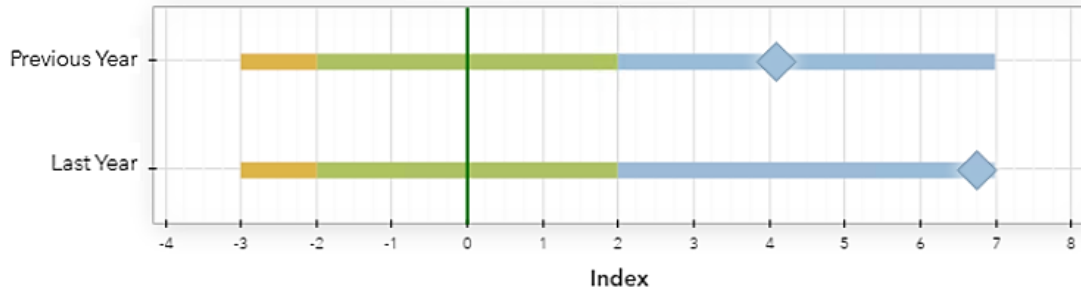
Vertical ▼

Bar Chart ▼

		Achievement Groups		
		1 (Lowest)	2 (Middle)	3 (Highest)
<b>Growth Standard</b>		0.0	0.0	0.0
<b>Last Year</b>	<u>Growth</u>	13.9	9.6	9.0
	<u>Standard Error</u>	2.6	2.1	2.0
	<u>Number of Students</u>	22	23	10
	<u>Percentage of Students</u>	40.0	41.9	18.1
<b>Previous Year</b>	<u>Growth</u>	4.9	11.1	15.6
	<u>Standard Error</u>	3.6	3.4	2.5
	<u>Number of Students</u>	29	28	28
	<u>Percentage of Students</u>	34.5	32.7	32.7

## Imma DeWinner (data from EVAAS and other sources)

**Report:** Teacher Value-Added      **Test:** Ohio's State Tests End of Course  
**School:** LAB Middle School      **Subject:** Algebra I  
**District:** Alright Public Schools      **Type:** Tested  
**Teacher:** IMMA DeWINNER



Teacher Growth Measures and Standard Errors

Year	Growth Measure	Standard Error	Index	Level
Prev Yr	10.9	2.7	4.09	Light Blue
Last Yr	13.6	2.0	6.75	Light Blue

### Additional Teacher Data from Last Year (other sources)

**Years of Experience:** 17

**Areas of Certification:** Mathematics 6-12 & Gifted K-12

**Teacher Absences:** 0% (0 days)

**Discipline Referrals Last Year:** 1

### Walkthrough & Observation Summary Information:

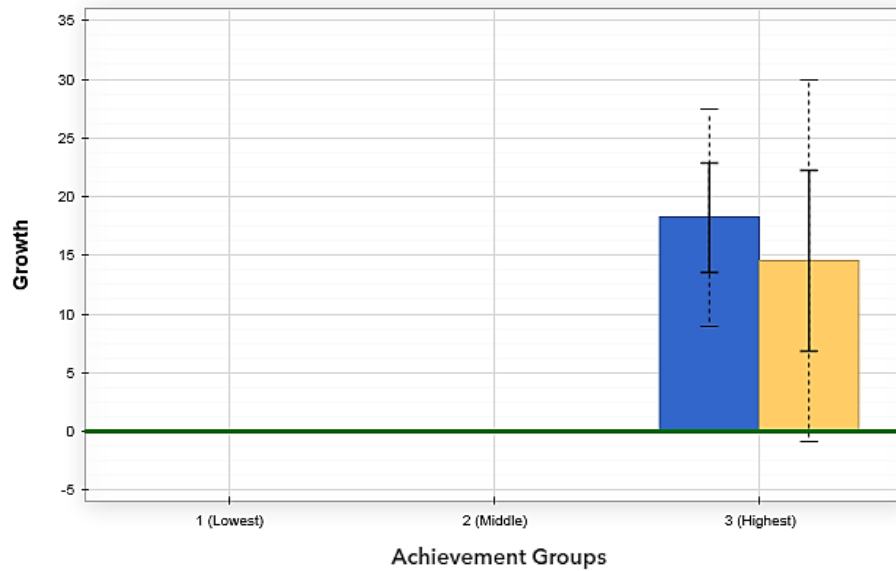
Focus Strategies	Quarter 1 Wth	Quarter 2 Wth	Quarter 3 Obs	Quarter 4 Obs
Differentiate for high achieving students	No	No	No	No
Utilize learning maps for math concepts	Yes (-)	Yes (+)	Yes (+)	Yes (+)

Wth Walkthrough Yes(+) Strategy was observed (and fidelity in practice was evident)  
 Obs Observation Yes(-) Strategy was observed (but with inconsistent practice)  
 No Strategy was *not* observed

#### ➤ Summary of Walkthroughs and Observations:

Imma is a top-notch Algebra I teacher as all of her students always pass the state assessment. Most recently she had a really large group and was just as effective. I wish we could make copies of her with our school's 3D printer.

**Report:** Teacher Value-Added      **Test:** Ohio's State Tests End of Course  
**School:** LAB Middle School      **Subject:** Algebra I  
**District:** Alright Public Schools      **Type:** Tested  
**Teacher:** IMMA DeWINNER



■ Last Year   
 ■ Previous Year   
 - - - Two Standard Errors   
 — One Standard Error   
 — Expected Growth

Chart Orientation:

Show:

Vertical ▼

Bar Chart ▼

		Achievement Groups		
		1 (Lowest)	2 (Middle)	3 (Highest)
<b>Growth Standard</b>		0.0	0.0	0.0
<b>Last Year</b>	<u>Growth</u>			17.5
	<u>Standard Error</u>			4.6
	<u>Number of Students</u>	0	0	29
	<u>Percentage of Students</u>	0.0	0.0	100.0
<b>Previous Year</b>	<u>Growth</u>			14.6
	<u>Standard Error</u>			7.7
	<u>Number of Students</u>	0	0	26
	<u>Percentage of Students</u>	0.0	0.0	100.0