

Arkansas Senate and House Committees on Education

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Education Consultant





SAS

Commitment
to Education

Curriculum Pathways

Free interactive, standards-based resources

STEM Education

SAS Programming for HS I&II, AP Statistics

Education Practice

SAS Software

SAS EVAAS for K-12

Student growth & projection analyses and reporting



EVAAS Advantages

20+ Years of Experience

13 States using EVAAS

10 Million+ Students

450,000+ Educators

Ease of Implementation

Diagnostic & Customizable Reporting
Training and Professional Development

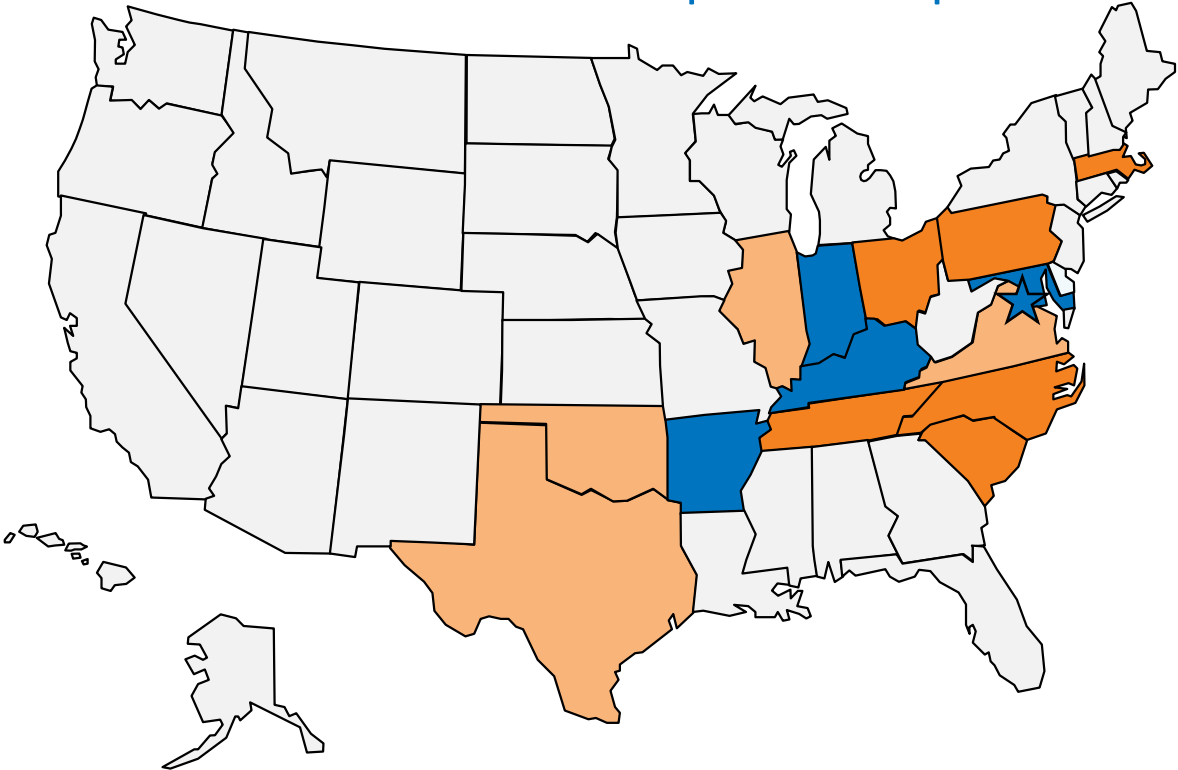
Educator Preparation Programs

Research

Consulting

SAS EVAAS

State and district partnerships



Achievement vs. Progress

Test Scores

1. Measures student performance at a single point in time
2. Most closely related to family and economic background
3. Compares student performance to an external standard
4. Educators cannot control the entering achievement levels of their students



Value-Added

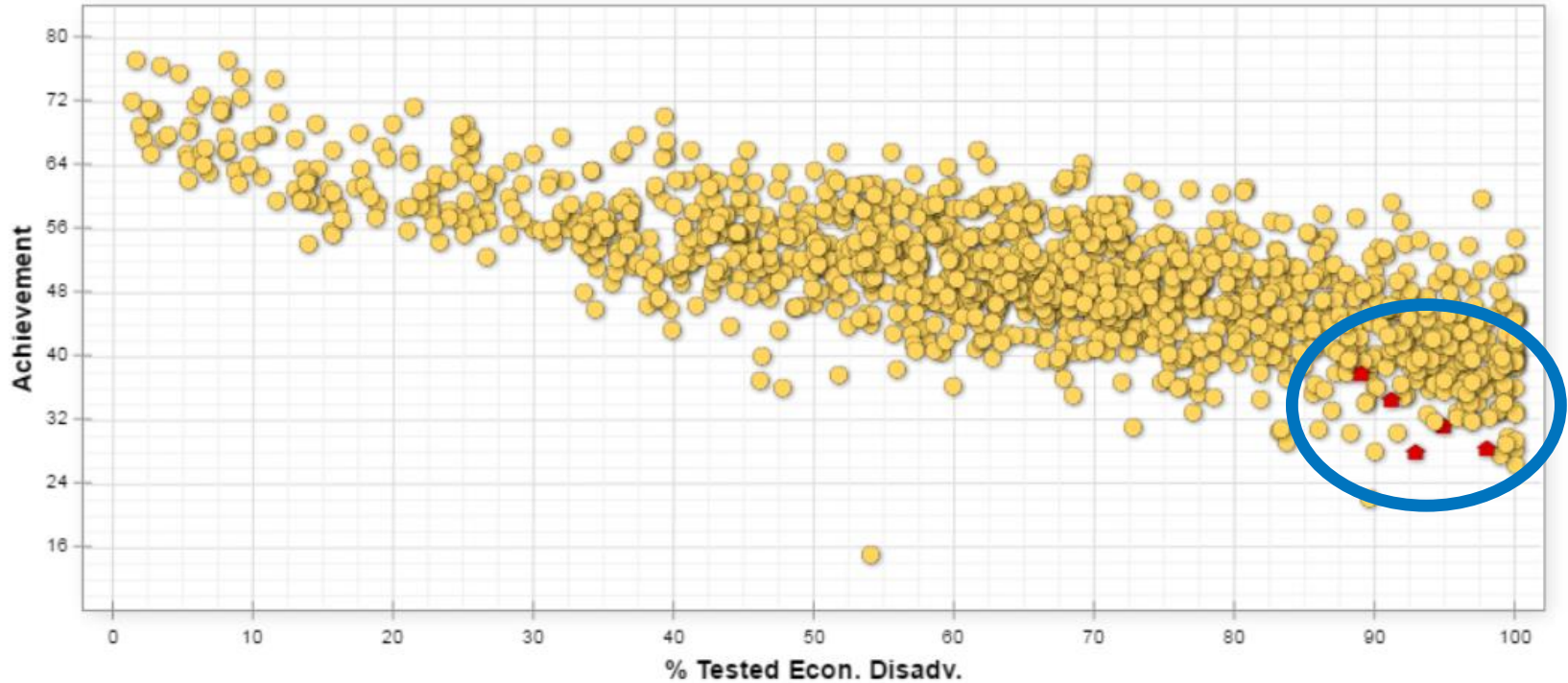
1. Measures student progress between all tested grades/subjects
2. More closely related to teaching and schooling effectiveness
3. Compares student performance to their own prior performance
4. Educators can influence the amount of growth their students make



A more complete picture of student learning

Tennessee Empirical Data

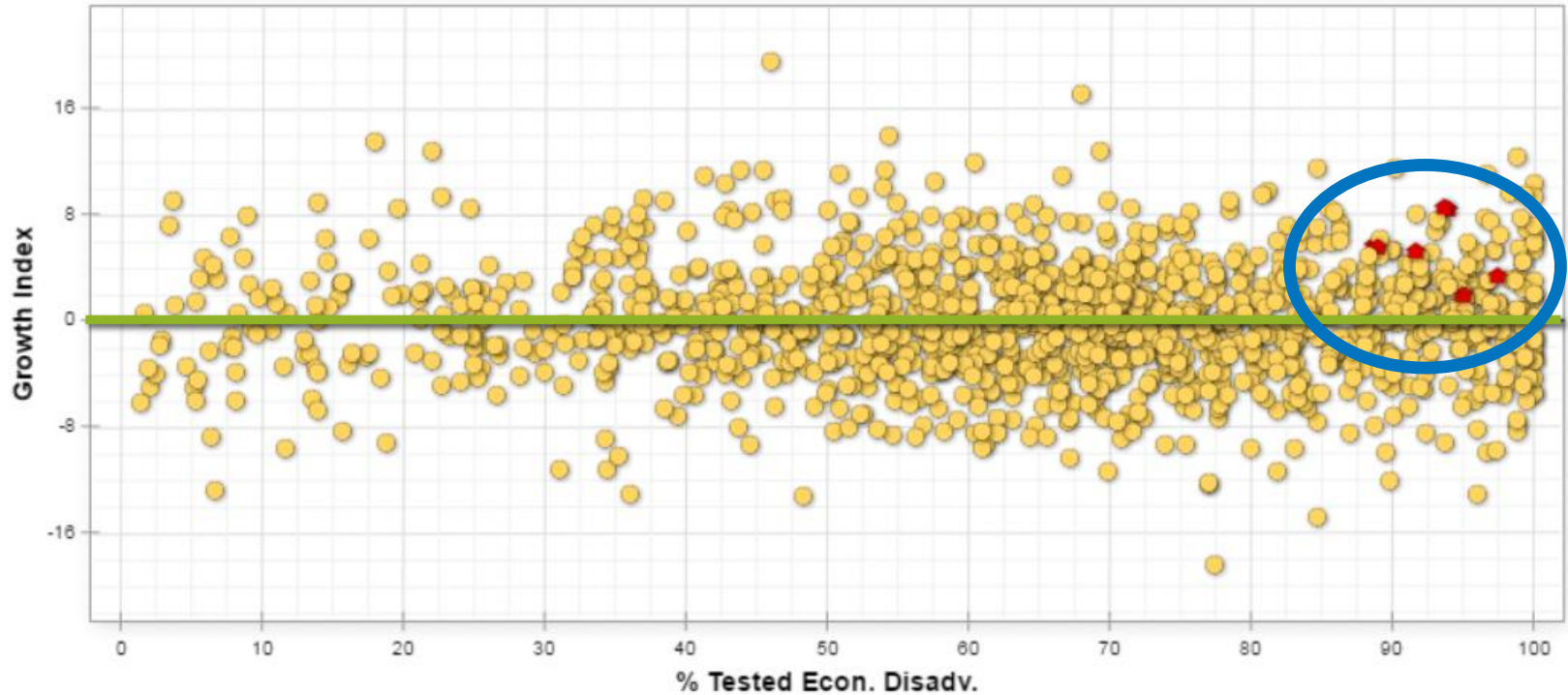
Achievement vs. % Economically Disadvantaged



Source: School-level results for 2015 math in grades 4-8, available publicly on the TVAAS Public website.

Tennessee Empirical Data

Growth vs. % Economically Disadvantaged

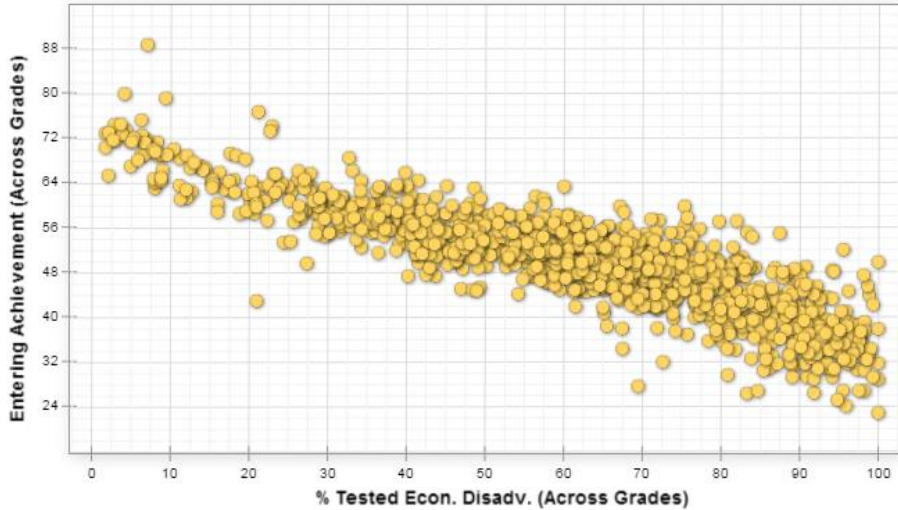


Source: School-level results for 2015 math in grades 4-8, available publicly on the TVAAS Public website.

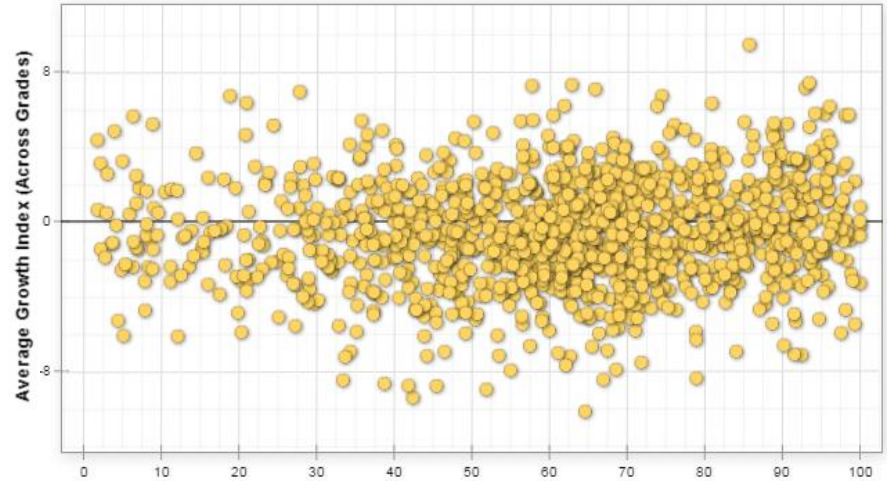
The Power of Two

A more complete picture of student learning

Achievement



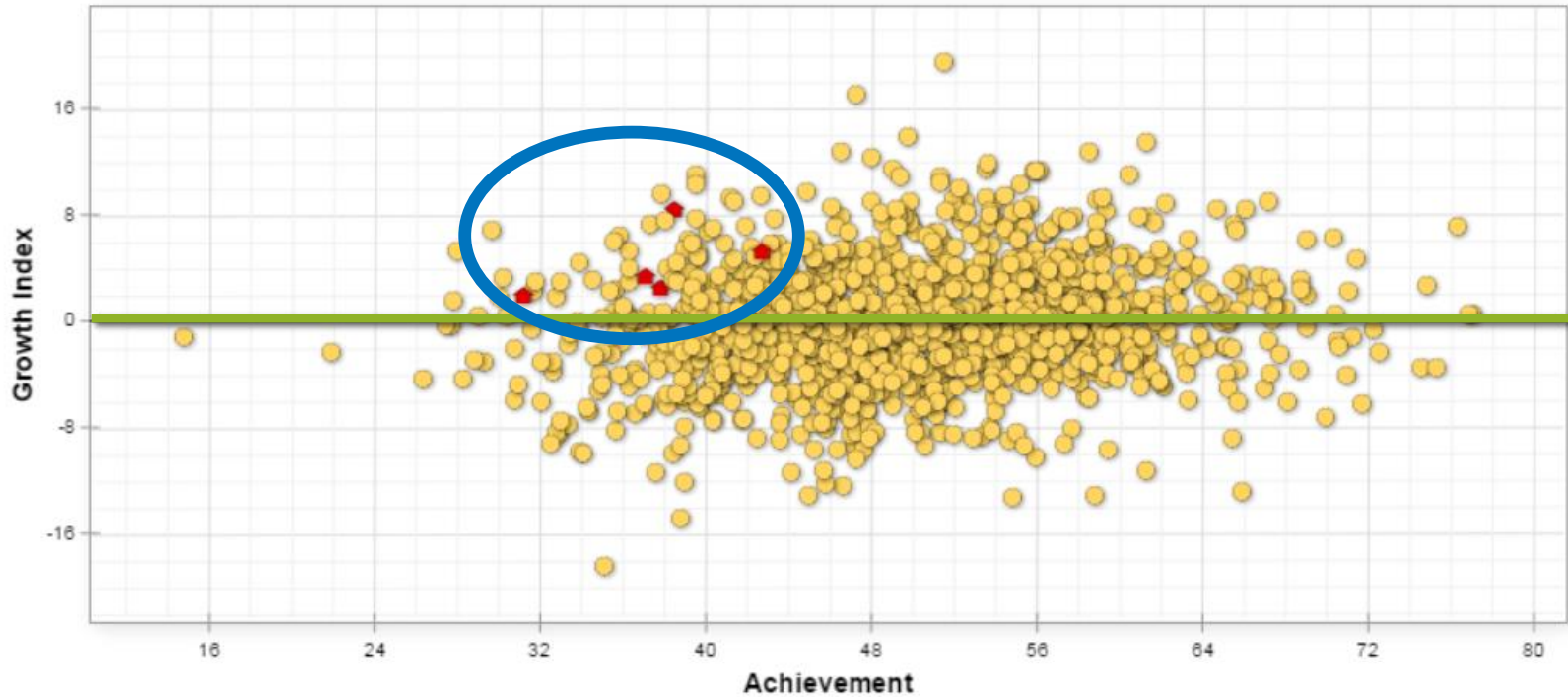
Growth



Source: School-level results for 2015 math in grades 4-8, available publicly on the TVAAS Public website.

Tennessee Empirical Data

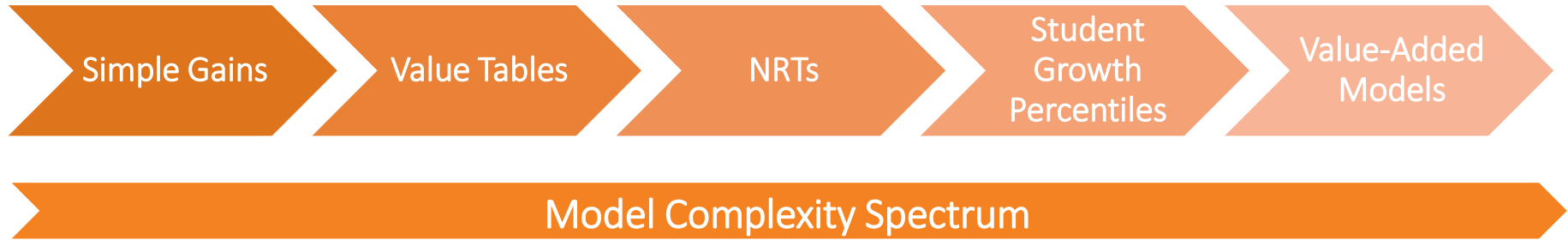
Achievement vs. Growth



Source: School-level results for 2015 math in grades 4-8, available publicly on the TVAAS Public website.

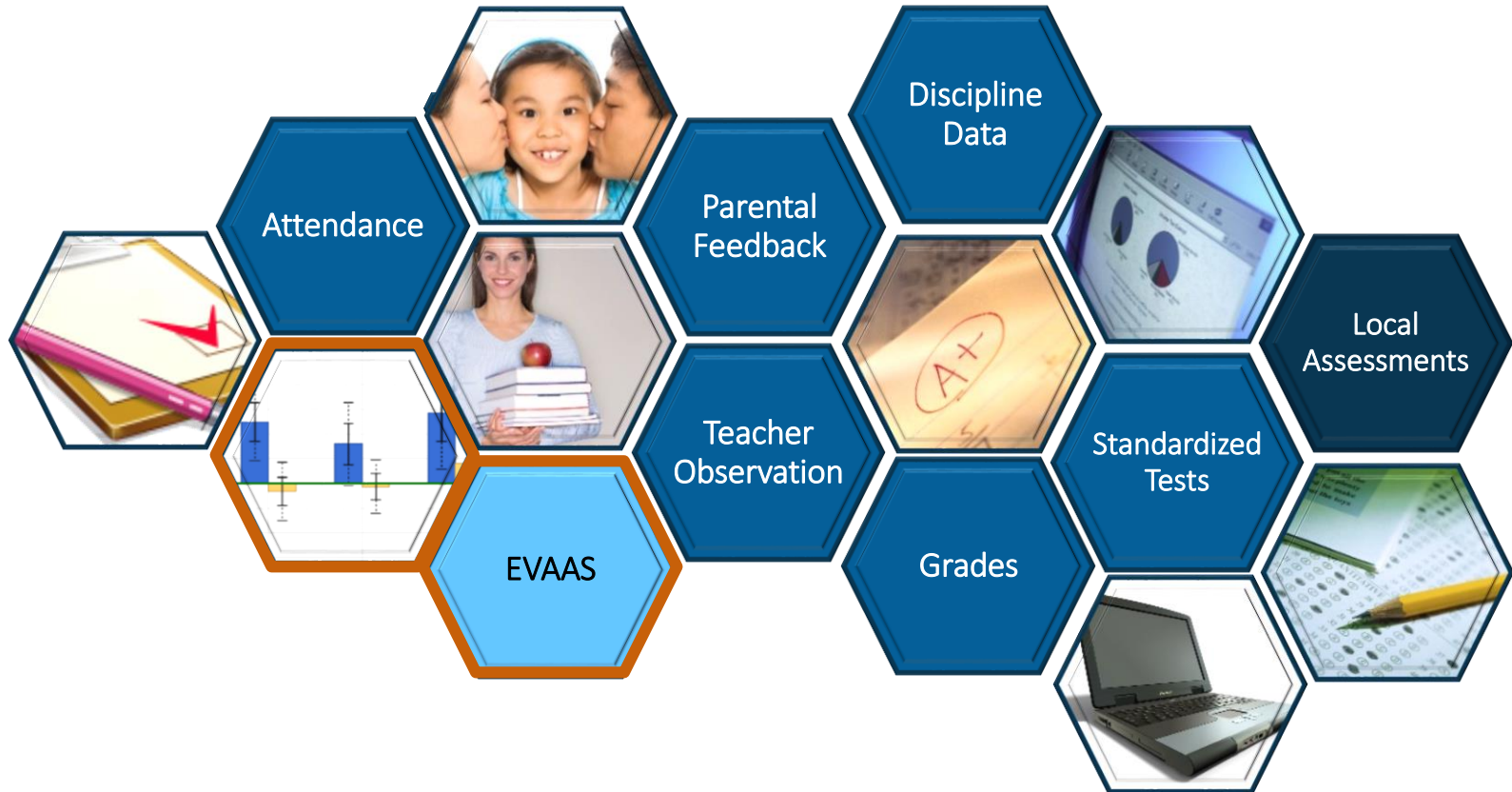
Measuring Student Growth

Growth Model Umbrella



Lots of Data

A More Complete Data Picture Includes Growth



Digging deeper

Why is measuring growth so complicated?

Measuring growth would be easy if the 4 Ms did not exist!

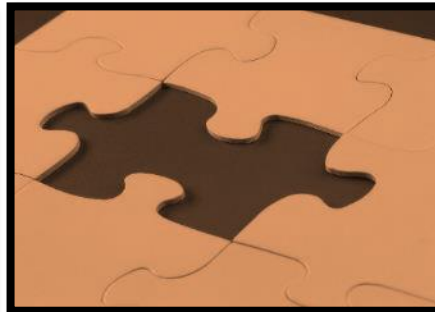
Measurement
Error



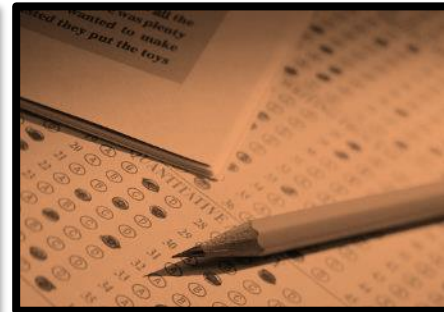
Mobility



Missing
Data



Many
Test Types



Digging deeper

Why is measuring growth so complicated?

In the real world, simplistic growth models do NOT accommodate these data issues and may yield unreliable and biased measures.

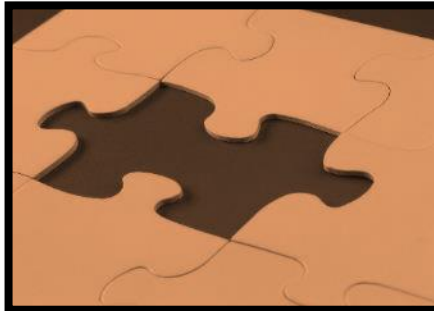
Measurement
Error



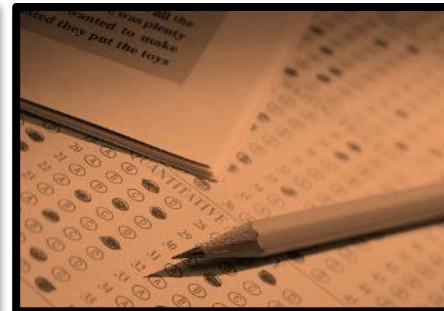
Mobility



Missing
Data



Many
Test Types



Measurement Error

Why is measuring growth so complicated?

- Each test score is just an “estimate” of what a student knows in a given subject.
- Advanced growth models can use all prior testing history across grades and subjects to minimize the effects of measurement error.



Mobility

Why is measuring growth so complicated?

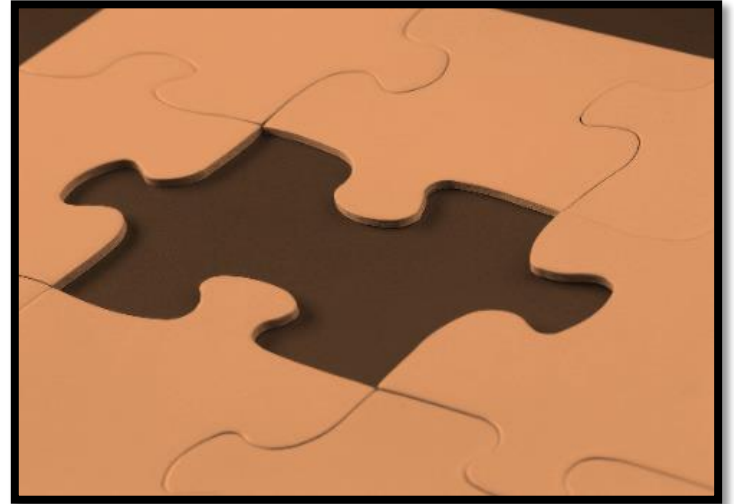
- Highly mobile students miss more tests.
- May need to be attributed to different districts or schools.
- Advanced growth models can include more students.



Missing Data

Why is measuring growth so complicated?

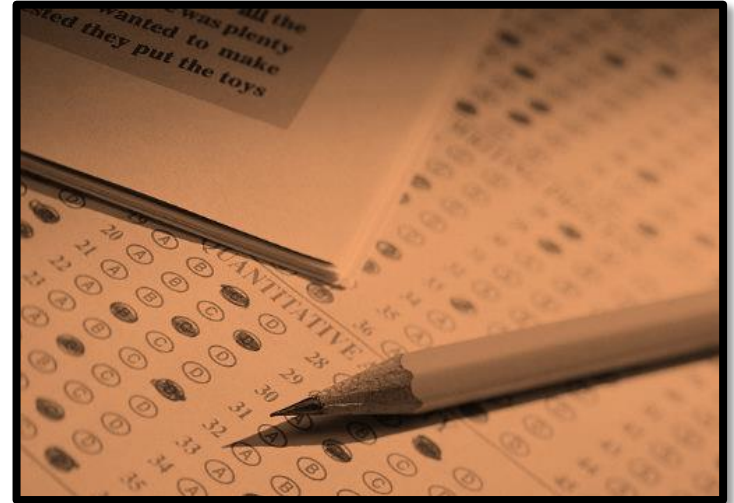
- Lower achieving students tend to have more holes in their testing history.
- Excluding these students introduces selection bias.
- Advanced growth models can include more students, even those missing prior tests.



Many test types

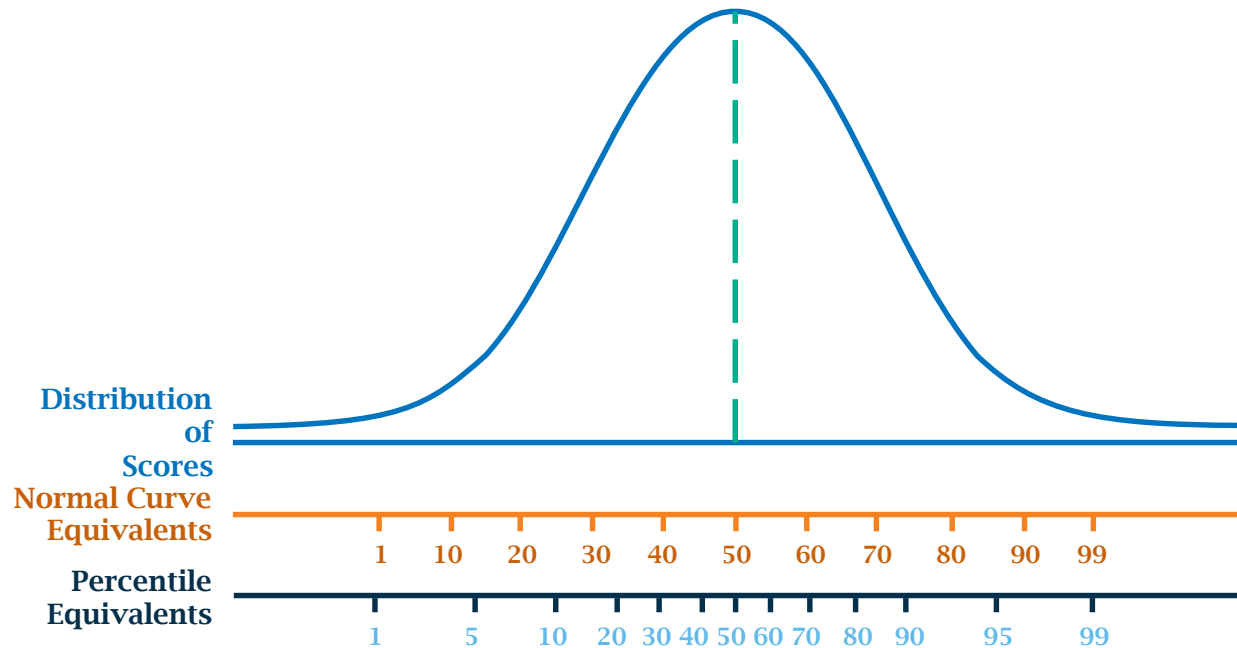
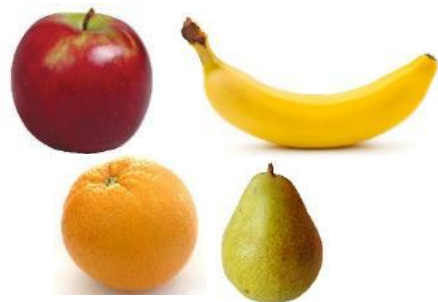
Why is measuring growth so complicated?

- Tests are not always vertically aligned.
- Tests change over time.
- Advanced growth models can measure growth across testing transitions.



Normal Curve Equivalents

Why is measuring growth so complicated?



Measuring Student Growth

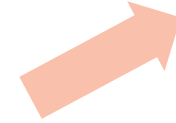
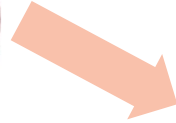
Inputs- different assessments

EOGs- ACT Aspire,
PARCC, Benchmark

EOCs- Alg I, Geo, Bio,
11 Literacy

NRTs- Iowa, MAP, STAR,
iReady, Periodics*

College Readiness
ACT & AP

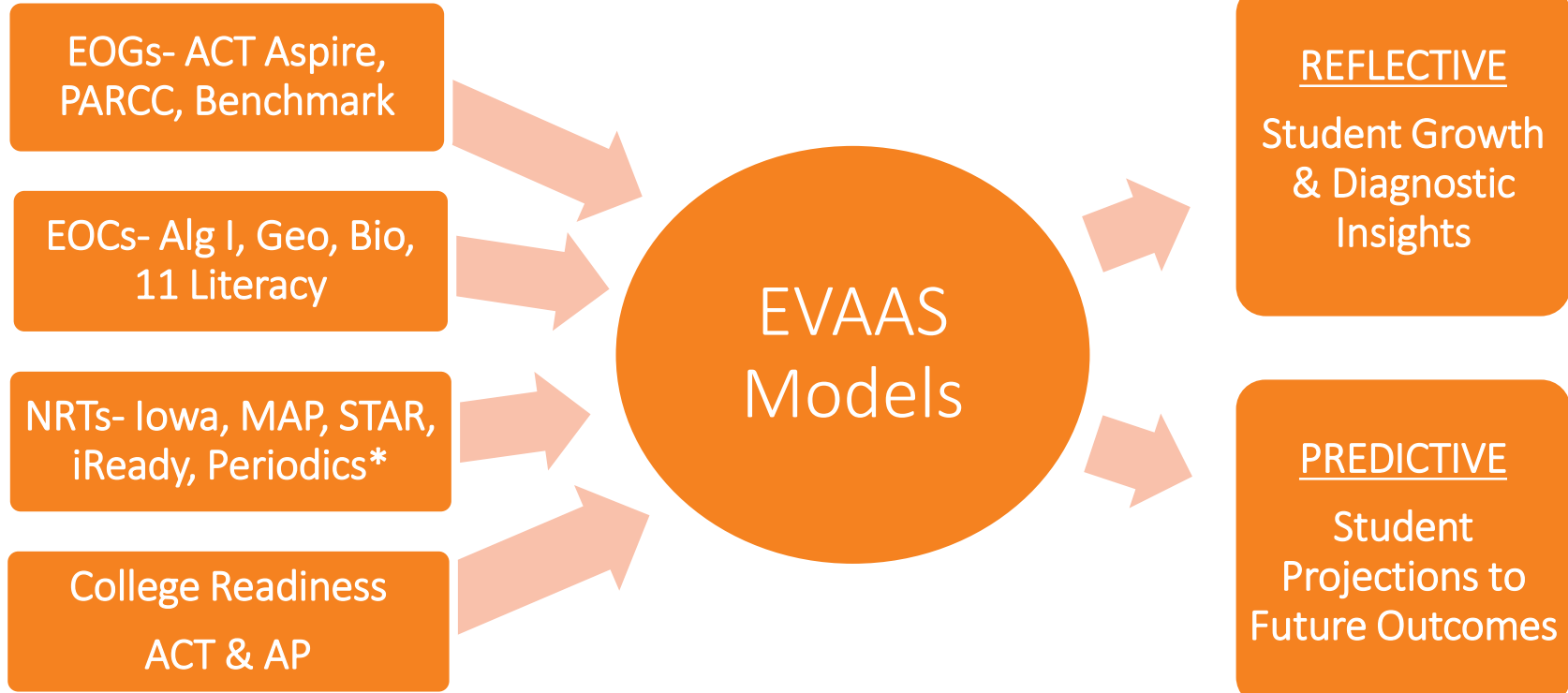


EVAAS
Models

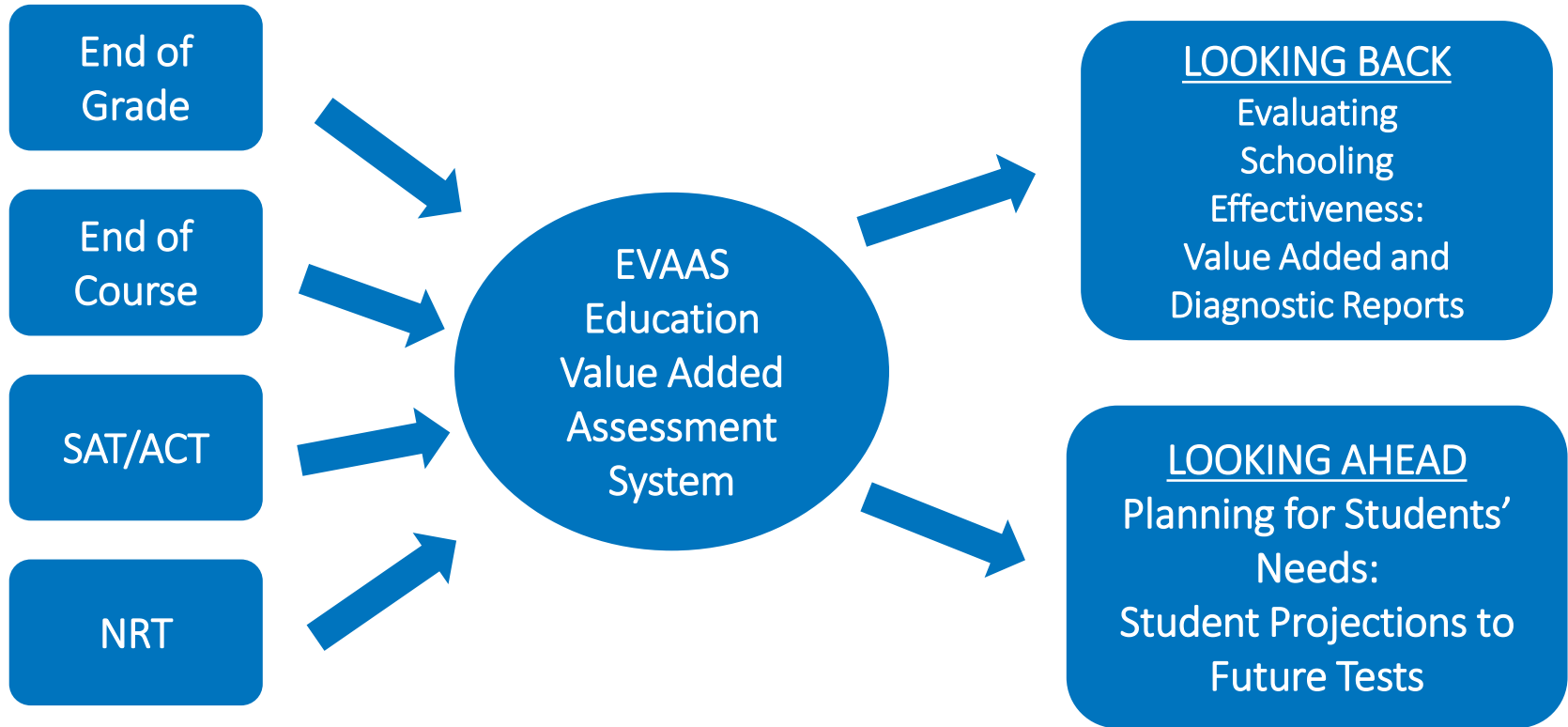


Measuring Student Growth

Outputs- new insights



Education Value Added Assessment System



Student growth and projection models

- Follow individual student test records over time
- Include students with missing test data
- Utilize all testing data available from all grades and subjects
- Inherently account for student characteristics
- Match performance from differently-scaled assessments
- Accommodate student/teacher mobility and shared instructional practices

Measuring Student Growth

Across different Types of assessments

- Statewide (End-of-Grade & End-of-Course)
- National Norm Referenced Tests (i.e. MAP, STAR)
- College Readiness (PSAT, SAT, ACT)
- Some early learning K-3
- Some locally developed assessments that meet criteria
- Some performance based assessments that meet criteria

Measuring Student Growth

Criteria for Assessments to be included in VAMs

1. A high correlation with curricular objectives
2. Sufficient stretch in the testing scale
3. Sufficient reliability in the scale from year to year for a grade or subject
4. Sample size

External Validation

- Four separate US Department of Education Peer Review Committees
- US Government Accountability Office (US GAO)
- RAND Corporation
- WestEd



Concluding Considerations

Does your growth model...

- Include:
 - Complete student testing history, across grades and subjects?
 - Students with missing data?
 - Measures of standard error?
- Accommodate:
 - Different types of assessments?
 - Changing assessments?
 - Changing accountability systems?
 - Changing accreditation systems?
- Provide more than a single estimate of effectiveness:
 - Reflective and forward looking data?
 - Secure and accessible reporting?



EVAAS Process

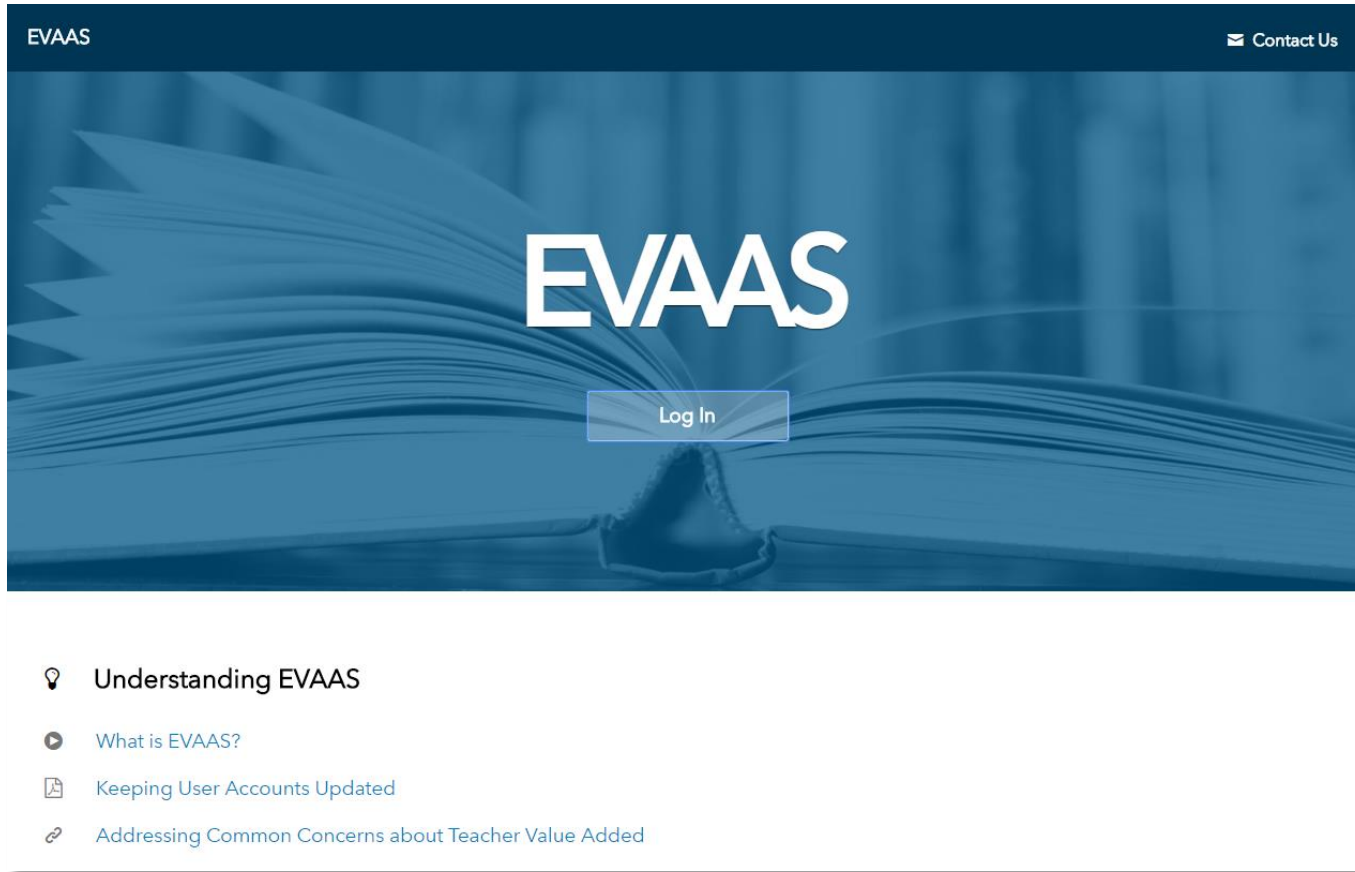




Examples

EVAAS Screen Shots

Demo Login Portal




EVAAS

Contact Us

EVAAS

Log In

- 💡 [Understanding EVAAS](#)
- ▶ [What is EVAAS?](#)
- 📄 [Keeping User Accounts Updated](#)
- 🔗 [Addressing Common Concerns about Teacher Value Added](#)

Report: District Value Added **Test:** EOG 
District: Big City School District **Subject:** Math
Year: 2016

| Estimated District Growth Measure | | | | | | | |
|--|------|--------|--------|--------|--------|---------|---|
| Grade | 3 | 4 | 5 | 6 | 7 | 8 | Growth Measure over Grades Relative to Growth Standard |
| Growth Standard | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| 2014 Growth Measure | | 1.2 DB | 0.3 G | -0.0 G | 1.1 DB | 0.6 LB | 0.6 DB |
| Standard Error | | 0.3 | 0.4 | 0.4 | 0.4 | 0.3 | 0.2 |
| 2015 Growth Measure | | 1.1 DB | 0.6 LB | -1.6 R | -1.9 R | -0.5 LR | -0.4 R |
| Standard Error | | 0.3 | 0.4 | 0.4 | 0.4 | 0.3 | 0.2 |
| 2016 Growth Measure | | 1.5 DB | 0.4 G | -0.8 R | 0.3 G | 1.6 DB | 0.6 DB |
| Standard Error | | 0.3 | 0.4 | 0.4 | 0.4 | 0.3 | 0.2 |
| 3-Year-Average Growth Measure | | 1.3 DB | 0.4 LB | -0.8 R | -0.2 G | 0.6 DB | 0.3 DB |
| Standard Error | | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.1 |
| Estimated District Average Achievement | | | | | | | |
| Grade | 3 | 4 | 5 | 6 | 7 | 8 | |
| State NCE Average | 50.0 | 50.0 | 50.0 | 50.0 | 50.0 | 50.0 | |
| 2013 Average Achievement | 48.1 | 54.6 | 44.2 | 42.0 | 51.6 | 47.2 | |
| 2014 Average Achievement | 48.1 | 49.2 | 55.1 | 44.2 | 43.1 | 52.3 | |
| 2015 Average Achievement | 53.2 | 49.2 | 50.0 | 53.3 | 42.4 | 42.6 | |
| 2016 Average Achievement | 49.0 | 55.0 | 49.6 | 49.1 | 53.6 | 44.1 | |

- DB** Significant evidence that the district's students made more progress than the Growth Standard
- LB** Moderate evidence that the district's students made more progress than the Growth Standard
- G** Evidence that the district's students made progress similar to the Growth Standard
- LR** Moderate evidence that the district's students made less progress than the Growth Standard
- R** Significant evidence that the district's students made less progress than the Growth Standard

Report: District Value Added

Test: EOG



District: Big City School District

Subject: Math

Year: 2016

| Estimated District Growth Measure | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|---|
| Grade | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | Growth Measure over Grades Relative to Growth Standard |
| Growth Standard | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| 2014 Growth Measure | | 1.2 DB | 0.3 G | -0.0 G | 1.1 DB | 0.6 LB | 0.6 DB |
| Standard Error | | 0.3 | 0.4 | 0.4 | 0.4 | 0.3 | 0.2 |
| 2015 Growth Measure | | 1.1 DB | 0.6 LB | -1.6 R | -1.9 R | -0.5 LR | -0.4 R |
| Standard Error | | 0.3 | 0.4 | 0.4 | 0.4 | 0.3 | 0.2 |
| 2016 Growth Measure | | 1.5 DB | 0.4 G | -0.8 R | 0.3 G | 1.6 DB | 0.6 DB |
| Standard Error | | 0.3 | 0.4 | 0.4 | 0.4 | 0.3 | 0.2 |
| 3-Year-Average Growth Measure | | 1.3 DB | 0.4 LB | -0.8 R | -0.2 G | 0.6 DB | 0.3 DB |
| Standard Error | | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.1 |
| Estimated District Average Achievement | | | | | | | |
| Grade | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | |
| State NCE Average | 50.0 | 50.0 | 50.0 | 50.0 | 50.0 | 50.0 | |
| 2013 Average Achievement | 48.1 | 54.6 | 44.2 | 42.0 | 51.6 | 47.2 | |
| 2014 Average Achievement | 48.1 | 49.2 | 55.1 | 44.2 | 43.1 | 52.3 | |
| 2015 Average Achievement | 53.2 | 49.2 | 50.0 | 53.3 | 42.4 | 42.6 | |
| 2016 Average Achievement | 49.0 | 55.0 | 49.6 | 49.1 | 53.6 | 44.1 | |

| Reports | Districts | Tests/Subjects |
|-------------|------------------|----------------|
| Value Added | Big City Scho... | EOG / Math |

Custom Reports

- District Search
- School Search
- Student Search
- Custom Student Reports
- Scatterplot

District Reports

- Value Added
- Diagnostics
- Feeder Pattern Report

Summary Reports

- Value Added
- Diagnostic
- Perf Diagnostic

School Reports

- Decision Dashboard
- Value Added
- Diagnostics

Teacher Reports

- Teacher Search
- Teacher List by School
- State Teacher Summary

Projection Summaries - Tested

- District (Single Grade)
- School (Single Grade)

Projection Summaries - Enrolled

- District (Single Enrolled Grade)
- School (Single Enrolled Grade)

College Readiness Report

- College Readiness

Human Capital

- Human Capital Retention Dashboard

| | | | |
|-------------------------------|----------|----------|--|
| 2016 Growth measure | | 1.5 DB | |
| Standard Error | | 0.3 | |
| 3-Year-Average Growth Measure | | 1.3 DB | |
| Standard Error | | 0.2 | |
| Estim | | | |
| Grade | <u>3</u> | <u>4</u> | |
| State NCE Average | 50.0 | 50.0 | |

Report: Value Added Summary

Test: EOG



District: Big City School District

Subject: Math

Year: 2016

| Estimated School Growth Measure by Grade | | | | | | |
|---|----------|------|------|------|------|------|
| School Name | | 4 | 5 | 6 | 7 | 8 |
| Seaquill Elementary/Middle School | 2016 | 1.2 | 0.2 | 0.0 | 3.0 | 3.5 |
| | 3-Yr-Avg | 1.8 | -2.4 | -1.2 | 0.5 | -1.2 |
| Shrimp Upper Elementary School | 2016 | 6.8 | 7.0 | -9.8 | 1.6 | 6.0 |
| | 3-Yr-Avg | 4.9 | 4.5 | 1.0 | 2.5 | 0.6 |
| Skunk Upper Elementary School | 2016 | 2.8 | 6.4 | -1.4 | -7.1 | -- |
| | 3-Yr-Avg | 4.3 | 1.0 | -2.4 | -2.7 | -- |
| Sloth Intermediate School | 2016 | -- | -- | -- | -- | 0.8 |
| | 3-Yr-Avg | -- | -- | -- | -- | -0.1 |
| Snake Upper Elementary School | 2016 | -3.0 | -3.6 | -7.4 | 2.1 | 2.7 |
| | 3-Yr-Avg | 1.4 | -4.3 | -2.3 | 0.5 | 0.5 |
| Snowy Owl Middle School | 2016 | -- | -- | 1.7 | 3.8 | 4.4 |
| | 3-Yr-Avg | -- | -- | 0.2 | -0.4 | 4.2 |
| Sparrow Elementary School | 2016 | -5.7 | -2.9 | -- | -- | -- |
| | 3-Yr-Avg | -2.2 | 1.7 | -- | -- | -- |
| Starling Elementary School | 2016 | 2.6 | -2.2 | -8.3 | 5.0 | -- |
| | 3-Yr-Avg | 1.2 | -2.5 | -1.5 | 3.0 | -- |
| Steer Elementary School | 2016 | -0.7 | -1.2 | 4.1 | 1.9 | -- |
| | 3-Yr-Avg | 4.0 | -1.5 | -3.5 | 0.8 | -- |
| Tamarin Middle School | 2016 | -- | -- | 0.6 | -0.1 | 8.4 |
| | 3-Yr-Avg | -- | -- | 2.4 | -3.4 | 0.5 |
| | 2016 | 8.7 | 2.0 | 2.5 | 8.8 | |

Report: School Value Added

Test: EOG



School: Snowy Owl Middle School

Subject: Math

District: Big City School District

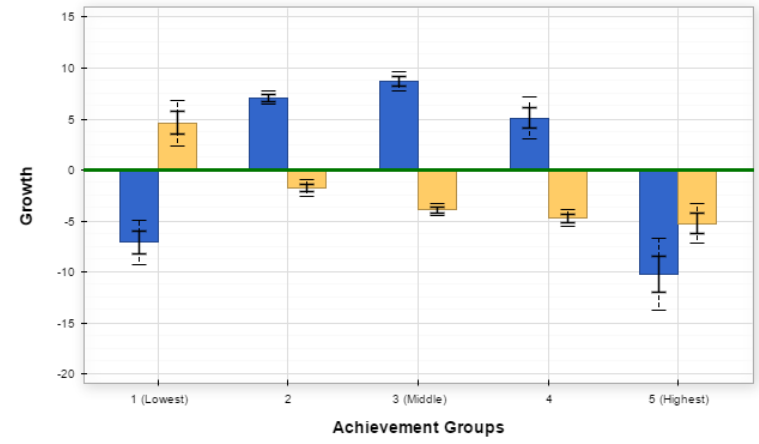
Year: 2016

| <u>Estimated School Growth Measure</u> | | | | |
|---|--------|--------|--------|---|
| Grade | 6 | 7 | 8 | <u>Growth Measure over Grades Relative to Growth Standard</u> |
| <u>Growth Standard</u> | 0.0 | 0.0 | 0.0 | |
| <u>2014 Growth Measure</u> | -3.8 R | -6.8 R | 2.7 DB | -2.9 R |
| <u>Standard Error</u> | 1.2 | 0.9 | 1.1 | 0.6 |
| <u>2015 Growth Measure</u> | 2.7 DB | 1.8 LB | 5.4 DB | 3.3 DB |
| <u>Standard Error</u> | 1.2 | 1.4 | 0.9 | 0.7 |
| <u>2016 Growth Measure</u> | 1.7 LB | 3.8 DB | 4.4 DB | 3.3 DB |
| <u>Standard Error</u> | 1.2 | 0.9 | 1.1 | 0.6 |
| <u>3-Year-Average Growth Measure</u> | 0.2 G | -0.4 G | 4.2 DB | 1.2 DB |
| <u>Standard Error</u> | 0.7 | 0.6 | 0.6 | 0.4 |
| <u>Estimated School Average Achievement</u> | | | | |
| Grade | 6 | 7 | 8 | |
| <u>State NCE Average</u> | 50.0 | 50.0 | 50.0 | |
| <u>2013 Average Achievement</u> | 47.5 | 44.5 | 54.7 | |
| <u>2014 Average Achievement</u> | 29.5 | 40.9 | 47.5 | |
| <u>2015 Average Achievement</u> | 41.6 | 31.9 | 46.3 | |
| <u>2016 Average Achievement</u> | 56.0 | 45.0 | 36.2 | |



School Diagnostic School Performance Diagnostic School Custom Diagnostic

Filter By: Subgroup



2016 Previous Years Two Standard Errors One Standard Error Growth Standard

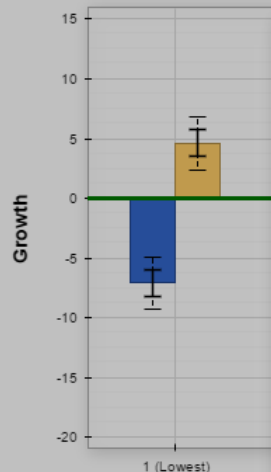
Chart Orientation: Vertical Show: Bar Chart

2016 Achievement Groups (481)

- ▶ 1 (Lowest) (77)
- ▶ 2 (224)
- ▶ 3 (Middle) (120)
- ▶ 4 (27)
- ▶ 5 (Highest) (33)

| | | Achievement Groups | | | | |
|------|----------------------------|--------------------|------|------------|-----|-------------|
| | | 1 (Lowest) | 2 | 3 (Middle) | 4 | 5 (Highest) |
| Math | <u>Growth Standard</u> | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | <u>Growth</u> | -7.1 | 7.1 | 8.7 | 5.1 | -10.1 |
| | <u>Standard Error</u> | 1.1 | 0.3 | 0.4 | 1.0 | 1.8 |
| | <u>Number of Students</u> | 77 | 224 | 120 | 27 | 33 |
| | <u>Percent of Students</u> | 16.0 | 46.6 | 24.9 | 5.6 | 6.9 |

Filter By: Subgroup



2016 Previous Years

Subgroups

Races

- Unknown (Race)
- American Indian
- Asian
- Black
- Hispanic
- Multi-Racial
- Native Hawaiian/Pac. Islander
- White

Sexes

- Male
- Female
- Unknown (Sex)

Demographics

- Economically Disadvantaged
- Non-Economically Disadvantaged
- Title 1
- Title 3
- Limited English Proficiency
- Special Education
- Non-Special Ed
- Enrolled Full Year
- Not Enrolled Full Year
- Migrant
- ELL 1st Year
- Foreign Exchange
- Gifted Education (GIEP)

Cancel

Clear

Submit

2016 Achievement Groups (481)

▶ 1 (Lowest) (77)

▶ 2 (224)

▶ 3 (Middle) (120)

▶ 4 (27)

▶ 5 (Highest) (33)

Vertical ▼

Bar Chart ▼

| | | Achievement Groups | | | | |
|------|---------------------|--------------------|------|------------|-----|-------------|
| | | 1 (Lowest) | 2 | 3 (Middle) | 4 | 5 (Highest) |
| Math | Growth Standard | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | 2016 Growth | -7.1 | 7.1 | 8.7 | 5.1 | -10.1 |
| | Standard Error | 1.1 | 0.3 | 0.4 | 1.0 | 1.8 |
| | Number of Students | 77 | 224 | 120 | 27 | 33 |
| | Percent of Students | 16.0 | 46.6 | 24.9 | 5.6 | 6.9 |

Report: School Performance Diagnostic

Test: EOG



School: Snowy Owl Middle School

Subject: Math

District: Big City School District

Grade: 7th Grade

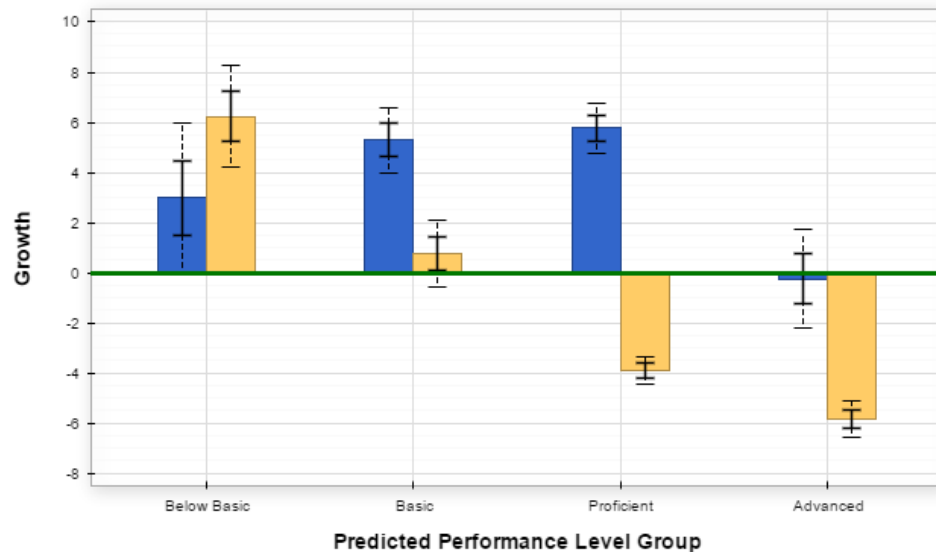
Year: 2016

School Diagnostic

School Performance Diagnostic

School Custom Diagnostic

Filter By: Subgroup



2016 Previous Years --- Two Standard Errors — One Standard Error — Growth Standard

Chart Orientation:

Vertical

Show:

Bar Chart

2016 Predicted Performance Level Group (481)

▶ Below Basic (77)

▶ Basic (137)

▶ Proficient (165)

▶ Advanced (102)

Report: School Custom Diagnostic

Test: EOG



School: Snowy Owl Middle School

Subject: Math

District: Big City School District

Grade: 7th Grade

Year: 2016

School Diagnostic

School Performance Diagnostic

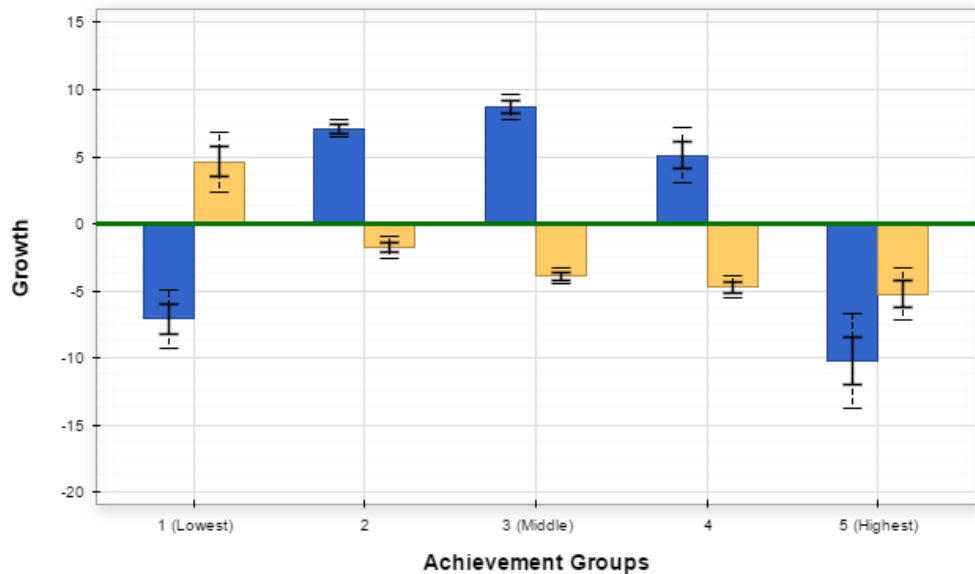
School Custom Diagnostic

Filter By: Subgroup

Create

| <input type="checkbox"/> | <u>Student</u> | <u>2015 State NCE</u> | <u>2016 State NCE</u> | <u>Average State NCE</u> | <u>2016 Percentile</u> | <u>Perf Level</u> |
|--------------------------|------------------------------------|-----------------------|-----------------------|--------------------------|------------------------|-------------------|
| <input type="checkbox"/> | ABDALLAH, KINJAL | 9 | 6 | 7.5 | 2 | BB |
| <input type="checkbox"/> | ABRAMS, KRISTEN | 51 | 61 | 56.0 | 70 | ADV |
| <input type="checkbox"/> | ADAMS, CASSIE | 40 | 55 | 47.5 | 59 | ADV |
| <input type="checkbox"/> | AGOSTO, FELIPE | 99 | 99 | 99.0 | 99 | ADV |
| <input type="checkbox"/> | ALBERTO, BLANCA | 15 | 35 | 25.0 | 24 | B |
| <input type="checkbox"/> | ALDANA, LISETTE | 29 | 37 | 33.0 | 27 | P |
| <input type="checkbox"/> | ALEXANDER, CHRISSY | 37 | 47 | 42.0 | 44 | P |
| <input type="checkbox"/> | ALLISON, ANTOINE | 40 | 53 | 46.5 | 57 | ADV |
| <input type="checkbox"/> | ALLISON, BEN | 43 | 49 | 46.0 | 49 | ADV |
| <input type="checkbox"/> | ALLRED, BISHOP | 66 | 70 | 68.0 | 83 | ADV |
| <input type="checkbox"/> | ARMSTRONG, VIVIAN | 28 | 18 | 23.0 | 7 | BB |
| <input type="checkbox"/> | ATKINS, ROBBIE | 77 | 73 | 75.0 | 86 | ADV |
| <input type="checkbox"/> | AUSTIN, BRIDGET | 41 | 45 | 43.0 | 41 | P |
| <input type="checkbox"/> | AUSTIN, CORDELL | 30 | 27 | 28.5 | 14 | B |

Filter By: Subgroup



■ 2016
 ■ Previous Years
 Two Standard Errors
 One Standard Error
 Growth Standard

Chart Orientation:

Vertical ▼

Show:

Bar Chart ▼

2016 Achievement Groups (481)

▶ 1 (Lowest) (77)

▶ 2 (224)

▼ 3 (Middle) (120)

| | | |
|-----------------------------------|----|-----|
| MCGILL, NICOLE | 63 | ADV |
| MCKINLEY, TINA | 57 | ADV |
| MCLAUGHLIN, ANIYA | 55 | ADV |
| MCNEILL, ANNALISE | 55 | ADV |
| MERCER, RICHELLE | 48 | P |
| MEZA, ELIA | 53 | ADV |
| MORRISON, BROOKE | 51 | ADV |
| MORRISON, GLENDA | 61 | ADV |
| MORTON, BERNARD | 52 | ADV |
| NANCE, TIMOTHY | 63 | ADV |
| NARINE, RISHAB | 50 | ADV |
| NORTON, CHERIE | 58 | ADV |
| ORR, CRISTINA | 49 | P |
| OTT, CORINA | 63 | ADV |
| PAGE, JIM | 54 | ADV |
| PAINTER, TISHA | 57 | ADV |
| PARHAM, NANCY | 49 | P |

Achievement Groups

1 (Lowest)

2

3 (Middle)

4

5 (Highest)

Report: Student History Report

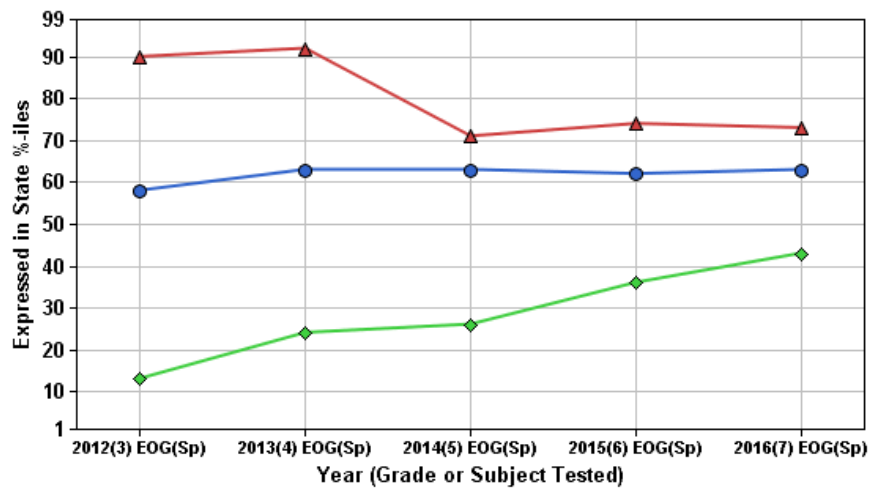
Test: EOG



Student: NICOLE MCGILL

Subject: Math

Year: 2016



▲ Student %-ile ◆ School %-ile ● District %-ile

| Subject: Math | | | | | |
|---------------|--------------------------------|---------|---------|---------|---------|
| | Year (Grade or Subject Tested) | | | | |
| | EOG (Math) | | | | |
| | 2012(3) | 2013(4) | 2014(5) | 2015(6) | 2016(7) |
| State NCE | 77 | 80 | 61 | 64 | 63 |
| %-ile | 90 | 92 | 71 | 74 | 73 |
| Perf Level | ADV | ADV | ADV | ADV | ADV |

Report: Student History Report

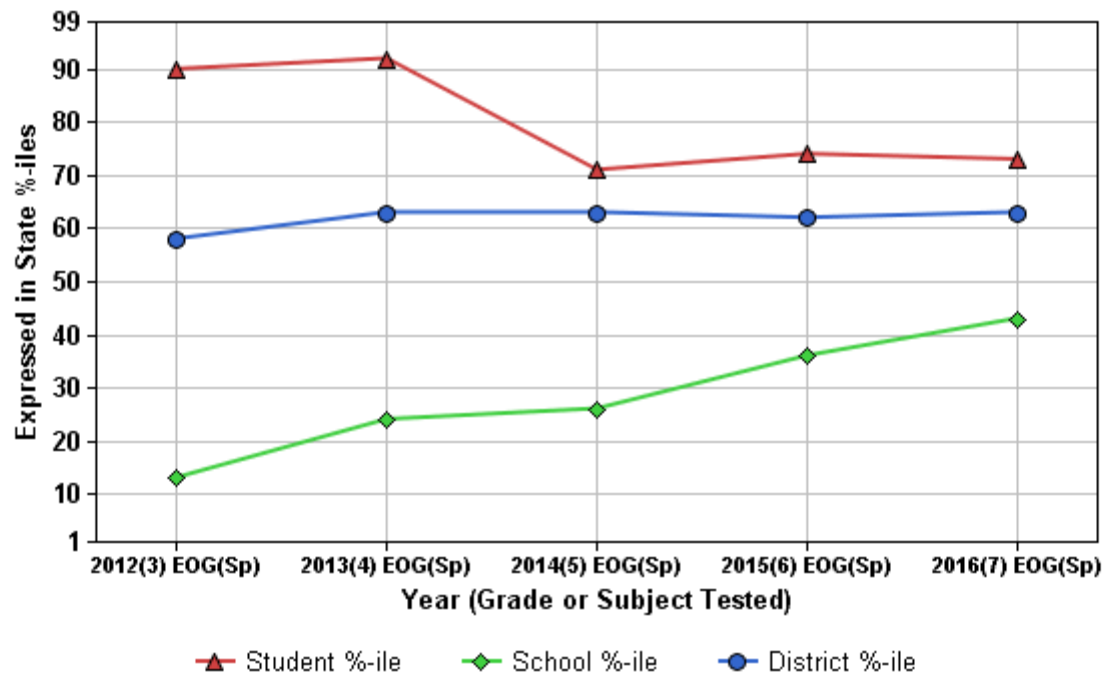
Test: EOG

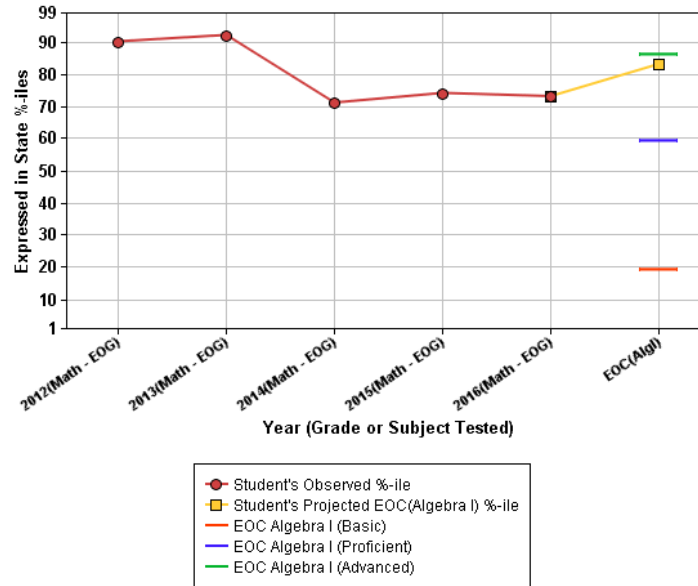


Student: NICOLE MCGILL

Subject: Math

Year: 2016





| Projection: EOC Algebra I | | | |
|----------------------------|---|------------|----------|
| Projected State Percentile | Probability of scoring the indicated Performance Level or above | | |
| | Basic | Proficient | Advanced |
| 83 | 99.9% | 94.5% | 47.1% |

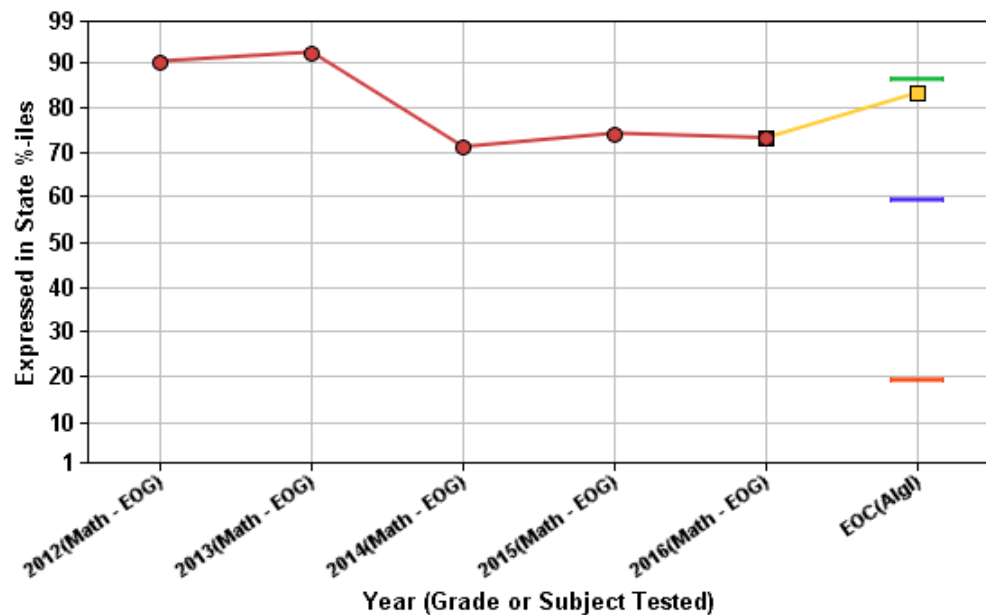
| Student's Testing History | | | | | |
|---------------------------|--------------------------------|---------|---------|---------|---------|
| | Year (Grade or Subject Tested) | | | | |
| | EOG (Math) | | | | |
| | 2012(3) | 2013(4) | 2014(5) | 2015(6) | 2016(7) |
| State NCE | 77 | 80 | 61 | 64 | 63 |

Report: Student Projection Report



Student: NICOLE MCGILL

Projection: EOC Algebra I



- Student's Observed %-ile
- Student's Projected EOC(Algebra I) %-ile
- EOC Algebra I (Basic)
- EOC Algebra I (Proficient)
- EOC Algebra I (Advanced)

Report: Student Projection Report
Student: NICOLE MCGILL
Projection: AP Calculus AB



| Projection: AP Calculus AB | |
|---|-------------|
| Probability of scoring the indicated Performance Level or above | |
| 3 or Higher | 4 or Higher |
| 98.0% | 82.6% |

| Student's Testing History | | | | | |
|---------------------------|--------------------------------|---------|---------|---------|---------|
| | Year (Grade or Subject Tested) | | | | |
| | EOG (Math) | | | | |
| | 2012(3) | 2013(4) | 2014(5) | 2015(6) | 2016(7) |
| State NCE | 77 | 80 | 61 | 64 | 63 |
| %-ile | 90 | 92 | 71 | 74 | 73 |

Search for students ...

With the Last Name:

Who are currently enrolled in: ▼

7th Grade ▼

At this District:

Big City School District ▼

At these Schools:

- All Schools
- Abalone Upper Elementary School
- Albacore Elementary School
- Alpaca Elementary School
- Anchovy Primary School
- Ant Elementary School
- Anteater Upper Elementary School

Matching the following:

Races

- Unknown (Race)
- American Indian
- Asian
- Black
- Hispanic
- Multi-Racial
- Native Hawaiian/Pac. Islander
- White

Sexes

- Male
- Female
- Unknown (Sex)

Demographics

- Economically Disadvantaged
- Non-Economically Disadvantaged
- Title 1
- Title 3
- Limited English Proficiency
- Special Education
- Non-Special Ed
- Enrolled Full Year
- Not Enrolled Full Year
- Migrant
- ELL 1st Year
- Foreign Exchange
- Gifted Education (GIEP)

With these projected proficiencies:

Test

Subject (Level)

Lower %

Upper %

EOC ▼

EOC Algebra I (Proficient) ▼

70

100

[Clear test](#)

[Add Another Test](#)

Students 1 to 100 of 3,580

Students who are enrolled in the 7th Grade in all schools in the Big City School District to which you have access with a 70% to 100% achievement probability for EOC Algebra I (Proficient)

[← Back to Student Search](#)

[« Previous Page](#)

Page of 36 [Go ➔](#)

[Next Page »](#)

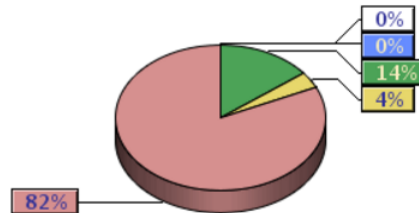
| Student | District | School | Sex | Race | Grade | ED | Non-ED | T1 | T3 | LEP | SPE | Non-SPE | E FYr | NE FYr | Miq | ELL 1 Yr. | Foreign Ex | GIEP | Prob1 | %-ile1 |
|----------------------------------|--------------------------|----------------------------------|-----|------|-------|----|--------|----|----|-----|-----|---------|-------|--------|-----|-----------|------------|------|----------------------|--------------------|
| ABBOTT, LIA | Big City School District | Dolphin Elementary School | F | W | 7 | N | Y | N | N | N | N | Y | Y | N | N | N | N | N | 99.9 | 99 |
| ABBOTT, WALLACE | Big City School District | Tamarin Middle School | M | W | 7 | N | Y | N | N | N | N | Y | Y | N | N | N | N | N | 99.1 | 91 |
| ABDULLAH, SWATI | Big City School District | Starling Elementary School | F | A | 7 | N | Y | N | N | N | N | Y | Y | N | N | N | N | N | 99.9 | 98 |
| ABRAHAM, GAYATRI | Big City School District | Elk Elementary School | F | A | 7 | N | Y | N | N | N | Y | N | Y | N | N | N | N | N | 99.9 | 99 |
| ABRAHAM, MONTEZ | Big City School District | Coral Snake Middle School | M | B | 7 | Y | N | Y | N | N | N | Y | Y | N | N | N | N | N | 99.8 | 95 |
| ABRAMS, CORTEZ | Big City School District | Coaler Junior High School | M | B | 7 | N | Y | N | N | N | N | Y | Y | N | N | N | N | N | 99.9 | 98 |
| ABRAMS, XAVIER | Big City School District | Flames Middle School | M | B | 7 | Y | N | Y | N | N | N | Y | Y | N | N | N | N | N | 84.0 | 75 |
| ACHARYA, ADEELA | Big City School District | Cichlid Elementary School | F | A | 7 | N | Y | N | N | N | N | Y | Y | N | N | N | N | N | 99.9 | 99 |
| ACOSTA, LAZARUS | Big City School District | Crane Middle School | M | H | 7 | N | Y | Y | N | N | N | Y | Y | N | N | N | N | N | 99.9 | 95 |
| ADAME, DRAKE | Big City School District | Crane Middle School | M | H | 7 | Y | N | Y | N | N | N | Y | Y | N | N | N | N | N | 99.9 | 99 |
| ADAMS, BRYANT | Big City School District | Crane Middle School | M | W | 7 | Y | N | N | N | N | N | Y | Y | N | N | N | N | N | 79.7 | 72 |
| ADAMS, SAMSON | Big City School District | Gator Elementary School | M | W | 7 | N | Y | N | N | N | N | Y | Y | N | N | N | N | N | 99.9 | 99 |
| ADCOCK, ALICIA | Big City School District | Tamarin Middle School | F | W | 7 | N | Y | N | N | N | N | Y | Y | N | N | N | N | N | 96.5 | 86 |
| ADCOCK, ARI | Big City School District | Pirahna Elementary/Middle School | M | W | 7 | N | Y | N | N | N | N | Y | Y | N | N | N | N | N | 99.9 | 99 |
| ADDISON, AYANNA | Big City School District | Flying Fox Junior High School | F | B | 7 | Y | N | Y | N | N | N | Y | N | Y | N | N | N | N | 83.4 | 75 |
| ADDISON, FATIMA | Big City School District | Jackal Middle School | F | B | 7 | Y | N | Y | N | N | N | Y | Y | N | N | N | N | N | 99.4 | 92 |
| ADDISON, PATRICE | Big City School District | Jackal Middle School | F | B | 7 | Y | N | Y | N | N | N | Y | Y | N | N | N | N | N | 93.9 | 83 |
| ADKINS, BARRY | Big City School District | Bald Eagle Elementary School | M | W | 7 | N | Y | N | N | N | N | Y | Y | N | N | N | N | Y | 99.0 | 90 |
| ADKINS, DARYL | Big City School District | Gator Elementary School | M | W | 7 | N | Y | N | N | N | N | Y | Y | N | N | N | N | N | 94.5 | 83 |
| ADKINS, JEREMY | Big City School District | Hen Elementary School | M | W | 7 | N | Y | N | N | N | N | Y | Y | N | N | N | N | N | 76.8 | 71 |

Report: School (Single Grade) Projection Summary**Grade:** 7th Grade**School:** Snowy Owl Middle School**Projection:** EOC Algebra I (Proficient)**District:** Big City School District**Year:** 2016

Select Subgroups

7th Grade Projected to EOC Algebra I (Proficient)

| Probability of Proficiency | Nr of Students | Percentage |
|-----------------------------------|----------------|------------|
| Greater than or equal to 70% | 72 | 14% |
| Between 50% and 70% | 18 | 4% |
| Less than or equal to 50% | 407 | 82% |
| Students who lack sufficient data | 0 | 0% |
| Students at or above proficiency | 0 | 0% |



Report: State Teaching Effectiveness Summary

School: Snowy Owl Middle School

District: Big City School District

Select Year:

2016 ▾

Include:

EOG Math 4 5 6 7 8

Reading 4 5 6 7 8

Science 5 8

Social Studies 8

EOC Algebra I Biology English I

Comp

Select All Deselect All

+ Create New Graph

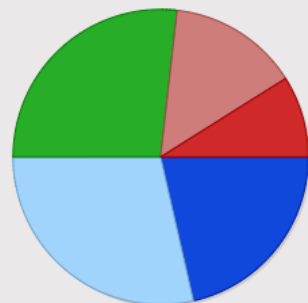
↩ Update Graph

✕ Delete Graph



[View List ▾](#)

| Teaching Effectiveness | | | |
|--|--------------------|----------|-------|
| 2016 | | | |
| Math (4, 5, 6, 7, 8); AlgI; Comp | | | |
| Effectiveness Level | School | District | State |
| Level 5 <i>Most Effective</i> | 12 | 466 | 1444 |
| Level 4 <i>Above Average Effectiveness</i> | 16 | 385 | 1057 |
| Level 3 <i>Average Effectiveness</i> | 15 | 821 | 2578 |
| Level 2 <i>Approaching Average Effectiveness</i> | 8 | 300 | 959 |
| Level 1 <i>Least Effective</i> | 5 | 383 | 1304 |



■ Level 5: 12
■ Level 4: 16
■ Level 3: 15
■ Level 2: 8
■ Level 1: 5

School

District

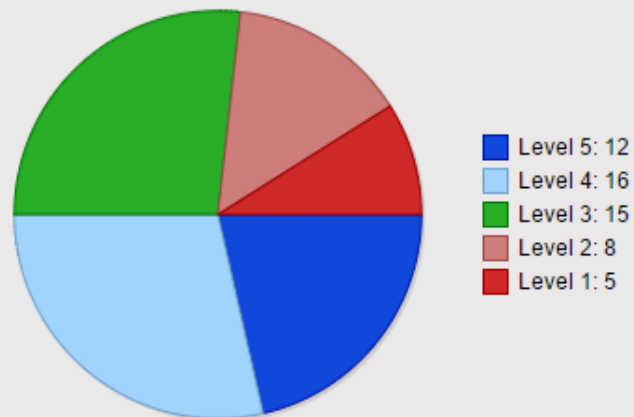
State

Teaching Effectiveness

2016

Math (4, 5, 6, 7, 8); Alg; Comp

| Effectiveness Level | School | District | State |
|--|-----------|----------|-------|
| Level 5 <i>Most Effective</i> | <u>12</u> | 466 | 1444 |
| Level 4 <i>Above Average Effectiveness</i> | <u>16</u> | 385 | 1057 |
| Level 3 <i>Average Effectiveness</i> | <u>15</u> | 821 | 2578 |
| Level 2 <i>Approaching Average Effectiveness</i> | <u>8</u> | 300 | 959 |
| Level 1 <i>Least Effective</i> | <u>5</u> | 383 | 1304 |



School

District

State

Report: Teacher Effectiveness Listing

Year: 2016

School: Snowy Owl Middle School

Effectiveness Level: Level 5

District: Big City School District

EOG Math (4, 5, 6, 7, 8); EOC Algebra I; Composite

[← Back to State Teaching Effectiveness Summary](#)

| | <u>Teacher Name / Employee ID</u> | <u>Test</u> | <u>Subject</u> | <u>Grade</u> |
|-----|---|-------------|----------------|--------------|
| 1. | ALMANZA, EVERETT (1973905) | Composite | Composite | n/a |
| 2. | BROOKS, MORGAN (6414311) | EOG | Math | 8 |
| 3. | BROOKS, MORGAN (6414311) | Composite | Composite | n/a |
| 4. | CURRY, TYSON (4477761) | Composite | Composite | n/a |
| 5. | GALAN, RANDALL (3491882) | Composite | Composite | n/a |
| 6. | GALINDO, ABRAM (2319111) | EOG | Math | 7 |
| 7. | GARRISON, JADE (3724568) | EOG | Math | 8 |
| 8. | HUFFMAN, HUBERT (3264483) | Composite | Composite | n/a |
| 9. | HUFFMAN, HUBERT (3264483) | EOC | Algebra I | n/a |
| 10. | HUTCHINSON, ROWAN (4465659) | Composite | Composite | n/a |
| 11. | PRUITT, KENYA (5633026) | EOG | Math | 7 |
| 12. | WOMACK, MALAYSIA (6875151) | EOG | Math | 8 |

Level 5 Level 5, **Most Effective:** Significant evidence that the teacher's students made more progress than the Growth Standard (the teacher's index is 2 or greater).

Level 4 Level 4, **Above Average Effectiveness:** Moderate evidence that the teacher's students made more progress than the Growth Standard (the teacher's index is equal to or greater than 1 but less than 2).

Level 3 Level 3, **Average Effectiveness:** Evidence that the teacher's students made progress similar to the Growth Standard (the teacher's index is equal to or greater than -1 but less than 1).

Level 2 Level 2, **Approaching Average Effectiveness:** Moderate evidence that the teacher's students made less progress than the Growth Standard (the teacher's index is equal to or greater than -2 but less than -1).

Level 1 Level 1, **Least Effective:** Significant evidence that the teacher's students made less progress than the Growth Standard (the teacher's index is less than -2).

Note: When an index falls exactly on the boundary between two colors, the higher growth color is assigned.

Report: Teacher Value Added

Test: EOC

School: Snowy Owl Middle School

Subject: Algebra I

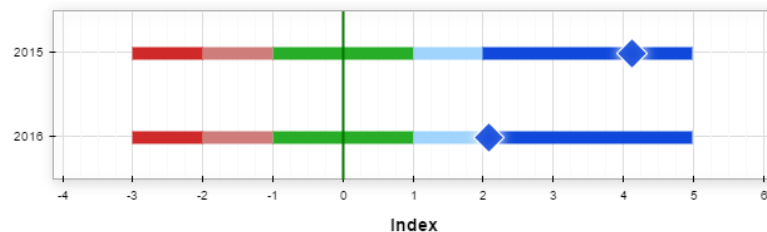
District: Big City School District

Teacher: HUBERT HUFFMAN (3264483)

← View the Teacher Value Added Summary

Teacher Value Added | Teacher Diagnostic | Teacher Custom Diagnostic

View: Value Added Graph | Student List



◇ Index — Growth Standard

— District Average

Show:

Index Graph

| Teacher Growth Measures and Standard Errors | | | | |
|---|----------------|----------------|-------|---------|
| Year | Growth Measure | Standard Error | Index | Level |
| 2015 | 13.6 | 3.3 | 4.12 | Level 5 |
| 2016 | 12.9 | 6.2 | 2.08 | Level 5 |

Teacher growth measures are from SAS® EVAAS® multivariate, longitudinal analyses using multiple subjects, grades, and years of data for each student.

| Supplemental Information | | | | | |
|--------------------------|--------------------|---------------|--------------------|-------------------------|------------------------------|
| Year | Number of Students | Average Score | Average Percentile | Average Predicted Score | Average Predicted Percentile |
| 2015 | 50 | 1485.5 | 51.0 | 1466.1 | 40.0 |
| 2016 | 45 | 1442.6 | 28.0 | 1424.2 | 19.0 |

2016: Level 5

Most Effective: Significant evidence that the teacher's students made more progress than the Growth Standard (the teacher's index is 2 or greater).

| 2016 Distribution of Teachers | |
|--|--------------------|
| Level | Number of Teachers |
| Level 5, Most Effective | 67 |
| Level 4, Above Average Effectiveness | 59 |
| Level 3, Average Effectiveness | 194 |
| Level 2, Approaching Average Effectiveness | 51 |
| Level 1, Least Effective | 38 |

Teacher growth measures and standard errors are presented in the chart to the left. This allows each teacher to compare his or her students' progress with the growth standard.

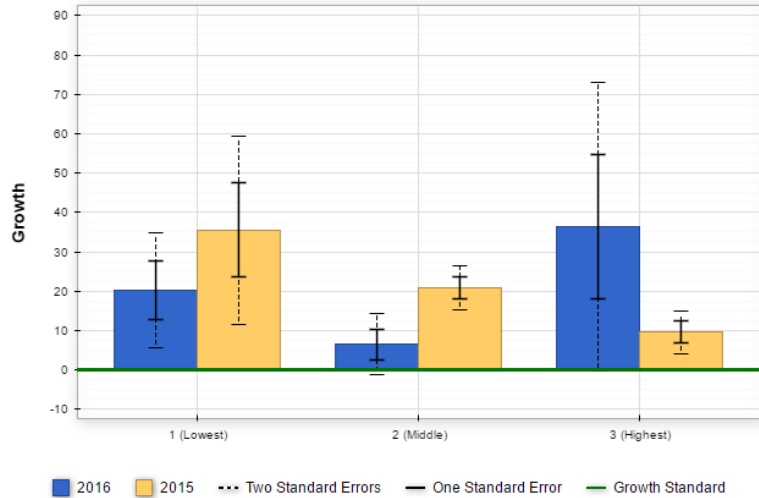
Report: Teacher Diagnostic
School: Snowy Owl Middle School
District: Big City School District
Teacher: HUBERT HUFFMAN (3264483)

Test: EOC
Subject: Algebra I

← View the Teacher Diagnostic Summary

Teacher Value Added **Teacher Diagnostic** Teacher Custom Diagnostic

Filter By: Subgroup



Show: Bar Chart ▾

| | | Achievement Groups | | |
|--|-----------------------|--------------------|------------|-------------|
| | | 1 (Lowest) | 2 (Middle) | 3 (Highest) |
| | Growth | 20.3 | 6.6 | 36.4 |
| | Standard Error | 7.3 | 3.9 | 18.4 |

2016 Achievement Groups (51)

▸ 1 (Lowest) (28)

▾ 2 (Middle) (12)

| Student | Observed Score | Perf Level | Sem |
|---------------------------------|----------------|------------|-----|
| BISHOP, KOLE | 1462 | B | Sp |
| COBLE, RONALD | 1463 | B | Sp |
| HAHN, AUBREY | 1459 | B | Sp |
| HALEY, BYRON | 1476 | B | Sp |
| KERN, EMMA | 1478 | B | F |
| MAXWELL, DASHA | 1455 | B | Sp |
| MCCALL, SIDNEY | 1461 | B | Sp |
| MCCALL, WINSTON | 1450 | B | Sp |
| MCDONALD, BUDDY | 1474 | B | Sp |
| SPIVEY, FRANK | 1450 | B | F |
| TYSON, GREG | 1464 | B | Sp |
| WALTERS, WILBUR | 1470 | B | Sp |

▸ 3 (Highest) (5)

▸ Students Not Used in Analysis (6)

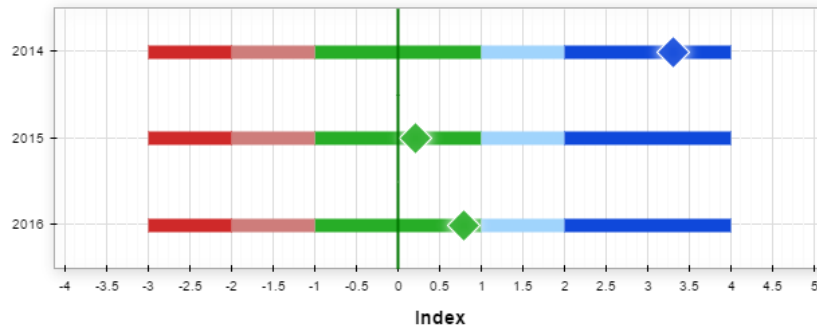


Report: Teacher Value Added **Test:** EOG
School: Jackal Middle School **Subject:** Math
District: Big City School District **Grade:** 7th Grade
Teacher: DONALDO ALICEA (1274807)

← View the Teacher Value Added Summary

Teacher Value Added Teacher Diagnostic Teacher Custom Diagnostic

View: Value Added Graph Student List



◇ Index — Growth Standard

District Average

Show:

Index Graph ▾

Teacher Growth Measures and Standard Errors

| Year | Growth Measure | Standard Error | Index | Level |
|------|----------------|----------------|-------|---------|
| 2014 | 5.6 | 1.7 | 3.32 | Level 5 |
| 2015 | 0.3 | 1.3 | 0.22 | Level 3 |
| 2016 | 1.4 | 1.7 | 0.80 | Level 3 |

2016: Level 3

Average Effectiveness: Evidence that the teacher's students made progress similar to the Growth Standard (the teacher's index is equal to or greater than -1 but less than 1).

2016 ▾ Distribution of Teachers

| Level | Number of Teachers |
|--|--------------------|
| Level 5, Most Effective | 80 |
| Level 4, Above Average Effectiveness | 58 |
| Level 3, Average Effectiveness | 131 |
| Level 2, Approaching Average Effectiveness | 42 |
| Level 1, Least Effective | 103 |

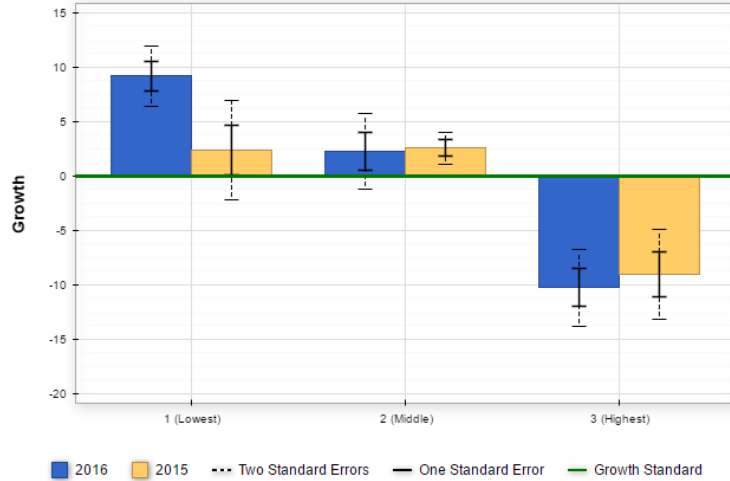
Teacher growth measures and standard errors are presented in the chart to the left. This allows each teacher to compare his or her students' progress with the growth standard.

Report: Teacher Diagnostic **Test:** EOG
School: Jackal Middle School **Subject:** Math
District: Big City School District **Grade:** 7th Grade
Teacher: DONALDO ALICEA (1274807)

[← View the Teacher Diagnostic Summary](#)

Teacher Value Added **Teacher Diagnostic** Teacher Custom Diagnostic

Filter By: **Subgroup**



2016 Achievement Groups (73)

- ▶ 1 (Lowest) (33)
- ▶ 2 (Middle) (16)
- ▶ 3 (Highest) (21)
- ▶ Students Not Used in Report (3)

Show:

Bar Chart ▼

| | | Achievement Groups | | |
|------|--------------------|--------------------|------------|-------------|
| | | 1 (Lowest) | 2 (Middle) | 3 (Highest) |
| 2016 | Growth Standard | 0.0 | 0.0 | 0.0 |
| | Growth | 9.2 | 2.3 | -10.2 |
| | Standard Error | 1.4 | 1.7 | 1.7 |
| | Number of Students | 33 | 16 | 21 |



Questions

Contact: Katrina.Miller@sas.com

sas.com