

VALUE-ADDED REPORTING IN OHIO

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AGENDA

- SAS EVAAS overview
- Demo of EVAAS reporting and public site
- Open Q&A

SAS EVAAS | WHAT IS EVAAS?

- A. Education team at SAS
- B. Value-added/growth model
- C. Web-based school improvement tool
- D. All of the above

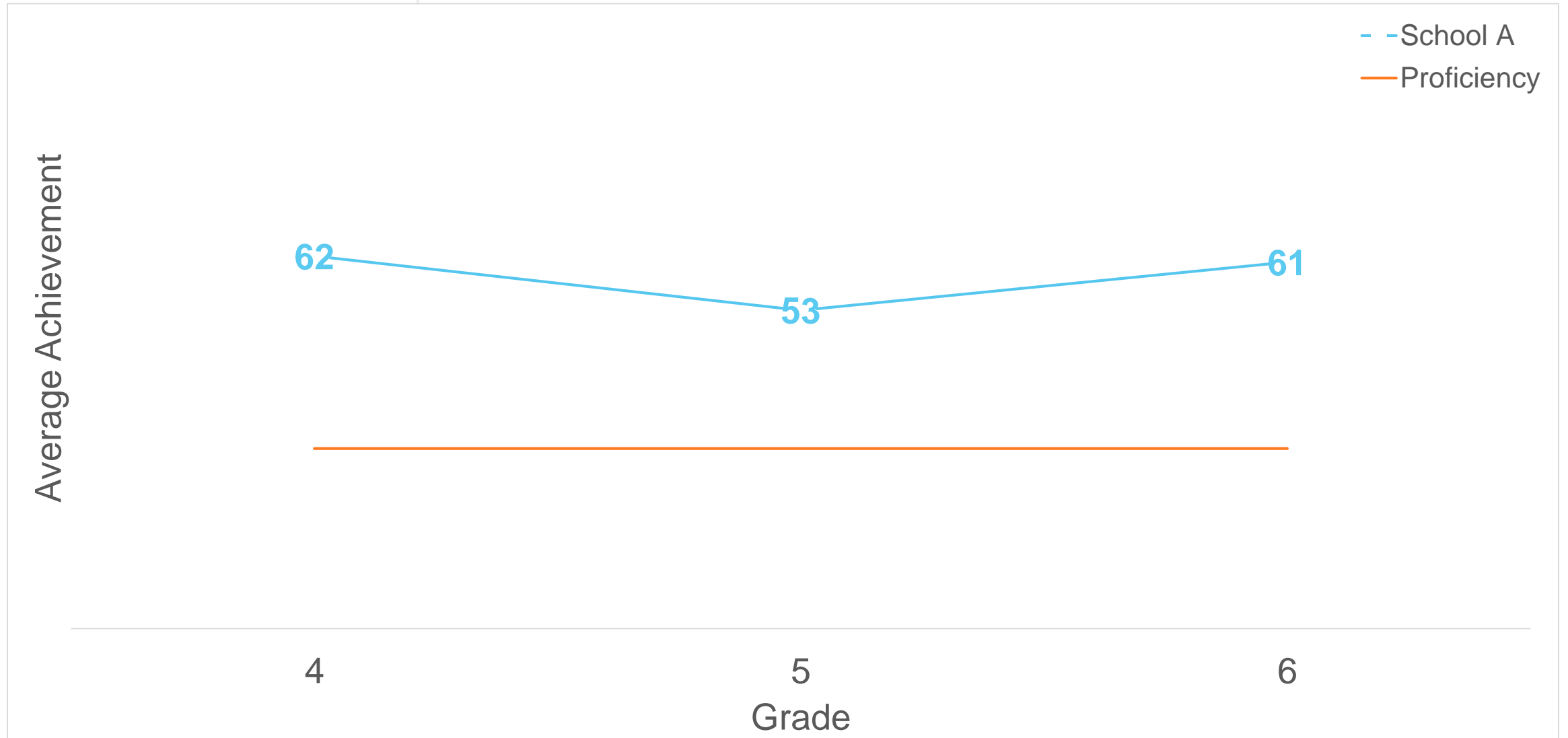
SAS EVAAS EDUCATION TEAM

- Our team includes analysts, web developers, trainers, and more – all who are 100% committed to EVAAS solutions and many who are former educators.
- State partners include OH, DC, NC, PA, SC, TN and (new in 2018) MI & OK.
- District partners in AR, IN, MD, and TX.

SAS EVAAS VALUE-ADDED/GROWTH MODEL

- Growth is the *change in achievement* over time for a group of students, compared to an expectation based on students' prior testing history.
- Let's look at the change in achievement for a sample school...

SAS EVAAS WHAT DOES GROWTH MEASURE?



-- School A
— Proficiency

Average Achievement

62

53

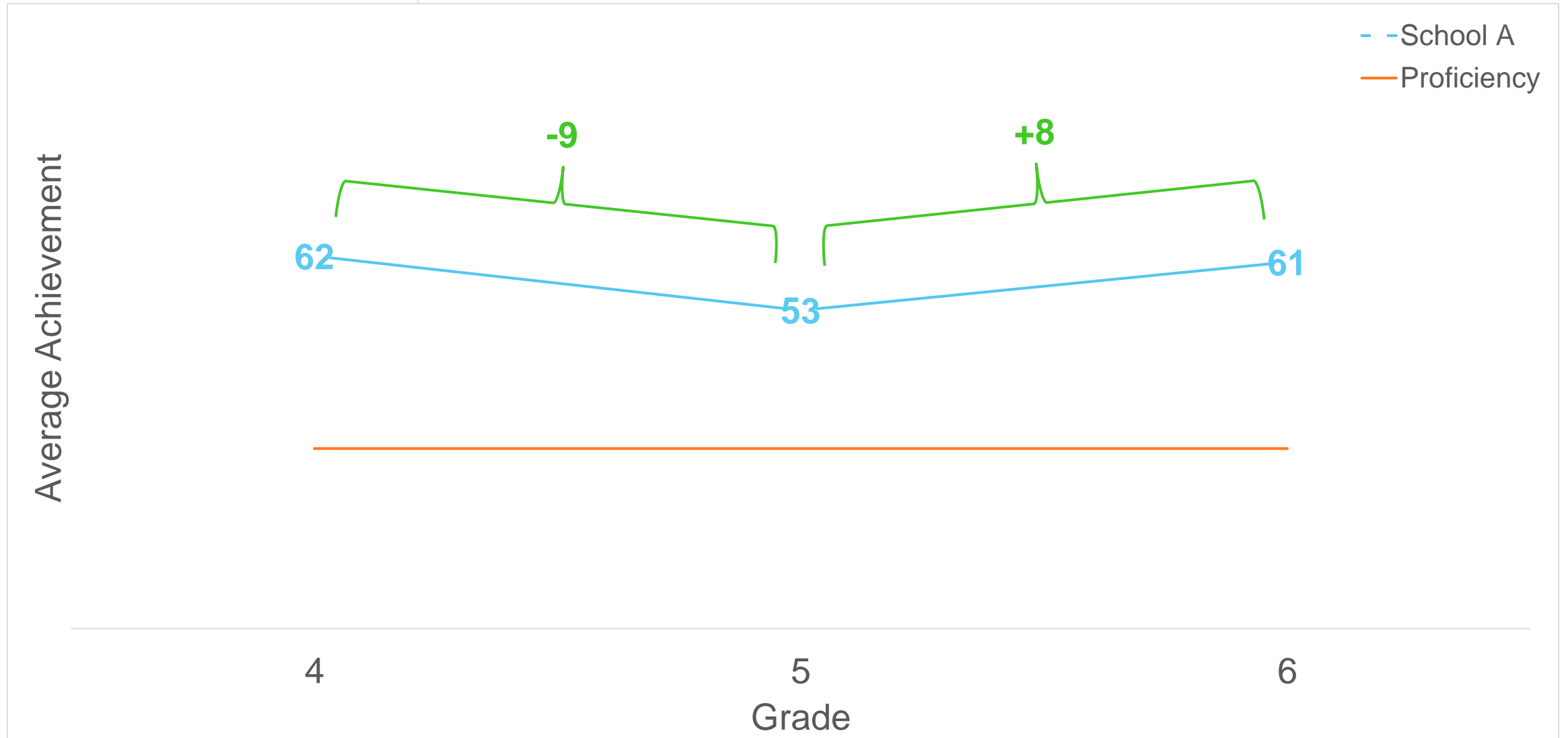
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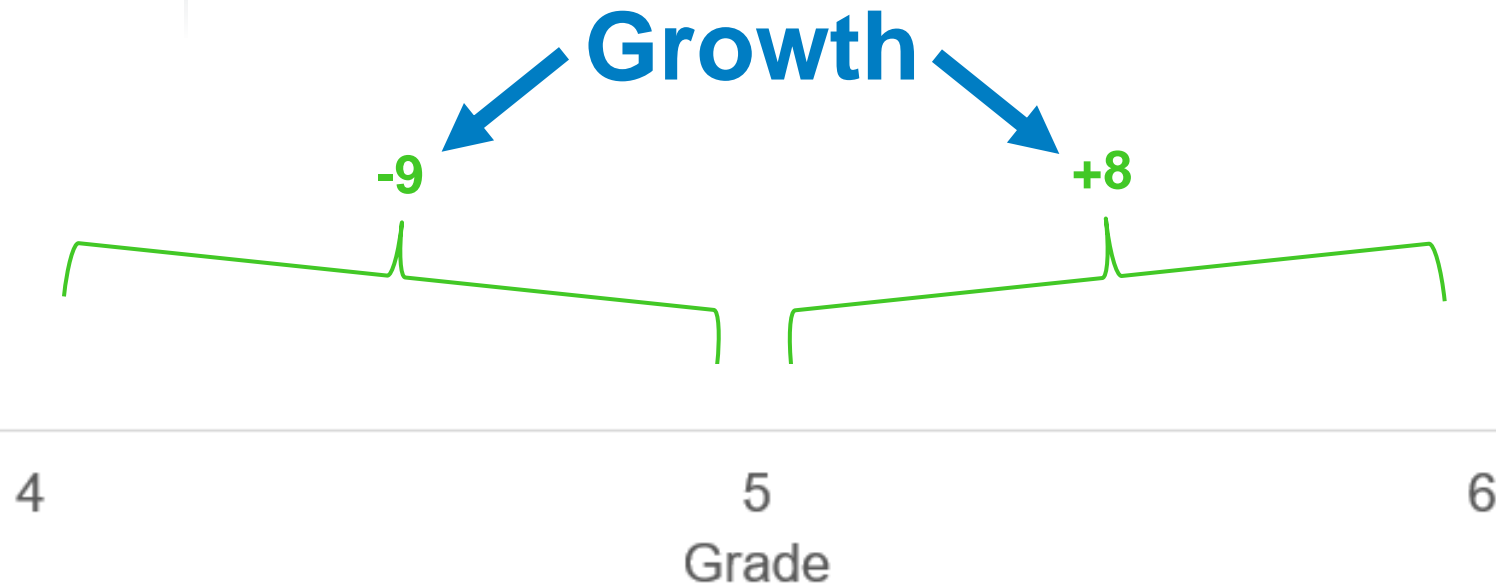
5
Grade

6

SAS EVAAS WHAT DOES GROWTH MEASURE?



SAS EVAAS WHAT DOES GROWTH MEASURE?



- What is the change in achievement over time?
 - Grade 4 to Grade 5: -9
 - Grade 5 to Grade 6: +8
 - Grade 4 to Grade 6: -1

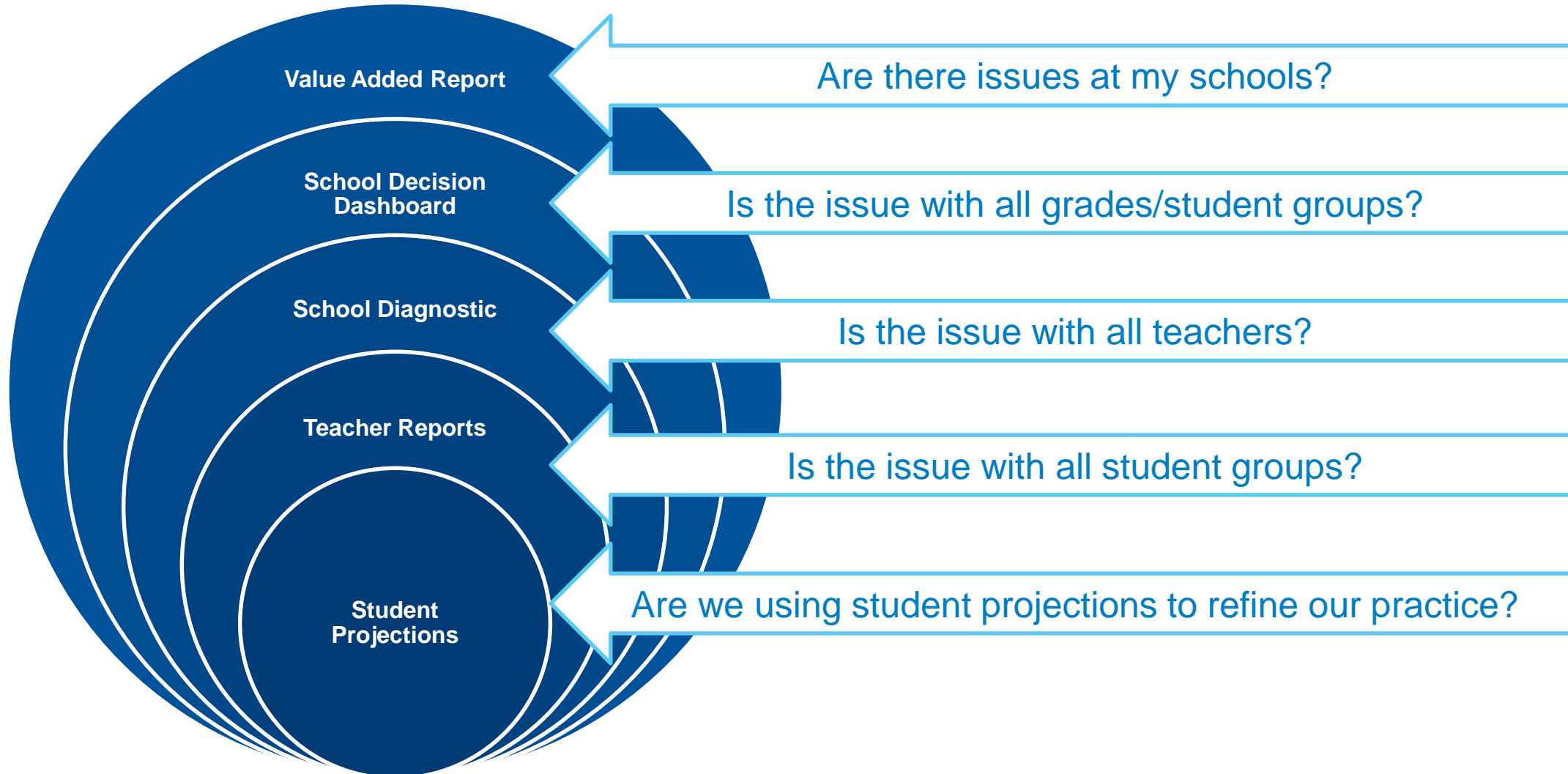
SAS EVAAS | WHAT DOES GROWTH MEAN?

- How can growth be interpreted or classified?
- Should growth be fairly similar from year to year?
- How can growth differ from achievement over time?
- Why does the growth model seem so complicated?

SAS EVAAS WEB-BASED SCHOOL IMPROVEMENT TOOL

- Longitudinal systems like EVAAS make better use of data already collected.
- The growth measure is just the beginning of the conversation.
- EVAAS is a diagnostic tool, to be used with other data and local knowledge.
- There are dozens of web reports that help educators to assess trends, reflect on their practice, and proactively plan for students' success.

SAS EVAAS HOW DOES EVAAS HELP DISTRICTS, SCHOOLS & TEACHERS?



SAS EVAAS RECENT FEEDBACK FROM THE FIELD

- SAS is hosting 35 participants from ESCs for 6 days of training.
 - Includes former educators and administrator who now provide professional development and coaching to Ohio districts and schools.
- Goal of the training can be summed up as:
 - “Ohio EVAAS training has helped me to add to my understanding and to experience new strategies to make content understandable and useful to teachers. I want to help answer the question about ‘Now that we have this data, so what?’ What are we going to do with it?”

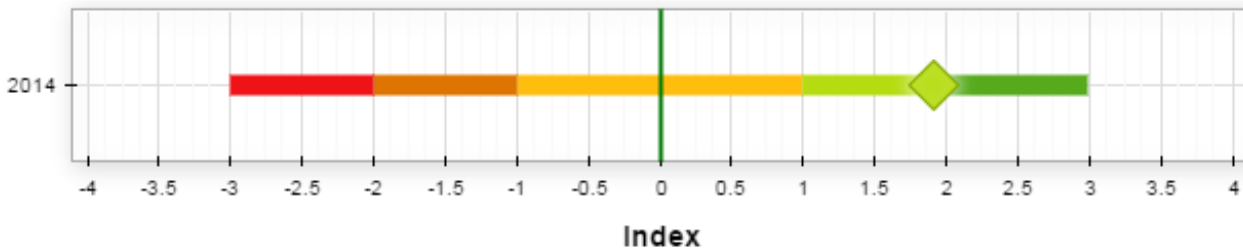
DEMO OF EVAAS REPORTING



SAS EVAAS SAMPLE TEACHER VALUE-ADDED REPORT

Teacher Value Added Teacher Diagnostic Teacher Custom Diagnostic

View: Value Added Graph Student List



◇ Index — Standard for Academic Growth

— District Average

Show:

Index Graph ▼

Teacher Growth Measures and Standard Errors

Year	Growth Measure	Standard Error	Index	Level
2014	3.4	1.8	1.91	Above Average

Teacher growth measures are from SAS® EVAAS® multivariate, longitudinal analyses using all available data for each student (up to 5 years). The multi-year trend incorporates the most recent student data, and the previous years' gains used in that trend may have changed from what was reported in previous years. ODE has requested, for consistency, the single-year growth measures in the chart and table above/below are the same as those that have been reported in previous years.

2014: Above Average

Above Average: Moderate evidence that the teacher's students made more progress than the state growth standard/pool average (the teacher's index is equal to or greater than 1 but less than 2).

2014 Distribution of Teachers

Level	No. of Teachers
Most Effective	154
Above Average	110
Average	109
Approaching Average	20
Least Effective	21

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 state growth standard / pool average.

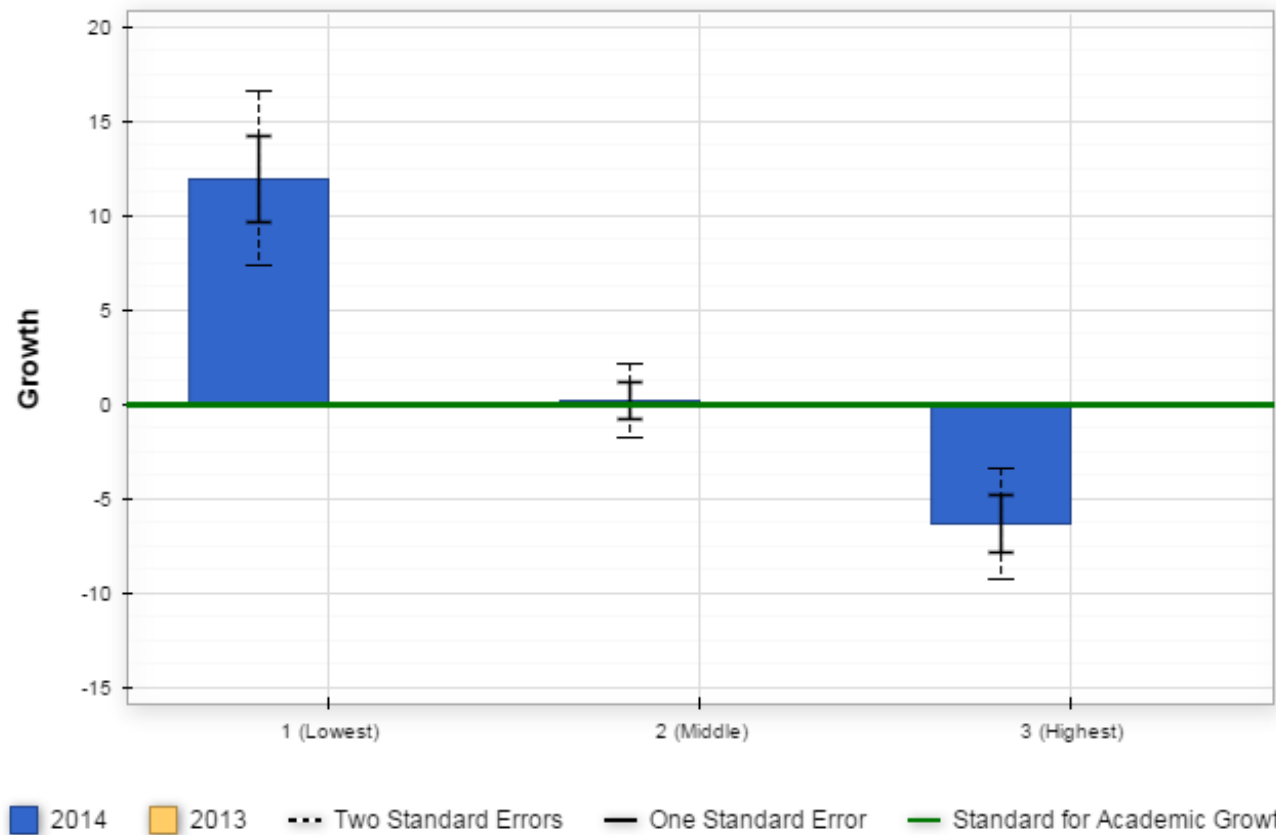
SAS EVAAS SAMPLE TEACHER DIAGNOSTIC REPORT

Teacher Value Added

Teacher Diagnostic

Teacher Custom Diagnostic

Filter By: Subgroup



2014 Achievement Groups (92)

- ▶ 1 (Lowest) (42)
- ▶ 2 (Middle) (32)
- ▶ 3 (Highest) (12)
- ▶ Students Not Used in Report (4)
- ▶ Students Not Used in Analysis (2)

QUESTIONS?

