Bonus Resources

Reference

Consistent Conversations

Step One: Celebrate Successes

Which students met or exceeded expected growth?

- Last year compared to other years?
- Student group to student group?
- Teacher to teacher?

How did we reach this level of growth?

- Based on local data?
- Based on classroom observation?
- Based on personal knowledge?

Step Two: Identify Areas for Improvement

Which student groups did not make expected growth?

- Last year compared to other years?
- Student group to student group?
- Teacher to teacher?

Where would we like to see students making more growth this year?

- From which achievement levels?

Why do we think students did not make the growth that we had hoped for last year?

- What evidence supports these assumptions?

Step Three: Develop a Plan

Given the celebrations and areas for improvement identified, what strategies would make a difference for students this year?

- How can we sustain our areas of celebration?
- How can we refine our instructional program to improve in areas where needed?

Who are the students in our classrooms now who need specific strategies?

- Based on previous results?
- From specific student groups?

Step Four: Advocate for Needs

What help do we need to accomplish our plan?

- What classroom resources?
- What support personnel?
- What types of training or experiences?

How do we advocate for our students' needs?

- Who can help us find resources and funding?
- What evidence will we use to demonstrate the need?
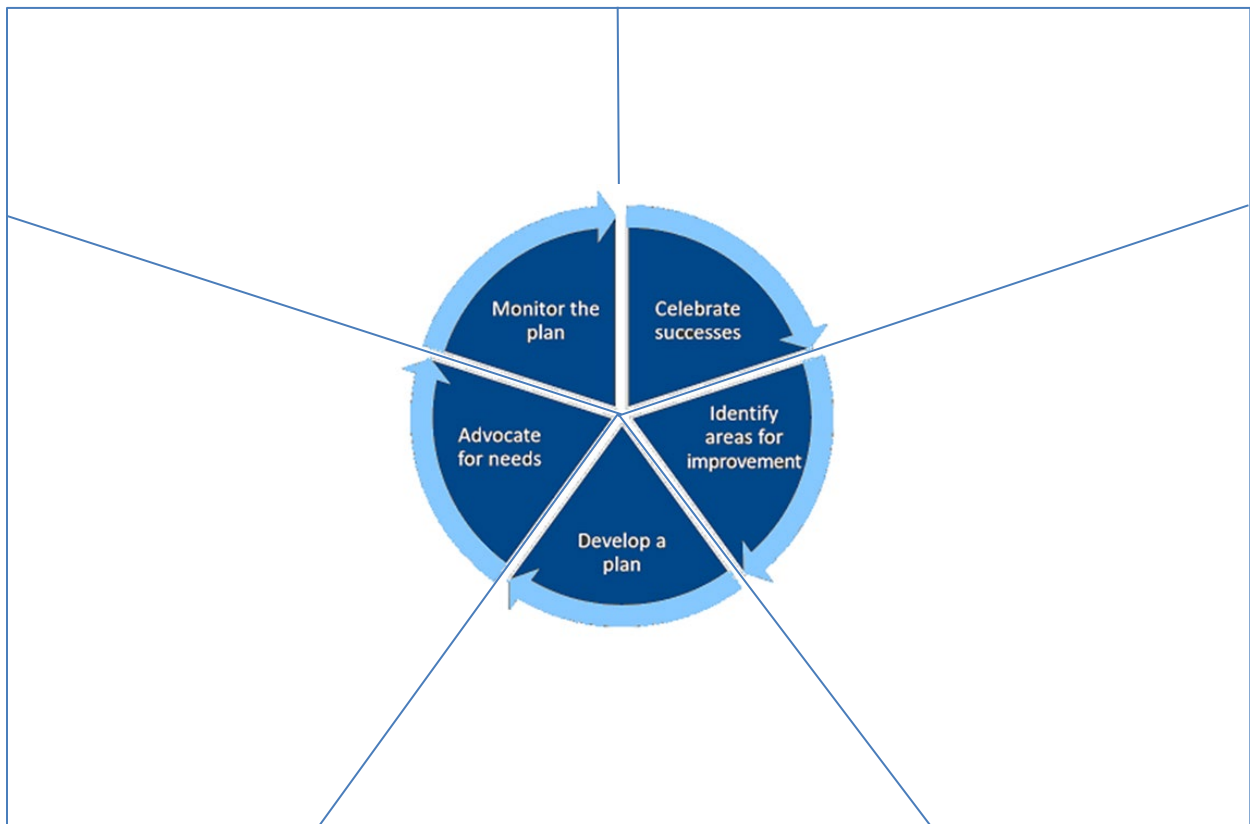
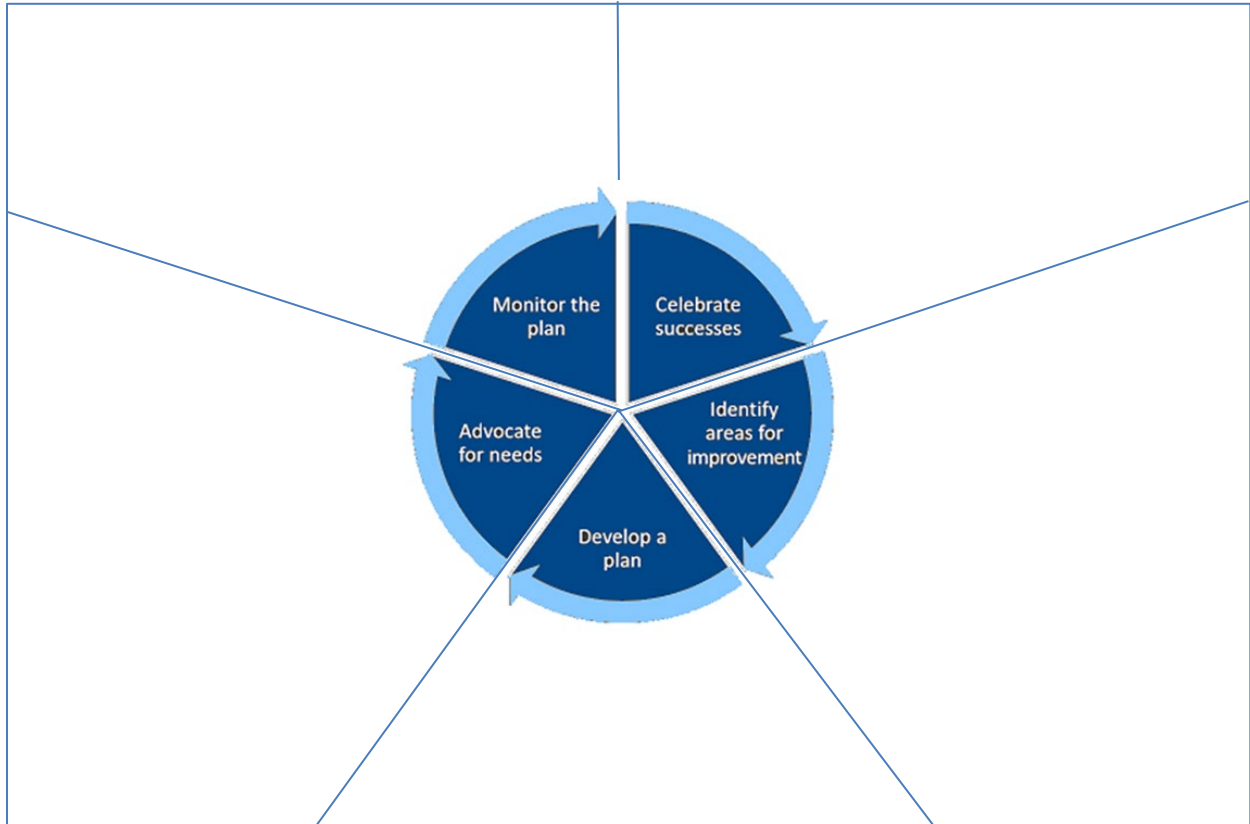## Step Five: Monitor the Plan

How can we monitor our plan for effectiveness for all students throughout the year?

- How often will we monitor?
- What data will we use?

What are our criteria for success?

- How will we define it?
- How will we know when we achieve it?

Consistent Conversations Blank Organizers

Examining Your Schoolwide Data

Directions

With your team:

Use this document to analyze your schoolwide data for _____ (subject).

Access your Value-Added, Diagnostic, and other reports to analyze with your team.

Using the Consistent Conversations framework, analyze the EVAAS data for celebrations and areas for improvement.

Record your team's observations in the chart below.

Where are the celebrations? Which <u>grade levels</u> are out-pacing or maintaining relative to other students across the state? Which <u>student groups</u> are out-pacing or maintaining (consider within a single grade level and across grades)?	**Where are areas for improvement?** Which <u>grade levels</u> are losing ground with students? Which <u>student groups</u> are falling behind or maintaining relative to other students across the state?

What is the greatest celebration, and what might have contributed to this success?

What is the greatest area of need, and what might have contributed to this outcome?

Examining School Plans

Directions

With your team:

Use this document to examine your school improvement plan and professional development plan.

Where is your area of greatest need according to growth data?	What evidence supports that statement?
How does your SIP address this need?	**How does your PD Plan address this need?**

How might you tweak your school improvement plan or professional development plan based on EVAAS and other data points?

Develop a statement regarding how you can use EVAAS data to inform your leadership practice.

Overview of Teacher Effects Multi-Year Blank Form

Teacher	Teacher Data Points			Teacher Diagnostic Reports					
	Teacher Absence Percentage	Discipline Referrals	Effectiveness Level	Low		Middle		High	
				Recent Year	Previous Year	Recent Year	Previous Year	Recent Year	Previous Year

Overview of Teacher Effects Single-Year Blank Form

Teacher	Teacher Data Points			Teacher Diagnostic Reports		
	Teacher Absence Percentage	Discipline Referrals	Effectiveness Level	Low	Middle	High
				Recent Year	Recent Year	Recent Year

Overview of Schooling Effects Blank Form

Grade Level/Subject Area/Subgroup	Grade Level/Subject Area Data Points			Diagnostic Reports									
	Teacher Absence Percentage	Discipline Referrals	Effectiveness Level	1 (Lowest)		2		3 (Middle)		4		5 (Highest)	
				Recent Year	Prev Year	Recent Year	Prev Year	Recent Year	Prev Year	Recent Year	Prev Year	Recent Year	Prev Year

Bonus Resource: How to Make a Custom Student Report

Putting Student Projections in a List

1. Hover over the Reports tab and click **Custom Student Reports**.

2. Click **Create a New Report**.
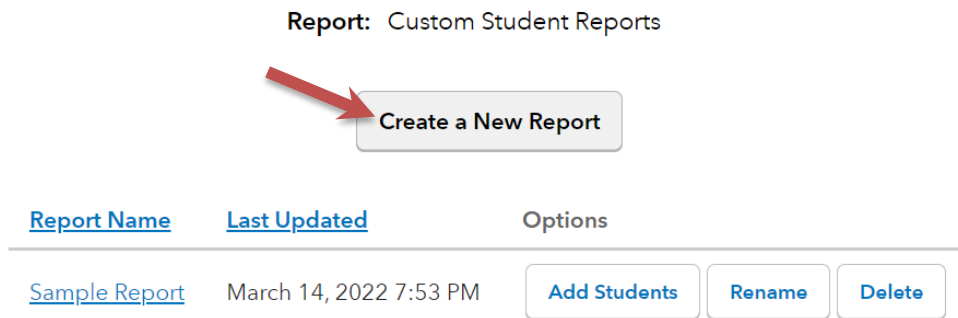
3. Decide on a name for your new report and enter it in the required box. Then click **Create**.
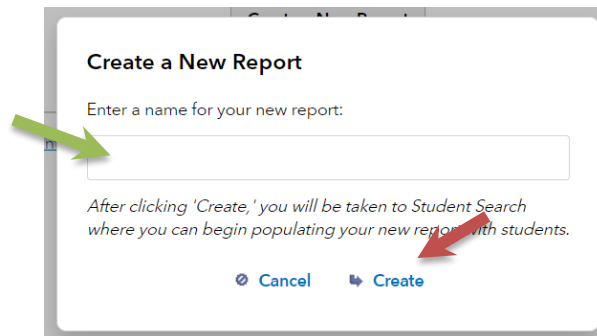
4. Next, select options for finding the students that you need. After you have selected all parameters for the search, click **Submit**.

Student Search

Last Name: [   ]

State Student ID: [   ]

Grade: [Any Grade ⌄]

Students are: [Enrolled ⌄]

District: [All Districts ⌄]   **Gender**

School: [All Schools ⌄]

Demographics:

Race	Gender	Other
☐ American Indian	☐ Female	☐ Chronically Absent
☐ Asian/Pacific Islander	☐ Male	☐ Economically Disadvantaged
☐ Black	☐ Unknown (Gender)	☐ English Learner
☐ Hispanic		☐ Gifted
☐ Multi-Racial		☐ Gifted Math
☐ Unknown (Race)		☐ Gifted Reading
☐ White		☐ Gifted Science
		☐ Gifted Superior Cognitive
		☐ Migrant
		☐ Students with Disabilities

Projected Proficiencies:

Test	Subject (Level)	Lower %	Upper %	
-- Tests -- ⌄	-- Subjects (Level) -- ⌄	0	0	Clear test

Add Another Test

⇨ Submit

5. A list of students appears that matches your search criteria. Place a check mark beside each student's name that you want to add to the report. Then click **Add Selected Students**.

⬅ Back to Student Search   ✚ Select All Pages   ⊘ Deselect All   ⇨ Add Selected Students

	Student	State Student ID	District	School	Gender	Race	Grade	C	ED	EL	Gif	GifM	GifR	GifSci	GifS	HW	LowELA	LowM	LowSci
☑	10686, Student	3516167	All-Star School District	Badminton Elementary/Middle School	M	W	8	Y	Y	Y	N	N	N	N	N	N	Y	Y	N
☐	10921, Student	6128420	All-Star School District	Badminton Elementary/Middle School	M	W	8	Y	Y	N	Y	N	Y	N	N	Y	N	N	N
☑	...4, Student	6796929	All-Star School District	Badminton Elementary/Middle School	F	A	8	Y	Y	N	N	N	N	N	N	Y	Y	N	N

6. Your Custom Student Report is now created.

Glossary – District and School Value-Added Report

Achievement Enter⬜Exit

Depending on the assessment, achievement is reported in Normal Curve Equivalents (NCEs) or scale scores.

- Entering achievement is either the average of the students' NCEs from the most recent prior year available or the average of the students' expected scale scores.

- Exiting achievement is either the average of the students' current year NCEs or the average of the students' actual scale scores.

Effect Size

An indicator of magnitude and practical significance that the group of students met, exceeded, or fell short of expected growth.

Effectiveness Level

A category that describes the certainty that a group of students met, exceeded, or fell short of expected growth.

Entering Achievement Percentile

The entering achievement for the group of students relative to the overall distribution for this assessment.

Growth Index

An indicator of the certainty that the group of students met, exceeded, or fell short of expected growth.

Growth Measure

A conservative estimate of the growth that students made, on average, in a grade and subject or course.

Student Count

The number of students included in the analysis.

Standard Error

A measurement that establishes a confidence band around the growth measure and describes the certainty that the group of students met, exceeded, or fell short of expected growth.

Glossary – District and School Diagnostic Report

Measurement Options

Growth

Estimate of the growth that students in a group made, on average, in a grade and subject or course.

Entering Achievement

Entering achievement is either the average of the students' NCEs from the most recent prior year available or the average of the students' expected scale scores.

Exiting Achievement

Exiting achievement is either the average of the students' current year NCEs or the average of the students' actual scale scores.

Percentage of Students Meeting or Exceeding Expected Score

The percentage of students whose actual scores met or exceeded their expected scores, which is based on students' prior performance and assumes the average schooling experience.

Percentage of Students at Least Proficient

The percentage of students whose actual scores met or exceeded the proficient performance level for the selected assessment.

Percentage of Students at Least Accomplished

The percentage of students whose actual scores met or exceeded the Accomplished performance level for the selected assessment.

Student Grouping Options

State Achievement Group

Sorts students into groups based on where their achievement in the selected subject falls in the state distribution.

District Achievement Group

Sorts students into groups based on where their achievement in the selected subject falls in the district distribution.

School Achievement Group

Sorts students into groups based on where their achievement in the selected subject falls in the school distribution.

Expected Performance Level

Groups students according to their expected performance level for the selected subject based on their prior performance.

Race

Groups students by Race.

Gender

Groups students by Gender.

Chronically Absent

Groups students by Chronically Absent status.

Economically Disadvantaged

Groups students by Economically Disadvantaged status.

English Learner

Groups students by English Learner status.

Gifted

Groups students by Gifted status.

Gifted Math

Groups students by Gifted Math status.

Gifted Reading

Groups students by Gifted Reading status.

Gifted Science

Groups students by Gifted Science status.

Gifted Superior Cognitive

Groups students by Gifted Superior Cognitive status.

Migrant

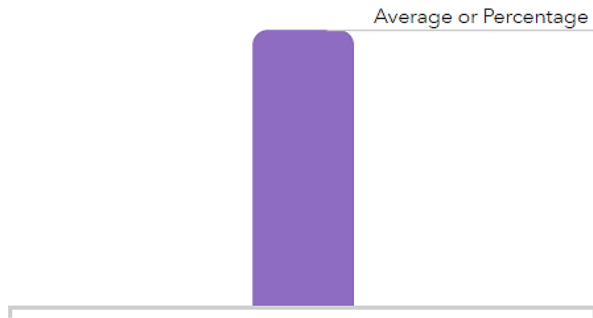Groups students by Migrant status.

Students with Disabilities

Groups students by Students with Disabilities status.

Graph Options

Bar Chart

Displays the average or percentage depending on the selected measurement option. Use the bar chart to view the measurement option for each group of students.


Bar Chart with Confidence Bands

Displays the average or percentage and standard error for each group of students. Use the bar chart with confidence bands to display information about statistical certainty.
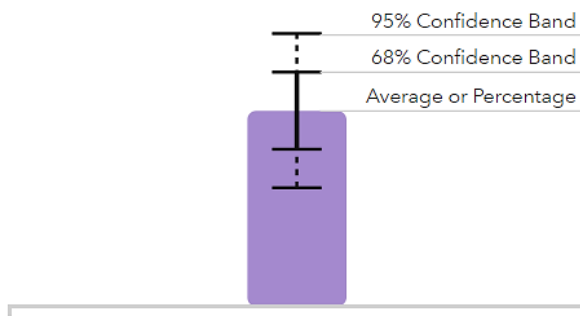
Box Plot

Displays the maximum, 75th percentile, average, median, 25th percentile, and minimum statistics to provide information about the variation in the group's data. Use the box plot to view additional details about the data for each student group.
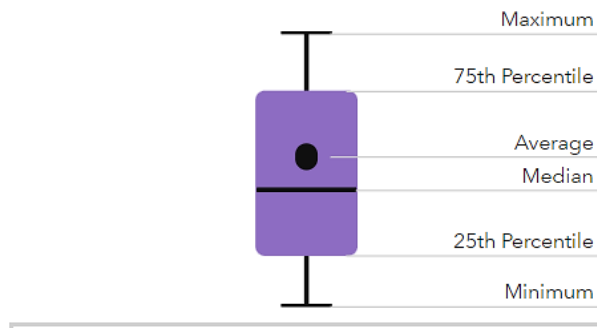
Not available for percentage-based measurements.